



SHATFORD MEMORIAL ELEMENTARY SCHOOL PLAN for
COMMUNICATING STUDENT LEARNING 2020-2021

Student achievement depends on the collaborate effort of students, parents/guardians, teachers, staff, community members and administration working together. Instructional planning is developed based on an understanding of how students learn. This is referred to as the Principles of Learning.

Principles of Learning
1. Students construct meaning and make it meaningful in terms of their prior knowledge and experiences.
2. Learning is the process of actively construction knowledge.
3. Learning is enhanced when it takes place in a collaborative and social environment.
4. Students need to view learning as an integrated whole.
5. Learners must see themselves as capable and successful.
6. Learners have different ways of knowing and representing knowledge.
7. Reflection is an integral part of learning.

The ‘Essential Graduation Learnings’ is a framework of statement describing expectations of students in terms of knowledge, skills and attitudes that should be developed through curriculum.

Essential Graduation Learnings
Critical Thinking (CT): Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.
Citizenship (CZ): Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national and global context.
Communication (Com): Learners are expected to interpret and express themselves effectively and respectfully through a variety of media. They participate in critical dialogue, listen, read, view and create for information, enrichment and enjoyment.
Personal Career Development (PCD): Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.
Technological Fluency (TF): Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.
Creativity and Innovation (CI): Learners are expected to demonstrate openness to new experiences, engage in creative processes, make unexpected connections, and generate new and dynamic ideas, techniques, and products. They value expression and appreciate the creative and innovative work of others.

Assessment of Student Learning

The teachers at Shatford Memorial Elementary are committed to the development of the “whole student” and insuring that instructional practice and assessment is culturally relevant to the school population. Our primary focus is in the academic area, but we also recognize that the elementary years are significant for social and emotional development as well.

Our teachers base assessment, evaluation, and communication of student learning on the Department of Education and Early Childhood Development’s curriculum and on standards of performance based on expected learning outcomes.

The primary purpose of assessment and evaluation is to improve learning. Assessment is balanced, ongoing and integrated into all classroom activities. It is used to identify students’ strengths and areas of concern in order to outline the next steps for successful learning. Teachers provide timely and specific feedback to individual students about what they have demonstrated in relation to what is expected.

Some examples of tools for assessment include:

Conferencing – discussions between student and peers, teacher, and parents to demonstrate learning.	Portfolios – a collection of student/teacher selected work that portrays a student’s progress and/or achievement
Reading Records	Peer and Self Evaluation
Class Work Samples	Checklists
Presentations/Performance Assessment	Rubrics – teacher and student generated criteria for performance
Journals/Learning Logs	Oral and Written Reports
Tests and Quizzes	Book Talks
Anecdotal Records	Concrete Models and Projects
Group Activities	

Student Services

Shatford Memorial Elementary School has a School Planning Team that meets regularly to discuss student support issues. Questions around student support may be directed to this team through your child’s classroom teacher. We are able to refer students for consultation, assessment and or additional support to our school psychologist, speech language pathologist, resource teacher, and social worker through the school planning team. Before this process begins you as a parent will be notified. To ensure equitable assessment and evaluation opportunity, classroom adaptations and Individual Program Plans (IPP) will be created and implemented when necessary.

Addressing Concerns and Questions

Throughout the school year you may have questions or concerns regarding your child and their progress. The first of line communication is to the classroom teacher. The teacher will respond to you within 48hours. If you feel that the situation requires further consultation, contact the principal to ensure that programming is appropriate for your child and problematic situations are resolved. Ongoing communication is advised as we work together.

Parent/Guardian Concern Policy (see HRCE website for complete policy)

<https://www.hrce.ca/sites/default/files/hrsb/b.017-parent-guardian-concern.pdf>

- 1.1 Parent/guardian concerns related to classroom issues should be addressed with the teacher. If the issue remains unresolved, it should be directed to the principal. If still unresolved, the parent/guardian may direct the concern to the School Administration Supervisor. Contact information is available through the HRSB website.
- 1.2 Parent/guardian concerns related to school administration issues should be addressed with the principal. If the issue remains unresolved, the parent/guardian may direct the concern to the School Administration Supervisor.

Communicating Student Learning

Communicating about student learning takes place in a variety of forms. Some examples of ways we communicate may include the following:

- ❖ Curriculum Night
- ❖ Parent/Teacher Conferences (2)
- ❖ Informal Parent/Student/Teacher meetings when necessary
- ❖ Samples of student's work assessed by the teacher
- ❖ Newsletters – Monthly
- ❖ School Web Site
- ❖ The sign in front of our building
- ❖ Home Reading and 'learning at home' assignments
- ❖ Progress Reports (Report Cards) (3)
- ❖ PowerSchool
- ❖ Phone calls
- ❖ Notes in the Agenda (grades 3-6) & Message Bags (P-2)
- ❖ Twitter
- ❖ Assemblies
- ❖ Concerts and Performances
- ❖ Primary Orientation
- ❖ Gr. 6 Provincial Assessments

Review of the School Plan for Communicating Student Learning

The School Plan for Communicating Student Learning will be revised as needed. Opportunities will be provided for students, teachers and parents to provide feedback to this plan through our School Advisory Council.

Report Card

Primary

- Primary student's first term report card will include a Learner Profile, and anecdotal comments for only Integrated English Language Arts and Integrated Mathematics.
- In the second and third terms, primary students will receive anecdotal comments for Music and Physical Education.
- If needed Music and Physical Education teachers will have access to write a Learner Profile comment for their students. This could be for an area of strength and/or an area for improvement.

Grades 1-3

- The grade 1-3 report card will include a Learner Profile, a letter grade and anecdotal comments for Integrated English Language Arts and Integrated Mathematics.
- A developmental code rather than letter grades will be given for each reporting period for Music and Physical Education. There is no comment for term one but students will receive anecdotal comments for Term two and three.

Grades 4-6

- The grade 4-6 report card will include a Learner Profile and developmental code for first term. Second term letter grades are given for Integrated Language and Integrated Math.

Developmental Code:

WD: Well developed

D: Developed

ND: Needs development

N/A (Not Applicable)

Grades represent academic achievement only. Although social development and work habits impact student achievement, they are reflected in the Learner Profile. Grades are based on the evidence of student learning and understanding of the curriculum concepts and skills taught in the classroom. Evidence is collected over time in a variety of ways, including work products, conversations and observations. Reporting codes are used to describe how well a student understands the material covered and how well they can apply concepts and skills in relation to the learning outcomes for each subject:

- A** - The student demonstrates a thorough understanding and application of concepts and skills in relation to the expected learning outcomes.
- B** - The student demonstrates a good understanding and application of concepts and skills in relation to the expected learning outcomes.
- C** - The student demonstrates a basic understanding and application of concepts and skills in relation to the expected learning outcomes.
- D** - The student demonstrates a limited understanding and application of concepts and skills in relation to the expected learning outcomes. The student has not met expectations.
- N/A** - Not applicable at this time.
- INS** - Insufficient evidence to report on achievement.