

Tantallon Junior Elementary School

Communicating Student Learning

2026 - 2027



Introduction

Tantallon Elementary School believes that children are most successful when collaborative partnerships exist between all those involved in the education of the child. We believe that learning alliances generate powerful learning outcomes. The following plan for *Communicating Student Learning* will explain what we do at Tantallon Junior to assess and evaluate your child's learning, and how we will communicate our expectations for learning and achievement.

TJES Vision Statement:

At our school, we want everyone to be happy, safe, and feel welcome. We want to help you learn and grow into a kind person who loves to learn new things every day!

Our School Core Values:

- **Be Kind-** use kind words, have kind thoughts and do kind actions for everyone.
- **Be Brave-** it's okay to try new things, even if they seem hard. We learn when we try.
- **Be You-** we love that everyone is different! We want to learn about your special qualities.
- **Be a Learner-** we're all here to learn and grow our amazing minds! It's okay to ask questions.
- **Be a Helper-** Let's take care of each other and make sure everyone is safe and happy here.

We want our students to believe that:

- They are capable and can do hard things.
- It's safe to take risks and learn from mistakes.
- They have unique strengths and likes, and their differences are celebrated.

What and How Children Learn

Our educational programs are based on a common set of understandings about how children learn, referred to as the Principles of Learning (*Education and Early Childhood Development*). Students learn more effectively when they know and understand the learning goal. It is our responsibility as teachers to plan for our students with these principles in mind.

- Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.
- Learning is a process of actively constructing knowledge.
- Learning is enhanced when it takes place in a social and collaborative 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 representing knowledge.
- Reflection is an integral part of learning.

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 (learning style) 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. Throughout the year teachers will send work samples, assessment rubrics, and other assessment samples home to families.

The following is a list of assessment strategies. While no teacher would necessarily use all of those listed, every teacher at Tantallon Junior 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 against which a student’s work will be measured.
- ☐ Writer’s notebook
- ☐ Journals – informal writing shared among students and teachers
- ☐ Performance – skits, puppet shows, public speaking, debates, music, show and tell, and physical activities.

- ☐ Peer/Self Evaluation – students assessing their own, or each other’s work using clear guidelines.
- ☐ Observation/Anecdotal Records/Checklist – Specific checklist or a simple note in a teacher plan book.
- ☐ Portfolios – a collection of selected work that portrays a student’s effort, progress and achievement over a period of time.

Students will be evaluated in relation to the expected learning outcomes for that grade level and not in comparison to other students in the class.

The teachers at Tantallon Junior Elementary also communicate with families using:

- Emails
- Phone calls
- Notes home
- Weekly or Monthly newsletters
- Calendars
- Online platforms such as Seesaw or Google Classroom

There is a scheduled parent/teacher conference: 10 minute session in December and a 10 minute session in April. This may be done in-person, virtually or by phone.

The following is Tantallon Junior’s proposed plan for communicating student learning for the school year: 2026 - 2027

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| • November 23- 30 | First Term Report Cards |
| • December 3 & 4 | Progress Conferences |
| • March 15-25 | Second Term Report Cards |
| • April 1 & 2 | Progress Conferences |
| • June 30 | Third Term Report Cards |

Parents/ Guardians are not limited to these scheduled times and communication tools and are encouraged to make an appointment with their child’s teacher at other times as the need arises.

Student Planning Team and Teacher Support Team

The school has established a process for the identification, assessment and program planning for students with differentiated learning needs. Classroom teachers, resource 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 teacher, classroom 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 test 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 raise the issue first with the teacher. 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.

For Further Information

- [Provincial Student Assessment Policy](#)
- [Nova Scotia Curriculum Guides](#)