

Assessment Policy



St. Joseph's Secondary School Spanish Point 2019-2020

A Whole School Approach

Policy Ratified: 27/05/2019

Review Date: May 2021

Signed: 

Contents

St Joseph's Secondary School Mission Statement:	3
St Joseph's Secondary School Aims:	3
Assessment Legislation:	3
Aims of the Policy:.....	3
Assessment for Learning & Assessment of Learning:.....	3
What is Assessment:	4
Rationale for Assessment:	4
St. Joseph's Assessment practices.....	4
Formative Assessment:.....	4
Digital Formative Assessment:.....	6
Summative Assessment:.....	6
Assessment Levels at Senior and Junior Cycle	6
Entrance Assessments.....	7
Classroom-Based Assessment and Assessment Tasks.....	7
SLAR Meeting.....	8
Proposed 12, 20, 30 Assessment Model and Evaluation	9
State Examinations	9
Pre-examinations- to be discussed	10
Career Guidance Assessment	10
Aptitude Tests.....	10
Transition Year Assessment.....	10
Learning Support Assessments:	11
Feedback.....	12
Reporting Procedures.....	12
Informal Reporting.....	13
Formal Reporting Procedures	13
Homework a means of Assessment.....	13
Roles and Responsibilities for Assessment	14

Mission Statement

St. Joseph's is a Catholic school, based on Gospel Values and in the Mercy tradition under the trusteeship of CEIST.

It is characterised by the following:

***Reverence and Respect,**

***Care and Compassion,**

***Responsibility,**

***Tolerance and Inclusion**

***Justice,**

***Hospitality**

Our mission is to:

- develop and promote the personal, academic and spiritual potential of each student in a caring and disciplined environment.
- foster a sense of self-esteem, honesty and respect among all members of the school community.
- assist students in developing appropriate life skills and social awareness.
- offer direction and leadership in the educational field in the local community.

Assessment Legislation:

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.

Aims of the Policy:

This Assessment Policy outlines the importance of assessment and the key role students, parents and teaching staff play in supporting this policy document.

This Assessment Policy aims to

1. Explain the rationale and importance of Assessment
2. List the different types of Assessments
3. Detail the annual schedule of assessments
4. Detail the schedule of CBA's and Assessment Tasks for Junior Cycle students
5. Detail the reporting procedures post assessment

Assessment for Learning & Assessment of Learning:

This policy recognises the importance of both **assessment of learning and assessment for learning**. The term "Assessment" refers generally to the gathering, collating and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and areas of learning that need addressing.

What is Assessment:

Assessment of Learning or summative assessment, involves assessment for accountability purposes and is used to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. Assessment for Learning (AfL) or formative assessment is a continuous process which occurs as a regular activity with teaching and learning which combines correcting the relevant work along with advice to the student for further improvement. The information gained from such assessment activities will be used to shape the teaching and learning process.

Rationale for Assessment:

Assessment is an essential part of good teaching and learning for the following reasons:

1. Assessments enable the teacher to monitor a student's progress and make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in advancing the students learning and adapt teaching strategies and learning activities as appropriate.
2. Assessments provide the students and parents with information regarding progress.
3. Assessments help to identify appropriate subject levels for students at both Junior and Senior Cycle.
4. Assessments help identify students who may need additional support and services or any outside agencies and to inform consultations with the NEPS psychologist where necessary for direct intervention using the new model.
5. Assessments assist school management in identifying students, subjects, classes and areas of the curriculum that require further timetabled support.
6. Assessments play an important role in subject choice, career guidance and progression to third level and further education.
7. Assessments help to identify gifted and talented pupils to support these students in their academic performance.
8. Assessments help to establish baseline data which may be used for School Self-Evaluation purposes.

St. Joseph's Assessment practices

1. Formative Assessment
2. Summative Assessment
3. Entrance Assessments
4. Classroom Based Assessment (CBA)
5. Assessment Tasks (AT)
6. School in-house Examinations and Evaluations
7. State Examinations

Formative Assessment:

Formative assessment involves a range of strategies designed to give both students', teachers and parents feedback about students' understanding of elements of their learning. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work.
- help teachers recognise where students are struggling and address problems immediately. Examples include homework and class work.

Formative assessment involves a range of strategies designed to give students, teachers and parents' feedback about students' understanding of elements of their learning in courses.

St. Joseph's has adopted the approach of formative assessment in all subject areas as part of the School Self Evaluation process. Its purpose is to use the whole process of assessment to help

learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning. It is about 'learning to learn.' In line with the demands of the syllabus and specification in each curriculum area, teachers set regular homework and comment on the merits of work and make suggestions for improvement.

Assessment work may be differentiated to suit the needs and abilities of the individual. Teachers have adopted the use of Bloom's Taxonomy of educational objectives, **Remember, Understand, Apply, Analyse, Evaluate, Create**. When teachers question and devise learning intentions as above, they can ascertain how students are progressing which assists in identifying the next steps in learning. St. Joseph's Secondary School endeavours to embed formative assessment involving the following actions:

- **Sharing of Learning Outcomes and Intentions with students:** Teachers will share the learning outcomes with students at the beginning of each lesson/ where deemed necessary and refer back to them during questioning throughout the lesson and at again at the end of the lesson if necessary. This will help to clarify what the student was supposed to have learned and will assist both teachers and students in determining the levels to which the outcomes have been achieved.
- **Sharing of Features of Quality and developing Criteria for Success:** Teachers will communicate to students in advance of a piece of work what exactly they will be looking for when assessing it. This is known as WILF (What I'm Looking For). Teachers are aware that it is important to share this information with students beforehand so that they will be in a better position to know what is expected of them. They can also decide how far they want to push themselves.
- **Descriptive feedback** is the most powerful tool for improving student learning. Black, Harrison, Lee & William (2003). Teachers will periodically engage in descriptive feedback: This will include 3 things: **What the student has done well, Where the areas for improvement are and how the improvements might be made**. This allows both teacher and student to identify the next steps in learning.
- **Peer Assessment and Self-Assessment:** Teachers will, occasionally, supervise students to correct their own or their peer's work, based on a list of criteria for success. Following such methods, teachers will encourage students to reflect on their work and write down how they can improve and assist them in achieving it. A reflection page on the students 1st Year ePortfolio, similar to a reflective journal is maintained for this purpose. Following such methods, teachers will encourage students to reflect on their work and capture how they can improve and assist them in achieving it.

We consider the following to be key classroom practices and strategies needed for **AfL**:

- 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.
- questioning skills (student to teacher/ teacher to student/ student to student), which stimulate thinking and reflecting on learning and 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.

Digital Formative Assessment:

It is envisaged that while implementing the **Digital Learning Framework** in St. Joseph's Spanish Point, that teachers will engage in digital formative assessment strategies such as Mentimeter, Kahoot, Padlet, Quizlet, Google Forms and Socrative. The school will build on the use of digital technology to support assessment through the implementation of the school DLF plan and vision.

Summative Assessment:

- Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner.
- Third and Sixth Years have examinations in November, Mock examinations and the State Examination Certificate Examinations in June.
- Mock Examinations are set externally.
- Mock examinations are corrected through a combination of internal and external examiners.
- At Leaving Cert level, students will be divided into Higher Level and Ordinary Level classes in Irish, English, and Maths at the beginning of Fifth Year. Divisions will be based on levels taken at Junior Cycle and previous results. Classes will be divided up following consultations between the subject teacher and the Careers Guidance teacher. Subject levels for other subjects are decided during fifth and sixth year. Parents are advised of all divisions related to subject levels and may seek a meeting with the subject teacher to discuss divisions if they so wish.
- It is school policy that students are tested in all subject areas regularly (e.g. weekly, monthly or at the end of a chapter/section as appropriate to individual subjects). Once corrected, the test result will be recorded.
- Transition Year Assessment is guided by the Transition Year Coordinator and evaluated on a yearly basis. Transition Year Assessment may involve internal house examinations. An end of programme certificate is awarded to all students and all evidence of learning is captured using google sites known to the students as their ePortfolio.

Assessment Levels at Senior and Junior Cycle

- Where possible all students are encouraged to try the highest level available in their subject.
- At the beginning of second year, students will be divided into Higher Level and Ordinary Level Maths, Irish and French classes based on exam results during first year.
- Subject levels for other subjects are decided during third year depending on whether students are following the old syllabus or new specification.
- At Senior Cycle, students will be divided into Higher Level and Ordinary levels. Some core subjects and option subjects will cater and differentiate for both levels.
- Divisions are based on levels taken at Junior Cycle, previous results and overall academic performance and effort seen in Transition Year. Classes will be divided up following consultations between the subject teacher and the Careers Guidance teacher.
- A student who wishes to change levels must consult with their teacher, fill in a change of level form and have it signed by their parent/guardian and Senior Management.
- Parents are advised of all divisions related to subject levels and may seek a meeting with the subject teacher to discuss divisions if they so wish.
- It is school policy that students are tested in all subject areas regularly (e.g. weekly, monthly or at the end of a chapter/section as appropriate to individual subjects), to ascertain students' progress.

Entrance Assessments

St. Joseph's Spanish Point, requires incoming first year students to sit an entrance examination. This examination is the CAT 4 Test.

First year students are also assessed utilising a variety of assessment instruments e.g. the Wide Ranging Achievement Test (WRAT) and retested, at intervals, to evaluate progression at the beginning of first year.

When the results of the tests become available:

- Students with particular needs are identified.
- A programme is devised by the learning support/resource teacher depending on timetable and availability of learning support staff.
- Student Support Plans are drawn up by the Learning Support Team in conjunction with parents and school management.

Classroom-Based Assessment, Calendar and Assessment Tasks

Classroom-Based Assessments (CBAs) have been introduced to allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally assessed examination. They will be used in the assessment of learning in subjects and in short courses. As in the Department Circular 0024/2016, a classroom based assessment will incorporate assessment for learning to substitute other assessments currently undertaken in the school such as in-house examinations, etc. as appropriate. For guidelines on assessment for learning please go to <http://www.ncca.ie/uploadedfiles/JuniorCycleReview/Afileaflet2.pdf>.

CBAs will be undertaken according to the Assessment Guidelines for each subject specification and management will create a school timetable depending on the recommendations from the department for the defined times for CBA's. This timetable will be available to staff on their Google Calendar. CBAs will take place over a defined time period and will be carried out in class over a three to four week period. They will be supervised and assessed by the subject teacher. Attendance at school throughout the year is of the utmost importance it is imperative that all students are present in school while CBAs are being prepared for and completed.

CBAs will be assessed using the following descriptors:

- **Exceptional**
- **Above Expectations**
- **In line with Expectations**
- **Yet to Meet Expectations**

The descriptors for both CBAs will appear on the certificate the students will receive having completed their Junior Cycle examination. This certificate is now known as a JCPA (Junior Cycle Profile of Achievement).

All second and third year CBA results will be recorded on a central spreadsheet for after the SLAR has taken place. These results will be stored in the Staff Folder marked "CBA Results" on Google Drive.

Assessment Task

The CBA also acts as preparation for the Assessment Task. This task set by the NCCA (National Council for Curriculum and Assessment), will be undertaken during normal class time over two forty minute periods and then returned to the State Examinations Commission (SEC) for marking. This Assessment Task will be worth 10% of the overall mark in the case of most subjects.

The manner in which the phased-in Junior Cycle Subjects are to be graded will also change. Traditional grades will now be replaced by the following:

Distinction	90-100%
Higher Merit	75-89%
Merit	55-74%
Achieved	40-54%
Partially Achieved	20-39%
Not Graded	0-19%

SLAR Meeting

For subjects at Junior Cycle that have completed their phase, the Subject Learning Assessment Review meeting is a process that is centred on teachers discussing student work at structured meetings.

It plays an important role in helping teachers to develop an understanding of standards and expectations by enabling them to reflect on the evidence of students' work and to share the learning and teaching strategies supporting that work.

The objectives of the review process are to achieve:

- ✓ greater consistency of teachers' judgement
- ✓ better feedback to students
- ✓ greater alignment of judgements and expected standards
- ✓ and to assure parents and others that students are receiving appropriate recognition of their achievements in line with standards and expectations.

The time for review meetings will take place after the Assessment task and the allocated 22 hours of professional time for each full-time teacher each year can be used to accommodate the meeting.

Each meeting will:

- ✓ be subject specific
- ✓ be approximately 2 hours long
- ✓ take place at a time as near as possible to the completion of the Classroom-Based Assessment
- ✓ involve the review of student work related to a specific Classroom-Based Assessment.
- ✓ Teachers can bundle their 22 hours of professional time to facilitate their SLAR meetings.

Where there is a single teacher of a subject for example Art and Home Economics, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting in another school by School Management.

After the SLAR meeting a facilitators report will be completed electronically and must be shared and emailed with the Principal and Deputy and uploaded to the appropriate folder in the subject Team Drive.

All second and third year CBA results will be recorded on a central spreadsheet for after the SLAR has taken place. These results will be stored in the Staff Folder marked "CBA Results" on Google Drive.

2019-2020 Assessment Model and Evaluation

St. Joseph's Secondary School propose to adopt formal house exams to take place at approximately 10, 20 and 30 weeks for our students.

At Junior Cycle where a CBA is taking place between each of the windows for the house exams, only the CBA descriptor and descriptive feedback will be required to be reported on. These exams are of a serious nature and assess a particular set of learning outcomes that contribute the students overall learning experience at Junior Cycle. They assess the age and stage of learning and this is recognised by students, parents and teachers alike.

All students will sit house exams in November. This will be reported on in late November/early December. If a subject department feels that it is important that their students need to be assessed formally again prior to the Christmas holidays, it would be suggested that the subject department collaboratively plan for this in their subject plan.

The purpose of house exams is to measure student learning through assessing learning outcomes and attainment in each subject area and to provide students with the experience in sitting formal exams similar in nature to the State Exams.

Third and Sixth Year students will sit their pre-examinations as part of their formal house exams prior to the February Midterm Break. All other students will be continuously assessed between January and Easter and formal reporting will take place again prior to the Easter Break for all students.

Summer exams will take place at the end of Term 3.

Junior Cycle students that have a CBA between Easter and Summer will not be timetabled for an official house exam. If subject departments feel that a written exam would compliment the CBA, then this is at the departments discretion and can be held during class time. This could also be reported on in the Summer. The CBA level descriptor will be reported on at this time.

Transition Year students will sit House Exams in their CORE subjects – English, Irish, Maths and French.

All subject departments will report on their student's house exam results and/or CBA results in the Summer period.

All term reports and assessments would be uploaded to VShare. A formal report using descriptive feedback will be issued to parents with a username and password in order to access their son's/daughter's reports on VShare on-line.

State Examinations

St. Joseph's provide access to all State Examinations including the established Leaving Certificate, Leaving Certificate Vocational Programme (LCVP), Leaving Certificate Applied (LCA) and Junior Cycle Examinations including written, oral, aural and practical components and assessed course work in some subjects. The school will strive to ensure that all 3rd and 6th Year students participate (as directed by the State Exams Commission) in the many assessments that make up the Junior Cycle and Leaving Certificate Examinations. These assessments, which may include orals, course work, practical work, portfolio work amongst others, will be conducted in accordance with the regulations set down by the State Examinations Commission. The Junior and Leaving Certificate Examinations begin the first Wednesday after the June Bank Holiday Monday each year.

Pre-examinations

Third and Sixth year students undertake Pre Junior and Pre Leaving Certificate Mock Exams in February each year to prepare them for their state exams in June. The Mock Examinations are set and corrected through a combination of internal and external correctors. The exam schedule and supervision rota is devised by the school examinations co-ordinator.

Career Guidance Assessment

The Career Guidance and Learning Support team administer the Cognitive Abilities Test, 4th edition (CAT) Level 4 to all 1st and 3rd Year students. This assessment is composed of a series of short tests which assess each student's reasoning abilities in key areas that support educational development and academic attainment. The battery of tests comprises of Verbal Reasoning, Quantitative Reasoning, Non-verbal Reasoning, Spatial Ability.

The tests are administered to first year students prior to entry and to third year students over the period where the Mock examinations take place in February and March of the school year.

In addition to this, transition year students also complete the Career Interest Profile on www.careersportal.ie and the Career Interest Inventory Profile Sheet which helps students to focus on their own aptitudes and in this way select subjects for Leaving Certificate. These assessments also focus attention on each student's strengths and suitability for different careers

Aptitude Tests

- Aptitude Tests, which are taken in Transition Year and are not part of the formal school assessment, are designed to assist individual students
- Qualifax.ie. Careers Portal is used to gather data on personality, ability and interests
- Allow students to choose among educational and career options based on their strengths and weakness
- Determine and measure students' ability to acquire, through future training, some specific set of skills.
- The purpose is to focus on those areas in which students do best and try to capitalise on these as far possible in their future education, programme selection, subject selection for the Leaving Certificate, training and job searching

Transition Year Assessment

Assessment in TY is on a continuous basis and takes many forms:

- students complete assignments which are graded by the class teacher
- students reflect on their performance and what they have achieved from different experiences, events and activities throughout the year (self-assessment)
- students receive feedback from their teachers other TY students on their work (peer-assessment)
- Teachers award credits to each student based on their effort, the quality of their work to date, their participation in class, attendance and overall impression.
- These credits are included in a report made available to parents on VShare.
- The TY student journal must be up to date in the recording homework and all the relevant events/outings/activities during the year to date
- If students are not assigned homework, a record of what learning took place in the class is recorded as an alternative in the school journal.
- Transition Year assessment reports will issue in November, Easter and Summer.
- Summer Reports are based on continuous assessments in the classroom as determined by their individual subject teacher and the grade awarded will be based on the credit system determined at the beginning of the year.

- Transition Year students will sit House Exams in their core subjects of English Irish, Maths and French
- As Transition Year is focused on experiential learning and personal development, the forms of assessment used may vary from the standard practices used in other years.
- A showcase of all Transition Year assignment, reflections, photographs, videos and podcasts they have created throughout the year are displayed in their digital ePortfolio using Google Sites.

LCA Assessment

There should be no trips scheduled during the time at which LCA students are timetabled for Exams that would compromise the result of their performance. This could include Key Assignments, Interviews, Practicals and State Exams.

Learning Support Assessments:

- CAT 4 Level E – Verbal, Numerical, Non-Verbal, Spatial are administered to all incoming first year students and again when students are in Third Year.
- When the results of the tests become available appropriate action is taken in line with the S.E.N. Policy. Students with numeracy and/or literacy issues are identified support will be put in place for the relevant students.
- Students' Educational Passport's with standardised numeracy and literacy scores for each incoming first year student, are gathered from the feeder primary schools in advance of their attendance at second level. Each student's scores from primary and secondary school tests are compiled and this information is uploaded to the shared drive for the class teacher of first years to facilitate differentiation in terms of teaching approaches. It is also used for academic monitoring purposes where the academic progress of the student is tracked during each academic year by the SEN Co-ordinator, Year Head, Deputy Principal and Principal.
- The results of these tests:
 - ✓ enable the organisation of mixed ability classes
 - ✓ identify students who may be in need of additional support when they join the school
 - ✓ identify gifted students.

In addition to the CAT4 tests, the First Year students in September complete a New Group Reading Test (NGRT). This is used to identify the reading ages of each of the students and to determine which if any students require additional help and support with reading and comprehension. This information is also given to class teachers so that they can take this into account when teaching these students.

- Further Assessment may be administered through the use of the WRAT IV, V and the Wyatt Test along with a free writing exercise and a competency test in Maths.
- When the results of the tests become available:
 - ✓ Students with particular learning needs are identified
 - ✓ A programme is devised by the SEN Coordinator and Senior management depending on the school timetable and availability of learning support staff.
 - ✓ Student Support Plans are drawn up by the SEN co-ordinator and the Learning Support Team in conjunction with parents and school management.
 - ✓ All first years will be screened by the SEN Department to investigate the possible provision of additional help where necessary.
 - ✓ Some students may be selected for further testing.
- If a student is identified as having a learning need/difficulty the SEN co-ordinator will apply to the National Education Psychological Service.
- Classroom strategies such as differentiated assessment, visual aids, hearing aids, spelling waivers, increased time and dictionaries amongst others, may be used from time to time, as determined by the SEN Co-ordinator in consultation with individual subject teachers.

- The school’s NEPS psychologist, in consultation with school management, may carry out psychological assessments and other assessments on students at different times throughout the year based on the priority learning needs of the students and difficulties arising.

Feedback

Characteristics of effective feedback

- Timely
- Language is descriptive and accessible by the student
- Feedback focuses on specific targets or goals for the students work
- Relates to the learning intentions
- Feedback specifies what students have achieved and what they need to do in order to move forward in their learning
- Clear assessment success criteria established prior to the assessment
- Encourages students to reflect

Effective Feedback

- Feedback provides information to students and teachers about learning. It helps to reduce the gap between the student’s current level of understanding and/or performance and a desired goal. Depending on the nature and delivery of the feedback, it can have powerful positive effects on student learning and engagement. (Hattie & Timperley, 2007).
- Feedback is an essential practice of assessment for learning, “a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there” (Assessment Reform Group, 2002). A substantial body of research identifies assessment for learning as a powerful tool for improving students’ learning (Black, Harrison, Lee, Marshall & Wiliam, 2003).
- **Assessment for learning** differs from **Assessment of Learning** in that the information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills. Teachers who view assessment as integral to learning engage students as collaborative partners in the learning process. This assessment provides precise and timely information so teachers can adjust instruction in response to individual student needs, and so students can adjust their learning strategies or set different goals.
- Timely feedback and constructive advice are vital components in this process. Where appropriate, teachers will keep results of these assessments within their Subject Department Team Drives, to provide an insight into a student’s progress over time and to fully inform the learning process and reporting procedure.
- Summative assessments are a vital component in providing feedback to teachers, students and parents, on the level of each students’ attainment and learning in that specific subject area. Constructive, descriptive feedback will be provided by teachers to students who complete these examinations.

Reporting Procedures

There are many different methods whereby the results of formal and informal assessments will be reported to students and parents. The Principal and Deputy will provide an information evening for Parents with students in Junior Cycle each year until the all Junior Cycle subjects have been phased in. Parents of students from the surrounding feeder schools in 5th and 6th class, will also be invited to learn about the language of Junior Cycle, new subjects, new grading systems and reporting procedures.

Informal Reporting

- 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.
- 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.
- 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 – there are Parent Teacher Meetings for 1st, 2nd, 3rd, TY, 5th & 6th Year students throughout the academic year. At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students.
- Written Reports – formal written reports are available to parents/guardians on three occasions throughout the year
- Parents/guardians of 3rd and 6th Year students receive a report in November and following their Mock Exams at Easter but do not receive a summer report.
- Parents may access their child’s academic records through the VShare system.
- Parent Teacher Meetings – there are Parent Teacher Meetings for all year groups throughout the academic year. At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students that generate an accurate picture of the student’s progress.

Formal Reporting Procedures

Formal written reports are communicated to the parents/guardians of students during the academic year on VShare. A grade and or level descriptor are awarded and a formative descriptive piece of feedback will be provided by each teacher.

- All year groups receive a formal report after house examinations
- The report template is computerised and allows teachers to distinguish levels.
- Teachers are encouraged to provide feedback that is scaffolded to parents and students. The comment bank allows for teachers to provide up to 250 characters when devising and providing effective descriptive feedback.
- All reports are reviewed on VShare by the Year Head and Senior Management.

Other Areas of Learning

OAL’s will be managed by the Learning to Learn teacher. These areas of learning will be captured and recorded across the three years of Junior Cycle in the student’s ePortfolio and homework Journal. They will be written in the third person until otherwise stated by the department and they will also incorporate various elements of the Key Skills of Junior Cycle.

Homework as a means of Assessment

- Homework is considered to be 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 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.

- 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. The school expects that all homework will be completed on time and to the best of a student’s ability.
- All homework – written and learning – is to be recorded by students in their School Journal.
- The School Journal of students in 1st, 2nd and 3rd years is to be signed on a weekly basis by both the Class Tutor and a parent/guardian.
- Students are encouraged to spread their homework evenly through the week so as to minimise the risk of overload on any given night. It is important that students feel comfortable enough to mention to their subject teachers if they are under pressure and if they desire a reasonable extension to submitting a homework essay or project or a reduction in the amount of homework.
- In addition to this, teachers welcome students telling them if they have a number of tests on a particular day so that the teacher can change the date of a test if possible.
- Students who miss class due to school matches, medical/dental appointments are expected to find out from their peers what homework was set by the teacher and to complete it on time.
- As students differ in terms of their ability and speed of completion of work, it is impossible to be specific as to the amount of time to be spent on a daily basis on homework and revision by each individual student. However, the following general guidelines are offered: Year Hours per school day on homework and revision

First Year	1 to 2 hours
Second Year	1.5 to 2 hours
Third Year	2 to 3 hours
TY	Variable in accordance with amount of project work
Fifth Year	3 hours
Sixth Year	3+hours

Roles and Responsibilities for Assessment

Class Teachers are responsible for:

- a) Monitoring and assessing student learning on an ongoing basis
- b) Setting, marking and providing effective descriptive feedback for in-class assessments
- c) Setting, marking and providing effective descriptive feedback for end-of-term examinations
- d) Filling in reports using new Junior Cycle language and grading where appropriate and providing descriptive feedback
- e) Ensuring that the correct number of mock exam papers are ordered for students in their classes
- f) Liaising with other teachers in the department to coordinate assessments where appropriate.

Subject Heads of Department are responsible for:

- a) Coordinating the review of departmental procedures and criteria used for assessment throughout the year.
- b) If applicable to your subject, to ensure that organisation of the SLAR for each CBA is carried out in a timely manner for a 2 hour period with the relevant teachers. The agreed time and venue will be communicated in advance to the Principal and Deputy.
- c) A facilitators report will be completed and stored in the relevant folder in the English Department team drive.
- d) A copy of the facilitators report will be emailed to the Principal and Deputy.
- e) Coordinating subject department meetings, circulating an agenda, uploading minutes and subject department plans to the shard drive and carrying out an evaluation of practice at the end of the Year with all subject department teachers.
- f) When appropriate, and as determined by each department plan, common assessments across a year group will be used in each subject area. This will provide for increased cooperation and a common benchmark across each subject area.

The Examinations Co-ordinator

- a) All Summative Assessments are co-ordinated by the examinations co-ordinator
- b) Exam timetables and a supervision roster are circulated to all staff and Senior Management in advance

The Principal is responsible for:

- a) Overseeing the completion of school reports
- b) Organising training and support for staff in areas related to Assessment when required

The Deputy Principal is responsible for:

- a) Organising the logistics for the SEC examinations
- b) Setting up the school reports on VShare

The School Guidance Counsellor is responsible for:

- a) Assisting in organising the entrance examination for incoming 1st Year students
- b) Working with the SEN Coordinator to organise the CAT4 tests for 3rd Year students
- c) Administering and collating the results of the Career Guidance Assessments

The SEN Coordinator is responsible for:

- a) Organising the entrance exams for incoming 1st Year students
- b) Working with the Guidance Counsellor to organise the CAT4 tests for 3rd Year students
- c) Organising and administering the CAT 4 for 1st Year students and 3rd Year students
- d) Organising applications for RACE accommodations for Junior and Senior Cycle students

Parents/Guardians have a responsibility to:

- a) To engage in active and positive communication with teachers when necessary and appropriate
- b) To support teachers in their work to help students achieve their full potential
- c) To be actively involved in their son's/daughter's education
- d) To ensure that their son/daughter completes all work assigned
- e) To monitor their son's/daughter's progress

8 Students have a responsibility to:

- a) Put in the effort required for their studies
- b) Complete all work assigned by their teachers in the time designated
- c) Learn and revise course content on an ongoing basis
- d) Follow the advice and guidance of teachers as to how best achieve their potential
- e) Reflect on the descriptive feedback provided by their teacher to improve and move forward in their learning

15. Our School's Assessment Success Criteria

The Policy is considered successful if procedures are clear and are followed and the goals set out are achieved.

16. Review Procedures

The Policy is reviewed periodically and will be updated each year with relevant dates for CBA'S and Assessment Tasks.

Child Protection

Please refer St. Joseph's Child Safeguarding Statement, which is available on request. It is on prominent display at both of the school's entrance foyers and is available on the school's website.