

Sir Charles Tupper Elementary School - Plan for Communicating Student Learning 2017-18

At Sir Charles Tupper Elementary School, we are committed to communicating the results of student learning in a way that helps parents and guardians to understand and support their child's progress. The partnership between home and school is a key ingredient to a child's success in school.

Outcomes

The Department of Education and Early Childhood Development (EECD) has developed learning outcomes for each curriculum area. Learning outcomes are statements of what students are expected to know and be able to do as a result of their learning experiences from primary to grade twelve. Teachers use the learning outcomes framework when designing learning experiences for children.

Assessment and Evaluation Strategies

Teachers use a wide variety of activities to ensure balanced assessment of student learning. Some examples of ways that teachers assess progress are through:

- Observations
- Checklists
- Running Records (used to assess reading ability)
- Presentations
- Tests
- Self-Assessment
- Peer Assessment
- Questioning
- Conferencing
- Written work

Planning for Students with Special Needs

Through the Program Planning Process, parents, teachers and the principal/ vice principal will plan for students who are not able to achieve the learning outcomes for their grade level. When reporting on the achievement of students on Individual Program Plans (IPPs), the individualized outcomes in their program plan will be considered.

Communicating Student Learning:

Here are some of the ways that we will communicate with parents and guardians regularly throughout the school year:

- Monthly calendar
- Twitter
- Emails (teachers will respond within two days)
- Phone calls
- Class newsletters
- Meetings
- Notes
- Text messages
- Web site

In addition, there are three formal report cards sent home throughout the year (December, April, June), as well as Parent/Teacher interviews in December and April.