



# Stratford College

*Co-educational Secondary School*

## Assessment and Reporting Policy

March 2020

### Overview of Our School Context

Stratford College is a fee paying, voluntary, co-educational secondary school. We operate within the context and parameters of the Dept. of Education and Science's regulations and programmes. The College considers the rights of the Patron, as set out in the Education Act as well as the funding and resources available to the college.

Stratford College was founded by the Dublin Jewish Community and provides a secondary education within a Jewish ethos, as defined by The Chief Rabbi of Ireland. It also welcomes pupils from other denominations and those of none. This richness of heritage combined with our experience of valuing other minority groups and of individuals makes our school truly unique. We welcome students from primary schools who share our commitment to such cultural and religious diversity.

Our Mission Statement aims to provide a teaching and learning community committed to quality and excellence in education. We are dedicated to:

- Providing a nurturing environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.
- Instructing Jewish students in their religion while fostering mutual respect for all traditions.
- Promoting personal achievement and academic success.
- Respecting the unique potential of every student and encouraging each to maximise it.

The founding values continue to inspire the school today; those of educating our students in an inclusive academic environment which seeks to foster in young people a sense of personal and academic achievement, of respect for diversity and of service to the community.



The Board of Management of Stratford College is committed to the successful implementation of Education legislation and other relevant publications pertaining to Assessment and Reporting, in particular:

- The Education Act (1998),
- The Education for Persons with Special Educational Needs Act (2004),
- The Framework for Junior Cycle (Department of Education and Skills [DES], 2015),
- Looking at Our Schools (DES, 2016),
- School Self-Evaluation Guidelines (DES, 2016),
- Circular 17/2018 (DES): Arrangements for the Implementation of the Framework for Junior Cycle with Particular Reference to School Year 2018-19,
- Subject Specifications / Syllabi,
- Reporting Guidelines, NCCA (March 2018).
- Ongoing Reporting for Effective Teaching and Learning (NCCA, 2018),
- The Data Protection Act, 1988, Data Protection (Amendment) Act, 2003, and The General Data Protection Regulation, 2018.
- DES Guidance on the Junior Cycle Subject Learning and Assessment Review Process

[https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0017\\_2020.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0017_2020.pdf)

The Education Act, 1998, requires that schools regularly evaluate and periodically report on students' learning. Assessment and Reporting are key features of this process.

### Assessment – Definition

Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems. Educational assessment provides information about progress in learning, and achievement in developing skills, knowledge, behaviours and attitudes (see [www.ncca.ie](http://www.ncca.ie)).

Assessment supports students' learning by acknowledging what students know, understand and can do, and points them in the direction of improvement, with the guidance and support. Assessment fosters self-reflection by students, and the practice of reviewing their own learning process, with the purpose of reaching their own potential. Assessment should enable students to make informed decisions about subject choice, careers, progression to Third Level / Further Education and about life skills. Assessment helps students to gain a better understanding of their subjects and an appreciation for same. Assessment helps to develop the required knowledge, understanding, skills, attitudes and dispositions that are embedded in the curriculum. Assessment also helps to motivate students and enables them to gain a sense of achievement. All teachers will keep a record of students' attendance, class assessments, homework and end of term assessments in [schoolwiselearning.com](http://schoolwiselearning.com)

**Assessment Methods:** - This is a term that encompasses the various strategies and techniques that can be used to collect information from students about their progress towards attaining the knowledge, skills and attitudes to be learned. The assessment method chosen should allow for the generation of evidence and provision of timely feedback in order to make appropriate instructional decisions and improve student learning (see [www.ncca.ie](http://www.ncca.ie)).

### Types of Assessment

- Formative Assessment e.g. oral questioning, students' homework and classwork
- Summative Assessment e.g. House Exams, Junior Cycle and Leaving Certificate Exams
- Oral and Aural Language Assessments
- Assessment Tasks

- Project Work – Presentations, PowerPoints, Portfolios/E-portfolios, visual displays, posters
- Practical Exams in Art, Construction Studies, Home Economics, Music
- Field Study – Geography, History, Home Economics and Science
- Online assessments – Entrance Assessments in Irish, English and Maths and Cognitive Ability Test (CAT 4). Students' scores help school Management create classes of mixed-ability and provide base-line data for academic tracking and monitoring purposes
- Psychometric Tests – CAT 4, Differential Aptitude Tests, Drumcondra Tests, WRAT 4 etc.
- Learning Reflections at the end of a chapter / unit of work and as part of house exams for Junior Cycle classes
- Literacy e.g. Library, Drop Everything and Read (DEAR), monthly literacy competitions
- Numeracy e.g. Maths Week
- Fitness Tests in P.E.

### Assessment takes two key forms

- a) Assessment **of** Learning, which is summative in nature and provides a 'snapshot' of student attainment and progress at a given time (e.g. Christmas Tests / Summer Tests / State Examinations / Psychometric Tests / CAT 4 Test / Entrance Tests / Differential Aptitude Tests). The purpose of summative assessment is to evaluate student learning at the end of a teaching unit by comparing it against some standard or benchmark.
- b) Assessment **for** Learning which is formative in nature and intended to inform teaching and learning, to impact positively on student engagement and to guide student progress (e.g. students answering questions in class, helpful feedback given by teachers on students' written work, suggesting the next steps they need to take to improve). The purpose 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. Formative Assessment helps students identify their strengths and weaknesses and target areas that need more attention and work by the student.

Teachers will generally use both types of assessment in the course of teaching and learning.

Assessment at Junior Cycle places the student at the centre of the learning process allowing for new ways of learning and a broader range of skills to be assessed (see [www.ncca.ie](http://www.ncca.ie)). Assessment at Senior Cycle aims to help students experience success in the Leaving Certificate / Leaving Certificate Vocational Programme, and fosters

independent learning and critical thinking skills, in line with the Key Skills for Senior Cycle.

### Assessment – General Aims

- a) To inform parents and students of students' progress.
- b) To encourage students to take responsibility for their learning.
- c) To help students reflect on their learning and to set and achieve realistic improvement targets.
- d) To pursue academic excellence while providing for the holistic education of students.
- e) To ensure the learning process is as interesting and enjoyable as possible to facilitate and encourage a love of learning that will become a lifelong process.
- f) To encourage parents to take an active role in, and a shared responsibility for, their child's learning and education.
- g) To help parents to understand and support the progress their child is making and to monitor their child's progress throughout their time in school.
- h) To support the processes of School Improvement and School Self-Evaluation and to comply with all requirements of Legislation, the Department of Education Inspectorate, Circulars, the Curriculum and other relevant documentation as arises from time to time.

### Assessment at Junior Cycle

#### Key Skills

Assessment focuses on not just what students know, but also what they understand, the dispositions they are developing and the skills that they are learning.

In Junior Cycle the emphasis is on the following Key Skills:

- Managing Myself
- Staying Well
- Communicating
- Working with Others
- Being Creative
- Managing Information and Thinking
- Being Literate
- Being Numerate.

**Classroom-Based Assessments (CBAs)** are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. Although the assessment is similar to the formative assessment that occurs every day in

class, in the case of CBAs the teacher's judgement on students' work is provisionally recorded, at which point the Subject Learning Assessment and Review (SLAR) process is initiated. On completion of the process, the judgements are finalised and used in the school's reporting to parents and students.

The SLAR Facilitator has a key role in managing the process from its commencement through to its completion.

Students' CBAs should be undertaken within the timeframes provided by the National Council for Curriculum and Assessment (NCCA). The SLAR process facilitates teachers in preparing for and discussing the assessment of students' work with colleagues. This professional engagement and dialogue links assessment to planning for teaching and learning. It is important to consider the timings of subject CBAs in planning for/scheduling the meetings required as part of the SLAR process. SLAR meetings are an important part of the assessment of students' learning in Junior Cycle. Through SLAR meetings:

- Teachers share and discuss their assessment of students' learning and achievement in each Classroom-Based Assessment (CBA) and build a common understanding on the quality of students' learning, so that they can share and align their judgements regarding the standards achieved in line with national standards;
- Teachers engage in reflection on their professional practice and how teaching and learning in the school may be improved.

Because of the importance of these two complementary functions – building a common understanding of standards and teachers' professional development – a portion of the professional time (non-class contact time) provided within the teacher's contract is devoted to SLAR meeting. *DES Guidance on the Junior Cycle Subject Learning and Assessment Review Process* [https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0017\\_2020.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0017_2020.pdf)

### Assessment at Senior Cycle

In Senior Cycle the emphasis is on the following Key Skills:

- Communicating
- Working with Others
- Being Personally Effective
- Critical and Creative Thinking
- Information Processing.

Students will demonstrate their learning in these Key Skills both explicitly and implicitly through their work, and the acquisition of the relevant skills should be relevant in both summative and formative assessment.

### Assessment in Transition Year

The focus in Transition Year is on experiential learning and personal development. The forms of assessment used will therefore vary. Some examples of forms of assessment in Transition Year include:

- a) Portfolios / e-Portfolios of classwork.
- b) Student Self-reflection.
- c) Student Peer-Reflection.
- d) Individual / Group projects.
- e) Oral Presentations / Discussions.
- f) Work Experience Reports.
- g) External certifications (e.g. GAISCE , DELF (French) and TEG (Irish ) Oral Exams, ICDL (Computer Skills) etc.

### Assessment Practices to Include Students with Additional Needs

At Stratford College we endeavour to make our assessment practices as inclusive as possible, within the resources available to us. Teachers actively use differentiated learning and assessment strategies with students in order to help all students to experience success and challenge, and to guide the learning process.

The Special Educational Needs Co-ordinator (SENCO) applies to the National Council for Special Education (NCSE) for assistance for students whose assessment reports indicate that additional supports are essential. Teachers will employ a range of differentiated learning and assessment strategies, individual/small group Student Support tuition, co-teaching, visual aids, spelling waivers, increased time and bi-lingual dictionaries amongst others, as determined by the SEN Team in consultation with individual subject teachers and students' parents. In some circumstances, in consultation with parents, the psychologist from the National Educational Psychological Service (NEPS) will be requested to conduct educational assessments on a small number of students.

Where possible, and subject to available resources, we endeavour to provide reasonable accommodations for students who have a specific physical or learning difficulty and who may be eligible for reasonable accommodations in their State Examinations. A reasonable accommodation may be the use of assistive technology (eg. keyboard / laptop) / support provided by an Inclusion Support Assistant (ISA), and is

always subject to available resources. This is done to remove, as far as practicable, the impact of the student's disability on their performance in assessments. Usually, key formal assessments may be supported in this way (e.g. Summer Tests / Mock Exams) but is subject to resources. Accommodations will be in line with the arrangements the school has put in place to support the student's learning throughout the year.

The Special Education Needs Organiser will apply to the State Examinations Commission for the appropriate Reasonable Accommodations in State Exams based on the students' educational assessments and Learning Support Assessments such as WRAT4, reading, spelling and writing assessments. Students in Third Year and Sixth Year are prioritised so that relevant applications can be submitted before the deadlines. Where a student has been granted a Reasonable Accommodation for Junior Cycle, the Learning Support Teacher will conduct further assessments in Senior Cycle in order to make application for a re-activation of the Junior Cycle Reasonable Accommodation, where appropriate. Students may be withdrawn for individual Learning Support assessments, and samples of their writing may be gleaned from their House Exams and during individual or group withdrawal sessions for this purpose.

### Academic Tracking

At Junior Cycle teachers will enter an Assessment Mark on School Wise for each student, based on a regular class tests conducted in exam-based subjects. The data is monitored and teachers will expect that students will be broadly in line with the indicators arising from the CAT 4 Entrance Assessment scores.

We will make use of both quantitative data such as assessment results, student targets and National Curriculum level outcomes, and qualitative data such as teacher and student comments and opinions to help motivate appropriate improvements in student learning. The school will use data to help set challenging targets for individual students. Subject teachers will analyse assessment data to identify patterns in student achievement and to address any difficulties or issues which arise from them. Academic Tracking is designed for students to raise expectations of success. It provides a framework within which to motivate students to engage in their learning process and target-setting which supports students in taking greater personal responsibility for their learning.

At the beginning of each term, student in every year is met by their Class Tutor in the role of Academic Tutor. He/she will discuss with the student their assessment marks to date and help them set improvement targets for upcoming tests / exams. Additionally, the Tutor will discuss the student's involvement in extra-curricular activities and encourage same, with a view to the student's wellbeing and having their involvement recorded on their JCPA. Subject to resources, the student will be met a second time in advance of Summer Exams, to help keep them focused and motivated. Student self-reflection is central to the academic tracking process, as each student is encouraged to



work towards and achieve their potential and experience success at a level appropriate to them.

### Formal Assessment Calendar at Stratford College

<b>First Year</b>	Regular class assessments - Access on SchoolWise for parents. November Exams Parent-Teacher Meeting Summer Exams – May.
<b>Second Year</b>	Regular class assessments - Access on SchoolWise for parents. November exams Parent-Teacher Meeting Summer Exams – May. Classroom-Based Assessments – January to May, dependent on Subject.
<b>Third Year</b>	Regular class assessments - Access on SchoolWise for parents. November Exams at teachers’ discretion. Assessment Tasks in relevant Junior Cycle subjects – December to February. Class-based assessments at teachers’ discretion. Parent-Teacher Meeting Mock Exams – February. Practical Exams for State Examinations Commission – March to April. Oral Exams in Languages – March to April. Junior Cycle State Examinations – June.
<b>Transition Year</b>	Regular class assessments - Access on SchoolWise for parents. November exams or continuous assessment Parent-Teacher Meeting Reports with Assessment Marks – December and May.
<b>Fifth Year</b>	Regular class assessments - Access on SchoolWise for parents. November exams Parent-Teacher Meeting Summer Exam – May.
<b>Sixth Year</b>	Regular class assessments - Access on SchoolWise for parents. November exams Parent-Teacher Meeting Mock Exams – February. Oral Exams in Languages – March to April. Practical Exams – May. Leaving Certificate Vocational Programme Links Module – May. Leaving Certificate State Examinations – June.

## House Exam Procedures and House Exam Centre Rules

Details about House exam procedures and rules are circulated by the Assessment Co-ordinator and Class Tutors prior to each exam session (November, February and May).

## Assessment in State Examinations

The Junior Cycle and Leaving Certificate State Examinations are conducted by the State Exams Commission (SEC) nationally for students in Third Year and Sixth Year each June. For Third Year students these results will be included on students' Junior Cycle Profile of Achievement in the autumn of Fourth Year or Fifth Year. The marks obtained helps inform students' subject choices for Senior Cycle. For students in Sixth Year the results help lead to Third Level education and various career path opportunities. Strict Exam Centre rules are issued by the SEC and apply throughout the duration of the exams. Students in Stratford College must be in full school uniform and adhere to the normal school rules and policies throughout the examination period.

For students who have been granted Reasonable Accommodations in the State Examinations, appropriate arrangements will be put in place for the proper conduct of students' exams in order that the assessment procedures are applied in a fair manner so as not to disadvantage any student (e.g. access to a reader / scribe / individual or shared exam centre, access to assistive technology e.g. laptop etc.).

### What is the Junior Cycle Profile of Achievement (JCPA)?

As part of the Framework for Junior Cycle (2015) the reporting process at junior cycle will culminate in the award of the JCPA to students. The JCPA is a new kind of award. It will replace the Junior Certificate from 2017. The JCPA will be awarded by the school to the student for the first time in late 2017. The school will be able to print out the JCPA for each student. It will report on student achievement across a broad range of areas of learning in junior cycle. The JCPA, alongside other reporting arrangements in junior cycle, will offer parents/guardians a clear, broad picture of their child's learning journey over the three years of junior cycle. During the years in which students are studying existing Junior Certificate subjects alongside subjects for which new Junior Cycle specifications have been provided, the results of both will be included in the JCPA.

The JCPA will report on achievement across all areas of learning as applicable including:

- The student's achievements in the state-certified final examinations (inclusive of the Assessment Task)
- The student's achievements in the Classroom-Based Assessments in subjects and short courses, where relevant
- The student's achievement in other areas of learning.
- The student's achievements in Level 2 Learning Programmes (L2LPs), where relevant.

### Other Areas of Learning (OAL)

In the 'other areas of learning' section the school has flexibility to report on other learning experiences and events that the student has participated in outside of the schools junior cycle programme:

- Student engagement with co-curricular or extra-curricular activities offered by the school such as engaging in a science fair, participation in the school's sporting activities or debating
- Specific learning opportunities that do not form part of subjects or short courses, for example: leadership training; activities relating to guidance; membership of school clubs or societies; membership of their school's student council

### Annual Analysis of State Examination Results

Once the SEC issue results for the Junior Cycle and Leaving Certificate examinations, each Subject Department in Stratford College will conduct an analysis of the relevant subject results by using the electronic template available on [www.pdst.ie](http://www.pdst.ie) Teachers in each Subject Department will compare their Junior Cycle and Leaving Certificate results to the National average and compare trends in their subject results over a three year period. The differential in the results are reported in the minutes of Subject Department folders along with a print-out of the results analysis. Additionally, Subject Department reflections and strategies for improvements are discussed and noted. Teachers are asked to collaborate and reflect on the results and set measurable targets for improvement.

### The Guiding Principles of Reporting

#### Reporting should:

- a) Encourage authentic engagement with parents
- b) Provide opportunities for students through feedback to reflect on their learning
- c) Value the professional judgements of teachers
- d) Use the language of learning to provide effective feedback
- e) Be manageable and not take away from learning and teaching
- f) Clearly communicates students' progress in learning
- g) Provide information on a broad range of achievement
- h) Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach (*Reporting Guidelines, NCCA, 2018*).

## Purpose of Reporting

Reporting at Junior Cycle culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA), and at Senior Cycle in the Leaving Certificate. The JCPA links Classroom Based Assessments, State Examination Assessments and Other Areas of Learning, in which student's development of some Key Skills through co-curricular or extra-curricular involvement is reported. This offers parents 'a clear and broad picture of their child's learning journey over the three years of Junior Cycle' (*The Framework for Junior Cycle, 2015*).

This style of Reporting at Junior Cycle contributes to the personal development of students, supports learning and teaching and is both manageable and accessible for everyone involved (*Reporting Guidelines, NCCA, P.4*).

Formal reporting arrangements complement other reporting opportunities, including parent-teacher meetings, teacher-student dialogue and other home school written communications. All reporting is about informed discussions, either orally or written, between teachers, parents and students about how to improve learning. 'In building a process of effective reporting, we aim to ensure that the students' learning and achievement are clear to all and that parents are actively engaged in the student's learning on an ongoing basis' (*Reporting Guidelines, NCCA, P.4*).

## Types of Reporting

Reporting on student progress takes a variety of forms in Stratford College:

- a) Informal oral and written feedback
- b) Student Journal
- c) Parent Teacher meetings
- d) Monthly assessments in exam-based subjects for Junior Cycle classes reported on SchoolWise and available to view by parents
- e) Discussions with class teacher/Year Head/SEN coordinator / SEN Team / Student Care Team
- f) Student portfolios, learning logs and reflections
- g) End of unit/topic/term/year reports / November exams / Summer exams.

Ongoing reporting can reflect many aspects of school life, for example:

- h) Our school calendar and our teaching/learning programmes
- i) Communication and engagement with parents via phone, text message, VShare, schoolwiselearning.com, our social media accounts and school website

- j) Students' learning progress and achievement in subjects
- k) Engagement with the learning behaviours and dispositions of students
- l) The wellbeing of students
- m) Punctuality, behaviour and attendance
- n) Student participation and achievement in extra-curricular activities
- o) The results of classroom-based-assessments (CBAS)
- p) A student may be placed on report by their Dean of Discipline for behaviour reasons to help the student manage their behaviour in a responsible manner
- q) The Junior Cycle Profile of Achievement, including 'Other Areas of Learning'
- r) The Leaving Certificate Results.

As per DES Circular 56/2011 Stratford College will request information from feeder-primary schools regarding students' reports, results of standardised tests. The student's Education Passport documentation (see NCCA template materials on [www.ncca.ie](http://www.ncca.ie)) will also be requested from primary schools of students once enrolled, to support the transfer of student information from primary to post primary school. Requests for such reports and information may also be made to schools when students are transferring to Stratford College.

### Summative Reports

Formal reports will indicate the student's progress in subjects by the inclusion of an assessment mark (exam-based subjects), a descriptor (e.g. Merit / H3), the level at which the exam was taken (HL / OL or C – Common Level). Teachers may select a suitable comment from a drop-down menu available on VShare, or enter an individualised comment. All reports include a comment by the appropriate Year Head and are signed by the Principal before posting. With the evolution of the Junior Cycle, Reporting will focus increasingly on formative feedback which is designed to acknowledge the student's strengths and skills in a subject, and identify areas for improvement, as relevant.

### Informal Reporting

An integral part of teaching, learning, assessment and reporting is the teacher providing formative feedback – oral and or written – to the student regarding their progress.

- Formative feedback will acknowledge the students' strengths, skills and efforts which recommending areas for improvement and the steps the student should take to help themselves improve.
- Teachers may record a note / message for the attention of parents.

- Students should use the Academic Tracking Record pages of the journal to record their assessment scores across subjects (using black colour), as well as their target scores (using red colour). Parents should check their child's journal weekly. The Academic Tracking pages provide a source of educational dialogue between parent and child, and an opportunity for encouragement, praise and motivation. Parents should also check VSWare for any notes that a teacher may have included for their attention.
- A subject teacher, Class Tutor, Guidance Counsellor or other member of staff may make direct contact with parents as they see fit regarding the educational progress of students or in connection with the preparation for, or outcome of, an assessment undertaken by a student. The form of communication for such reporting may be by phone, letter, text message or note in the student's journal.
- Teachers may request the signature of parents on students' homework, assessments etc. as evidence that parents have seen and are aware of the contents of their child's written work.
- Teachers will report to parents at the Parent-Teacher meeting in person. School Wise assessment and tracking data will be used as a focus for discussion regarding homework, academic assessments etc. Parents are strongly encouraged to attend their child's Parent-Teacher meeting, and use the feedback received from teachers as a source of encouragement, support and motivation for learning with their child.

### Reporting Using Descriptors

At Junior Cycle Reporting on the Junior Cycle Profile of Achievement (JCPA) includes three areas as follows:

#### Classroom-Based Assessment descriptors of achievement

There are four descriptors of achievement for classroom-based assessment as follows:

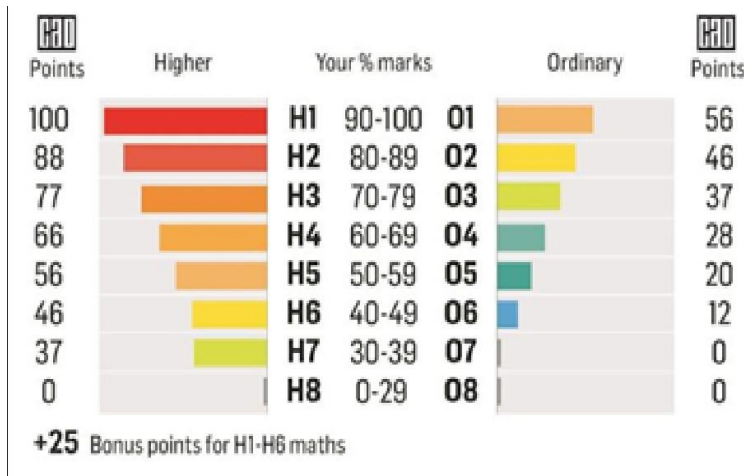
- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

Subject teachers develop their understanding of these standards and expectations associated with these descriptors by engaging in professional dialogue at Subject Learning and Assessment Review (SLAR) meetings. Here they reflect together on the quality of their own students' work and discuss exemplars of work across a range of

descriptors. This discussion is informed by the curriculum specification, assessment guidelines and other support material including annotated examples of students' work.

Descriptors in Junior Cycle Examinations:

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



### 1. Other Areas of Learning

- Senior Cycle: Reporting Descriptors for Transition Year and Leaving Certificate

Source:

[www.careersportal.ie](http://www.careersportal.ie)

Reporting Descriptors for Leaving Certificate Vocational Programme Links Modules		
Distinction	80-100%	66 Points
Merit	65-79%	46 Points
Pass	50-64%	28 Points

Stratford Reports

School Reports will include an assessment mark, the appropriate descriptor (e.g. H1, H2 etc.) and an individual comment from the Subject Teacher. Where subjects are taken at Higher Level, Ordinary Level or Common Level the abbreviations HL, OL and C will be used on reports.

### Assessment and Reporting Responsibilities

#### **School Management** should

- Support teachers and students in the smooth and effective running of assessment and reporting procedures.
- Encourage and support teachers in engagement in Professional Development opportunities pertaining to Assessment and Reporting.
- Facilitate opportunities for professional dialogue by teachers in Subject Departments or by teams of teachers to discuss assessment/recording/reporting.
- Analyse and evaluate assessment results and discuss implications of findings with Subject Departments / Teacher Teams with respect to future developments in teaching and assessment.
- Support, monitor and evaluate assessment/recording/reporting within the school.

#### **Examination & Assessment Co-Ordinator**

Responsible for the development, organisation and management of the assessment policy and practices within the school. To manage the school's human and physical resources to maintain a learning organisation in an orderly, secure and healthy learning environment and to foster inclusion and equality of opportunity for each student.

#### **Academic Tracking Co-Ordinator (Learning Support)** should:

- In consultation with Senior Management, plan, design, support the implementation of, monitor, review and evaluate a system of Academic Tracking that uses assessment data to report on students' progress, and advise on intervention strategies to help improvement and support strategies to help continued achievement.
- Report to Senior Management and Class Tutor on student progress based on ongoing assessment marks as recorded by teachers.

#### **Subject Teachers** should

- Monitor and record students' progress on SchoolWise through effective teaching, regular assessments and regular recording of students' progress on SchoolWise.



- Ensure that students are actively engaged in their learning and in the self-assessment of their progress, and check the Academic Tracking section of students' journals to ensure assessment targets and marks are recorded by students and that they are monitoring their academic progress on Schoolwise.
- Ensure that all students take an active role in setting and recording their own improvement targets.
- Share learning intentions and success criteria with students.
- Provide students with regular formative feedback on the standard of their work, in line with agreed marking and assessment procedures, with constructive feedback on the next steps to take for improvement.
- Use assessment data to inform lesson planning, including differentiated learning and assessment activities to meet the identified needs of individual students. Teachers will consult the Special Educational Needs Register and the Student Support file in this regard to ascertain students in their classes who have identified needs, and plan and implement differentiated teaching, learning and assessments accordingly.
- Provide the Class Tutor/ Guidance Counsellor / school Management with a summary of student performance in relation to target level/descriptor in accordance with the Assessment and Reporting Policy.
- Complete the relevant section of a full report on student performance to be published to parents twice at regular intervals on VShare/Schoolwise in accordance with agreed procedures.

### **Class Tutors should**

- Liaise closely with subject teachers, students, parents and the Student Care Team on issues related to assessment, recording and reporting. Where students are seen to be underachieving, or excelling expectations, Class Tutor will take appropriate actions to ensure that supports are sought or the students are affirmed as appropriate.
- Conduct regular assemblies where relevant aspects of assessment and reporting are addressed and affirmed.
- Monitor the content of the students' assessment data and reports and liaise with the subject teachers and parents where there is cause for concern or sometimes when the content is excellent.
- Engage in the academic tracking of students and implement suitable intervention strategies where students are showing signs of falling below their expected scores.
- Undertake examination of the quality of the comments made by staff on students' reports. Appropriate action should be taken where there is cause for concern or when the content is excellent.

### **Students should**

- Set their own target grades at the start of each term. They should extract the formative comments from their reports into their own Learning Profile, stating what areas they are achieving in, where they made their mistakes and what actions should they take to prevent the same mistake from re-occurring.
- Actively and consistently engage in their own learning, and follow all directions of their teachers in relation to classwork, homework, projects and other assessments to the best of their ability.
- Take responsibility for their own learning through self-assessment.
- Make ongoing and genuine efforts towards achieving agreed target levels/descriptors.
- Reflect on assessment marks and actively take steps for improvement, in line with their teacher's direction by tracking the formative feedback provided by teachers in their Learning Profiles.

### **Parents should**

- Support and encourage their child's learning by working in collaboration with the school, e.g. regularly checking Vsware for feedback on their learning behaviour and skills of their child, to be familiar with their child's Learning Profile, their goal grades, their CAT scores, attending Parent-Teacher meetings, monitoring homework on Schoolwise via the daily email detailing all the work your child has been assigned that day being familiar with the school's Assessment and Reporting calendars .
- Endeavour to provide a warm, quiet, distraction-free environment for their child for homework and study purposes for optimum embedding of learning.
- Communicate with the Class Tutor or Special Education Needs Co-Ordinator (SENCO) as appropriate, regarding particular concerns which may interfere with their child obtaining optimum assessment results.
- Use the Student Journal to supply relevant notes to Class Tutor and teachers.

### Monitoring Procedures

The implementation and effectiveness of this policy will be monitored as follows:

1. Subject teachers monitor their students' progress on SchoolWise, their Learning Profiles in their journals, particularly the pages for Academic Tracking, and checking that formative feedback is written in their Learning Profiles.
2. Class Tutors will advise students in their Year Group on the importance and procedures of Assessment and Reporting, answering any questions that arise therein.

3. Assessment / Reporting matters or concerns may be raised and addressed at the weekly Student Care Team meetings.
4. Assessment and Reporting matters may be discussed at Staff Meeting level, and any issues addressed. Each staff meeting/year group meeting has an agenda item concerned with students.
5. Where a student's assessments marks indicate a concern for them, their parent or their teacher, the student may apply for Academic Support by the submission of a parental-signed Student Support Form. Subject to resources and the effort of the student, every effort will be made to provide short-term additional academic support for a student who is genuinely struggling to meet their improvement targets.
6. Subject Department meetings provide an opportunity for teachers to plan, evaluate, discuss and share practice on Assessment and Reporting. Teachers may also use some of their Professional Time to address such matters and follow-up, where necessary.

### Review Procedure

This Assessment and Reporting Policy will be reviewed regularly by the Assessment Team in consultation with teaching staff, the Student Council and the Parents' Council ratification by the Board of Management and Trustees.

Signed: Cormac Murphy

Chairperson of the Board of Management

Dated: 30<sup>th</sup> March 2020

Signed: Patricia Gordon

Secretary to Board of Management

Dated: 30<sup>th</sup> March 2020

**Appendix 1**

**Glossary of Key Terms**

Assessment	Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems. Educational assessment provides information about progress in learning, and achievement in developing skills, knowledge, behaviours and attitudes.
Assessment Task	The Assessment Task is a written task completed by students during class time, and is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes of the second Classroom-Based Assessment. The Guidelines for the Classroom-Based Assessments and Assessment Task for each subject will provide all the necessary details and they are also available in the Assessment Toolkit.
Assessment method	This is a term that encompasses the various strategies and techniques that can be used to collect information from students about their progress towards attaining the knowledge, skills and attitudes to be learned. The assessment method chosen should allow for the generation of evidence and provision of timely feedback in order to make appropriate instructional decisions and improve student learning.
Blended learning	This refers to the practice of using both online and real-time learning experiences when teaching students. This combination of content delivery allows for both methods to support and complement each other and personalise the learning process. This can also be referred to as 'hybrid learning' or 'mixed mode learning'.
Classroom-Based Assessment	Classroom-Based Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal examination. Classroom-Based Assessments, facilitated by the classroom teacher, are undertaken by students in a defined time period, within class contact time and to a national timetable. (Click 'subjects' on the left for further subject specific information).

Diagnostic assessment	This is a type of assessment that is intended to diagnose the strengths and/or areas of need in students prior to a learning activity. It allows for the identification and provision of the appropriate interventions and pedagogical approaches necessary to scaffold the learning to meet the individual learning needs of students.
Differentiated instruction	Differentiated instruction refers to the wide range of strategies, techniques and approaches that are used to support student learning and help every student to achieve and to realise his or her potential.
Examples of student work	Annotated samples of authentic student work are published online to illustrate levels of achievement in relation to features of quality. They are developed so that teachers, parents, students and other stakeholders can familiarise themselves with achievement levels.
Expectations for Learners/Students	An umbrella term that links learning outcomes with annotated examples of student work and demonstrates the extent to which the learning outcomes are being realised.
Features of quality	Features of quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for assessment and reporting purposes.
Formative assessment	Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.
Individual Education Plans (IEPs)	Plans developed in schools which detail the teaching and learning approaches intended to address the distinct learning needs, interests and aspirations of individual students.

Junior Cycle Profile of Achievement	The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades, which include results from the final examinations and the Assessment Tasks.
Learning intentions	A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.
Learning outcomes	Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.
Moderation	Moderation is a collaborative process that enables teachers to reach consistency in their judgements of student work against agreed success criteria or features of quality. The moderation process involves teachers discussing the qualities demonstrated in examples of student work to reach agreement about the standard of that work.
Ongoing assessment	As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically, this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.
Peer assessment	Peer assessment is the assessment of the work of others of equal status. In the context of student learning, peer assessment is used by students to estimate the worth of other students' work with reference to specific and agreed criteria.

Reliability	This is the extent to which the assessment would give the same result if repeated. Reliability in assessment means that high quality evidence and information is provided on student performance and is comparable (i.e. it stands up when compared to judgements across learners, departments and schools).
Reporting	The communication of information on the results of assessment of student achievement.
Self-assessment	Self-assessment is the involvement of students in making judgements about their own work, based on features of quality. It is a measure of the extent to which their own work has met these features of quality.
Specification	A subject or short course specification details the intended learning outcomes, and how they can be achieved and demonstrated. The specification outlines how the learning in any subject or short course is linked to particular statements of learning and key skills.
Standardised test	This is a test that is given in a consistent way to all the test takers and uses uniform procedures for administration and scoring. This term is primarily associated with large-scale tests administered to sizeable populations of students, and allows for comparison of relative performance of individual students or groups of students. These tests will provide an additional indicator of student progress and are devised to supplement and not replace the teacher's professional judgement.
Subject Learning and Assessment Review (SLAR) meeting	Following the completion of a Classroom-Based Assessment, teachers will engage in review meetings, where they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning. (See 'Review Meeting' for further details).
Success criteria	Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment	Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.
Validity	This is the degree to which an assessment instrument accurately measures what it was designed to measure.

Source: <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/glossary>



**Appendix 2**

DES Guidance on the Junior Cycle Subject Learning and Assessment Review Process  
[https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0017\\_2020.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0017_2020.pdf)