



Coláiste Nano Nagle

Assessment and Reporting Policy

2025

Mission Statement

Our School is a Christian community which welcomes students in the tradition of Nano Nagle, foundress of the Presentation Order. A primary aim of our school is the pursuit of academic excellence. We seek to develop the full potential of each person; intellectual, spiritual, emotional, social, physical and creative. To achieve this the school strives to provide an educational environment suited to the needs of each individual, within the demands of a changing world.

Introduction

This policy applies to Coláiste Nano Nagle. It is for implementation by the Board of Management, Senior Management Team, teaching staff, students and their parents/guardians. The policy strives to set out the basic principles upon which school assessment is to be implemented, sustained and evaluated in our school.

Rationale

As a DEIS school, we are committed to achieving the highest standards in both in-school assessment and state examinations. Education forms the foundation for a child's development and future success.

Parents and guardians, as the primary educators, hold the key responsibility for ensuring their children receive the high-quality education they are entitled to and deserve. Our school is dedicated to supporting and enhancing this vital role, working collaboratively to provide the best possible educational experience.

The purpose of this policy is to provide students and parents with information regarding our Assessment Policy and procedures in line with the Education Act 1998, which requires schools to "regularly evaluate students and periodically report the results of the evaluation to the students and their parents". In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement. As a school we recognise

that parents, teachers and students need to have an effective learning- focused partnership to ensure the best possible outcomes can be achieved for our students. The quality framework in Looking at Our Schools 2022, the School Self Evaluation (SSE)/DEIS Planning process and distributed leadership model give us an opportunity to focus on continuous improvement in teaching and learning. This Assessment Policy was developed in partnership with all stakeholders of the Coláiste Nano Nagle school community and will be presented to and reviewed as appropriate by the school's Board of Management.

Legislation

The Education Act (1998) requires schools to regularly evaluate students and periodically report these results to students and parents. In fulfilling this requirement, it is necessary for schools to develop assessment procedures, which provide an accurate account of a student's progress and achievement. The school's policy on assessment and reporting procedures are guided by the various legislative requirements enshrined within the following;

- The Education Act (1998)
- the Data Protection (Amendments) Act (2003)
- The Equal Status Act (2000)
- The Education (Welfare) Act (2000)
- The Education for persons with Special Educational Needs Act (2004)
- The Freedom of Information Act (1997,2003)
- <https://www.ncca.ie/en/junior-cycle/framework-for-junior-cycle>

Assessment

The term 'assessment' refers generally to the gathering and interpretation of information related to a student's learning: abilities, attainments, strengths and needs. The Board of Management, staff, students and parents of Coláiste Nano Nagle recognise that assessment is an important

component in achieving the effective educational progress of each student. Such assessment facilitates ongoing learning growth and improvement on the part of the student and teachers.

We recognise that assessment is the bridge between teaching and learning and should motivate pupils, enabling and encouraging them to achieve to the best of their ability. An effective assessment policy will help teachers to identify early and ongoing interventions that need to be put in place to assist students in reaching their potential. We utilise the NCCA's 'Focus in Learning-Ongoing Assessment Toolkit' to plan our whole school approach to professional learning which in turn improves our assessment practices. We do so while considering our Delivering Equality of Opportunity in Irish Schools (DEIS) targets.

The Purpose of Assessment should enable students:

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

Assessment should enable teachers:

- To assess progress and adapt planning as required
- To evaluate their student's learning needs
- To ensure that students know how to improve the standard of their work
- To evaluate teaching and learning styles
- To review and change practice
- To monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning
- To identify the next steps in progressing learning and adapt teaching strategies and/or learning activities as appropriate

- To meet statutory requirements
- To provide the students and parents with information regarding progress
- To establish baseline data in relation to a student's attainments in subjects
- To identify appropriate subject levels for subjects for State Examinations purposes
- To identify areas of difficulties for students in order to provide them with additional support
- To assess a student's eligibility for additional support and services and to inform consultations where necessary
- To assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention
- To give positive feedback to the learner
- To ensure consistency and the standardised agreement of levels of work within each subject area
- To co-ordinate assessment procedures on a whole school basis
- To establish baseline data which may be used for school self-evaluation purposes

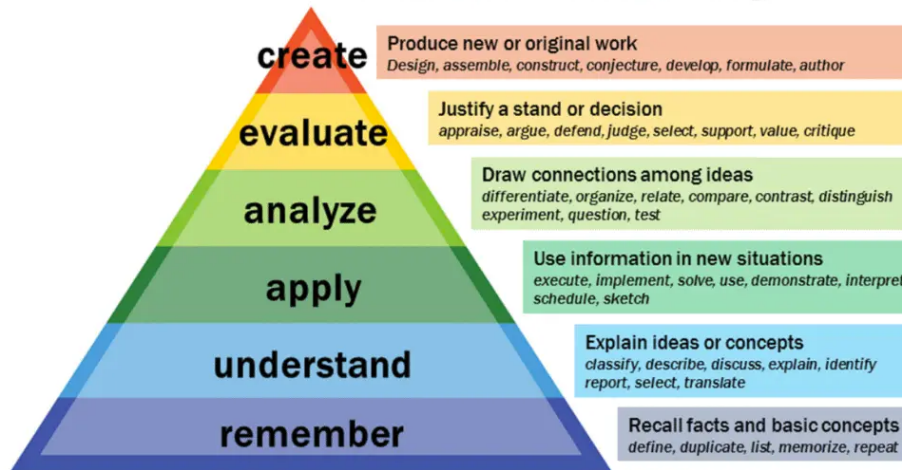
Reporting of assessment should enable parents:

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

Formative and Summative Assessment

This policy recognises the importance of on-going assessment both formative (assessment for learning) and summative (assessment of learning) that supports student learning.

Bloom's Taxonomy



Formative Assessment (Assessment FOR Learning):

Definition: Formative assessment involves a range of strategies designed to give students, teachers and parents feedback about students' understanding of elements of their learning. It can be split into three overall categories: teacher assessment, self-assessment and peer assessment. It is an integral part of the learning process where information is shared with the learner on the quality of learning. It is linked to learning intentions and success criteria and looks forward to the next stage of learning.

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

Effective formative assessment enables students to understand how to improve their work by:

- Helping them to understand the assessment criteria before they begin an assignment
- Providing feedback on what they have done well and how they can improve
- Comparing their work with examples of work that meet criteria for success
- Recognising all the students' educational achievements
- Helping them develop as independent learners with the capacity to identify how they themselves can further improve their learning

Examples of AFL (assessment for learning) Strategies in Use

- Sharing Learning Outcomes and Success Criteria
- Traffic Lights
- Thumbs Up Thumbs Down
- Two Stars and a Wish
- Waiting Time
- Question Maker
- 3-2-1
- KWL
- Visual Verbal Square

Summative Assessment (Assessment OF Learning)

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

Class Assessments:

These forms of assessments will be conducted at the discretion of the teacher on a monthly or end of topic basis. The results of which should be inputted onto VSWare in the Class Assessment section to assist with academic monitoring and tracking. These formal tests are a vital component in providing feedback to teachers, students and parents on the level of each student's attainment and learning in that specific subject area. Constructive feedback will be given by teachers to students.

- a. **House Exams:** Students take formal in-house examinations to monitor their academic performance. Common tests are encouraged. These examinations follow the SEC procedures for the running of state examinations
- b. **Pre-Examinations:** These are held for Third and Sixth Year students in February. The purpose of these is to further prepare students for the Junior and Leaving Certificate examinations

c. **CBA (Classroom Based Assessment) and Assessment Tasks:**

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

The CBA calendar is designed with a focus on student well-being. It incorporates student voice in its development and is finalised and published by the end of September. The school remains mindful of avoiding over-assessment.

Assessment Task: The Assessment Task will be completed in class under the supervision of the teacher. The Assessment Task will be returned to the SEC for marking and will be marked as part of the Final Examination. Marks for the Assessment Task in each subject will be incorporated into the calculation of the grade for that subject by the SEC. A separate Assessment Task will not be required in practical subjects where there will be a practical examination.

- d. **Leaving Certificate Applied (LCA):** There are a range of modes of assessments in LCA which include: satisfactory completion of modules through key assignments and 90% attendance. Tasks which are assessed through interview with an examiner from the State Examinations Commission. Oral examinations in languages and English. Final examinations at the end of the second year of LCA.

Range of Assessment Experiences at Junior Cycle:

First Years:

- Homework which may include written, oral, aural, reading, project or portfolio work is assigned regularly
- Engage in Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage
- Formative feedback from teachers, both verbal and written feedback, which may include comments and/or grades

- First Years develop the 8 key skills of the Junior Cycle of Achievement e.g., self-assessments promote the 'managing myself' key skill
- Referred to NEPS (National Education Psychological Service) for review/assessment if concerns arise from incoming First Year assessment
- First Year parents/guardians receive a report which is available through VSWare in January and June after completing Christmas and Summer House Exams

Second Years:

- Homework which may include written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly
- Engage in Assessment for Learning (AFL) strategies with the purpose of progressing student learning to the next stage
- Formative feedback from teachers both verbal and written feedback including comments and/or grades
- Second Years develop the 8 key skills of the Junior Cycle of Achievement e.g., self-assessments promote the 'managing myself' key skill
- Second Years undertaking new Subject Specifications for the Junior Cycle Profile of Achievement complete the first classroom-based assessment (CBA). Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification
- The criteria for assessment are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is like the formative assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's professional assessment is recorded for Subject Learning and Assessment Review, and is subsequently used in the school's reporting to parents and students
- Second Year students receive a report, available through VSWare in January and June after completing Christmas and Summer House Exams

Third Years:

- Homework which may include written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly
- Engage in Assessment for Learning (AFL) strategies with the purpose of progressing student learning to the next stage
- Formative feedback from teachers both verbal and written feedback including comments and/or grades
- Third Years develop the 8 key skills of the Junior Cycle of Achievement e.g., self-assessments promote the 'managing myself' key skill
- Third Year students complete the practical components in certain subject areas
- Third Year students undertaking Subject Specifications for the Junior Cycle Profile of Achievement complete the second classroom-based assessment (CBA). Examples of the second CBA due for completion in 3rd Year include; the Collection of Student's Texts in English, the Science in Society Investigation and an individual presentation in Business Studies on a Business topic or business-related issue of local or personal relevance
- The criteria for assessment are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is like the formative assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's professional judgment is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students
- RACE Testing in November/December
- Third Year students complete an Assessment Task for new subject specifications. The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based
- Third Year students receive a VSWare report for their Christmas House Exams in January and for their Pre Exams in March/April

Junior Cycle Profile of Achievement

The Junior Cycle Profile of Achievement (JCPA) is a comprehensive report that reflects a student's progress and achievements throughout their Junior Cycle. It provides a holistic view of their learning, incorporating results from state examinations, classroom-based assessments, short courses, and other learning experiences.

The JCPA will include descriptors reflecting levels of achievement in classroom-based assessments, short courses, and other learning experiences. Marks for the Assessment Task will be incorporated into the final examination grade, with both components graded by the SEC. The grading system for new subjects in the State Examinations will be as follows:

Grading of the State Examinations

Descriptor	Grade Boundaries
Distinction	≥90% to 100%
Higher Merit	≥75% and <90%
Merit	≥55% and <75%
Achieved	≥40% and <55%
Partially Achieved	≥20% and <40%
(not graded)	≥0% and <20%

Grading Classroom-Based Assessments

Classroom-Based Assessments in all subjects will be specified at a common level and marked by the teacher. CBAs will be undertaken by students within class time to a national timetable. When assessing the level of student achievement in a Classroom-Based Assessment the Features of Quality are used to assign one of the following four descriptors.

Classroom-Based Assessment Descriptors

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

Assessment Procedures for Transition Year:

- Students will be asked to complete a portfolio of work for each subject.
- TY (Transition Year) students receive a VSWare report bi-annually, in January and June following the completion of project work in each subject

5th Year Assessment Experiences and Reporting:

- Homework which may take the form of written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly
- Engage in Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage
- Formative feedback from teachers both verbal and written feedback including comments and/or grades
- Project work for Leaving Certificate subjects where relevant
- Fifth Year students receive a VSWare report bi-annually, in January and June after completing Christmas and Summer House Exams

6th Year Assessment Experiences and Reporting:

- Homework which may take the form of written work, oral presentations, research, aural, reading, project or portfolio work is assigned regularly
- Engage in Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage
- Formative feedback from teachers both verbal and written feedback including comments and/or grades

- Sixth year students engage in a range of formal and informal assessments.
- The Pre-Examinations are in February
- The Leaving Certificate State Exams are in June
- Project or practical course work for Leaving Certificate subjects
- Preparation for and completion of the oral component of Irish, German or French
- Sixth Year students receive a VSWare report after completing their Christmas Exams in December and after their Pre-Examinations in February/March

Homework as a means of Assessment:

Homework is an essential element in reinforcing the student's grasp of material and work covered in class. There is an expectation that homework is given on a regular basis in class and acknowledged in class as part of the school classroom routine. It allows the teacher to informally assess how well the students have grasped new concepts and allows both the teacher and student to identify the next steps of learning. It consists of both written assignments and the learning of work done in class. It can be done individually or in groups and may vary in duration.

Homework is corrected in a variety of ways at the discretion of the individual teacher. These methods may include the teacher collecting and correcting it and giving a grade or comment-only marking. It could also consist of the teacher demonstrating in class how the homework should have been completed and students peer or self-correct. Alternatively, the teacher gives the students the marking scheme and students may peer or self-correct. The teacher ascertains during such activities how well students are progressing.

The school expects that all homework will be completed on time and to the best of a student's ability. All homework, written and learning is to be recorded by students in their School Journal. It is important that students feel comfortable enough to speak to their subject teachers if they are under pressure and if they desire a reasonable extension to submit a homework essay or

project or a reduction in the amount of homework. In addition to this, teachers' welcome students telling them if they have several tests on a particular day so that the teacher can change the date of a test if possible.

Students who miss class due to school matches, medical/dental appointments are expected to find out from their classmates what homework was set by the teacher and to complete it on time. The School Journal of all students is to be signed on a weekly basis by both the Year Head and a Parent. As students differ so much in terms of their ability and speed of completion of work, it is impossible to be specific as to the amount of time to be spent daily on homework and revision by each individual student. However, the following general guidelines are offered:

Year	Hours per school day on homework and revision
1st	1 to 2
2nd	1.5 to 2
3rd	2 to 3
TY	Variable in accordance with amount of project work
5th	3
6th	3+

Parents are asked to ensure, where possible, that students are afforded a suitable room at home in which to study. Homework Club is available to 1st Years after school, while Supervised Study is available to all other students.

Reporting:

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

Ongoing reporting on student progress can take a variety of forms. This may include:

- Informal oral and written feedback
- Feedback on areas such as punctuality, behaviour and attendance
- Student Journal
- Parent Teacher Meetings
- Discussions with class teacher/ year head/SEN Team
- End of unit assessments in subject areas either formative or summative
- End of year reports
- Communication and engagement with parents/guardians via telephone, VSWare, social media and the school app

Roles and responsibilities

Teachers are responsible for:

- Monitoring and formatively assessing student learning on an ongoing basis
- Uploading class and final assessments on VSWare.
- Setting and marking assessments
- Filling in reports
- Providing clear feedback to students in relation to how they can improve their performance
- Liaising with other teachers in the department to coordinate assessments where appropriate

Subject Coordinators are responsible for:

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

The Principal and Deputy Principal are responsible for:

- Overseeing the completion of school reports
- Organising training and support for staff in areas related to assessment when required

The Exams Coordinator is responsible for:

- Organising the coordination of examinations and liaising with the State Examinations commission

The School Guidance Department are responsible for:

- Organising the assessment of needs of the incoming 1st Year students
- Organising CAT4 tests and follow –up assessments for Year Groups

The SEN Coordinator and team are responsible for:

- Reviewing educational passports from primary schools
- Organising the assessment of needs of the incoming 1st Year students in conjunction with the Guidance Department
- Working with the Guidance Department to organise the CAT4 tests for particular Year Groups
- Identifying students with particular needs
- Testing SEN students and liaising with external agencies
- Identifying students suited to the variety of programmes available in the school, implementing these programmes with SEN students and monitoring and assessing their progress

- Liaising with and assisting Senior Management in the structuring and allocation of educational provision
- Assisting and guiding learning support/resource teachers to devise a suitable programme of support
- Guiding and supporting the classroom teacher through the setting of individual targets for SEN students
- Developing Student Support Files by the Learning Support Team in conjunction with parents and school management
- Applying for reasonable accommodations for the Junior and Leaving Certificate State Examinations where applicable

Parents/Guardians have a responsibility to:

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

Students have a responsibility to:

- Have good attendance
- Be aware of key dates for assessment
- Complete all work assigned by their teachers in the time designated
- Put in the effort required for their studies
- Learn and revise course content on an ongoing basis
- Follow the advice and guidance of teachers as to achieve their potential how best

- Responsible for self-reflection and tracking.

Ratification:

This policy has been ratified by the Board of Management at its meeting on the

6th February 2025

Signed: Eddie Bourke

Date: 06th February 2025

Chairperson