

**Five Bridges Junior High  
School Plan for Communicating Student Learning  
2023-24**

Student achievement depends on the collaborate effort of students, parents/guardians, teachers, staff, community members and administration working together. It is important to communicate clearly and regularly with parents/guardians about their child’s progress in school. Instructional planning is developed based on an understanding of how students learn. This is referred to as the Principles of Learning.

<b>Principles of Learning</b>
1. Students construct meaning and make it meaningful in terms of their prior knowledge and experiences
2. Learning is the process of actively constructing 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 statements describing expectations of students in terms of knowledge, skills and attitudes that should be developed through curriculum.

<b>Essential Graduation Learnings</b>
<b>Aesthetic Expression</b> – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
<b>Citizenship</b> – Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.
<b>Communication</b> – Graduates will be able to use listening, viewing, speaking, reading and within modes of language(s), and mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.
<b>Personal Development</b> – Graduates will be able to continue to learn and pursue and active, healthy lifestyle.
<b>Problem Solving</b> – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.
<b>Technological Competence</b> – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for problem solving.

The teachers at Five Bridges Junior High base assessment, evaluation, and communication of student learning on the Department of Education and Early Childhood Development (EECD) programs and outcomes for each subject area. These outcomes describe the knowledge, skills and attitudes the student will demonstrate by the end of each grade level. The school and your son/daughter’s teachers will provide accurate and timely information with respect to student achievement in relation to these expected learning outcomes and is based upon the HRSB’s policy for Student Assessment and Evaluation.

The purpose of assessment and evaluation is to monitor the growth of student learning over time. It informs teachers about where the students are doing well and where they need to improve. Ongoing assessment informs teacher instruction and planning for the next steps in student learning and evaluation informs the students about their level of understanding of the learning outcomes. At Five Bridges, we believe that evaluation of all students must be fair and supportive of learning. Teachers will provide feedback to each student about what they have displayed that they know in relation to the expected learning outcomes.

Evaluation is the process of analyzing, summarizing and making decisions based upon the assessment information gathered. The decisions teachers make in evaluating student learning reflect where each child is in relation to learning outcomes, and also where the child needs to go next in their learning. Teachers will give students a variety of samples of work to help students understand what good quality looks like and what is required to achieve the expected learning outcomes.

Evaluation involves weighing and balancing all available information and using a high level of professional judgment in making decisions based upon that information. It is important for teachers to share this information with students and parents so that we can collaborate in supporting your child's learning.

*By using a variety of assessment tools to accommodate the different learning styles of our students, teachers give their students different opportunities to demonstrate their achievement of the learning outcomes. Some examples of tools for assessment include, but are not limited to:*

Student Conferencing	Student Observations
Reading Records	Portfolio Work
Class Work Samples	Oral and Written Reports
Presentations	Book Talks
Journals	Projects
Quizzes	Tests
Anecdotal Records	Checklist
Group Activities	Projects

### Student Services

Five Bridges Junior high has a Planning Team that meets on a regular basis 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 with special needs for consultation, assessment or additional supports to our school psychologist, speech language pathologist, learning center teacher, resource teacher, SLD teacher, student support teacher or our guidance counsellor through the School Planning Team. Before this process begins, you as a parent/guardian will be notified. To provide for fair assessment and evaluation it is necessary for classroom adaptations and IPP's to be implemented by all individuals involved when necessary. See explanations below:

- **Teaching Support Team:** This team is comprised of Resource, Learning Centre and Junior High Support teachers, the Guidance Counselor and Administration. School staff and parents may initiate and/or assist in identifying students who are struggling and provide relevant assessment information by making a referral to the School Planning Team. Parents will always be informed of the outcome of the meeting.
- **Program Adaptations:** Classroom teachers will explore a variety of adaptations which take into account the actual characteristics of the learner and are appropriate to his/her needs, age and level of educational achievement. These adaptations and their effectiveness in assisting students in meeting the curricular outcomes will be recorded and the information communicated to parents/guardians.
- **School Planning Team:** If the teachers require further support to meet the needs of a student, the Program Planning Team will meet. The team members include the Principal, Vice Principal, the student's teachers, the parents/guardians, the Guidance Counselor and the student where appropriate.
- **Individual Program Plan (IPP):** The development and implementation of an IPP follows a process suggested by the Department of Education. It includes a plan for assessing and evaluating achievement and growth primarily on the student's progress in meeting those individualized outcomes. A *Transition Plan* is also initiated to ensure continuity of care between school levels and the community.

## **Addressing Concerns and Questions**

Throughout the school year, you may have questions or concerns regarding your child and their progress. The first line of communication is to the teacher. The teacher will respond to you in a reasonable time (within 48 business day hours). If you feel that the situation requires further consultation in order to be resolved then guidance or the administration will then meet with all involved parties either separately or together.

Ongoing communication is advised as we are all working together in the best interest of the student. A parent/teacher/student meeting may be arranged outside of parent teacher if deemed necessary.

## **Communicating Student Learning**

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

- ❖ **Curriculum Night** – Thursday, September 14, 2023 at 6:00pm
- ❖ **Parent/Teacher Conferences** – Wednesday, Nov 22, 2023 from 5–7 pm; Thursday, Nov 23, 2022 from 12– 2 pm **AND** Thursday, April 4, 2024 from 12–2 and 5-7 pm.
- ❖ **School's Web Site** – <https://fbj.hrce.ca/>
- ❖ **Informal Parent/Student/Teacher meetings** (when necessary)
- ❖ **Home/School Communication** (notices home, weekly updates emailed and on the website)
- ❖ **Samples of student work assessed by the teacher**
- ❖ **Assemblies**
- ❖ **Parent Updates/Communication** - posted on the website; weekly updates emailed
- ❖ **Report Cards** – EMAILED to parents Tues, Nov 21, 2023; Wed, March 27, 2024; and Fri, June 28, 2024.

## **Homework**

The Department of Education and Early Childhood Development implemented a new Homework Policy effective September 1, 2015 and can be found on our website <https://fbj.hrce.ca/fbj/parents/ns-provincial-homework-policy> . Homework at the junior high level has the following purposes:

- ✓ 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)

Your cooperation and assistance is important in developing the habit of appropriate home study skills with your child. Be sure to consult with the teacher when you have any questions about homework.

## Report Cards

Progress reports will happen formally three times this school year. The dates for these reports to be EMAILED to parents Tues, Nov 29, 2022; Tues, March 28, 2023, and Fri, June 30, 2023

### **Grades and Descriptors for Grades 7-9**

**90-100%**- Demonstrates excellent understanding and application of concepts and skills in relation to the learning outcomes.

**80-89%** - Demonstrates very good understanding and application of concepts and skills in relation to the learning outcomes.

**70-79%** - Demonstrates good understanding and application of concepts and skills in relation to the learning outcomes.

**60-69%** - Demonstrates satisfactory understanding and application of concepts and skills in relation to the learning outcomes.

**50-59%**- Demonstrates limited understanding and application of concepts and skills in relation to the learning outcomes.

**Below 50%**- Has not met minimum requirements of the course

**INS** - Insufficient evidence to determine a grade

**IP** – In progress until all components of the course are completed.

Percentage grades are calculated from the Achievement Levels demonstrated on each course outcome throughout the year. This information will be made available to parents/caregivers on PowerSchool in a timely fashion and will be kept up-to-date when they login to PowerParent. If you require a login, please contact the main office.

The Achievement Levels are as follows:

<b>Achievement Level</b>	<b>Description</b>
<b>4</b>	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.
<b>3+</b>	Competent +
<b>3</b>	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
<b>2+</b>	Developing +
<b>2</b>	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.
<b>1+</b>	Limited +
<b>1</b>	Limited knowledge and understanding of content and concepts. Limited application of related skills.

## **Parent Teacher Interviews**

There will be an organized opportunity to meet with the teachers during parent teacher interviews, which will take place on **Thursday, Nov 22, 2023** from 5-7 PM and **Thursday, Nov 23, 2023** from 12– 2. After Term 2, we will have parent teacher interviews held on **Thursday, April 4, 2024** from 12–2 and 5-7 pm.

## **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 may provide feedback to this plan through our School Advisory Council in the spring of the year.

### **Additional Definitions**

**Formative Assessment** – involves the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide descriptive feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high impact instructional strategy that takes place while the student is still learning and serves to promote learning.

**Summative Assessment** - is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents/guardians, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

**Balanced Assessment** - using a variety of assessment strategies

**Essential Graduation Learnings (EGL's)** -statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school which are cross-curricular and the foundation for all curriculum development.

**General Curriculum Outcomes** - statements identifying what students are expected to know and be able to do upon completion of study in each specific subject area.

**IPP Individual Program Plan** - requires extra planning with changes to the Public School Program outcomes and/or the addition of individualized outcomes. It may include any of all of the following:

- deletion/modification of curriculum outcomes
- addition of new outcomes; may include behavioural, life skills and/or social outcomes

**Key Stage Curriculum Outcomes** - statements identifying what students are expected to know and be able to do by the end of Grades 3, 6, 9 and 12 as a result of cumulative learning experiences in specific subject areas.

**Large Scale Assessment** - Any provincial, national or international assessment, examination or test the Department of Education or Halifax Regional School Board directs schools to administer.

**Program Adaptations** - extra planning with no changes to Public School Program outcomes. They may include any or all of the following:

- Changes to environment
- Presentation strategies
- Class organization
- Evaluation strategies
- Resources
- Motivational strategies

**PSP** - Public School Program as agreed upon by the Nova Scotia Department of Education.