



Assessment and Reporting Policy

Section A: Introduction

Presentation College is a co-educational voluntary Catholic secondary school, under the trusteeship of Ceist, where we aim to provide our students with an education that equips them for life and living in the modern world. This policy is devised and agreed as part of a consultative process between the Board of Management, Senior Management, Parents, Students and Staff of Presentation College. It addresses a variety of assessment procedures and methods but is not designed to be exhaustive or to be overly-prescriptive. Where innovative assessment techniques are discovered and recommended, teachers will use their professional judgement in the implementation of these for the benefit of students and their success. Such techniques will be shared amongst teachers and, where possible, a school-wide implementation of agreed assessment and reporting methods will be used. The NCCA's Glossary of Key Terms associated with Assessment and Reporting can be found in Appendix I of this policy document. In this policy the term 'Parent' is taken to include the term 'Guardian'.

Section B: Relationship of this Policy to Our Mission Statement

At Presentation College we aim to prepare all of our students for the challenges, responsibilities and experience of adult life. All members of the school community - students, parents, teachers and other staff - are held in very high regard and their dignity, worth and individuality is respected. We strive to build a sense of community based on Christian values.

The school supports the principles of:

- Inclusiveness,
- Equality of access and participation in the school,
- Promoting the holistic development of students, including the pursuit of academic excellence and each student reaching their academic potential.

At Presentation College, our Assessment and Reporting practices strive to build students' dignity, worth and individuality, and to help all students to reach their potential. In the context of students' wellbeing, our Assessment and Reporting practices are designed to be helpful, supportive and encouraging of students so that all students can experience success and reach their own potential. In partnership with parents, who are the primary educators of students, we strive to respect the dignity, worth and individuality of our students by affirming genuine effort and success, and providing encouragement, motivation and support to students to help them reach their potential.



Assessment

Part C: 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).

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).

Section D: 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
- Classroom Based Assessments (CBAs) for Junior Cycle
- Oral and Aural Language Assessments
- Assessment Tasks
- Project Work – Presentations, PowerPoints, Portfolios/Eportfolios, 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, Cognitive Ability Test (CAT 4), PPAD-E literacy assessments and MaLT numeracy assessment. 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, WIAT III etc. (as appropriate)
- 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), literacy competitions
- Numeracy e.g. Maths Week
- Fitness Tests in P.E.
- Assessments may be conducted by teachers using a digital format, as appropriate, and feedback reported to the student in digital format (e.g. Microsoft Forms).

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 Assessments / Summer Assessments / Subject Assessments (e.g. half-term) / 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). 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.

Section E: 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 an 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.

Section F: Rationale

The Board of Management of Presentation 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, 2022),
- School Self-Evaluation Guidelines (DES, 2016),
- Circular 17/2018 (DES): Arrangements for the Implementation of the Framework for Junior Cycle,
- 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.

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 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, regular and end of term assessments in their Teacher's Diary and/or on VSware.

Section G: 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.

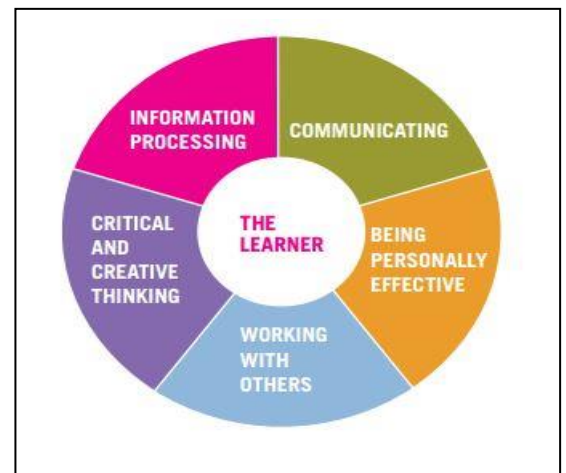
In Junior Cycle the emphasis is on the following Key Skills:

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



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.

Section H: 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) Summer Assessments in Irish, English, Maths, Geography, History, MFL.
- h) End-of-year Reflective Interview.
- i) External certifications (e.g. GAISCE / John Paul II Awards).

Section I: Assessment Practices to Include Students with Additional Needs

At Presentation 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 Principal / Special Educational Needs Coordinator applies to the National Council for Special Education (NCSE) for assistance for particular students whose assessment reports indicate that additional supports are essential (e.g. application for SNA support and Assistive Technology support, where deemed appropriate in relevant professional reports from Educational Psychologists and/or others meeting the criteria of the NCSE). Teachers will employ a range of differentiated learning and assessment strategies, individual/small group Student Support tuition, co-teaching, visual aids, spelling and grammar waivers, increased time and bi-lingual dictionaries amongst others, as determined by the SET 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 and/or advise on suitable supports for individual 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 the State Examinations. A reasonable accommodation may be, for example, a waiver from assessment of spellings, grammar and punctuation in language subjects, the use of assistive technology (eg. keyboard / laptop / iPad) / support provided by a Special Needs Assistant, and is 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 Assessments / 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 SEN Co-Ordinator will apply to the State Examinations Commission for the appropriate Reasonable Accommodations in State Exams based on the students' educational assessments, professional reports



(e.g. Educational Psychologist) and Learning Support Assessments such as WIAT III, reading, spelling and writing assessments. Students in Third Year and Sixth Year are prioritised so that relevant applications can be submitted before the deadlines, and testing of students in Second Year will take place in Term 2 for this purpose, where possible. Where a student has been granted a Reasonable Accommodation for Junior Cycle, a member of the SET Team 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 assessments, and samples of their writing may be gleaned from their House Exams and during individual or group withdrawal sessions for this purpose. The SEN Coordinator will keep accurate testing data results on file as well as professional reports for relevant students, and make them available for inspection purposes, or to seek advice from NEPS, should they be required. Copies of all RACE applications will be kept on file in case of query. Decisions of the DES in relation to RACE applications will be communicated to relevant parents in a timely manner once they are received by the school, and a copy kept on file by the SEN Coordinator and also by the State Examinations Secretary.

Section J: Academic Tracking

Teachers enter an Assessment Mark on VShare for each student, based on regular assessments conducted in exam-based subjects. The regular assessments take place in the lead-up to the two Mid-Term Breaks as well as the Christmas and Summer Assessments (or Mock Exams for Sixth Year students). The data is monitored and teachers will expect that students will be broadly in line with the indicators arising from the CAT 4 and Entrance Assessment scores. The Academic Tracking Coordinator liaises with the SchoolWise Administrator to ensure that Academic Tracking marks and CAT 4 scores are stored on SchoolWise and that each student's profile indicates how they are progressing in their academic marks. He/she will liaise with Senior Management, Parents, Year Heads and Subject Teachers regarding appropriate feedback processes to students to help them reflect on their academic progress and set and monitor improvement targets. Year Heads play a key role in academic tracking and identifying students who may be struggling academically as well as those who are doing very well, and following up in this regard.

We 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.

Each student in one year group (e.g. Third Year students in 2022-23) will be met by a teacher in the role of Academic Monitor. He/she will discuss with the student their assessment marks to date and help them set improvement targets for upcoming assessments / exams. Additionally, the Monitor 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 Assessments, 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. Students will be encouraged to use the Academic Tracking section of their journal to record both assessment marks in their subjects, their level of effort and their targets for upcoming assessments. These will be monitored in First Year, insofar as practicable, by subject teachers, parents and/or teachers of SPHE/Tutor Class, by agreement annually.



Section K: Formal Assessment Calendar at Presentation College

First Year	Regular Reporting on exam-based subjects and Wellbeing subjects (before October Mid-Term and before February Mid-Term). – Access on VSware for parents. Christmas Assessments – November. Parent-Teacher Meeting – January. Summer Assessments – May.
Second Year	Regular Reporting on exam-based subjects and Wellbeing subjects (before October Mid-Term and before February Mid-Term). Christmas Assessments – November. Parent-Teacher Meeting – November. Summer Assessments – May. Classroom-Based Assessments – November to May, dependent on subject (as per calendar / schedule supplied by NCCA).
Third Year	Regular Reporting on exam-based subjects and Wellbeing subjects (before October Mid-Term and before February Mid-Term). Christmas Assessments. Classroom Based Assessments as per calendar / schedule supplied by NCCA. Parent-Teacher Meeting – September. Assessment Tasks in the relevant Junior Cycle subjects will take place following the completion of CBA Two. Mock Exams – February. Practical Exams for State Examinations Commission – March to April. Oral Exams in Languages – March to April. Junior Cycle State Examinations – June.
Transition Year	No formal exams other than Summer Assessments in the following subjects: <ul style="list-style-type: none">▪ Irish, English, Maths, Geography, History, MFL. Parent-Teacher Meeting – December. Reports with Assessment Marks – January and May. Individual Reflective Interviews - May
Fifth Year	Regular Reporting on exam-based subjects and Wellbeing subjects (before October Mid-Term and before February Mid-Term). Christmas Assessments – November. Parent-Teacher Meeting – January. Summer Assessments – May.
Sixth Year	Regular Reporting on exam-based subjects and Wellbeing subjects (before October Mid-Term and before February Mid-Term). Christmas Assessments – November / December. Parent-Teacher Meeting – November. 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.



Section L: House Exam Procedures and House Exam Centre Rules

- Students must present themselves in full uniform in the appropriate exam centre from 8.50am and 2pm regardless of exam starting time.
- Students must be in attendance for the full school day (8.50am to 4pm) unless they possess an approved Irish Exemption, in which case they are permitted to remain at home for study purposes. Students must remain seated in the exam centre for the duration of the exam, and will not be permitted to leave early (unless in very exceptional circumstances e.g. illness, medical appointment as evidenced by a signed note from parent).
- Students must ensure that they have with them all necessary writing materials and equipment appropriate for each exam. No borrowing or sharing of these materials is permitted.
- Only materials necessary for the exam are allowed on the desk. All other books / iPads / phones must be stored in a sealed bag on the floor under the student's seat throughout the exams. iPads and phones must be fully powered off. As per Acceptable Use Policy, smartwatches and other such digital devices are not permitted in school.
- Silence must be observed at all times. No talking, whispering, gesturing or other communication is permitted between students.
- Students needing extra exam materials must first ask permission of the supervisor.
- Students will be given the full allocated time for each exam.
- On occasion, some study time may be afforded to students in advance of some exams. Students may use books, copies, notes and iPads for this study period. Phones are not permitted for this study. It is expected that students will maximise the use of their time during the exam and check over all fully completed answers. Students will not be permitted to study any subject at the end of an exam, since the time available should be used to check answers and improve, where possible.
- Before handing up exam scripts, students must ensure that their own name and their teachers' names and any other required information are clearly marked on each script.
- Exam scripts must be properly secured.
- Students presenting late and / or disturbing the exam centre will be given a relevant slip and/or detention, as appropriate.
- Every effort should be made by students to attend for exams. Students not presenting for an exam due to illness or other exceptional circumstances must adhere to the procedures for non-attendance at school by informing the relevant teacher in advance, where possible, and supplying a note signed by their parent, explaining the reason for non-attendance, upon return to school.
- Students who are unable to attend for Christmas / Summer Exams or Mock Exams for non-essential reasons (e.g. on holidays) may not be facilitated to take their assessment at an alternative time/date. The discretion of the subject teacher is applied here, but the general rule is that this will not be facilitated. Similarly, there is no expectation on the relevant teacher(s) to mark and report on any such assessment. Where there is a valid reason for non-attendance (e.g. illness as evidenced by a medical certificate supplied by GP or family bereavement) the subject teacher may use his/her discretion to facilitate a similar assessment at an alternative time/date if possible. Where possible, the teacher will mark and report on such assessments.
- Students may only attend the exam centre allocated to their class / subject group and must sit in the seats allocated to them.
- The timing of House Exams is usually one or one and a half hours for Junior Cycle subjects, and two hours for Senior Cycle subjects. Students will receive their exam timetable the week before the exams, and any variations to these times will be evident on the timetables.
- Students should ensure that they attend to toileting needs in advance of entering the exam hall. Exits to the toilet during exams causes distraction and disturbance to the concentration of other



students and must therefore be curtailed to an absolute minimum, at the discretion of the exam supervisor(s).

- House exams are assessed and marked by students' teachers. Mock exams are marked either by the subject teachers or marked externally, through the services of a variety of Mock Exam paper and marking companies, at the discretion of each subject teacher. Upon the return of students' marked scripts, students will be encouraged to engage in self-reflection and implement recommended steps to improvement. Subject Marking Schemes should be used by students and teachers alike to help determine required standards in line with grading descriptors. Additionally, teachers will note key information from Chief Examiners' Reports and advise students, as appropriate, in this regard.

Section M: Assessment in State Examinations

The Junior Cycle and Leaving Certificate State Examinations are conducted by the State Examinations 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 Presentation 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.).

Students are required to sit the Mock Examinations as part of the academic programme in the school. Students must pay the required fee before they sit the Mock Examinations. Students who do not sit the Mock Examinations will not be permitted to sit the State Examinations in Presentation College unless there are exceptional reasons for not sitting the Mock Examinations.

Section N: Annual Analysis of State Examination Results

Once the SEC issue results for the Junior Cycle and Leaving Certificate examinations, the Deputy Principal will liaise with an external company to ensure that exam results are analysed, and where practicable, tracked in line with previous results from recent years. He/she will supply analysed results and reports to the Principal and Subject Coordinators, with a view to them being disseminated to the relevant teachers. Each Subject Department should use Professional Time / Croke Park Hours to meet, as soon as is practicable, to discuss the analysed results and trends in their subject(s). 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 and noted in the digital version of the Subject Plan, along with a print-out of the results analysis in the hard copy of the plan. Subject Department reflections and strategies for improvements are discussed and noted. As is good practice, teachers are asked to collaborate and reflect on the results and set measurable targets that can help lead to incremental improvements, where possible. Areas of effective and innovative practice should be identified and discussed to ensure these results are maintained.



Reporting

Section O: 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*).

Section P: 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*). Students' progress in Wellbeing subjects will be reported on in the JCPA, as per DES requirement, in addition to Christmas and Summer assessments. In First Year students' reporting will involve a comment and mark awarded on the basis of a class assessment and project. The Second Year CBA will be reported on at Christmas in Second Year. In Third Year students will be given a mark and comment by teachers in their Christmas report.

Section Q: Types of Reporting

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

- a) Informal oral and written feedback
- b) Student Journal
- c) Parent Teacher meetings



- d) Regular subject assessments in exam-based subjects (and Wellbeing subjects for Junior Cycle classes) reported on VShare and available to view by parents
- e) Discussions with class teacher/Year Head/SEN coordinator / SEN Team / Student Support Team
- f) Student portfolios, learning logs and reflections
- g) End of unit/topic/term/year reports / Christmas Assessments / Summer Assessments / Progress Reports

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, post, 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 Presentation College will request information from feeder-primary schools regarding students' reports, in particular results of standardised tests. The student's Education Passport documentation (see NCCA template materials on 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 Presentation College.

Section R: Progress Reports

Formal progress reports are available on VShare to all parents for their individual children. Access to VShare is granted through the provision of an individual code which is generated by the school for each parent. Parents may view regular assessment marks, including Christmas and Summer 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 checked by the Principal. With the embedding 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.

Section S: 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 use the student's journal to 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). It is recommended that students also include a score for the level of effort they invested in preparing for and undertaking the assessment (using green 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 the journal for any notes that a teacher may have included for their attention.
- A subject teacher, Year Head, 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, email, 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. Parents should bring the student's journal to this meeting 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.

Section T: Reporting Using Descriptors

Junior Cycle

At Junior Cycle Reporting on the JCPA includes descriptors 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.

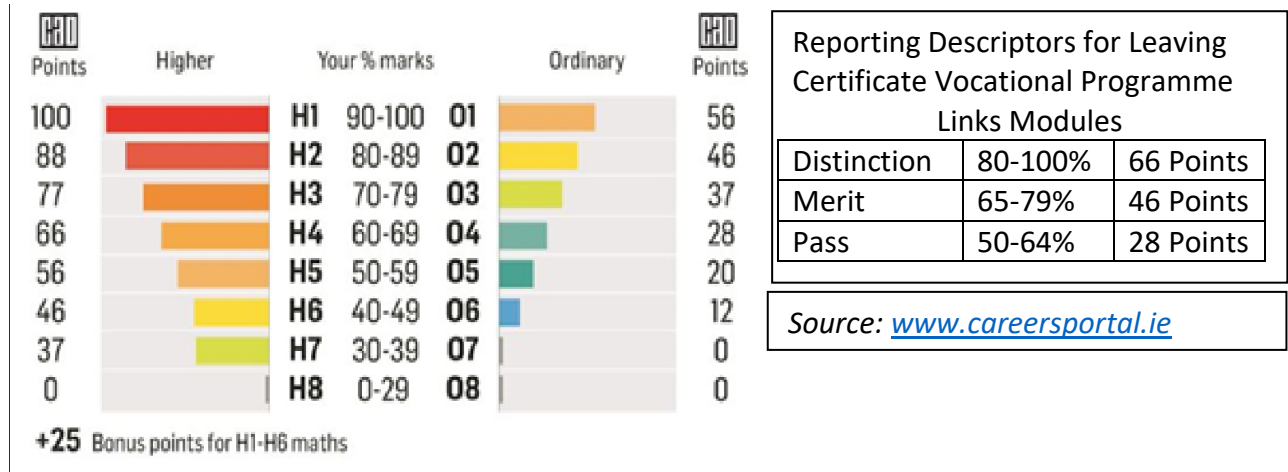
Descriptors in school assessments and Junior Cycle Examinations:

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



Senior Cycle

Reporting Descriptors for Transition Year and Leaving Certificate



School Reports (Christmas, Summer and Mock Exam 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.

Section U: 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.

Subject Teachers should:

- Monitor and record students' progress through effective teaching, regular assessments and regular recording of students' progress on VShare.
- 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.
- 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, the SEN tab on individual students' profiles 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 Year Head / 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 VSware in accordance with agreed procedures. For Academic Tracking purposes, teachers will enter a % mark on VSware for each student before each of the Mid-Term breaks and parents will also have access to these.

Year Heads should:

- Liaise closely with subject teachers, students, parents and the Student Support Team on issues related to assessment, recording and reporting. Where students are seen to be underachieving, or excelling expectations, Year Heads 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:

- 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.
- Make every effort to reach their academic potential in all subject areas.
- Take responsibility for their own learning through reflection and 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.

Parents should:

- Support and encourage their child's learning by working in collaboration with the school, e.g. attending Parent-Teacher meetings, checking their child's journal weekly, monitoring homework, 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 Year Head or Dean, as appropriate, regarding particular concerns which may interfere with their child obtaining optimum assessment results.
- Use the Student Journal to supply relevant notes to Year Heads and teachers.



Academic Tracking Coordinator 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.
- Liaise with the Administrator of SchoolWise to ensure that students' profiles correctly indicate their academic progress, using CAT 4 data as a general baseline.
- Report to Senior Management and Year Heads on student progress based on ongoing assessment marks as recorded by teachers, with a particular focus on students in First Year.

Section V: Monitoring Procedures

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

1. Subject teachers monitor their students' journals, particularly the pages for Academic Tracking, and checking that homework is written in by the students.
2. Year Heads 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 Support 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 pattern of assessments marks indicate a concern, this should be noted by the subject teacher on the SEN Slip and discussed with the Year Head and SEN Coordinator. Testing and/or intervention strategies may be deployed to support a student, subject to resources, as appropriate.
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.

Section W: Review Procedure

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

This policy was ratified by the Board of Management on: 27th April 2023

Date of next review: April 25

Signature (Chairperson): _____

For and on behalf of the Board of Management



Appendix I

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>