



Caring Sharing Excelling

École Burton Ettinger School

School Plan for Communicating Student Learning

Introduction:

École Burton Ettinger School believes student success is dependent upon the collaborative efforts of all those involved in the education of children. This partnership requires that teachers, children, parents and guardians share a common understanding of what children are expected to achieve through their educational experiences. The purpose of this document is to present a plan for effective, on-going communication about student learning, and is prepared in accordance with the Halifax Regional Centre for Education Student Assessment and Evaluation Policy.

The students of École Burton Ettinger School are fortunate to have opportunities to learn in either the English or French Immersion programs. Our school is located in a caring and supportive community where parents and community members take an active role in their school. Volunteers provide support through their involvement in a variety of programs; including reading with children, library support, chaperoning class trips, active involvement in the Parent Teacher Association and School Advisory Council.

Learning, Assessment and Evaluation:

École Burton Ettinger staff is continually engaged in professional development around learning, assessment, evaluation and the communication of student achievement. Student learning is planned, assessed and evaluated based upon the *Nova Scotia Public School Programs*.

The *Learning Outcomes Framework* is comprised of a series of curriculum outcome statements describing the knowledge, skills and attitudes students are expected to demonstrate as a result of their cumulative learning experiences at each grade level. Assessment and evaluation are aligned with the outcomes of the *Learning Outcomes Framework*.



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Curriculum Outcomes are statements that identify what students are expected to know and be able to do upon completion of study in a curriculum area. Outcomes can be specific to a grade level or more generalized to reflect learning at various points along a continuum from grade primary through twelve.

Learning outcomes are a reflection of the Learning Competencies expected of students upon graduation and are a consequence of the total education experience: Citizenship, Personal-Career Development, Communication, Creativity and Innovation, Critical Thinking, Technological Fluency.

Teachers at École Burton Ettinger School are aware of the similarities among learners, as well as the differences, and work to ensure that all children are challenged at the appropriate level, and are therefore able to work towards meeting the outcomes with success. In Nova Scotia the following *Principles of Learning* are used as the basis to develop meaningful learning experiences for our students:

- Learning is a process of actively constructing knowledge
- Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences
- Learning is enhanced when it takes place in a social and collaborative environment
- Students need to continue to view learning as an integrated whole
- Learners must see themselves as capable and successful
- Learners have different ways of knowing and representing knowledge
- Reflection is an integral part of learning

In order to provide all children with ample and fair opportunities to demonstrate their achievement of the expected learning outcomes, teachers use a variety of assessment methods.

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analyzing, reflecting upon and summarizing assessment information, and making judgements or decisions based upon the information gathered.



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At École Burton Ettinger School teachers use a range of assessment tools and strategies, acknowledging the diverse ways in which learners demonstrate their understandings. The following are examples of assessment strategies teachers may use during the course of the school year in order to ensure a balanced assessment:

- Observations/Anecdotal Records/Checklists
- Models
- Portfolios, Goal Setting
- Oral Reading Records
- Rubrics
- Daily work samples and homework
- Reports, Projects, Presentations
- Tests, Quizzes
- Conferencing
- Class trips, special events, concerts
- Self and Peer Evaluation
- Questioning
- Student-Led Conferences
- Performances

Report Cards

There are three reporting periods throughout the year. This year, report cards will be sent home on December 3, March 31 and June 30.

Grade Primary

- Learner Profile will be reported with the developmental scale and comment.
- Integrated English/French Language Arts will be reported with a comment inclusive of integrated subjects, as applicable.
- Integrated Mathematics will be reported with a comment inclusive of integrated subjects, as applicable.

Music, and Physical Education will report in *Term 2 and 3* using a comment. *The Learner profile comment space has been removed for specialists.*

Grades 1-3 Term 1-3: November, April, June

- Learner Profile will be reported with the developmental scale and comment from the classroom teacher.
- Integrated English/French Language Arts will be reported with the developmental scale and with a comment inclusive of integrated subjects, as applicable.
- Integrated Mathematics will be reported with the developmental scale and with a comment inclusive of integrated subjects, as applicable.

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Music and Physical Education will report in *Term 2 and 3* using the developmental scale and a comment.

Grades 4-6 Term 1: November

- Learner Profile will be reported with the developmental scale and comment from the classroom teacher.
- English/French Language Arts will be reported with the developmental scale and with a comment inclusive of integrated subjects, as applicable.
- Mathematics will be reported with the developmental scale and a comment inclusive of integrated subjects, as applicable.

Grades 4-6 Terms 2 and 3: April, June

- Learner Profile will be reported with the developmental scale and comment from the classroom teacher.
- English/French Language Arts will be reported with the letter grade scale and with a comment inclusive of integrated subjects, as applicable.
- Mathematics will be reported with the letter grade scale and a comment inclusive of integrated subjects, as applicable.
- Music, Physical Education, and Core French will report in *Term 2 and 3* using the developmental scale and a comment.

Supporting Students with Special Needs:

École Burton Ettinger School has a variety of supports to help meet the needs of all of our students. Our School Planning Team meets regularly to discuss how best to meet the academic, physical, social and emotional needs of the children being referred to this team. Parents are also involved in programming for their children.

Homework:

The purpose of homework is to reinforce skills covered in class. The staff of École Burton Ettinger School understands the importance of homework assignments and values the opportunity for students to practice and master skills they are developing at school. Students, in consultation with their teachers, are expected to complete work missed during absences. Please call your child's teacher if concerns arise regarding homework assignments.

The Nova Scotia Department of Education and Early Childhood Development has created a new provincial homework policy. Information about this policy can be found by clicking [here](#):



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Parent Communication:

Communication is open and on-going between home and school; it is through a team approach that we can successfully assist our children to reach their full potential. We encourage parents who have a concern regarding their child's progress to contact their child's classroom or subject teacher; contact may be made by phone, through the student agenda, written note and/or interview. Parent teacher conferences and report cards are more formal ways to communicate student progress. Parents who still have a concern after discussions with the teacher may contact the principal or vice-principal.

Review of the Communication Plan:

The School Plan for Communicating Student Learning will be reviewed every three years by the school staff and School Advisory Council. The calendar for communicating expectations and reporting on student progress will be reviewed and updated annually.