

**École Grosvenor-Wentworth Park Elementary School**















 **Communicating Student Learning 2023-24**

**Introduction**

Communicating student learning to EGWPS students, families and caregivers is of fundamental importance. We understand and believe a child’s learning is enhanced when there is strong communication between home and school. This communication happens in a variety of ways throughout the school year. This year, the ways we communicate will evolve from virtual platforms to in-person events where we are able to, once again, come together.

**Setting up a Meeting** (contacting your child’s teacher)

It is always possible to request a meeting with your child’s teacher by scheduling an appointment via email or by phone through the office. Please do not arrive at the school with the intent of having a meeting without a mutually pre-arranged time. Teachers often have other meetings and children who require attention. Scheduled appointments enable the teacher to give his/her undivided attention. Positive and regular contact with your child’s teacher has a very positive impact on a student achievement. If a matter remains unresolved, it should be then directed to the administration. Should the matter not be resolved by this communication, please refer to the “Parent Concern Form” which can be obtained online by clicking [Here}. The Parent Concern Reporting Form may be used, at the request of the parent, when all attempts to resolve the concern at the school have not been successful.

**Curriculum Night**

This event will take place on September 5th from 6:00pm-7:00 at the school. This will take place with classroom teachers where they will meet with families to share classroom expectations, grade level curriculum and homework policies.

**Homework**

Homework can help students develop academically and personally when the work is carefully planned, directly connected to classroom learning, meaningful to students, and appropriate for a student’s age and stage of development.

 • Prepare information or materials for future learning activities (e.g., gather resources, read something for a class discussion, or rehearse for a presentation).

 • Practice new knowledge or new skills (e.g., read for pleasure, practice physical skills, practice a musical instrument, use new knowledge to complete a project, or practice basic literacy and math skills).

 • Enrich students’ understanding of a topic and apply it in new ways (e.g., research local news, investigate a science experiment, write daily or weekly reflections in a journal, or apply skills to a class project).

**Report Cards**

There are three reporting periods throughout the year. This year, report cards will be sent home on November 24-28th, March 28th-April 4th, and on June 28th.

**Scheduled Parent/Teacher Interviews**

There are two scheduled times to meet regarding student progress. Last spring the school used a hybrid model that saw most parent interviews conducted through Google Meets and others were in person. At this point, we expect to use a hybrid model. Our parent teacher interviews will be held on the evening of November 22nd and during the day on November 23rd. The second one will occur on the evening of April 3rd, and afternoon of April 4th.

**Newsletters:**

The school typically sends out a newsletter approximately once per month but there will also be many other times that less formal reminders and other information will be shared through our SchoolMessenger system.

**Teaching Support Team**

Our Teaching Support Team meets weekly to discuss learning needs and instructional challenges. The TST will support the classroom teacher’s efforts to program for individual students. If adaptations are required to support a student parents/guardians will be informed. All decisions regarding additional supports for students are made through this process.

**Performances**















Typically, we often have special concerts, presentations and performances in our school. Aside from our annual December concert for P-2 students, there will be other times throughout the year when children showcase their talents and abilities. We also bring in special presenters who have relevant messages for our students. We will provide advance notice when special events are taking place at Grosvenor.

**School Advisory Council (SAC)**

School Advisory Councils bring Parents, Staff and Community members together to advise on issues involving Student Success Planning and to provide feedback on Provincial policies, all in the best interest of student learning. All partners on the SAC work together to ensure the school is responsive to the community it serves. The fundamental purpose of the SAC is to ensure that all students receive the best possible learning opportunities by engaging partners in an ongoing process of problem-solving and shared decision-making. We have 6 meetings a year. The SAC at Grosvenor has two parent seats. Parents are able to observe these meetings as they are open to the school community.

**School Website / Twitter**

Our school website is the landing spot for a good deal of information about the school, school staff, volunteer groups, various school documents, and links to policies and procedures. Please go to <https://gvw.hrce.ca/> and follow the links. The school has it’s own Twitter / X account ([www.X.com/egwps](http://www.X.com/egwps)) which is used to communicate what is happening at the school. Individual teachers may also use Twitter to share from their classrooms. If busses are unexpectedly late, Twitter is often the fastest means we have to get this information out from the school. The Halifax Regional Center for Education (HRCE) is the regional education center for our school. The website for the HRCE is [www.hrce.ca](http://www.hrce.ca) . Please take some time to become familiar with this website.

**Principles of Learning**

The public-school program is based on principles of learning that teachers and administrators use as the basis of the experiences they plan for their students.

These principles include the following:

1. Learning is a process of actively building knowledge.

2. Learning is improved when it takes place in a social and cooperative environment.

3. Students need to continue to view learning as an integrated whole.

4. Learners must see themselves as capable and successful.

5. Learners have different ways of knowing and demonstrating knowledge.

6. Reflection is an important part of learning.

**The Learning Outcomes Framework**

The Department of Education and Early Childhood Development gives direction to teachers on what children should learn. We have outcomes for all curriculum areas including Mathematics, English Language Arts, Science, Social Studies, French, Health, Art, Physical Education and Music. To learn more about the Nova Scotia Curriculum click [[HERE]](https://curriculum.novascotia.ca/english-programs)

**Combined Classrooms**

Combined classes group children from two or more consecutive grades in one classroom. Every day, in both single-grade classes and combined grades, teachers work with large groups, small groups, and individual students. All classrooms, whether single grade or combined, include students performing at a range of achievement levels. In every case, schools strive to create a classroom environment that will support the needs of all students. For more information click [[HERE]](https://www.hrce.ca/sites/default/files/hrsb/combined_classes_sep2019.pdf) .

**Student Assessments**

Assessment is collecting information on student progress using a variety of tasks designed to monitor and improve student learning.

• Formative Assessments (Assessment for Learning) are ongoing assessments that take place during the teaching and learning process for the purpose of showing growth over time, determining student needs, planning next steps in instruction and providing students with descriptive feedback.

• Summative Assessments (Assessment of Learning) take place at the end of a learning period for the purpose of determining the extent to which learning has occurred. These assessments are used to make statements about student learning.

• External Large-Scale Assessments are assessments and evaluations that are conducted by the province or HRCE in order to collect data for the use of national, provincial, regional, school and classroom levels.

**Parent Concern Protocol**

If you have a question or concern regarding your child, the channel of communication begins with your child’s teacher. If the issue remains unresolved, it should be then directed to the administration. Should the matter not be resolved by this communication, please refer to the “Parent Concern Form” which can be obtained online by clicking [[Here}.](https://www.hrce.ca/sites/default/files/hrsb/b.017-parent-guardian-concern.pdf) The Parent Concern Reporting Form may be used, at the request of the parent, when all attempts to resolve the concern at the school have not been successful.