

ARDSCOIL MHUIRE



Assessment and Reporting Policy

Relationship to Mission Statement

“In this school we aim to provide a Christian environment where each person is valued and assisted to reach their full potential”.

Ardscoil Mhuire is an all-girls voluntary secondary school under the trusteeship of the CEIST. Ardscoil Mhuire aims to provide a Catholic environment where all persons are respected and assisted to reach their full potential. The school aims to provide a holistic education for all our students in line with the spirit and ethos of the Mercy tradition. The school supports the following principles:

1. Inclusiveness, particularly with reference to the enrolment of students with a disability or other special educational needs.
2. Equality with respect to maximum access and participation in the school.
3. Parental choice in relation to choice of school, having regard for the characteristic spirit of the school.
4. Respect for the diversity of beliefs, languages, traditions and ways of life in society.

Rationale

The purpose of this policy is to provide students and parents with information regarding our Assessment Policy and procedures in line with the Education Act 1998, which requires schools to “regularly evaluate students and periodically report the results of the evaluation to the students and their parents”. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student’s progress and achievement. As a school we recognise that parents, teachers and students need to have an effective learning-focused partnership to ensure the best possible outcomes can be achieved for our students. The quality framework in Looking at Our Schools 2022, the School Self Evaluation (SSE) process and distributed/shared model of leadership give us, in Ardscoil Mhuire, an opportunity to focus on continuous improvement in teaching and learning. This Assessment

Policy was developed in partnership with all stakeholders of the Ardscoil Mhuire school community and will be presented to and reviewed as appropriate by the school's Board of Management.

Assessment

The term 'assessment' refers generally to the gathering and interpretation of information related to a student's learning: abilities, attainments, strengths and needs.

Methods include examinations, homework, class work, projects in addition to written, oral and aural work. This list is not exhaustive.

The Board of Management, staff, students and parents of Ardscoil Mhuire recognise that assessment is an important component in achieving the effective educational progress of each student. Such assessment facilitates ongoing learning growth and improvement on the part of the student and teachers.

We recognise that assessment is the bridge between teaching and learning and should motivate pupils, enabling and encouraging them to achieve to the best of their ability. An effective assessment policy will help teachers to identify early and ongoing interventions that need to be put in place to assist students in reaching their potential.

We utilise the NCCA's 'Focus in Learning- Ongoing Assessment Toolkit' to plan our whole school approach to professional learning which in turn improves our assessment practices. We do so while remaining cognisant of our school's DEIS plan.

Legalisation

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement. This Assessment Policy outlines the importance of assessment and the key role students, parents and teaching staff play in supporting this policy document. All procedures are in keeping with the assessment procedures as outlined in Framework for Junior Cycle, 2015 and Circular Letter 0055/2019.

The Purpose of Assessment

Assessment should enable students:

- To realise and reach their full academic potential
- To be involved in their own learning
- To develop each student's ability to self-monitor and judge their own performance
- To be motivated to achieve their full potential.

Assessment should enable teachers:

- To assess progress and adapt planning as required
- To evaluate their student's learning needs
- To ensure that students know how to improve the standard of their work
- To evaluate teaching and learning styles
- To reinforce the learning carried out in the classroom
- To review and change practice
- To monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning
- To identify the next steps in progressing learning and adapt teaching strategies and/or learning activities as appropriate
- To meet statutory requirements
- To provide the students and parents with information regarding progress
- To establish baseline data in relation to a student's attainments in subjects
- To identify appropriate subject levels for subjects for State Examinations purposes
- To identify areas of difficulties for students in order to provide them with additional support
- To identify high achieving, gifted and talented pupils
- To assess a student's eligibility for additional support and services and to inform consultations where necessary
- To assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention
- To give positive feedback to the learner
- To ensure consistency and the standardised agreement of levels of work within each subject area
- To maintain accountability and professionalism in delivering learning outcomes
- To coordinate assessment procedures on a whole school basis
- To establish baseline data which may be used for school self-evaluation purposes.

Reporting of assessment should enable parents:

- To be involved in their daughter's learning
- To understand and encourage the progress their daughter is making
- To check their daughter's progress throughout their time in secondary school.

Forms of Assessment

Our policy covers both Assessment **of** Learning and Assessment **for** Learning. Assessment **of** Learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. The information gained from this kind of assessment will be used in reporting. Assessment **for** Learning, on the other hand, is a continuous process which advises and guides the student towards further improvement. Both forms of assessment are invaluable, and will be used equally by teachers in this school.

The following table outlines the main differences between summative (Assessment of Learning) and formative (Assessment for Learning). Source: www.pdst.ie

Assessment OF Learning (Summative)	Assessment FOR Learning (Formative)
Happens after learning takes place	An integral part of learning process
Information is gathered by teacher	Information is shared with learner
Information is usually transferred into marks	Information is available on quality of the learning
Comparison with performance of others	Is linked to learning intentions and success criteria
Looks back on past learning	Looks forward to the next stage of learning

Assessment **of** Learning and Assessment **for** Learning should not be seen as opposing or contradictory practices. While the Assessment **of** Learning will always have a place in education and in classroom and school practice, the development of Assessment **for** Learning offers new opportunities for teachers.

Formative Assessment

Formative assessment involves a range of strategies designed to give students, teachers and parents feedback about students' understanding of elements of their learning. It is an integral part of the learning process where information is shared with the learner on the quality of learning. It is linked to learning intentions and success criteria and looks forward to the next stage of learning.

The most common forms of assessment used in the school are of a formative nature which takes place regularly in the classroom. Formative assessment is at the discretion of individual teachers who will use it constructively for learning to take place. Timely feedback and constructive advice are vital components in this process. Where appropriate, teachers may choose to keep records of these assessments to provide an insight into a student's progress over time and to fully inform the learning process. In line with the Framework for Junior Cycle 2015, 'Most of the assessment activities over the three years of junior cycle will be formative in nature'.

We consider the following to be key classroom practices and strategies needed for formative assessment:

- A positive classroom culture and ethos, which encourages students to think and talk about their learning and which provides a safe place for open, honest and respectful discussion and teacher-pupil relationship.
- Questioning skills (student to teacher/ teacher to student/ student to student), which stimulate thinking and reflection on learning and the explicit teaching of how to consciously reflect on what one knows and how to make an evaluative comment on it (Bloom's Taxonomy).
- Frequent identification and review of learning goals through teacher-directed discussion, clearly defining learning objectives and success criteria thereby empowering students and enabling them to take responsibility for their learning.
- A recognition and acknowledgement of the purpose and importance of collaboration between home and school in the student's learning process.

Ardcoil Mhuire has adopted the following key formative assessment strategies:

- a) Effective Questioning using Bloom's Taxonomy: Teachers have a Bloom's Taxonomy poster on their wall and in their Teacher's Journal with verbs to prompt questions at each level of thinking.
- b) Assessment for Learning Strategies: Teachers utilise, where appropriate, varied formative (AFL) strategies in lessons. Whole school strategies include use of 'Show me' boards, traffic lights in student journals, amongst others.
- c) Learning Intentions: Lessons are guided by specification/syllabus linked learning intentions that are shared with students. Teachers at their own discretion share the learning intention(s) as appropriate for the lesson either before, during or as a result of learning. Teachers 'check in' with the learning intention(s) at the end of lesson(s) using AFL strategies to move students on in their learning.
- d) Comment- Only Marking: The first-class assessment in First Year is assessed using comment only marking. Staff use the 2 stars and a wish strategy. Teachers will also periodically engage in comment-only feedback: This includes:
- What the student has done well
 - Where the areas for improvement are
 - How the improvement might be made

This allows both teacher and student to identify the next steps in learning.

e) Sharing Criteria for Success: Success criteria are co-created by teachers and students with specific activities in mind. They are discussed and agreed prior to the undertaking of an activity. Success criteria provide a scaffold and focus for students while engaged in the activity and are used as a basis for feedback and peer-/self-assessment.

f) Peer Assessment and Self-Assessment: Teachers will, occasionally, supervise students as they assess their own or their peer's work, based on criteria for success. Following such methods, teachers will encourage students to reflect on their work, write down how they can improve and assist them in achieving it.

g) Feedback: As part of the schools' focus on assessment in planning for school improvement formative feedback is provided based on success criteria. Students are encouraged to use feedback to reflect and make improvements. Subject departments have examined formative and summative feedback with the intention of making it meaningful and beneficial for all students.

h) Homework: In line with the demands of specifications/ syllabi and our Homework Policy, teachers set regular homework, comment on this homework, and make suggestions for improvement.

i) Differentiated Learning: Assessment work may be differentiated to suit the needs and abilities of the individual, determined by individual teachers.

j). ePortfolios: During Transition Year students plan and create their own ePortfolio (also known as a digital portfolio). This is a process where students reflect on their learning to choose specific examples of work that best represent their progress and achievement to showcase within their ePortfolio. These examples are ideally the result of a reflective drafting and redrafting process where Learning Intentions, Success Criteria, and Effective Feedback are central.

There are several purposes to formative assessment:

- To provide feedback for teachers during the learning process so that subsequent learning activities and experiences can be modified
- To identify and remediate group or individual areas for improvement
- To encourage peer-assessment and self-assessment
- To encourage student self-reflection which enables the student to see where exactly they are and how they can improve on this
- To move the focus away from achieving grades and onto learning processes. This results in increasing self-efficacy and reducing the negative impact of extrinsic motivation.
- To encourage students to take responsibility for their own learning

Feedback is the central function of assessment. It typically involves a focus on the detailed content of what is being learned rather than simply a test score or other measurement of how far a student is falling short of the expected standard.

Principles of good feedback practice:

- Clarifies what good performance is (success criteria, expected standards)
- Facilitates the development of self-assessment in learning
- Provides high quality, meaningful information to students about their learning
- Encourages both teacher and student self-reflection
- Encourages teacher and peer dialogue around learning
- Motivates students and encourages growth and development
- Provides opportunities to close the gap between current and desired performance
- Provides information to teachers that can be used to help shape teaching

Summative Assessment

Summative Assessment is used to determine a student's level of performance on a specific task or at the conclusion of a unit of learning. It refers to the assessment of learning, looking back on learning, and aims to provide a summary of the achievements of the learner. It happens after the learning takes place. Information is gathered by the teacher and is usually transferred into grade descriptors or marks. Comparison with performance of others can take place.

- a) **Class Tests Assessments:** These forms of assessments will be conducted at the discretion of the teacher on a monthly or end of topic basis. These formal tests are a vital component in providing feedback to teachers, students and parents, on the level of each student's attainment and learning in that specific subject area. Constructive feedback will be given by teachers to students.
- b) **End of Term Exams:** Students take formal in house examinations, to monitor their academic performance. Common tests are encouraged. These examinations follow the SEC procedures for the running of state examinations
- c) **Pre Examinations:** These are held for Third and Sixth Year students during the second term. The purpose of these is to further prepare students for the Junior and Leaving Certificate examinations.
- d) **Leaving Certificate Applied (LCA):** There are a range of modes of assessments in LCA which include:
 - Satisfactory completion of modules through key assignments
 - 90% attendance
 - Tasks which are assessed through an interview with an examiner from the State Examinations Commission
 - Oral examinations in languages and English
 - Final examinations at the end of the second year of LCA
- e) **Completion of an ePortfolio:** This is a process where students reflect on their learning to choose specific examples of work that best represent their progress and achievement to showcase within their ePortfolio. Transition Year students participate in an interview where they reflect on the learning that occurred during this process. The result of this interview contributes towards their overall Transition Year grade.

Assessment Task:

For each subject in Junior Cycle, the Assessment Task is completed in class under the supervision of the teacher in accordance with a timeframe and guidance from the NCCA. The Assessment Task is returned to the SEC for marking and is marked as part of the Final

Examination. Marks for the Assessment Task in each subject are incorporated into the calculation of the grade for that subject by the SEC. The value to be assigned to the Assessment Task is included in the assessment guidelines for each subject. A separate Assessment Task is not required in practical subjects where there will be a practical examination.

Subjects in Junior Cycle will be assessed through:

- Two Classroom Based Assessments (one in second year and one in third year) reported on to parents/guardians by the school
- An Assessment Task (marked by the SEC) in each subject
- A Final Examination set, held and marked by the SEC. The combination of the Assessment Task and the Final Examination will generate a final grade, certified by the SEC.

Classroom-Based Assessments

Students undertake two Classroom-Based Assessments facilitated by their teacher, one in Second Year and one in Third Year. Classroom-Based Assessments in all subjects are specified at a common level. The assessments associated with CBAs cover a broad range of activities. CBAs will be undertaken by students within class time to a national timetable. Details of the timetable along with assessment guidelines for each subject are available on www.ncca.ie. When students have completed CBAs, the CBAs are assessed by the students' teachers, and the outcomes will be reported to the students and parents/guardians. Teachers follow specified Features of Quality in the assessment of CBAs. To support teachers in assessing students' Classroom-Based Assessments, teachers engage in Subject Learning and Assessment Review Meetings. At these meetings, teachers share and discuss representative samples of students' work and build a common understanding about the quality of their students' learning. Students will complete one CBA in second year and the other CBA in third year in each subject. CBAs will be reported on in the Junior Cycle Profile of Achievement (JCPA) using the following descriptors:

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

This assessment is conducted by teachers and where appropriate, is moderated by means of a Subject Learning and Assessment Review (SLAR) meeting. Once the descriptors are agreed on, feedback will be provided to the student in class and on the school report cards. (See Appendix I)

Currently, post Covid-19 modifications are still being implemented by schools. These modifications include the postponement of the Assessment Task in all subjects. Additionally, most subjects are only required to complete one CBA. Visual Art, Music and Home Economics are still required to complete two CBAs. The Minister of Education announced in April 2024 that these modifications would remain in place for students who are in First and Second Year in the academic year 2023/24. Further adjustments in the coming years regarding Assessment Tasks and Classroom Based Assessments will be closely monitored and implemented.

Homework as a means of Assessment

Homework is an important element in reinforcing the student's grasp of material and work covered in class. It allows the teacher to informally assess how well the students have grasped new concepts and allows both the teacher and student to identify the next steps of learning. It consists of both written assignments and the learning of work done in class. Homework is corrected in a variety of ways at the discretion of the individual teacher. These methods may include the teacher collecting and correcting it and giving a grade or utilising comment only marking. It could also consist of the teacher demonstrating in class how the homework should have been completed and students peer or self-correct (ing) the work. Alternatively, the teacher gives the students the marking scheme or the list of "features of quality" and students peer or self-correct. The teacher ascertains during such activities how well students are progressing.

Assessment in the Event of Student Absence

It is recognised that the Junior Cycle programme presents many assessment events. It is likely that, on occasion, circumstances will result in student absences during these times. Students and parents/guardians should look to minimise such occurrences. To allow for planning of medical, dental and other essential appointments, Ardscoil Mhuire shall provide dates of assessment events as they become available. Parents/guardians are encouraged to schedule essential appointments outside of school time where possible. Parents/guardians are advised not to schedule appointments during the times of assessment events. In the case where illness precludes a student from engaging with an assessment task event, a deferred session will be offered to students who provide a medical certificate. This is in keeping with the practice in other state examinations. In exceptional circumstances where a student is precluded from engaging with an assessment event, parents/guardians should contact Senior Management, who will then exercise their discretion as to whether students may avail of a deferred session to engage with the assessment event. Ardscoil Mhuire is an inclusive school and looks to meet the

needs of all students. In the case where a student is absent for an assessment event, for exceptional circumstances i.e. medically certified absence or family bereavement, the school shall endeavour to put arrangements in place to facilitate engagement with the assessment event. Students who are unable to attend school for any other reason other than the aforementioned, will not be able to sit their assessment event at another time. Students will be provided with copies of these examinations, on request, for their own consideration.

State Examinations

The school will support students in preparation for the State Examinations. We will ensure that students are fully informed of the practices and procedures necessary for these exams. The Junior and Leaving Certificate Examinations begin the first Wednesday after the June Bank Holiday Monday each year. The exact timetable of examinations is usually available from the previous January.

Types of Assessment in Ardscoil Mhuire:

Formative Assessment

Summative Assessment

Classroom Based Assessments (CBA)

Cognitive Abilities Test (CAT4)

Oral and Aural assessments in languages

Assessment Tasks (AT)

Project Work – Presentations, PowerPoints, ePortfolios, visual displays, posters

Practical Examinations in Home Economics, Art and Music

Senior Cycle Fitness Testing

Coursework/Projects – Home Economics, History and Geography

Online assessments

Learning Reflections

Pre and Post Testing in Literacy and Numeracy (NGRT, WIAT III, WRAT 4)

Time of Assessment

All summative assessments will take place on a planned and regular basis.

- First Year assessments are common level for all subjects
- Class tests at the discretion of the teacher
- October Progress Report for all Year Groups.
- House exams at Christmas and Summer

- Pre-examinations during the second term for third and sixth year students

Recording of assessments:

- Teachers record assessments
- Summative assessments such as house, pre-examinations, Academic Progress Reports and CBA reports will be reported to Senior Management and recorded on VShare.
- Students record assessments in their log in the school journal

Reporting:

Reporting aims to support and underpin ongoing learning and assessment, and to be manageable, accessible and effective for the school, teacher, student and parent (Junior Cycle Framework, 2015).

Ongoing reporting on student progress can take a variety of forms in Ardscoil Mhuire:

- Informal oral and written feedback
- Feedback on areas such as punctuality, behaviour and attendance
- Student Journal
- Parent Teacher Meetings
- Discussions with class teacher/Year Head/SEN Team/Guidance Counsellor
- Student learning logs, diaries, reflections
- End of unit assessments in subject areas either formative or summative
- End of term/year reports
- Subject departments have created a bank of formative comments, reflecting the learning outcomes for first year October reports and CBAs. It is intended to expand this bank of comments for all assessments in all year groups.
- Communication and engagement with parents/guardians via VShare and the School App.
- Feedback in relation to the student engagement in the school's Wellbeing Programme.
- Student participation and achievement in extracurricular activities – Other Areas of Learning
- Classroom-Based-Assessment (CBAs) reports.
- Effective reporting in Ardscoil Mhuire reflects the guiding principles of reporting (in line with the NCCA guidelines 2018)
- Provide opportunities for student feedback to reflect on their learning
- Use the language of learning to provide effective feedback

- Encourages authentic engagement with parents
- Values the professional judgements of teachers
- Uses the language of learning to provide effective feedback
- Is manageable and does not take away from learning and teaching
- Clearly communicates students' progress in learning
- Provides information on a broad range of achievement
- Is sensitive to the self-esteem and general wellbeing of students and takes an inclusive approach (NCCA, 2018)

There are many methods whereby progress is reported:

- Reports containing results of the end of term/ House exams are sent home using the report template on VShare. It allows teachers to distinguish levels (where appropriate) as well as enter the mark achieved. A comment is also entered either from a predetermined list of comments or, alternatively, an original comment from the teacher can be written. All reports are signed by the Year head and records of the results are kept in the school. Teachers have met and will continue to meet as a staff and in subject departments to discuss and generate meaningful feedback in relation to these reports.
- Academic progress reports are sent home once a year in order to keep parents regularly informed about their daughters' work ethic and academic development.
- Direct Contact - the teacher may decide as they see fit to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student. The Year Head or Senior Management should be consulted prior to any contact with parents.
- Signature of Parent on Assessment - the teacher may send the corrected assessment home with the student to be viewed and signed by the parent/guardian.
- Parent-Teacher Meetings - At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students.
- Student Journal - the teacher may communicate the outcome of any assessment to the parent/guardian of a student by writing a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.
- Formal reporting on the achievements of students in Junior Cycle will be through the Junior Cycle Profile of Achievement which is issued from the school. This will complement reporting on progress to parents/guardians during parent-teacher meetings and through normal student feedback sessions, including feedback after the completion of each CBA. The JCPA will report student achievement across a range of areas of learning in Junior Cycle, including SEC Final Examinations, Classroom-Based

Assessments, Short Courses, Wellbeing, Other Areas of Wellbeing and Other Areas of Learning.

- Parents/guardians of Transition Year students receive regular messages through the School App to inform them of important dates and milestones within the ePortfolio process and are encouraged to check in on their daughter's progress with a view to offering support and motivation. Reporting at the end of the process comprises a graded certificate for all students and a score that is reflected in the student's interview and overall result for Transition Year.
- Parents/guardians of Transition Year students are informed, by the TY Co-ordinator, of the grading system in Ardscoil Mhuire during the parents/guardians Senior Cycle Programme Information Night and via the School App.

Improving results:

- In house analysis of summative results and state examinations takes place as appropriate. This provides the basis for discussion and planning within departments and Senior Management in addition to allowing comparisons and evaluation with national results.
- Study skills sessions are held with students to ensure that they are familiar with effective study techniques.
- In order to encourage First Year students to study and adapt to the workload in secondary school the first hour of after school study is offered to this year group free of charge. Life classes with first years also focus on the importance of study and the etiquette of examinations.
- (Target grade charts) Academic Tracking is used with Fifth and Sixth Year students to focus students throughout the school year.
- Academic interviews are conducted with second and sixth year students to further advise and encourage them as to how to reach their full potential.
- An Academic Awards night is held once a year for the First, Second, Third and Fifth Year groups. Students who are nominated by their teachers in any of their subject areas will be invited to attend on the night. This is a very effective way of acknowledging and rewarding students' hard work and commitment while encouraging and motivating others to apply themselves to a greater degree.
- A core team of teachers is responsible for monitoring, evaluating, and guiding Transition Year students through the process of creating and maintaining their ePortfolio. A particular emphasis is placed on encouraging students to incorporate some reflection on

the pieces they have selected for inclusion. The ePortfolio process constitutes 50% of the grade awarded during the Transition Year interview in May.

- Reflection on feedback is actively encouraged.

Special Educational Needs (SEN)

Students with SEN may be facilitated with differentiated modes of assessment as appropriate. SEN students who meet the criteria for Reasonable Accommodations are facilitated in Leaving Certificate and Junior Cycle Mock Examinations e.g. access to a reader/reading pen, use of a laptop, recording answers etc. As far as possible, SEN students are given opportunities to avail of Reasonable Accommodations in House Exams.

Standardised Tests

The following tests are administered to 1st Year students by the Learning Support Team

- Cognitive Ability Test (CAT4 Level E) - this is administered prior to entry (April)
- Standardised literacy tests are administered to all first students
- CAT 4 (Level F) is administered to all transition year students and third year students, who opt to progress into 5th year without completing transition year.

The results of these assessments are utilised to:

- Guide Resource and Learning Support teachers
- Identify students with particular needs
- Enable learning support/resource teachers to devise a suitable programme of support
- Develop Student Support Files by the Learning Support Team in conjunction with parents and school management
- Apply for reasonable accommodations for the Junior and Leaving Certificate State Examinations where applicable.

When the results of the tests become available:

- Students with particular needs are identified.
- A programme is devised by the SEN coordinator/resource teacher depending on timetabling and availability of learning support staff.
- Student support plans are drawn up by the SEN Team in conjunction with students, parents, class teachers and school management.

Roles and Responsibilities

Teachers are responsible for:

- a) Monitoring and formatively assessing student learning on an ongoing basis
- b) Setting and marking assessments
- d) Filling in reports
- e) Providing clear feedback to students in relation to how they can improve their performance
- g) Liaising with other teachers in the department to coordinate assessments where appropriate
- f) Follow procedures laid out by the relevant department in regard to assessment
- g) Engage in the SLAR process where appropriate
- h) Keep attendance records at all assessment events
- i) Inform the Year Head/Senior Management in the event where a student is absent from an assessment event and provide additional details if required

Role of Junior Cycle Coordination Team

In relation to JC assessment, the Junior Cycle Co-ordination Team shall:

- a) Share all relevant assessment dates with staff when they are made available
- b) Devise a Class Based Assessment timetable for Second and Third Year students in collaboration with teachers.
- c) Communicate with parents/guardians information regarding assessment events
- d) Answer any queries or concerns regarding assessment procedures
- e) Collate information for the JCPA in relation to the 'Other Areas of Learning' and Wellbeing components.
- f) Liaise with Senior Management regarding deferred assessment events where appropriate.

Subject Coordinators are responsible for:

- a) Coordinating the review of departmental procedures used for assessment throughout the year.

Senior Management is responsible for:

- a) Overseeing the completion of school reports
- b) Oversee all assessment events
- c) Liaise with teachers and other management as appropriate
- d) Organising training and support for staff in areas related to assessment when required

- e) Organising the logistics of examinations and liaising with the State Examinations commission

The School Guidance Department is responsible for:

- a) Administering and collating the results of the Career Guidance Assessments
- b) Administering HEAR and DARE assessments.

The SEN Coordinator and team are responsible for:

- a) Organising the assessment of needs of the incoming 1st Year students in conjunction with the Guidance Department
- b) Organising the CAT4 tests for particular Year Groups
- c) Identifying students with particular needs
- d) Testing SEN students and liaising with external agencies
- e) Identifying students suited to the variety of programmes available in the school, implementing these programmes with SEN students and monitoring and assessing their progress
- f) Liaising with and assisting Senior Management in the structuring and allocation of educational provision
- g) Assisting and guiding learning support/resource teachers to devise a suitable programme of support
- h) Guiding and supporting the classroom teacher through the setting of individual targets for SEN students
- i) Developing Student Support Files by the Learning Support Team in conjunction with parents and school management
- j) Applying for reasonable accommodations for the Junior and Leaving Certificate State Examinations where applicable
- k) Liaise with DES to ensure that digital booklets and other relevant material are made available.

Role of Subject Departments

In relation to assessment, subject departments shall:

- a) Discuss assessment procedures and put appropriate plans in place
- b) Nominate one teacher to act as SLAR Facilitator as outlined in Circular Letter 0015/2017.

Role of Year Heads

In relation to assessment, Year Heads shall:

- a) Liaise with management and other teachers where appropriate
- b) Receive information from teachers and key staff members regarding attendance
- c) Discuss with subject teachers the merits of making direct contact with parents

Parents/Guardians have a responsibility to:

- a) To encourage attendance
- b) To be familiar with key dates relating to assessment
- c) To engage in active and positive communication with teachers when necessary and appropriate
- d) To support teachers in their work to help students achieve their full potential
- e) To be actively involved in their daughter's education
- f) To ensure that their daughter completes all work assigned in the time designated
- g) To monitor their daughter's progress.

Students have a responsibility to:

- a) Have good attendance
- b) Be aware of key dates for assessment
- c) Complete all work assigned by their teachers in the time designated
- d) Put in the effort required for their studies
 - Learn and revise course content on an ongoing basis
 - Follow the advice and guidance of teachers as to how best achieve their potential
- e) Encourage each other
- f) Ask for help as appropriate.

Related Policies

This policy document may be read in conjunction with the following:

- Guidance and Student support Plan
- Special Educational Needs (SEN) Policy
- GDPR Policy
- Mission Statement
- Suspension and Expulsion Policy
- Wellbeing Plan
- Homework Policy
- SSE/DEIS Plan

Monitoring and Review

We are committed to monitoring and evaluating the effectiveness of our Assessment Policy and Procedures. This is conducted through student reflections and evaluations, feedback via the student council, staff review and parental feedback. This policy will be reviewed every two years, unless a need arises at an earlier time.

Signed: Sr. Ena Quinlan

Date: 29th May 2024

Chairperson of the Board of Management

Appendix 1



Classroom-Based Assessments and Assessment Tasks Submission Policy.

Introduction

The Board of Management recognises the importance of assessment as a valuable learning opportunity for students. This policy has been put in place to ensure the smooth running of in-class assessments which take place as part of the Junior Cycle programme.

Rationale

- It is recognised that assessment is an important part of the Junior Cycle programme as it “provides information about progress in learning, and achievement in developing skills, knowledge, behaviours and attitudes” (NCCA).
- It is important that procedures are put in place to facilitate Junior Cycle assessment and allow students the opportunity to reach their full potential and engage positively with the Junior Cycle programme.
- The school shall endeavour to facilitate student assessments in a way that is reasonable and fair to all.
- All procedures are in keeping with the assessment procedures as outlined in Framework for Junior Cycle, 2015 and Circular Letter 0028/2023.

Assessment Overview

There are three strands to Junior Cycle assessment: Classroom Based Assessment, Assessment Task and Final Assessment.

- Classroom Based Assessment (CBA): All subjects and short courses engage with this form of assessment. CBAs take place in 2nd and 3rd Year. This assessment is conducted by teachers, and where appropriate, is moderated by means of a SLAR (Subject Learning and Assessment Review) meeting.
- Assessment Task (AT): A number of subjects engage in the Assessment Task in 3rd Year. This is marked by the State Examinations Commission (SEC). The AT takes place during class time.
- Final Assessment (FT): The Final Assessment applies to a number of subjects and takes place by means of an exam in June of 3rd Year.

It should be noted that CBAs and ATs should be considered formative modes of assessment.

All strands of assessment are reflected in the Junior Cycle Profile of Achievement (JCPA) which is awarded to students following completion of the Junior Cycle programme.

The JCPA also provides an opportunity for schools to comment on student achievement, participation or progress in other areas of learning that were offered to students as part of the Junior Cycle programme. Additionally the JCPA affords the school the opportunity to report on Wellbeing i.e. SPHE, CSPE, Physical Education, Career Guidance etc.

Currently, post Covid-19 modifications are still being implemented by schools. These modifications include the postponement of the Assessment Task in all subjects. Additionally, most subjects are only required to complete one CBA. Visual Art, Music and Home Economics are still required to complete two CBAs. The Minister of Education announced in April 2024 that these modifications would remain in place for students who are in First and Second Year in the academic year 2023/24. Further adjustments in the coming years regarding Assessment Tasks and Classroom Based Assessments will be closely monitored and implemented.

Junior Cycle Team

The Junior Cycle Team comprises of a number of teachers from a variety of subject backgrounds. It is the responsibility of the team to liaise with staff in all areas regarding the implementation of the Junior Cycle. This includes the construction of a timetable for the facilitation of the CBAs, the gathering of information for the inclusion of OALs on the JCPA, and liaising with OIDE for the provision of CPD to staff.

Responsibilities of Parents:

- As CBAs are reported on in each student's Junior Cycle Profile of Achievement(JCPA) it is vital that parents note the dates of the CBAs and do their very best to ensure student's attendance within the nationally set timetable.
- It is recognised that the Junior Cycle programme presents a large number of assessment events. It is likely that, on occasion, circumstances will result in student absences during these times. Parents/guardians should look to minimise such occurrences.
- To allow for planning of medical, dental and other essential appointments, ASM shall provide dates of assessment events as they become available. Parents/guardians are encouraged to schedule essential appointments outside of school time where possible. Parents/guardians are advised not to schedule appointments during the times of assessment events.

- ASM will only consider an extension for medically certified absences or exceptional circumstances such as bereavement during the CBA timeframe. However, parents/guardians should be aware that teachers must input results promptly after the CBA final dates and have very little leeway with regards to deadlines.

5 Responsibilities of Students:

- Students are expected to be familiar with the structure and content of their CBA.
- Students should make every best effort in researching and presenting their CBA.
- Students should make themselves familiar with all deadlines for completion of the CBA.
- ASM realises that students may have to attend important extracurricular events during the CBA timeframes. In this instance, a student's absence from class needs to be sanctioned by the Principal Ms Herbert and/or the deputy principals Ms Bulfin and Ms Collins.
- Students should take responsibility for themselves to catch up on any work missed due to such absences.
- Students should note that while they may be allowed to take part in important extra-curricular activities during the CBAs, they must attend for their Assessment Tasks.

Responsibilities of Teachers:

- Teachers should make themselves familiar with the structure and content of each CBA.
- Teachers should keep to the timescale outlined in the window for CBA.
- Teachers should collaborate with their colleagues in relation to CBA facilitation.
- It is the responsibility of teachers to follow the features of quality associated with the CBA being completed.
- The facilitation of SLAR meetings will rotate between teachers within a department. Each individual teacher should make themselves available for facilitation of SLAR meetings.
- It is the responsibility of teachers to submit the awarded descriptors of their own students on the CBA template. Teachers must ensure that they have signed this document.
- ASM recognises the value and benefit of feedback in relation to classroom based assessment. Teachers should provide students with timely feedback after the SLAR and the award of final descriptors. Feedback should also be recorded on VShare for the benefit of parents.
- Teachers should negotiate dates for the Assessment Tasks relevant to their subject. These dates should be submitted to the Junior Cycle Team and Senior Management as early as possible.

Steps to Take With Student Disengagement:

- Teachers should constantly monitor student progress during a CBA.
- In a case of student disengagement, the teacher should begin with encouragement and motivation using the formative assessment techniques employed by ASM e.g. two stars & a wish etc.
- If a student has failed to engage by the end of the first week of the CBA window, the teacher shall immediately notify Senior Management.
- Correspondence with home is encouraged, but is at the teacher's discretion. Close communication with the HSCL is advised.
- Teachers shall keep a record of all measures taken in the event of student disengagement.

While it is necessary to establish rules around the CBAs and ATs, it is also important to reflect on how they both support and consolidate each student's learning. The CBAs will allow each student to work over a period of time supported by the feedback from their teachers and others, ensuring that they can produce their best work.