Coláiste Nano Nagle

Teaching, Learning, Assessment and Reporting Policy

2026

1. 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.

2. Purpose and Scope of the Policy

This Teaching, Learning, Assessment and Reporting Policy outlines Coláiste Nano Nagle's whole school approach to high quality teaching and learning, underpinned by inclusive practice, effective assessment and meaningful reporting. It provides a shared framework to guide classroom practice, support student learning and wellbeing, and ensure consistency and coherence across the school.

The policy aims to:

- establish a clear, shared vision for effective teaching, learning, assessment and reporting
- promote consistency, quality and coherence in classroom practice across the school
- support inclusive, learner centred and evidence informed approaches that respond to diverse learning needs
- embed assessment and reporting as integral supports for learning, progression and student voice
- enhance student engagement, wellbeing, attainment and progression through positive, relational and regulation informed practice
- align school practice with national frameworks and guidance, including *Looking at Our School 2022*, Junior Cycle and Senior Cycle specifications
- support DEIS planning, School Self Evaluation (SSE) and a culture of ongoing reflection and continuous improvement

3. Guiding Principles for Teaching and Learning

Teaching and learning in Coláiste Nano Nagle are underpinned by the following principles:

- **High expectations for all learners:** All students are capable of learning and progressing when provided with appropriate support and challenge.
- **Inclusive practice:** Diversity, including neurodiversity, cultural and linguistic diversity, is recognised, respected and valued.

- **Clarity and purpose:** Learning intentions and success criteria are shared and understood by students.
- **Active engagement:** Students learn best through meaningful, relevant and interactive learning experiences.
- **Differentiation and Universal Design for Learning (UDL):** Teaching is planned to meet a wide range of learning needs and styles.
- **Assessment for learning:** Ongoing assessment and feedback are used to guide teaching and support student progress.
- **Student voice and wellbeing:** Students are active participants in their learning and wellbeing is central to all teaching and learning.
- **Collaboration and reflection:** Teachers engage in professional dialogue, shared planning and reflective practice.

4. Teaching and Learning: A Whole School Approach

Coláiste Nano Nagle promotes a consistent, whole school approach to teaching and learning that supports positive classroom routines, shared expectations and a common language of learning.

Across classrooms, students experience:

- predictable structures and routines
- respectful relationships and positive behaviour for learning
- clear expectations regarding effort, engagement and responsibility
- a focus on both academic learning and personal development

The School Journal plays a central role in embedding and reinforcing shared teaching and learning practices across the school community. It functions not only as an organisational tool for recording homework, timetables and key dates, but also as a structured learning support that actively promotes reflection, self assessment, wellbeing and effective communication between home and school. The consistent use of the journal supports students in developing responsibility, independence and positive learning habits, while enabling parents/guardians and teachers to monitor progress and engagement on an ongoing basis. Key learning supports in the School Journal include:

Traffic Lights
Laminated colour cards (green, blue, orange, red) at the back of the journal allow students to indicate their level of understanding during lessons, supporting self assessment and enabling teachers to adjust teaching in real time.

Whiteboards

Used alongside the journal to encourage active participation, quick checks for understanding and low stakes practice, where mistakes are viewed as part of the learning process.

Visual Verbal Square

A graphic organiser that supports students in breaking down key concepts using words, images, definitions and examples, helping to deepen understanding and cater for different learning styles.

3 2 1 Reflection

Encourages students to record three things they learned, two things they found interesting and one question they still have, promoting reflection and identifying areas that may need further clarification.

Question Maker

Provides structured question stems to help students generate their own questions for revision, peer discussion and deeper thinking, strengthening engagement and metacognitive skills.

Exam Reflection Tracker

Supports students in reflecting on assessments by comparing their predicted and actual results and considering how they feel about the outcome. This process helps students to identify strengths, recognise areas for improvement, acknowledge common mistakes and set clear, achievable targets for future learning, promoting self awareness, resilience and a growth oriented approach to progress.

BUG Technique

Guides students to Box the command word, Underline key words and Go back over the question, helping them to interpret questions accurately and improve the quality of exam responses.

Study Methods

Includes guidance on effective study strategies such as mind mapping, active recall, summarising, time management and structured homework routines appropriate to each year group.

Attendance Tracker

Enables students to monitor their daily attendance, reinforcing personal responsibility and supporting ongoing communication between home and school.

My Wellbeing Section

Encourages students to reflect on their wellbeing across areas such as resilience, responsibility, connection and awareness, supporting holistic student development.

"How's Your Engine?" Infographic

A visual self regulation tool that helps students identify their emotional and energy levels (low, just right or high) and recognise when they may need support or regulation strategies. Teachers also use this shared language to better understand students' readiness to learn and to respond appropriately by supporting regulation and engagement in the classroom.

5. Learning Intentions and Success Criteria

Learning intentions clearly describe what students are expected to know, understand or be able to do as a result of a lesson or series of lessons. Success criteria describe what successful learning looks like and enable students to assess their own progress.

Teachers consistently:

- share and revisit learning intentions and success criteria
- use student friendly language
- encourage students to reflect on their learning
- support students in taking increasing responsibility for their progress

This approach supports learner independence, motivation and improved outcomes.

6. Assessment to Support Learning and Reporting

Assessment is an integral part of teaching and learning in Coláiste Nano Nagle and is used to inform planning, provide meaningful feedback and support student progression. Assessment practices support high quality, inclusive teaching and are aligned with national frameworks, Junior Cycle and Senior Cycle requirements, DEIS priorities, School Self Evaluation and continuous improvement processes.

A balanced approach to assessment is adopted, incorporating both Assessment for Learning (AfL) and Assessment of Learning (AoL), while remaining mindful of student workload and wellbeing.

Assessment for Learning is embedded in daily classroom practice and supports students to understand their progress and identify next steps in learning. AfL approaches include effective questioning and appropriate wait time, feedback that identifies strengths and areas for improvement, opportunities for peer and self assessment, and structured reflection and learning review activities. These approaches inform teaching, support differentiation and promote student engagement and ownership of learning.

Assessment of Learning is used to summarise learning at key points and to monitor progress over time. This includes class assessments, house examinations, Classroom Based Assessments, Assessment Tasks and State Examinations. Information gathered through AoL supports academic tracking, subject level decisions and targeted supports where required.

Assessment practices support inclusive education and are informed by the Continuum of Support. Subject teachers retain primary responsibility for the learning and progress of all students, with additional supports layered in response to identified need. Assessment information informs Student Support Plans, reasonable accommodations and targeted interventions, ensuring equitable access to learning and assessment.

Reporting is an extension of assessment and supports ongoing learning and partnership with parents/guardians. Reporting provides clear, meaningful information on student progress, engagement and attainment through a range of agreed school communication channels.

7. Differentiation and Universal Design for Learning

Teachers plan for diversity by differentiating teaching and learning through:

- content: what students learn
- process: how students learn
- product: how students demonstrate learning

Universal Design for Learning principles guide planning to ensure that lessons are accessible, flexible and inclusive from the outset, reducing barriers to participation and engagement.

8. Inclusive Education and the Continuum of Support

Coláiste Nano Nagle is committed to inclusive education and to meeting the needs of students through the Continuum of Support:

- **Classroom Support (All):** High quality, inclusive teaching provided by the subject teacher.
- **School Support (Some):** Targeted interventions informed by assessment and collaboration.

- **School Support Plus (Few):** Individualised, intensive supports for students with complex or enduring needs.

Subject teachers have primary responsibility for the learning and progress of all students. Additional supports are layered in response to need, ensuring that the greatest level of need receives the greatest level of support.

Student Support Plans play a central role in informing teaching and learning by ensuring that educational provision is responsive to the individual needs of students. Developed through collaboration between teachers, the SEN team, students and parents/guardians, these plans outline agreed targets, strengths, areas of need and appropriate strategies and supports. Teachers use Student Support Plans to inform lesson planning, classroom approaches, differentiation, assessment and support strategies, ensuring that barriers to learning are reduced and student strengths are built upon. Plans are reviewed regularly and updated as needed, enabling teaching and learning approaches to remain flexible, inclusive and aligned with students' evolving needs, while promoting consistency, continuity and positive outcomes for all learners.

9. Special Education Teaching and Co Teaching

Special education teaching supports are deployed in line with Circular 0064/2024 and are used exclusively to support students with identified special educational needs. Provision is needs led and informed by assessment data, Student Support Plans and ongoing review. Supports may include in class support and co teaching, small group or individual intervention, and targeted programmes aligned with agreed learning, social or regulatory targets.

Co teaching is a key inclusive approach and is implemented in accordance with the NCSE Co Teaching Toolkit, which emphasises shared responsibility for all learners, clarity of purpose and purposeful collaboration. A range of co teaching models may be used, including team teaching, station teaching, parallel teaching and alternative teaching, depending on student need and the learning context. Roles and responsibilities of the subject teacher and special education teacher are clearly agreed in advance through collaborative planning, with both teachers contributing to lesson design, differentiation, assessment and classroom management. Co teaching practices are reviewed regularly to ensure they remain effective, flexible and responsive, with a clear focus on maximising student engagement, access to the curriculum and positive learning outcomes.

10. Teaching and Learning Beyond the Classroom

The school promotes and values a rich extra curricular and co curricular programme as an integral part of teaching and learning. Participation in these activities is actively encouraged,

as they provide meaningful opportunities for learning beyond the classroom and support the holistic development of students. Learning is extended through a wide range of extra curricular and co curricular activities which are deliberately linked to curricular learning and other areas of student development.

These experiences support students' access to school and the curriculum, strengthen engagement, attendance and a sense of belonging, promote wellbeing, confidence and leadership, and complement and enrich classroom learning. They also provide valuable opportunities for students to develop transferable skills such as teamwork, communication, problem solving, resilience and leadership, which are essential for lifelong learning.

11. Student Wellbeing and Learning

Student wellbeing is central to teaching and learning in Coláiste Nano Nagle and is recognised as essential to students' engagement, progress and overall success. Teachers intentionally promote positive relationships, emotional regulation, resilience and student voice through everyday classroom practice, consistent routines, and the use of shared supports such as the school journal, wellbeing indicators and reflective tools. Classroom approaches are informed by the NCSE Relate framework, with a strong emphasis on helping students feel safe, calm and ready to learn through predictable structures, clear expectations, co regulation strategies and supportive responses to behaviour.

The school's commitment to wellbeing is further reinforced through its Bí Cineálta approach, which prioritises respectful relationships, inclusion, empathy and restorative practices. Teachers support students to develop self regulation and social awareness. Clear, consistent expectations for behaviour and learning are communicated through the Student Expectations Matrix, designed by the Relate Staff and Student Teams, which outlines what it means to be Ready, Respectful and Responsible across all areas of school life. This shared framework supports consistency, fairness and clarity, enabling students to understand expectations and take increasing ownership of their behaviour and learning

By fostering a safe, respectful and inclusive environment grounded in shared values, regulation informed practice and positive behaviour supports, the school enables students to engage fully in learning and to develop the social, emotional and self management skills necessary for lifelong learning and wellbeing.

12. Roles and Responsibilities

Board of Management

Oversees the development, ratification and review of school policies and ensures that teaching and learning practices are implemented in line with legislation, Department of Education circulars and national guidance.

School Leadership

Provides strategic leadership in teaching and learning, inclusion and wellbeing, fostering a culture of collaboration, reflective practice, planning, implementation and continuous review across the school.

Teaching and Learning Team

Supports the development, consistency and quality of teaching and learning practices, promotes assessment for learning, shared methodologies and professional learning, and contributes to whole school improvement initiatives.

RELATE Team (Student and Staff Team)

Leads and supports regulation informed practice across the school through a collaborative student and staff approach. The team promotes positive relationships, emotional regulation, student voice and inclusive, supportive responses to behaviour, in line with NCSE RELATE guidance. It contributes to whole school wellbeing initiatives, supports consistent practice across classrooms, and helps embed a shared, relational approach to supporting students' engagement, regulation and learning.

DEIS Teams

Plan, implement and review targeted, evidence informed interventions that support teaching and learning and align with the DEIS themes.

Core Special Education Team

Coordinates assessment, planning and review processes, oversees Student Support Files and Student Support Plans, and supports inclusive practice, differentiation and targeted interventions across the school.

Teachers

Are the primary educators for all students and are responsible for delivering high quality, inclusive teaching, using agreed methodologies, differentiation and assessment practices to support all learners.

Students

Engage actively and positively in their learning, reflect on progress, use feedback effectively and take increasing responsibility for their learning, behaviour and wellbeing.

Parents/Guardians

Support their child's learning, attendance and wellbeing, engage in open communication with the school and partner with staff to promote positive educational outcomes.

13. Professional Learning

Coláiste Nano Nagle is committed to ongoing professional learning. Staff engage in CPD, including NCSE supports, in school development and collaborative learning, to build capacity in inclusive practice, assessment, wellbeing and effective teaching methodologies.

14. Monitoring, Evaluation and Review

Teaching and learning are monitored and evaluated through:

- School Self Evaluation
- DEIS planning and review
- analysis of student outcomes and attainment data
- feedback from students, parents and staff

This policy is reviewed regularly to ensure it remains responsive, inclusive and effective.

15. Ratification

This policy was ratified by the Board of Management on:

Date: 11/02/2026

Signed: _Eddie Bourke_

Chairperson, Board of Management