St. Joseph's Secondary School

Newfoundwell, Drogheda, Co. Louth

Assessment & Reporting Policy

Review Dates: This policy will be reviewed annually.

Staff		Consultation 2020
Parents' Council		Consultation 2020
Student Council		Consultation 2020
Board Of Management		Ratified 2020

School Details:	St. Joseph's Secondary School is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.
School Management:	The Board of Management of St. Joseph's Secondary School is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement

St. Joseph's Secondary school recognises that each pupil who enrols in our school is unique and has different gifts as well as different needs. It is our wish that our pupils will leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives satisfying to themselves and which may contribute to the betterment of society.

We recognise that a pupil's development is closely linked to a good self-image and so we strive to present the school's total curriculum in such a manner as to allow all to realise their full potential.

We see ourselves as working in partnership with parents to develop the gifts and to meet the needs of all. We regard our school as an educational establishment with a Christian community characterised by care and justice.

Through the implementation of this policy we strive to enact the stated mission and vision of St. Joseph's Secondary School. We value all in the school community and endeavour to develop each member of the school community.

Rationale for this policy:

Philosophy, Ethos & Context

Assessment and reporting are integral to the process of teaching and learning and the development of a culture of lifelong learning. Through both its formative and summative facets, it is the catalyst which shapes the learning experience in St. Joseph's Secondary School. The consistent utilisation of a broad and differentiated range of formative assessment practices empowers the students to take ownership of their own learning journey. The application of regular summative assessments facilitates teachers / students in measuring the quality of learning taking place, honing pedagogical practices and informing educational interventions. These assessment forms work best in tandem, helping to enrich the teaching / learning relationships and to further highly effective

practice in St. Joseph's where a blended approach to assessment is adopted.

As an Edmund Rice School, St. Joseph's Secondary School seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

Legislative obligations:

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement.

Educational Reform:

The Junior Cycle Framework 2015 heralded the introduction of the new Junior Cycle Profile of Achievement (J.C.P.A), replacing the Junior Certificate. As well as heralding a new direction in teaching and learning it initiated significant changes to assessment and reporting:

- A shift in emphasis from Summative (formal and periodic) assessment practices to Formative (informal and frequent) assessment practices with a view to enriching teaching and learning along with student wellbeing.
- Prioritising of regular reporting to parents as a means of increasing their level of engagement.
- More comprehensive reporting of a student's school experience including 'Other Areas of Learning' such as participation in co-curricular and extra- curricular activities.

St. Joseph's welcomes and promotes these changes in assessment and reporting, recognising the educational benefits for students, teachers and parents.

Educational Importance of Assessment and Reporting:

(1) For teachers and school management:

- Assessment enables the teacher to monitor a student's progress and make informed decisions about what and how the student is learning. This allows the teacher to identify the next steps in advancing the student learning and adapt teaching strategies and learning activities as appropriate.
- Assessment helps to identify appropriate subject levels for students in the Junior and Leaving Certificate.
- Assessment helps identify students who may need additional support and services and to inform consultations with the National Educational Psychological Services where necessary.
- Assessment assists school management in identifying students, subjects, classes and areas of the curriculum that require further timetabled support.
- Assessment plays an important role in subject and programme choice, career guidance and progression to third level and further education.
- Assessment and reporting can be used to communicate student participation and success in co-curricular and extra-curricular activities. As such it is a means of recognising all aspects of student learning.

(2) For students and parents:

- Students develop the ability to reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.
- The reporting of assessment provides students and parents with information regarding progress and develops a partnership approach to learning. It encourages students to engage with the learning process and to achieve their full potential.

Aims of this policy

- To communicate the context within which our school's assessment and reporting takes place.
- To explain the rationale for assessment and reporting along with our school's objectives in this regard.
- To facilitate and further develop highly effective teaching and learning practices.
- To explain the different assessment and reporting methods used in our school and the current arrangements/assessment schedule for the school year. Details of assessment arrangements for students by State Examinations Commission are not included in this policy.
- To provide clear objectives which facilitate benchmarking and self-regulation.
- To make explicit our commitment to quality assurance procedures including compliance with legislative requirements.
- To create a consistent and standardised assessment procedure for monitoring and reporting achievement in the school.

- To maintain and develop meaningful learning conversations between the educational partners in our school (teachers/students/parents/guardians).
- To ensure that the actions and targets of the School Improvement Plan are addressed.

Our school's objectives

Assessment:

(1) To undertake assessment which supports, promotes and encourages student learning.

(2) To undertake assessment which is at all times valid and reliable; providing an accurate evaluation of student learning.

(3) To empower students to manage their own learning journeys.

(4) To embed, foster and develop revised Junior Cycle practices and to assist in their successful implementation.

(5) To ensure our assessment procedures and methods recognise and are accommodating of the diverse range of learning styles and abilities in our school.

(6) To undertake assessment which is explicit and transparent in terms of procedures and purpose.

(7) To ensure assessment arrangements and procedures are practical and manageable.

Reporting:

(1) To ensure reporting procedures clearly communicate student progress through the use of success criteria and effective formative feedback.

(2) To ensure reporting procedures provide a complete picture of student achievements and attainment levels and effectively inform choice of subject levels in Junior Cycle and Leaving Certificate examinations.

(3) To ensure reporting procedures are sensitive to student well-being and additional educational needs.

(4) To ensure reporting procedures encourage student reflection.

(5) To ensure reporting procedures encourage authentic engagement with parents.

(6) To ensure reporting procedures value the professional judgements of teachers.

(7) To ensure reporting procedures are practical, manageable and compliance with Data Protection legislation.

Curriculum offered in St. Joseph's

- Leaving Cert.
- Leaving Cert Applied.
- Leaving Cert Vocational Programme.
- Transition Year
- Junior Cycle
- Junior Cycle Level 2 Learning Programme (L2LP)

Relevant legislation

- Education Act 1998
- Data Protection Act 2018 (G.D.P.R.).

Relevant policies

- Admissions policy.
- Additional Education Needs policy.
- Pastoral Care policy
- Wellbeing policy
- School Improvement Plan / School Self-Evaluation Report

Other relevant documentation

- *'Looking at our School' LAOS* 2016 A Quality Framework for Post-Primary Schools (DoES)
- Framework for Junior Cycle 2015
- National Council for Curriculum Assessment/Curriculumonline.ie
- Wellbeing Guidelines 2016

<u>Types of Assessment used in St. Joseph's</u>

St. Joseph's is committed to current best practice and our assessment of students is a combination of Summative and Formative assessment practices.

Summative Assessment: (**A**ssessment **O**f **L**earning)

The objective herein is for teachers to formally evaluate student learning relative to the curriculum in terms of knowledge/skills and understanding at a specific point in the school year.

It is a process which consists of teachers giving and marking tests. It consists of continuous assessment; a series of classroom based tests during a particular term and/or School House exams which are undertaken periodically by students as per school calendar.

Incoming 1st Year students

Students are assessed for the purposes of: evaluating their previous learning needs and achievements. This is done in conjunction with their Primary school which forwards their 'Education Passport'. This document provides a rounded picture of students' strengths and needs, personality and interests, academic attainment and additional educational needs.

At the point of entry to the school incoming first year students complete Aptitude Tests (Drumcondra Aptitude Tests in 2020 and previously Cognitive Ability Tests, 4th Edition). These tests assess students' verbal, numerical, non-verbal and spatial abilities. The results from these are utilised as follows:

- Students with particular needs are identified; the Guidance Counsellor and the Additional Educational Needs Co-ordinator meet to discuss the relevant students. The provision of extra resources is explored/organised; meetings with parents are built into this process.
- IEPs (Individual Education Plans) for the relevant students are drawn up by the in conjunction with parents and the school management team.
- The data is correlated by the AEN Coordinator and shared with teachers in compliance with our GDPR Policy.
- To track and evaluate student performance in subsequent House exams using *Athena Tracker* software .

Students transferring to our school: As part of our Admissions policy a transfer application form is used to provide details relating to educational needs. Students from other schools who arrive after 1st Year are assessed using the C.A.Ts (4) .In the event that their level of English prevents them from doing the C.A.T.s they are provided with E.A.L support (English as Additional Language) wherein the teacher evaluates the specifics of on-going support required. This on-going support is monitored by our Special Education Needs Co-ordinator.

Continuous assessment: Continuous assessment can take a variety of formats. The use of continuous assessment for reporting purposes requires the assessment of student performance in at least any three of the following during a particular school term.

- Classroom based tests: Teachers regularly set tests at the end of topics or periodically and report them through the student journal/copy. These tests are incorporated in teacher's yearly scheme of work and department plans.
- Coursework : Assignments, essays, oral presentations, project work and reports completed in class or for homework, which are assessed by the teacher are also valid aspects of continuous assessment. These pieces of work will be assessed (formative/summative/both) and reported on by the teacher. These results/feedback may form part of the student's mark as reported on their official school report.

House exams are written tests undertaken by all students in all exam subjects (except Transition Year) and corrected by teachers as per the assessment calendar. Parents and students are informed of arrangements for these exams by issue of the school calendar, reminder text messages and announcements. The duration of these exams is approximately one week and they are supervised by teachers. Teachers in each subject department collaborate to set common papers for classes which enables comparisons of attainment .The time allocated for each test is a maximum of 90 minutes / minimum of 60; at the discretion of each subject department.

Mock exams are undertaken by 3rd and 6th Year students as preparation for the State Exams and happen prior to the February mid-term break. The duration of the exams, exam venues and exam paper content will replicate that of the state exams. Currently the exam papers are sourced and marked externally by an exam company, thus providing the student experience with a more objective assessment process.

Classroom Based Assessments (CBAs) are projects which incorporate group and individual components and are undertaken by students in Year 2 and Year 3 as part of the new Junior Cycle. Teachers are responsible and accountable for following the N.C.C.A assessment procedures/guidelines and resources. Management facilitates and monitors the process of **S**ubject **L**earning **A**ssessment **R**eview meetings. These meetings are conducted for the purpose of enabling teachers to achieve consistency when awarding one of the following descriptors to students:

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations
- Not Reported (C.B.A not presented/student absent).

Transition Year:

- Assessment of students is portfolio based.

- Students must contribute two pieces of work/assignments from each subject at the end of April. These are assessed by the programme Co-ordinator following an interview with each student.
- Students must also upload assignments to an e-portfolio as part of The Future Leaders G.A.A. programme. These assignments are then graded by subject teachers and a Certificate awarded.

Leaving Cert Applied:

- Students are awarded credits for each module of their course throughout the two year programme on the basis of achieving 90% attendance and satisfactory completion of assignments. These credits are reported to the State Examinations Commission and form part of each student's final Leaving Cert result.
- Mock exams are undertaken in English & Communication, Specialisms, Languages, Social Education and Maths.

Assessment in TY, LCA and LCVP is currently under review and will be revised In March/April 2021.

Standardised Intelligence & Aptitude tests: These are used to evaluate the cognitive levels of students in terms of literacy, numeracy, spatial awareness and non-verbal skills. Examples include Cognitive Ability Tests, New Group Reading Test and Progress Test Maths.

Healthy Activity Related Tests: These are tests used to evaluate levels of physical fitness and are conducted as part of Physical Education classes.

State Exams: St. Joseph's Secondary School strives to ensure that all third and sixth year students participate, as directed by the State Exams Commission, in the many assessments that make up the Junior Cycle and Leaving Cert exams. These assessments which include CBAs, Assessment Tasks (AT – worth 10%), oral and aural examination, course work, practical work, portfolio work, etc. are operated in accordance with the regulations set down by the State Exams Commission. The timing of these is coordinated through a shared calendar which aims to strike the right balance, avoid over testing and ensure best practice in teaching and learning. Level 2 Learning Programs (L2LPs) are completed by a small cohort of students at Junior Cycle where appropriate.

Other Assessments: St. Joseph's engages in other forms of assessment also. Standardised testing is completed at various intervals throughout students' time in the school. In some cases, students are screened for dyslexia using the WIAT 2 and WRAT4 which gives a standardised score in spelling and word reading. The continuum of support is used to gather information on the student and should all of this information point towards a need for formal assessment then a referral can be made.

Reasonable Accommodation in Certificate Examinations (RACE): Standardised testing required for RACE are completed if a need is identified and/or where students have a diagnosed specific learning difficulty. Test results, even within the criteria, are not sufficient on their own to confer reasonable accommodations. Other criteria must be

adhered to.

Students whose applications give rise to RACE have their applications reactivated for Leaving Certificate. Standardised testing must be completed for Leaving Certificate students who are not covered by reactivation. The criteria for RACE must be met.

All assessment methods will progress in line with best practice and will be reviewed in line with any changes made by the Department of Education and Skills (DES). Should national standardised testing be introduced by the DES then St. Joseph's Secondary School will comply with the guidelines.

Organisation and preparation for summative assessments

Subject departments and individual teachers are responsible for ensuring that assessment and reporting procedures are a core component of Subject Year Plans. They are also responsible for quality assurance and therefore should adhere to the following assessment principles:

- Validity: Student learning is measured against the intended learning outcomes of the module or course and there should be a clear and obvious link in this regard.
- Reliability: Teachers must apply judgements or marks which are objective, accurate and informative; accordingly marking schemes should reflect those used in State examinations and should be applied with consistency.
- Fairness: Assessments must be conducted in a professional manner enabling equal access for all students and free from bias; assessment strategies should be differentiated and allow for an accommodation of functional differences arising from disability, learning styles and physical issues.
- Rigour: Assessments should measure performance at the level of the module or course and defined procedures, processes and standards should be adhered to strictly.
- Explicitness: Information and guidance on assessment arrangements should be clear and accurate to students. It should be clear to students what they are expected to do, the circumstances in which they are asked to do it and how marks will be awarded
- Practicality: the overall workload placed upon students and staff should not be unreasonable.

Teachers are expected to engage purposefully with students prior to summative tests ensuring that students are provided with:

- Study plans and guidance.
- Success criteria (sample answers etc.).

- Fair and objective marking of answers.
- Positive and constructive feedback including provision of marking schemes.
- Appropriate management of all student data to ensure security and confidentiality in line with our school's Data Protection/G.D.P.R policy.

Students work is graded in line with the Junior and Senior Cycle exams as recommended by the N.C.C.A and used by the State Examinations Commission (Appendix 1).

The AP2 post holder with the responsibility for the co-ordination of Assessment and Reporting plans and organises our formal assessments of students and is responsible for liaising with senior management and staff to plan and organize the 'House exams' and the 'Mock exams'. The primary aim of this role is to ensure students are assessed in an environment which contributes to reliability and validity; simulating that of the State exams.

Teachers, the AEN Coordinator and Year Heads working in conjunction with Snr. Management have responsibility for monitoring the performance of students in these assessments and applying appropriate interventions to support student learning as required; *Athena Tracker* software is used to support this process.

Students and parents are informed about assessment arrangements via official channels such as the school calendar/website/school app/newsletter/student assemblies as well informally via the classroom teacher.

Students are expected to engage positively with assessment procedures and to cooperate with arrangements. Each student has a responsibility to adhere to rules/instructions given by their teacher; the code of behaviour will be used to address arising from student misbehaviour.

In the event that students/parents are dissatisfied with any aspect of assessment/reporting procedures or outcomes they should make contact firstly with a member of the senior management team via the school office. This person will then decide on a suitable course of action.

Formative Assessment: (**A**ssessment **f**or **L**earning):

Formative assessment is integral to the process of creating a culture of lifelong learning for our students. It empowers students to take ownership of their own learning journeys through identifying purpose and process, articulating success criteria, adopting reflective practices and goal setting. It reinforces highly effective teaching / learning through fostering learning relationships and deepening reflective practice among teachers and students. The selection of formative assessment methodologies in classroom practice across all year groups (see below) is a target with our current School Improvement Plan (2020/21). In St. Joseph's the use of Formative Assessment represents highly effective practice in teaching and learning, furthers the key skills of Junior Cycle and provides consistency in students' learning journeys through Transition Year and Senior Cycle.

These *N.C.C.A Assessment Toolkit* strategies are encouraged for use by teachers in their lesson plans and should be differentiated to take account of individual student learning needs. https://curriculumonline.ie/Junior-cycle/Assessment/

The Sharing of Learning Intentions:

At the start of each lesson teachers identify what students will learn and what they should be able to do at the end of the lesson.

Think-Pair-Share:

Students work together to reflect on their existing knowledge of a topic and to generate new knowledge.

Effective Questioning and Formative Feedback:

During lessons Teachers' make use of effective questioning by utilising Bloom's Taxonomy to test knowledge/ understanding/skills/opinions and values. The teacher also provides guidance and advice to students with effective feedback which informs the learning. (Appendix 6)

Student self-evaluation of learning:

This involves students providing feedback to the teacher by reflecting on their knowledge/understanding of the Learning Intentions mapped out by the teacher at the start of the class. The following are some examples of strategies being used in St. Joseph's:

- **Traffic lights**: At certain evaluation/reflection points in the class, students display a colour coded card (student journal) to the teacher indicating their level of understanding.
- **Exit Pass**: The student fills in a comment card and returns it to the teacher.
- **Student Self-evaluation of Learning Record:** This template is completed by students and returned to the teacher It can be used in the classroom or as part of remote teaching & learning.

I.C.T. software:

The use of educational software is encouraged to evaluate student learning by means of online quizzes and other interactive activities (Quizlet/Quizziz/Plickers)

The Sharing and co-creation of Success Criteria:

The teacher enables and empowers students in their learning by not only outlining what is expected from them in terms of answers and completion of tasks/assignments, but developing these sets of success criteria in conjunction with the students.

Peer Assessment:

Students work in pairs and use the shared success criteria to evaluate each other's classwork/test or homework. The use of Peer assessment by teachers is restricted to the context of Assessment For Learning ; it is not appropriate to incorporate such marks/grades into official school reports .

The Student Journal:

This contains a Self- Evaluation Section where students monitor their own progress in various school tests and other areas such as homework.The Self Evaluation Section is monitored by Class Tutors on an ongoing basis.

Homework:

Teachers set regular homework and comment on the merits of the work produced, as well as making suggestions for improvement. The focus is on providing constructive feedback and comment only marking so that the teacher/student can see how learning can be improved.

St. Joseph's Assessment / Reporting Calendar

Subject to annual amendment

1st Year	**October:** Comment only Report **February:** Continuous Assessment Report (arising from September onwards). **June:** House exams (1 hour)
2nd Year	**November:** Continuous Assessment Report (Assessments from September onwards). **March / April:** CBA 1 report **June:** House Exams (1 / 1.5 hrs)
3rd Year	**November:** Continuous Assessment Report (Assessments from September onwards). **February:** Mock Exams & CBA 2 report
5th Year:	**November:** Continuous Assessment Report (Assessments from September onwards). **June:** House Exams (1 / 1.5 hrs)
6th Year 2020/21 ***** For the current year, in order to minimise the impact of Covid-19 related school closure with a view to return to the structure outlined below.**	**October:** House Exams (1 / 1.5 hrs) **February:** Mock Exams
6th Year	**November:** Continuous Assessment Report (Assessments from September onwards). **February:** Mock Exams

Reporting methods used in St. Josephs:

There are different methods whereby the results of summative and formative assessments are communicated to students and parents/guardians.

Informal:
- **Student Journal** - students record continuous assessment results in their journals for all subjects. A specific page has been dedicated to this called 'Setting and Monitoring your Assessment Goals'. The teacher may communicate the outcome of any assessment to the parent/guardian of a student by writing a result or a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.

- **Direct Contact** - the teacher may decide as they see fit to contact the parent/guardian directly with respect to the outcome of an assessment undertaken by a student. If a teacher or Year Head has concerns regarding the student's progress, an Interim Report may be completed with a result/comment from each teacher.

- **Signature of Parent/Guardian on Assessment** - the teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.

- **Parent Teacher Meeting** (PTM) - a PTM is held for each year group throughout the academic year. At these meetings it is possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students, providing an accurate picture of the student's progress.

Formal:
- **VSware** - Results are recorded onto a database for each individual student and parents/guardians can access their child's academic records through the VSWare system. This template also facilitates an overall comment by the Form teacher and is signed by the relevant Year Head.

- **Published reports (guideline dates)**

First Year	October (Comment only/formative) / February / June
Second Year	November / April (CBA) / June
Third Year	November / February (Pre-exams & CBA2)
Fifth Year	November / June
Sixth Year	November / February (Pre-exams)

  The report template is computerised and allows teachers to distinguish levels. A

mark and grade are awarded and comments with regard to progress and application are added.

A distinct CBA report is generated through VSware which will transport to the PPOD system in order to populate the student's Junior Cycle Profile of Achievement.

CAO point totals are published on all fifth and sixth year reports.

Junior Cycle Profile of Achievement (JCPA) - As part of the new Junior Cycle Framework and in line with the 'N.C.C.A Guidelines on Assessment and Reporting' students are now awarded the J.C.P.A. at the end of three years. The J.C.P.A. is in line with level 3 of the National Framework of Qualifications.

This certificate is generated by St. Joseph's (bearing school crest and signature of Principal) by accessing the DoES Post Primary Online Database (PPOD) and presented to students early in the school year following completion of the Junior Cycle. The certificate conforms to an N.C.C.A. national template and comprehensively reports student achievement in:

- The State examinations
- Classroom Based Assessments including those undertaken by students engaged in Level 2 Learning Programmes (designed for students with general learning needs in the low mild to high moderate range of ability).
- Other Areas of Learning: These are skills; knowledge and values which students have developed as a result of participation in co-curricular and extra-curricular activities (recommended 3-5). These are recorded by students in their school journal, validated by teachers and collated by the Junior Cycle Co-ordinator.

St. Joseph's J.C.P.A. Certificate will continue to evolve, reflecting the ongoing roll-out of the new Junior Cycle which concludes in 2020 when the area of Wellbeing will be included.

Quality Assurance of assessment and reporting procedures:

- All assessment and reporting procedures are compliant with the Data Protection Act 2018 and the school in its role as a Data Controller displays a Privacy Notice for the JCPA for parents/students on the school website.
- Senior Management / Year Heads and the AEN coordinator review all reports once completed by teachers in advance of publication.
- Assessment is a fixed topic on the agenda of all staff meetings and is supported by Senior Management. CPD for teachers in Assessment and Reporting is available through the Teaching and Learning team, collaborative practice/planning in subject depts and external CPD from JCT and PDST.
- The planning for Assessment and Reporting is an integral aspect of subject dept. planning and is addressed at all subject dept. meetings

- The internal organisation and administration of the House exams is co-ordinated and led by a Post-Holder (AP2) who reports to Senior management.
- The Junior Cycle Co-ordinator provides access to Assessment information, resources and guidelines as well as Continuous Professional Development for staff and management. They also co-ordinate an assessment calendar in relation to the CBAs and Assessment Tasks.
- Subject Learning Assessment Review meetings are facilitated by departments and an official report forwarded to the Principal.
- The School Self-Evaluation process is actively engaged to achieve improvement and the implementation of new assessment and reporting procedures.
- The post holder with the responsibility for teaching and learning and the Teaching and Learning team is actively engaged in supporting teachers in the development of strategies and CPD to support effective assessment and reporting
- The School Inspectorate undertakes regular inspections and reports are made available on our school website.

Monitoring, Reviewing and Evaluating

The Board of Management and senior school management will ensure that this policy is under regular review and evaluation.

Approval

This policy has been approved by the Board of Management of St. Joseph's Secondary School.

Signed: _____   Date: _____

      Chairperson, Board of Management

Appendix 1: Grade structures for 'House' and 'Mock' exams.

Junior Cycle Grades:

Grade	Range (%)
Distinction	90-100
Higher Merit	75-90
Merit	55-75
Achieved	40-55
Partially Achieved	20-40
Not Graded	0-20

Senior Cycle Grades: Established Leaving Cert

Level	Higher	Ord	Range (%)
	H1	O1	90-100
	H2	O2	80-89
	H3	O3	70-79
	H4	O4	60-69
	H5	O5	50-59
	H6	O6	40-49
	H7	O7	30-39
	H8	O8	0-29

Leaving Cert Applied: students receive a % mark.

Appendix 2: Classroom Based Descriptors for use with Junior Cycle C.B.As

Exceptional describes a piece of work that reflects all of the Features of Quality for the Classroom Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom Based Assessment very well. The student shows a clear understanding of how to complete each area of the activity and the work is praised for its consistency. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls someway short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement.

Appendix 3: Common supports/accommodations for students with Additional Educational Needs:

- Use of a word processor
- Use of a bilingual dictionary (EAL students)
- Use of low vision aids/magnifiers
- Access to a shared special centre
- Access to a reader
- Access to a scribe
- Access to a Spelling & Grammar Waiver

Appendix 4: Student conduct during exams

- Students shall not use or attempt to use any book, copy, electronic device or otherwise to answer questions on the exam paper.
- Students are not permitted to aid or attempt to aid another student.
- Students are not permitted to communicate with other students in any way, verbal or non-verbal.
- Students must obey all instructions given by supervising teachers.
- Students must come to the exam properly prepared in terms of pens, pencils, rulers, calculators and rubber erasers.
- Students must raise their hand to seek assistance from supervising teachers.

Any breach of the above rules may result in the student's exam being cancelled and the Code of Behaviour applied by the Year Head.

Appendix 5: AFL/Student self-assessment

Traffic Lights
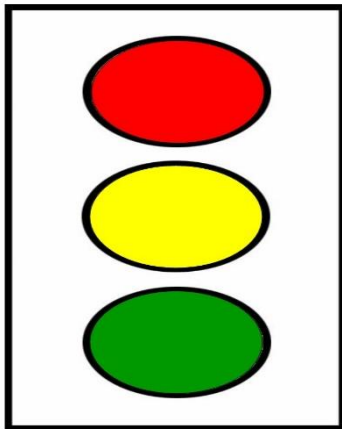
I don't get it!
I need some
help
understanding.

I think I
understand
but I need a
little support.

I understand
and can try
this on my
own.

Exit Pass

EXIT SLIP: 3, 2, 1   Name:

3 ⟫⟫ Name **three** things you learned in art today:

2 ⟫⟫ List **two** things you want to learn more about:

1 ⟫⟫ Ask **one** question about today's lesson:

Student Self-Evaluation Record of Learning:

- This exercise will help you to improve your learning
- Please complete the exercise and return it to your teacher.
- Use the learning intentions provided at the start of the lesson to self-evaluate your progress.

Subject :_____ Topic/Ch: _____Date:_____

I Understand

4 I Got It!
I understand everything.

3 I Mostly Get It.
I understand most of it, but not all of it.

2 I Sort of Get It.
I am still a little confused.

1 I Don't Get It.
I don't understand at all and I am very confused.

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Select the number which best describes your progress with the learning intentions for this lesson/topic:

My understanding of this topic is:
Number : _____

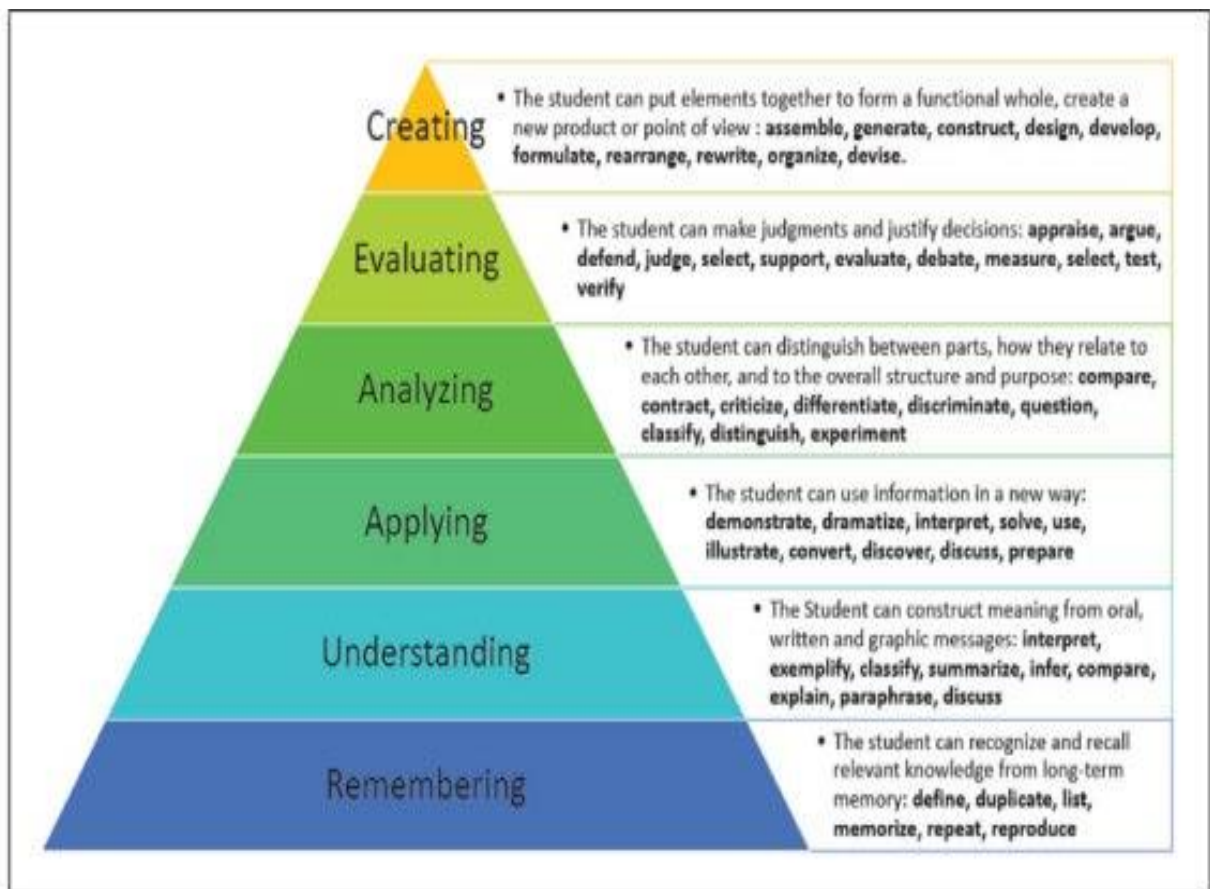**Which learning intentions did you find difficult?**

Number	Learning Intention

Which assigned questions do you need help with?

Question	What I found hard/need help with.

Any other comments/suggestions:

Teacher Feedback:

Appendix 6: Blooms Taxonomy

Appendix 7: Useful websites

- NCCA.ie
- Curriculumonline.ie
- JCT.ie
- PDST.ie

Appendix 8: Covid 19

Guidance on Continuity of Schooling For primary and post-primary schools: DoES Guidelines

Management and staff have fully adopted and implemented DoES guidelines.

Key extracts relating to Assessment & Reporting:

The role of schools in engaging with students Schools should maintain a sense of normality for students to ensure that they continue to progress in their learning, despite being outside the classroom. Daily routine for students, supported by schools using new ways of working with them, is particularly important. While this may pose a real challenge for teachers, principals, parents, guardians and students, it is critical to ensure that the momentum of learning is not lost.

 In particular, it is important that every effort is made to ensure:
• Regular engagement of students in lessons, tasks and learning experiences across the range of curriculum areas or subjects
• Provision of specific and regular supports for students with special educational needs • Provision of specific and customised supports for students at risk of educational disadvantage
• Provision of regular assignments to students that are purposeful, manageable and can be carried out independently
• Provision of regular, practical, supportive and customised feedback to students on the work submitted
• Adoption of a whole school approach to engagement with students to ensure consistency of approach so as not to overburden students or their parents and guardians Engagement by students in learning opportunities and tasks will bring a sense of routine in their daily activities and contribute to their wellbeing at this difficult time while aiming for them to make progress in their learning. All schools and teachers, including teachers of students with special educational needs, should therefore be regularly communicating and engaging with students to ensure that there is continuity in their learning. Where possible, primary teachers should make every effort to engage with their students on a daily basis and post-primary teachers should do so on the days that they are normally timetabled for lessons with their students. In engaging with students, there should be a balance between the assignment of independent work, whether written or practical, online learning and other tasks in accordance with the learning needs of students and the resources available. Here are some options for engaging with students currently used by schools:
 • Engaging with parents and guardians and students by phone and email or by any means that the school sees as appropriate
• Assignment of independent work using email, school websites, online tools such as Padlet, Flipgrid, TED-Ed, apps such as Seesaw, Aladdin Connect and the school app Guidance on Continuity of Schooling – for primary and post-primary schools —— 4
• Devising specific tasks based on televised learning opportunities such as the RTÉ Home School Hub, Cúla 4 on TG4 and various documentaries on television players such as RTÉ player
• Hosting school assemblies on local community radio and other meeting platforms
 • Virtual lessons where students can attend remotely, using platforms such as Microsoft Teams, Webex and Google Classroom.

Special education teachers may send packages of supports to parents and guardians and engage with their students through e-mail, online video communication apps such as Skype and Seesaw and also through virtual learning environments.

Practical advice on using technology to support children's learning:
The Professional Development Service for Teachers (PDST) has created a short one hour course aimed at helping teachers to teach and support learning online. It covers how to get started, finding online resources, communicating with students and creating digital resources. This is available at the following link: • Teaching online for primary and post-primary teachers during school closures Further online and distance learning supports are available at the links below: • PDST – Online learning during school closures • PDST – Distance Learning Scoilnet also provides access to a wide variety of resources and information developed by various services including: the PDST, Junior Cycle for Teachers (JCT), the National Educational Psychological Service (NEPS), the National Council for Special Education Guidance on Continuity of Schooling – for primary and post-primary schools —— 5 (NCSE), the National Centre for Guidance in Education (NCGE) and An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta (COGG) which offers a selection of resources to support Irish language learning. These resources can all be accessed at https://www.scoilnet.ie/support/ When selecting resources, teachers are urged to use their professional expertise to decide upon appropriate online resources that match the intended learning and the context of the students. To protect against overburdening parents, guardians and students, teachers should exercise caution in the assignment and recommendation of long lists of online links. Teachers should also be selective in their use of tools and environments in order to make best use of their time in engaging with their students. It should be noted that the DES does not endorse any particular external tools or resources.

Teachers and school leaders working together :Collegiality and collaboration among school leaders and staff will be critical in the days and weeks ahead as they arrive at agreed solutions to the challenges faced by the whole school community. This is particularly important to ensure the collective wellbeing and support for the additional efforts needed to sustain the implementation of appropriate programmes of learning for all students, especially the most vulnerable and those preparing for state examinations. School leaders will maintain oversight of teachers' work in facilitating continuity of provision for all students throughout the period of the new arrangements. There should be regular meetings with teaching staff and communications between teachers to maintain staff relations, support each other and to plan and co-ordinate students' learning. Regular meetings will help to ensure consistency in terms of the school and teachers having reasonable expectations of students and their parents and guardians.

Here are some options for staff collaboration currently used by schools:
• Regular phone calls between staff members, emails, text messages and social media communication tools
• Staff meetings using online meeting facilities such as Microsoft Teams, Google Hangouts and Webex or through phone conferencing
 • Different groups of teachers in the school such as those teaching particular class levels, student support teams, leadership and management teams, special education teams and members of subject departments working together to plan work and share practice
• Teachers and school leaders collaborating and communicating with personnel outside of their own immediate school community to provide support and advice, and to share good practice with one another.
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Keeping in touch with students – the importance of providing feedback and advice Teacher feedback to students is very important to ensure continuity and progression in learning, to affirm students' work and to ensure that students stay motivated and focused while working at home. In this regard, teachers should ensure that:

• They respond regularly to students with helpful feedback on the work that the students submit to them

• They are flexible and agree timelines for return of work with parents and students • Their feedback is relevant and easily understood

• Their feedback informs the next stage of learning

• Their feedback is manageable for both teachers and students

• Their feedback is specific – there should not be an over-reliance on self-correcting tools or generic feedback. Here are some options for giving feedback to students currently used by schools:

• Correction of students' work that has been created on word documents and pictures of work submitted via e-mail or other communication tools such as Seesaw

• Use of automated programmes or self-correcting tools such as TED-Ed, Kahoot and IXL which should complement and support direct teacher feedback on students' work

• Use of Microsoft Teams, Flipgrid or other tools to record video and audio feedback by the teacher which addresses strengths and areas for improvement, along with guidance to support this improvement.

• Use of online learning platforms that have video conferencing functions such as Google Classrooms and Microsoft Teams for sharing of completed tasks for feedback from teachers and peers

Keeping in touch with parents and guardians This is a particularly challenging time for parents and guardians. Many will be worried for older or vulnerable family members and concerned about the fact that their children are missing so much school. It is good for schools to:

• Be judicious about the amount of work sent home for students – too much can be as much a problem as too little

• Encourage parents and guardians to engage in non-formal learning activities where appropriate to the child such as reading with and to children and taking part in daily exercise

• Establish good channels of communication with parents and guardians and support them through agreed activities so as to avoid placing an excessive burden on them

• Advise parents and guardians of the online engagement scheduled between teachers and students and of the importance of supervising the use of online platforms by their children

• Work with parents and guardians to agree solutions in the face of challenges such as access to the necessary software or digital devices and adequate broadband. Here are some options for communicating with parents and guardians currently used by schools:

- Regular updating of the school website
- Sending messages by text, email or any means that the school sees as appropriate
- Asking parents and guardians to download various online applications such as Class DoJo, Aladdin Connect, Studyladder or the school app to enable ease of communication between school and home
- Making phone or e-mail contact with parents and guardians just to check that students are engaged and to answer queries.