

## Telephone

Whenever you have a question for your child's teacher, please email your teacher or call the school to leave a message. The school number is 902 405-0337. Additionally, teachers or school administration may call with information or concerns. Our children will benefit when we work as a team to support their academic and emotional growth.

Safe Arrival number to report absences:

1-833-582-6940

## Homework

Homework provides practice/revision of work covered in class. Students should have a quiet, well lit space to focus. The Nova Scotia Department of Education has a new homework policy for students in Primary to Grade 12.

## Scheduled Parent/Teacher Meetings

There are two scheduled times to meet regarding student progress. The first scheduled family-teacher meeting will be Dec. 5, 2024 The second family-teacher meeting will be on April 3, 2025. The Times are still to be determined.

## Student Planning Team

Student Planning Team meetings involve the family and school personnel who are directly involved with a student's programming. The focus of this partnership is to discuss, plan and implement strategies and programming practices that best supports the learning of the student.

## School Website

Our school website is updated regularly. We post weekly memos. Also included are staff email addresses, upcoming events/important dates, special announcements, School Advisory Council information, links to classroom websites and school contact information. Our home on the internet is located at:

<https://wbs.hrce.ca>

## HRSB Website

Our regional centre for education website is a comprehensive resource with links to many documents relevant to parents. Take some time to explore this informative resource: <http://www.hrce.ca>

## Weekly Memos

We send home a weekly Monday memo to families. Parents/guardians are kept informed of upcoming events and other school initiatives and activities. Each memo contains a list of pertinent dates for that week.

## Concerts and Performances

We will be looking at ways we can invite our community in so that our students can showcase their talents and abilities. We will provide advance notice when special events are taking place at WBS.

*This document is revised on a yearly basis. If you have any comments or suggestions, please feel free to contact the school principal.*



50 Broad Street  
Bedford, NS



# Communicating Student Learning Plan

West Bedford  
School PP-6

2024-2025





## Introduction

As Educators, we understand that a child's learning is enhanced when there is strong communication between home and school. This communication is facilitated in a variety of ways throughout the school year. We strongly encourage you to take full advantage of opportunities to learn about programming and how your child or children are progressing.

## Background

The following is an overview of the structure within which we work at the school and includes the following themes:

### Principles of Learning

Students create understanding and make it meaningful in terms of their own knowledge and experience.

Learning is a process of actively building knowledge.

Learning is improved when it takes place in a social and cooperative 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 demonstrating knowledge.

Reflection is an integral part of learning.

### What Children Should Learn:

#### *The Learning Outcomes Framework*

The Education and Early Childhood

## Essential Graduation Learning (EGLS)

The EGLS are areas of development that describe the knowledge, skills and attitudes expected of all students who graduate from high school and are the result of the students' total educational experience. The areas are:

- **Aesthetic Expression**
- **Citizenship**
- **Communication**
- **Personal Development**
- **Problem Solving**
- **Technological Competencies**

## Student Assessments

**Assessment** is collecting information on student progress using a variety of tasks designed to monitor and improve student learning. **The assessment and evaluation** of student learning is aligned with the learning outcomes framework as contained in the EECD curriculum documents. Teachers at our school use these outcomes as the primary resource to plan instruction for students.

### 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. In *assessment of learning*, the teacher assesses the students' achievement of expected outcomes.

**External Large-Scale Assessments** are assessments and evaluations that are designed by a group outside the school in order to collect data for the use of national, provincial, regional, school and classroom levels. Results from these assessments will not be used to determine student placement or grading.

## Report Cards

WBS uses a provincial standard progress report. This formal report will be sent home 3 times a year in **November, March, and June**. The cover page of the report card will assess work habits and social development. The following pages will explain how your child is achieving according to grade level outcomes. Each child will receive either a developmental or a letter grade and an anecdotal comment for each subject areas, students who work within an IPP will receive a report for their specified area of focus. Each developmental or letter grade will be assigned to specific outcomes addressed during the reporting period. Therefore, the developmental/letter grade may vary each term depending on the student achievements in the area of focus.

## Parent Concern Protocol

If you have a question or concern regarding your child, the channel of communication begins with your child's teacher. Concerns related to classroom issues should always be addressed with the teacher first. If the issue remains unresolved, it should be then directed to the principal. Should the matter not be resolved by this communication, please refer to the "Parent Concern Form" which can be obtained by contacting the school.

## Communication

Communication is the process of sharing information about your child's progress. As parents/guardians you can expect to receive information from teachers about your child's learning in relation to the expected learning outcomes. It is important for teachers to share this information with students and parents so that we can work together to support your child's learning.

## School Advisory Council

The School Advisory Council provides feedback on school based initiatives. Although participation in the School Advisory Council is for SAC members, members of the school community are welcome to attend and observe. Any SAC member can be contacted to communicate issues that are of concern. These issues will be brought forward at meetings which take place six times per year. All relevant SAC information is located on the SAC link of the school website.