



### Context

École Qayqayt Elementary school is a K-5 dual track, English and French Immersion school located in New Westminster's vibrant Downtown neighbourhood. Qayqayt has a diverse student population, an innovative and committed staff, and a dedicated parent community that work hard to create a strong learning partnership. We have 5 kindergarten and 20 elementary age classrooms. At Qayqayt, we want all learners in our school to be caring and compassionate citizens who are inquisitive, engaged and innovative on their journey towards becoming successful contributing members in their community and world.

- Our previous SLP goals focused upon Culture, Climate and Communication.
- As a staff we have been looking at assessment for learning and assessment of learning as well as focussing on student ownership for their learning and parent communication. We want to continue focussing on assessment and how to communicate effectively and meaningfully with students and parents.
- Why this goal? Many families often ask us, "how is my child doing?" and want to know good or bad. What we want is to communicate to our families and students where they are and where they are going. We want to make a culture shift from families wanting good or bad to being an active participant in their student's education. We want them to be partners in their student's learning: understanding what is happening in the classroom, what their student is learning and how they can support the student and teacher.

### What we hope to achieve:

- To provide consistency in assessments and common language from grade to grade for families
- To improve classroom assessment practices. We want students to take ownership of their learning. We believe having students engage in self assessment and goal setting will help them to document their progress and grow an understanding of their own strengths and stretches. We will support students to use (criteria) to identify where they are and where they need to go next
- To provide families with opportunities to be active participants in their student's education
- We will plan to provide parents with **timely** and **effective** feedback about student progress

### Competency Development

- We will develop critical thinking and communication skills through self and peer assessment. We will brainstorm ways to have parents become familiar with and involved in assessment practises
- Students will have the opportunity to share their growth story through portfolio development, self-reflections, Fresh Grade, etc
- Families will have the opportunity to share their growth/understanding of their student's learning through self-reflections, surveys etc.

### Strategies

- Common and consistent assessments used throughout the year
- Staff in-service on assessment
- Baseline assessments, co-creation of criteria, peer assessment, self assessment, student goal setting and share
- Use of rubrics, test scores, observation records, portfolio collection, etc. to identify where students are at in literacy and numeracy and what is next
- Student self assessment and reflection on learning



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## SCHOOL LEARNING PLAN

- Provide parents with specific information using objective criteria (rubrics, performance standards, etc.) about where their child is in literacy and numeracy (portfolio, emails, face to face meetings, work samples home)
- Teacher Coach time as an additional support for teachers to implement consistent assessment practices
- To further extend teacher, family and student understanding of assessment and reporting language and expectations
- Family learning opportunities (parent evenings, conferences, newsletters)

### Success Indicators

- Students engaged in conversations about their learning and setting goals for themselves
- Families who clearly understand where their student is in relation to the learning standards in literacy and numeracy
- Assessments and work samples that show a progression in learning (baseline assessments, progress monitoring, work samples, portfolios)
- Families and students who can answer the question “Where am I as a learner and what’s next?”
- Teachers engaged in conversation about their practise and using assessments to inform their practise
- Staff reflections and feedback

### Communication

- PAC, newsletters, website
- Providing information to parents to help them understand assessments/learning standards from classroom, school/administration
- Sharing assessment snapshots with families and students on a regular and ongoing basis