



Madeline Symonds Middle School

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School Plan for Communicating Student Learning 2019 - 2020

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

- Curriculum Night
- Parent/Teacher Conferences
- Informal Parent/Student/Teacher meetings when necessary
 - Samples of student work assessed by the teacher
 - Newsletters - Monthly
 - School Web Site
 - Power School Student and Parent Portal
 - Our sign in front of our building
 - Progress Reports
- Information about student work which includes some assessment results through the parent portal using power school.

Power School Parent Portal

A great resource to access student information about your child's progress is through PowerSchool. This resource is accessible through our school web-page. In the Student-Parent Portal parents and guardians can access their child's attendance, grades, assignments, teacher comments and upcoming school events. This is an excellent way to be updated on a daily basis of your child's performance and the events occurring within the school. Communication with the classroom teacher(s) is still important.

Report Cards

Progress reports will happen formally three times this school year. The dates for these reports to go home will be between Nov. 18 - Dec .5, between March 30 - April 9 and on June 30th.

Parent Teacher Interviews

There will be opportunity to meet with the teacher regarding first term results on November 28th from 1:00 to 3:00 PM and 6:00 - 8:00 PM. In the spring there will also be parent teacher April 2nd from 1:00 to 3:00 PM and 6:00 - 8:00 PM.

Student achievement depends on the collaborate effort of students, parents/guardians, teachers, staff, community members and administration working together.

Instructional planning is developed based on an understanding of how students learn. This is referred to as the Principles of Learning.

Principles of Learning
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 teachers at Madeline Symonds Middle School are committed to the development of the "whole student." Our primary focus is in the academic area, but we also recognize that the 'middle school years' are significant for social and emotional development as well. At MSMS we offer a varied curriculum as outlined though "Time to Learn" which supports adolescent development.

Our teachers base assessment, evaluation, and communication of student learning on the Department of Education's programs and on statements of expected learning outcomes. The primary purpose of assessment and evaluation is to improve learning. Assessment is always ongoing and integrated into all classroom activities. It is aligned with the written curriculum and instruction and used to identify students' strengths and areas of concern in order to outline the next steps for successful learning.

Teachers will provide descriptive feedback to each student about what they have displayed that they know in relation to the expected learning outcomes.

Some examples of tools for assessment include:

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

Madeline Symonds Middle School has a School Planning Team and a Program 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 support 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.

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 (a couple of work days). If you feel that the situation requires further consultation guidance and/or administration may then be consulted to ensure that programming is appropriate for the student and any problematic situation is resolved.

When consulting with teachers please arrange for a time that allows for ample time to address the concern, and also a time of day that the teacher can reasonable work within.

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

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