



Queen Victoria Annex

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November 20, 2019

Dear Parents/Guardians,

Re: Communicating Student Learning

This year, teachers at Queen Victoria Annex will be following the Vancouver School District's Communicating Student Learning schedule; designed to align reporting practices with the redesigned BC Curriculum. This will result in changes to student reporting for the 2019-20 School Year. This fall, teachers at Queen Victoria Annex are participating in Professional Development on the revised reporting practices.

What does this mean for Queen Victoria Annex?

The term 'Communicating Student Learning' will be heard more this year.

Communicating Student Learning on a regular and ongoing basis allows both learners and parents to gauge where the student is in their learning, what they are working towards, and the ways in which learning is supported. By participating in this process, students are provided with meaningful information or feedback about their learning so that they can monitor their progress towards the learning goals they have set. Parents are involved as partners in a dialogue about their child's progress and the best ways to support and improve learning. This transparent and collaborative process helps guide and empower students to reflect on their learning and set future goals.

The communication of student learning to parents is based on clear standards and expectations and is intended to make learning visible. This continuous window into their child's progress encourages them to take an active part by working closely with teachers to help ensure their child's success. Students are encouraged to think of the questions: *Where am I now? Where am I going? What do I need to do to get there?*

There will be a new reporting schedule.

The new reporting practice will include five required communications with parents within a calendar year:

- A minimum of **three** ongoing communication with families (timing at the teacher's discretion)
 - These ongoing communications can occur in different ways, such as: three-way conferences, electronic portfolio reviews, parent-teacher meetings, reflections on student work, My Blueprint, or other on-line platforms, telephone conversations, interim written reports
- **Two** formal written reports:
 - A *Progress* Report that will be sent home to families **by the end of January**
 - This report will indicate where the child is in relation to the age/grade expectations using written comments and a competency scale
 - a summary of the progress toward the goals in the child's Individual Education Plan (IEP), where applicable
 - A *Summative* Report that will be sent home to families **by the end of June**
 - This report will indicate where the child is in relation to the age/grade expectations using written comments and a competency scale and a student self-assessment of the Core Competencies (Communication, Thinking and Personal and Social)
 - a summary of the progress toward the goals in the child's Individual Education Plan (IEP), where applicable
 - letter grades are provided to parents on request

We also look forward to working with parents as reporting changes for your child and you are encouraged to take an active part in giving feedback, setting goals and supporting learning. We will be having an information session soon regarding the new reporting and we will continue to communicate information about this topic as the year moves ahead.

If you have any questions, please do not hesitate to contact Ms. Chong at the school.

Sincerely,

Ms. Joyce Chong
Vice-Principal, Queen Victoria Annex