

**K-12 Student
Reporting Policy**

Informal Learning Updates Reporting Guide

Ministry of Education and Child Care

2024



Informal Learning Updates

The K-12 Student Reporting Policy requires **five** Learning Updates during the school year

- **Three** written Learning Updates must be provided in writing (either digital or printed documents)
- **Two** informal Learning Updates provided in a variety of formats

At least 5 Learning Updates must take place during the school year, but depending on the school calendar, 5 Learning Updates may not be required per course. Since a wide variety of school calendars and delivery models are used in B.C., the K-12 Student Reporting Policy is not prescriptive regarding how these requirements are translated into a school schedule.

Developing a schedule that meets the requirements set out in the policy is a school and/or district responsibility. Please see the Schedules section of the [K-12 Student Reporting Policy - Communicating Student Learning Guidelines \(PDF, 7.9MB\)](#) for more information on how written and informal Learning Updates can be scheduled based on various schedules.

Content and Format Requirements

There are no specific content requirements for informal Learning Updates. Unlike written Learning Updates, they do not need to provide parents and caregivers information about how a student is doing in all areas of learning currently being studied. They also do not need to include a self-reflection of Core Competencies and goal setting unless the teacher, school, or district so chooses. They do not need to provide written Descriptive Feedback. The intent of an informal learning update is to provide high-level feedback to parents and caregivers about student learning in a more informal, conversational manner.

Informal Learning Updates can take several forms including, but not limited to, conferences, in-person or virtual discussions, telephone calls, e-mails, portfolio entries, or written summaries. Informal Learning Updates are intended to be flexible, and responsive to the needs of the child.

Behaviour that impacts student learning is best reported to parents and caregivers informally when it occurs, as opposed to waiting for a traditional reporting communication. It is usually most effective to communicate potential concerns about student behaviour with parents and caregivers as soon as possible through conversational means, such as phone calls, e-mails, or in-person meetings.

While there are no specific format requirements for informal Learning Updates, educators may wish to track when communications have been sent to parents so they can demonstrate they have met their reporting requirements. For example, teachers may want to keep copies of email updates in case a parent or caregiver later claims not have received any communication from the teacher.



Frequently Asked Questions



When should informal Learning Updates occur?

Informal Learning Updates are scheduled by staff at the local level. Since a wide variety of school calendars and delivery models are used in B.C., the [K-12 Student Reporting Policy](#) is purposefully not prescriptive regarding how these requirements are translated into a school schedule. However, typically scheduling an informal Learning Update before a written Learning Update is the most effective. This gives teachers a chance to communicate what they are seeing and provide time for everyone to work together to support the child prior to the written Learning Update going home.

What are the content requirements for an informal Learning Update?

Informal Learning Updates are intended to be flexible, and responsive to the needs of the student. There are no specific content requirements for an informal Learning Update, and as such, they do not need to have a scale indicator, letter grade and percentage, descriptive feedback, self-reflection of Core Competencies and goal setting, or graduation status update unless the teacher so chooses.

What are the format requirements for an informal Learning Update?

There are no format requirements. Informal Learning Updates can take several forms including, but not limited to, including conferences, in-person or virtual discussions, telephone calls, e-mails, portfolio entries, or written summaries.

Can behaviour be communicated in an informal Learning Update?

Yes. Behaviour that impacts student learning is always best reported to parents and caregivers informally when it occurs, as opposed to waiting for a written Learning Update. It is often most effective to initially communicate student behaviour with parents and caregivers through conversational means, such as phone calls, e-mails, or in-person meetings. All of these methods can be an informal Learning Update.

Does a parent/caregiver-teacher conference or student-led conference still count as a Learning Update?

Yes. Any format of conference involving parents, caregivers, and/or students can count as an informal Learning Update (e.g., parent/caregiver-teacher conference or student-led conference).

Do informal Learning Updates need to be in writing?


No, unless a school, teacher, or district so chooses. There are a variety of formats and structures that can be used for informal Learning Updates including, but not limited to, conferences, in-person or virtual discussions, telephone calls, e-mails, portfolio entries, or written summaries.

Do portfolio entries or ongoing reporting from tools like Brightspace or Moodle count as an informal Learning Update?

Yes, updates through portfolio or learning management system platforms like Brightspace, Moodle, or another reporting tool can qualify as informal Learning Updates. However, parents and caregivers must be explicitly notified of such updates and provided with any necessary information needed to access the update.

Can an IEP meeting double as an informal Learning Update?

IEP meetings and informal Learning Updates are two separate processes with parents and caregivers, and both need to occur. However, there may be overlap between the two conversations, and the two meetings could be scheduled concurrently as long as enough time is provided to cover the critical information for both meetings.





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