



# Hillside Park Elementary School

## Communicating Student Learning 2025 - 2026

### **Introduction**

Hillside Park Elementary School believes that children are most successful when collaborative partnerships exist between all those involved in the education of the child. The following plan for *Communicating Student Learning* will explain the assessment and evaluation process for your child's learning, and how we communicate student learning and achievement.

### **Hillside Park Vision Statement**

At Hillside Park, we believe every member of our school community deserves a safe, inclusive, and joyful place to learn and grow. We embrace high expectations and a growth mindset, knowing that learning takes courage, curiosity, and care. We value strong relationships and the unique contributions of our students, staff, and families. We are building a culture of respect, responsibility, and safety~ because Hillside Park Huskies stick together!

### **Core Values**

*Equity & Belonging:* We nurture a safe and welcoming environment where we honour and uplift everyone's identity, voice, and lived experience. We are stronger together—students, staff, families, and community members.

*Joyful Learning:* We embrace learning through a growth mindset, perseverance, and creativity. We celebrate the progress of everyone's unique learning journey and believe that all students can experience academic excellence.

*Responsibility, Respect, & Safety:* We model and teach these values through our words, actions, and relationships, creating a community where everyone can grow and thrive.

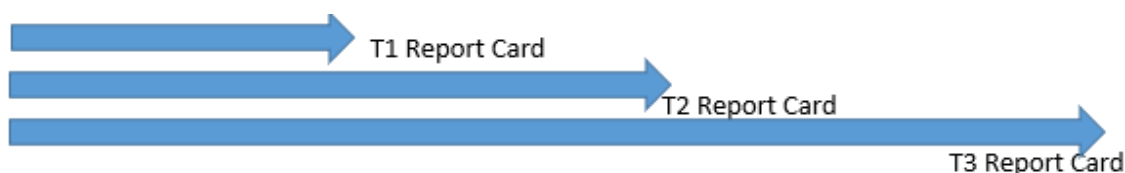
### **Teachers at Hillside Park Elementary may communicate with families using:**

- Emails
- Phone calls
- Class newsletters
- Calendars
- Online platforms such as Seesaw or Google Classroom

## Report Cards and Progress Conferences

In elementary school, report cards are sent home three times a year. The *learner profile* will have information about your student's work habits, social skills and attendance. The remaining sections will provide a grade and comment from the teacher on the student's learning in their classroom subjects. The comments will explain the ways the student is succeeding, any areas for improvement and suggestions for continued learning at home and/or at school. Parents/guardians/caregivers will have an opportunity to discuss their child's progress with the classroom teacher(s) during scheduled progress conferences.

For important dates throughout the year, please see the [2025- 26 NS Regional Centres for Education Calendar](#). Our [Nova Scotia Student Assessment Policy](#) outlines inclusive and equitable assessment, evaluation and reporting practices. It includes reporting on *cumulative* evidence that reflects the ongoing nature of student learning.



Term 1	Term 2	Term 3
Report cards go home between <a href="#">November 24 - December 3, 2025</a>  Progress Conferences <a href="#">Thursday, December 4, 2025</a>	Report cards go home between <a href="#">March 23- April 2, 2026</a>  Progress Conferences <a href="#">Thursday, April 2, 2026</a>	Report cards go home on <a href="#">Tuesday, June 30, 2026</a>

When you receive your child's report card, you may see a different grading scale used depending on the subject, the term, or the grade level. The following codes are used to describe student achievement.

Reporting Code	Letter Grades
<b>WD:</b> Well developed understanding and application of concepts and skills  <b>DE:</b> Developing as expected with understanding and application of concepts and skills  <b>ND:</b> Needs development with understanding and application of concepts and skills	<b>A:</b> Thorough understanding and application of concepts and skills  <b>B:</b> Good understanding and application of concepts and skills  <b>C:</b> Basic understanding and application of concepts and skills  <b>D:</b> Limited understanding and application of concepts and skills. The student has not met expectations.

## **Assessment and Evaluation**

The evaluation and assessment of student learning will be based on the expected learning outcomes as established by the EECD in collaboration with the other Atlantic Provinces. The outcomes framework tells us *what* children will learn, while the Principles of Learning tell us *how* children learn. The province provides teachers with curriculum guides that describe what children are expected to know and be able to do at various points along a continuum of learning in each curriculum area.

### **Assessing and Evaluating Student Learning**

Teachers use the expected learning outcomes framework as the basis for planning and teaching and also as the basis for assessing and evaluating student learning.

Teachers work to use assessments *for learning and of learning*. Teachers and students enter into learning and assessment tasks with the intention of understanding where the students are in their learning, where they want to go and how they will get there. Teachers use assessment information to identify student needs, set learning goals, and inform instruction. It is essential that feedback to students and parents is effective and done in a timely manner.

Children learn in different ways and also demonstrate what they have learned in different ways. Because of this, teachers use a variety of assessment methods. Gathering information on student learning from several different types of tasks ensures that the teacher has a complete and accurate picture of what a child knows and can do. The following is a list of assessment strategies. While no teacher would necessarily use all of those listed, every teacher at Hillside Park is committed to a balanced and fair approach to assessing student learning.

- Work samples – collected and dated daily assignments
- Observations of oral activities/ cooperative activities
- Checklists
- Presentations
- Reading Records and Screeners
- Guided reading and writing
- Conferences
- Observation Survey
- Rubrics – specific criteria that are set for an activity
- Writer's notebook
- Journals – informal writing shared among students and teachers
- Projects
- Performance – drama, public speaking, music, show and tell, and physical activities
- Formal Tests – a time limited written or oral response to teacher questions.
- Peer/Self Evaluation – students assessing their own, or each other's work using clear guidelines.
- Anecdotal Records– Specific checklist or a simple note in a teacher plan book.
- Portfolios – a collection of work that portrays a student's progress and achievement over a period of time.

## **Homework**

Homework can provide an opportunity for students to practice and consolidate skills learned in class and/or to prepare students for future instruction. Homework activities *may* include practicing foundational skills in reading, writing and mathematics, practicing physical skills to promote healthy growth and development, completing educational games to reinforce learned concepts, and watching videos or reading short texts to prepare for classroom discussion.

If your child is having difficulty with assigned homework, please reach out to the teacher so support can be provided. For students in Grades 4-12, [The Homework Hub](#) offers free online math tutoring that can be accessed through your child's GNSPES account.

## **Student Planning Team**

The school has established a process for the identification, assessment and program planning for students with differentiated learning needs. Classroom teachers, learning support teachers and parents/guardians may initiate and/or assist in identifying students with differentiated learning needs. A referral may be made to the Teaching Support Team or the Student Planning Team. These teams will consist of the principal/vice- principal, resource teacher, learning centre teachers, classroom teacher, elementary literacy support teacher, and supporting staff members (school based or centre based).

Parents/guardians are consulted and written permission is required for any formal individual assessment. Parents/guardians will be informed of the assessment results, which may be used, along with other information, in making adaptations to the student's program, or developing an Individual Program Plan. The development and implementation of an Individual Program Plan involves the Student Planning Team, including parents or guardians.

## **Information Relating to Parent/Guardian Concern**

If a matter of concern arises pertaining to a student, or an issue within the school, parent/guardians are asked to connect with the teacher first. If resolution cannot be reached, a follow up meeting will be arranged with the principal.

## **Review of the School Plan**

The School Plan for Communicating Student Learning will be reviewed and amended as needed by the principal after consultation with staff and School Advisory Council. This review will take place in conjunction with the annual updating of the Student Success Plan.