St. Columba's College Stranorlar

Assessment Policy

March 2024

St. Columba's College Assessment Policy

Our Mission Statement

St. Columba's College, Stranorlar is a Catholic Voluntary Secondary School under the Trusteeship of CEIST and is committed to 'the pursuit of excellence in a caring environment'.

Philosophy of Education

Inspired by the vision of Catherine McAuley, St. Columba's College is committed to the holistic development and to the achievement of the full potential of each student, particularly those who are disadvantaged or marginalised. It is a process informed by the teachings of Jesus Christ and is conducted in an atmosphere guided by the core values of CEIST.

Promoting Spiritual and Human Development: We believe a knowledge of, and a personal relationship with Jesus Christ give meaning and purpose to our lives.

Achieving Quality in Teaching and Learning: We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person: We respect the unique and intrinsic value of every person.

Creating Community: Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible: We seek to act justly and responsibly in all our relationships.

Rationale for Policy

Assessment in St Columba's College is an integral part of the teaching and learning process as it provides valuable information to the student, teacher and parent. Through effective assessment, students gain a clearer insight into what they have achieved and where they can improve. St Columba's College acknowledges that all forms of assessment should have a positive impact on students' attitudes, motivation and self-esteem and that students have an opportunity to respond to guidance they have received.

Teachers use assessment to set tasks which are well matched to the abilities of their students. Students are involved in the process of assessment by taking responsibility for their own learning, developing their own ability to be self-critical and setting targets for their subsequent work.

Each student is assessed as part of an ongoing process based upon their homework, tests, assignments, projects and other forms of school work. A record of these results is kept by the teacher.

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

- The Education Act (1998),

- The Education for Persons with Special Educational Needs Act (2004),
- The Framework for Junior Cycle (Department of Education and Skills [DES], 2015),
- Looking at Our Schools (DES, 2022),
- School Self-Evaluation Guidelines (DES, 2016),
- Circular 17/2018 (DES): Arrangements for the Implementation of the Framework for Junior Cycle,
- Subject Specifications / Syllabi,
- Reporting Guidelines, NCCA (March 2018).
- Ongoing Reporting for Effective Teaching and Learning (NCCA, 2018),
- The Data Protection Act, 1988, Data Protection (Amendment) Act, 2003, and The General Data Protection Regulation, 2018. The Education Act, 1998, requires that schools regularly evaluate and periodically report on students' learning. Assessment and Reporting are key features of this process.

Assessment – Definition

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

Assessment Methods: This is a term that encompasses the various strategies and techniques that can be used to collect information from students about their progress towards attaining the knowledge, skills and attitudes to be learned. The assessment method chosen should allow for the generation of evidence and provision of timely feedback in order to make

Objectives of Assessment

1. To use formative assessment in the planning and practice of teachers in the classroom
2. To use summative and formative assessment to provide information to students, parents and teachers of what progress has been made in the learning process
3. To provide consistency in procedures for setting, marking and supplying feedback to students
4. To inform the teachers how students learn best
5. To inform the students of how best to learn and set individual goals
6. To encourage students to take responsibility for their learning.
7. To help students reflect on their learning and to set and achieve realistic improvement targets.
8. To pursue academic excellence while providing for the human and spiritual development of the child.
9. To ensure the learning process is an interesting and enjoyable as possible
10. To encourage parents to take an active role in, and a shared responsibility for, their child's learning and education.
11. To help parents to understand and support the progress their child is making and to monitor their child's progress throughout their time in school.

12. To support the processes of School Improvement and School Self-Evaluation and to comply with all requirements of Legislation, the Department of Education Inspectorate, Circulars, the Curriculum and other relevant documentation as arises from time to time.

Forms of Assessment in St Columba's College

- *Assessment of Learning* (AoL) which is summative in nature and shows us student attainment and progress at a given time. It certifies learning and measures students' overall achievement/proficiency. It determines whether learning goals and outcomes have been achieved. (e.g. Christmas Assessments, Summer Assessments, Subject Assessments (in-class), Midterm assessments for Junior and Leaving Certificate students, State Examinations, CAT 4 Tests, Entrance Tests etc). The purpose of summative assessment is to evaluate student learning at the end of a teaching unit by comparing it against some standard or benchmark (*see www.ncca.ie*).

Examples of AoL: Christmas Assessments, Summer Assessments, Subject Assessments (in-class), Midterm assessments for Junior and Leaving Certificate students, State Examinations, CAT 4 Tests, Entrance Tests, Classroom Based Assessments, Assessment Tasks etc.

Assessment for Learning (AfL)which is formative in nature and is an ongoing process that monitors student learning in order to help teachers improve their teaching and students to improve their learning. It continuously informs instruction and helps students manage their own learning. The assessment information is used to determine the next teaching steps and learning steps to continuously improve the teaching-learning process. Formative assessments helps students identify their strengths and weaknesses and target areas that need more attention and work by the student (e.g. students answering in class, helpful feedback given by teachers on students' written work, suggesting the next steps they need to take to improve).

Examples of AfL:

- concept maps/mindmaps
- progress/monitoring reports
- checklists/surveys
- interviews
- observations
- quizzes
- worksheets
- performance tasks
- writing essays, drafting essays and re-drafting essays
- observations
- questioning strategies
- Using document-based questions and mini projects
- graphic organizers
- self-assessments/ peer assessment
- collaborative activities
- portfolios (collection of student work)
- Setting out clear aims and objectives for each lesson
- Asking a question which will be answered in the course of the class

- Sharing the learning intention and development of the class
- Revision of the previous day's work, carried out by means of questions, discussion, use of resources or by mini-tests
- Giving homework and the ways in which we correct homework
- Students and teachers correcting homework orally
- Comment only feedback
- Answering questions from past exam papers
- Student self-assessment which allows them to assess how they understand the material from the previous class and what areas they need to work on
- Peer assessment
- Giving written and verbal feedback to students with guidance for improvement

Differentiated learning is promoted by using a mixture of lower order and higher order questions directed towards individuals and towards the whole class. Teachers can direct the level of the question to each individual to match that student's ability. This helps to develop a student's confidence.

Teachers will generally use both types of assessment in the course of teaching and learning. Assessment at Junior Cycle places the student at the centre of the learning process allowing for new ways of learning and a broader range of skills to be assessed (*see www.ncca.ie).* Assessment at Senior Cycle aims to help students experience success in the Leaving Certificate / Leaving Certificate Vocational Programme/ Leaving Certificate Applied programme and fosters independent learning and critical thinking skills, in line with the Key Skills for Senior Cycle.

Examinations in St Columba's College
- Summative assessments take place twice during the year for 1st, 2nd and 5th Year students. Christmas assessments currently take place in November/ early December and summer assessments in the last week of the school term. Results consisting of a percentage mark and teacher comment are issued via VsWare prior to the Christmas break and in the second week of June.
- Summative assessments for 3rd and 6th years take place prior to October midterm break. Results consisting of a percentage mark and teacher comment are issued via VsWare after midterm break.
- Mock examinations take place for 3rd and 6th years prior to February midterm break. Results consisting of a percentage mark and teacher comment are issued via VsWare after midterm break

Summative Assessment and report schedule

1st Year	- Access on VSware for parents. - Christmas Assessments and full report - November/December. - Parent-Teacher Meeting - March - Summer Assessments and full report - May
2nd Year	- Access on VSware for parents. - Christmas Assessments and full report - November/December. - Summer Assessments and full report – May. - Parent –Teacher Meeting – February - Classroom-Based Assessments – November to May, dependent on subject (as per calendar / schedule supplied by NCCA) - CBA1 (on JCPA)
3rd Year	- Access on VSware for parents. - Midterm Assessments and full report in October/November - Classroom-Based Assessments as per calendar / schedule supplied by NCCA. - Parent-Teacher Meeting – November Assessment Tasks in the relevant Junior Cycle subjects will take place following the completion of CBA 2 - CBA2 (on JCPA) - Mock Exams and full report– February and March - Practical Exams for State Examinations Commission – March to April. - Junior Cycle State Examinations – June
4th Year/ TY	- Access on VSware for parents. - Christmas and Summer assessments (in-class subject dependant) - Portfolio submission at Christmas and Summer - Parent-Teacher Meeting – January - Full Reports with Assessment Marks – December and May.
5th Year	- Access on VSware for parents. - Christmas Assessments – December

	• Parent-Teacher Meeting – January. • Project work ongoing (subject specific) • Summer Assessments and full report – May
LCA 1	• Key Assignments in various subjects • Tasks in Vocational Preparation, Vocational Educational, Personal Achievement, General Education and Hotel and Catering (depending on the year in question) • Personal Reflection Task • Credits for Attendance • Subject specific assessments both theoretical and practical • Interviews for task interviews
6th Year	• Access on VSware for parents. • Midterm Assessments and full report in October/November • Mock Exams and full report – February and March • Project work ongoing (subject specific) • Practical Exams for State Examinations Commission – March to April. • Leaving Certificate State Examinations – June
LCA 2	• Key Assignments in various subjects • Tasks in Vocational Preparation, Vocational Educational, Personal Achievement, General Education and Hotel and Catering (depending on the year in question) • Personal Reflection Task • Credits for Attendance • Subject specific assessments both theoretical and practical • Interviews for task interviews • Oral assessments (practice) • Practical assessments (practice)

Reporting on assessment

Types of Reporting

Reporting on student progress takes a variety of forms in St Columba's College

- Informal oral and written feedback
- Student Journal
- Optional mid-term reports for non-exam years (see appendix)
- Parent Teacher meetings
- Christmas and Summer subject assessments in exam-based subjects reported on VSware and available to view by parents
- Discussions with class teacher/Year Head/AEN coordinator / AEN Team / Student Support Team
- Student portfolios, learning logs and reflections
- Communication and engagement with parents via phone, text message, VSware, post, our social media accounts and school website
- Students' learning progress and achievement in subjects
- The Junior Cycle Profile of Achievement, including 'Other Areas of Learning'
- The Junior and Leaving Certificate Results.

The role of teachers in the assessment process in St Columba's College
- Assessment is used to inform teachers how students learn best in terms of:
  - determining what the students know and understand
  - ascertaining the skills that students have acquired
  - diagnosing learning problems and student needs
  - monitoring standards of achievement
  - planning how the subject material is taught
  - checking teaching objectives against learning outcomes
  - providing clear feedback to students on how they can improve their level of achievement
  - motivating teachers and learners through success in achievement
- Each teacher keeps a record of homework, test and examination results
- Success criteria for assignments are shared with students
- Each teacher reviews the achievement of students in their classes regularly and takes appropriate follow up action including modifying their planning and presentation
- CAT scores and NGRT Reading age scores for individual students can be accessed through VsWare and should help to inform planning and assessment.
- Common examinations in each subject department are set at all levels and in all years and each department works to ensure that students share the same experience in terms of assessment of performance, progression and attainment at the end of a chapter or unit of work. Opportunities to develop oracy skills can be provided in 1st Year, giving students the necessary tools and practice for their oral Classroom Based Assessment in 2nd Year.
- Teachers work together to ensure consistency in assessment, recording and reporting procedures. Guidelines for assessment are included in each subject department plan

- Teachers write an individual comment for each student on student reports on VsWare. These reports are issued at the end of the second term in December and at the end of the last term in June for 1st, 2nd and 5th Year students. A progress report for 3rd and 6th Year students is issued before Christmas and a report containing the percentage mark attained in the mock exams as well as a teacher comment is issued after the mocks. Mid-term reports are also available for issue to parents before the October break and before the Easter break to inform parents of any concerns a teacher may have about a student's level of work or to acknowledge a student's consistent good level of work.
- Serious underachievement, persistent failure or continuous presentation of sub-standard work, taking the student's abilities into consideration, is brought to the attention of the Year team and the parents. Appropriate action is then taken by the various interested parties

General Data Protection Regulation in retaining assessments
- Results, records and grades are kept as per the St Columba's College Data Protection & Record Keeping Policy. This includes the recording of CBAs, RACE applications and all other assessment material and reporting.

The role of parents in the assessment process in St Columba's College
The school expects and welcomes parental support for the policies of St Columba's College. In order to work collaboratively with parents, the college facilitates a number of meetings during the year to provide information on courses and programmes:
- There is an open day before enrolment in St Columba's College for prospective students and an open evening for parents and students to attend the college
- An information evening for parents of 1st Years, 2nd Year, 3rd Year, Transition Year, 5th Year and 6th Year is held in September. An information evening for Careers Information for 6th Year students and parents will be held in September also.
- An information evening is organised for parents of 2nd and 3rd Years regarding the new Junior Cycle including CBAs
- There is a meeting held for parents of 3rd and Transition Year students in the last term to inform them about the Senior Cycle programme
- In 6th Year, an information evening on careers is held in the First Term and support is provided to parents on the SUSI application process for Third Level in April/ May of 6th year

The purpose of these meetings is to encourage parents to:
- participate in the learning of their children
- expect their children to achieve full attendance in school and recognise its value in terms of attainment and well-being
- provide a home environment conducive to study
- support student adherence to deadlines set for work
- help motivate their children

In order to have an active role in the review of their child's performance, parent/teacher evenings are facilitated. These meetings are held face to face where possible and provide an opportunity to:
- discuss student progress
- raise any issues that may need attention

- allow more parent/teacher engagement for the benefit of the student

Parents can access their children's reports and level of attendance on VsWare. Parents are shown how to use VsWare at parents' evenings, a step by step guide to using the system is available on the school website and the school can be contacted by phone or email should further assistance be required.

The role of students in the assessment process in St Columba's College
- Have a clear understanding of the skills and knowledge being assessed
- Are involved in self-assessment and are encouraged to set personal goals
- Receive clear feedback regarding a grade awarded
- Are able to see their graded assignments
- Have access to criteria being used in the assessment
- Are encouraged to recognise the value of all forms of assessment
- Are responsible for keeping up to date with ongoing assessment and for submitting work in a timely manner.
- Will be given advance warning of any assessment for which preparation is necessary

Effective Use of Assessment
- Teachers may use the findings provided by the various forms of assessment to plan or modify their lessons and teaching methodologies
- Year teams use assessment results when reviewing the progress made by each student
- Overall results are discussed at subject department meetings and State Examination results are compared to the national average to identify strengths and weaknesses
- CAT scores are accessible through VsWare after students complete these tests in 1st Year and again in 2nd Year. These tests provide valuable information about student ability and can inform planning
- RACE (Reasonable Accommodation in State Examinations) applications are granted following assessment of a student's literacy and numeracy skills. These accommodations include spelling/ grammar waivers and access to a scribe and/or reader.
- Academic tracking seeks to ensure each student is on the best learning path for their particular needs and this tracking will become a focus of the college in line with the TL21 programme in the coming years.

Assessment on Entry to St Columba's College

Cognitive Ability Tests (CATs) are held prior to enrolment to assess pupils' abilities. New Group Reading Tests (NGRTs) are administered to students in September of 1st Year and again before Christmas in 2nd Year to assess reading ability and progress over the first two years. Results of these tests are available to teachers to help inform lesson planning and assessment. NGRTs also assist the college in the RACE application process.

The Transfer Programme is provided to 1st Year students, usually in the week before the first term starts, to allow students to become familiar with the school grounds and buildings before the first term begins and to help integrate students in their year group. A similar programme has also been rolled out for 5th Year students coming from Transition Year and 3rd Year to help students to settle into their year group and form new friendships. An induction day is provided to all year groups at the start of the first term.

Assessment in Junior Cycle and Senior Cycle

Key Skills

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

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

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

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

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

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

Reporting Using Descriptors Junior Cycle

At Junior Cycle Reporting on the JCPA includes descriptors as follows:

Classroom-Based Assessment descriptors of achievement

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

▪ Exceptional

▪ Above expectations

▪ In line with expectations

▪ Yet to meet expectations.

Subject teachers develop their understanding of these standards and expectations associated with these descriptors by engaging in professional dialogue at Subject Learning and Assessment Review (SLAR) meetings. Here they reflect together on the quality of their own students' work and discuss exemplars of work across a range of descriptors. This discussion is informed by the curriculum specification, assessment guidelines, Oide cluster days, correcting State Exams and Coursework, engaging in CPD and other support material including annotated examples of students' work.

Descriptors in school assessments and Junior Cycle Examinations:

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

Reporting Descriptors for Transition Year and Leaving Certificate School Reports

Mid-term, Christmas, Summer and Mock Exam Reports will contain an assessment mark, the appropriate descriptor (e.g. H1, O1 etc.) and an individual comment from the Subject Teacher.
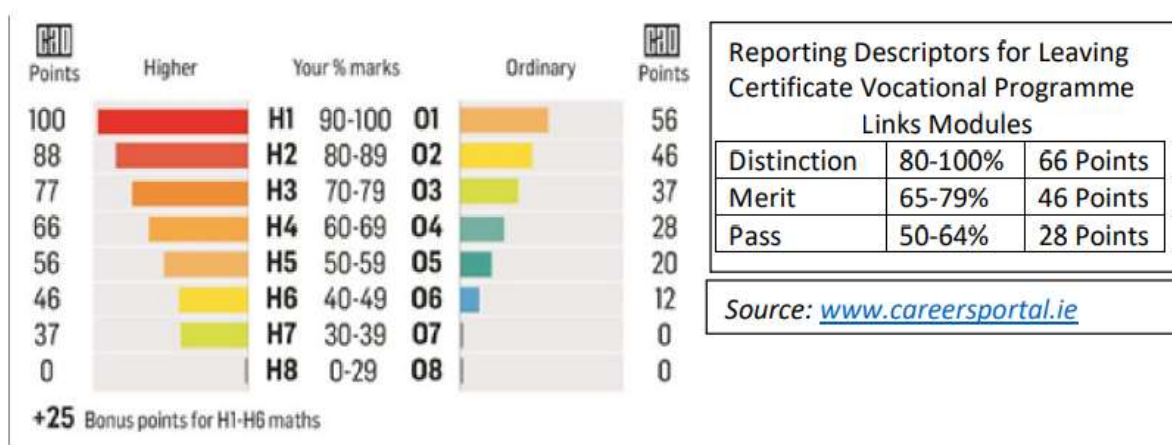
Assessment in Transition Year

Continuous assessment is implemented in Transition Year with students producing a portfolio of work containing their best two pieces of work in each subject. A report is issued to parents in November and again in May with a percentage mark for attainment and a teacher comment.

There are two portfolio assessment periods during the year. The first takes place before their first block of work experience in the second term usually and the second before their second block of work experience in May. Students are required to submit a collection of work from each respective term for all subjects. Assessment of the portfolio in May is by interview and gives students an opportunity to show and discuss their best examples of work from the year.

In May, TY students are presented with Transition Year certificates which recognise the successful completion of the year. Awards are given to students who have excelled in all aspects of the Transition Year Programme.

Examples of TY assessment

- Portfolios / e-Portfolios of classwork.
- Student Self-reflection.
- Student Peer-Reflection.
- Individual / Group projects.
- Oral Presentations / Discussions.
- Work Experience Reports.
- Summer Assessments in Irish, English, Maths, Geography, History, MFL.
- End-of-year Reflective Interview.
- External certifications (e.g. GAISCE / Fáinne)

Assessment Practices to Include Students with Additional Needs

- At St Columba's College we endeavour to make our assessment practices as inclusive as possible, within the resources available to us. Teachers actively use differentiated learning and assessment strategies with students in order to help all students to experience success and challenge, and to guide the learning process.
- The Principal / Special Educational Needs Coordinator applies to the National Council for Special Education (NCSE) for assistance for particular students whose assessment reports indicate that additional supports are essential (e.g. application for SNA support and Assistive Technology support, where deemed appropriate in relevant professional reports from Educational Psychologists and/or others meeting the criteria of the NCSE).
- Teachers will employ a range of differentiated learning and assessment strategies, individual/small group Student Support tuition, co-teaching, visual aids, spelling and grammar waivers, increased time and bi-lingual dictionaries amongst others.
- Where possible, and subject to available resources, we endeavour to provide reasonable accommodations for students who have a specific physical or learning difficulty and who may be eligible for reasonable accommodations in the State Examinations. A reasonable accommodation may be, for example, a waiver from assessment of spellings, grammar and punctuation in language subjects, the use of assistive technology (eg. keyboard / laptop / iPad) / support provided by a Special Needs Assistant, and is subject to available resources. This is done to remove, as far as practicable, the impact of the student's disability on their performance in assessments.

- Usually, key summative/formal assessments may be supported in this way (e.g. Summer Assessments / Mock Exams) but is subject to resources. Accommodations will be in line with the arrangements the school has put in place to support the student's learning throughout the year.
- The SEN Co-Ordinator will apply to the State Examinations Commission for the appropriate Reasonable Accommodations in State Exams based on the students' educational assessments, professional reports.
- Students in Third Year and Sixth Year are prioritised so that relevant applications can be submitted before the deadlines. Where a student has been granted a Reasonable Accommodation for Junior Cycle, a member of the AEN Team will conduct further assessments in Senior Cycle in order to make application for a re-activation of the Junior Cycle Reasonable Accommodation, where appropriate. Students may be withdrawn for individual assessments, and samples of their writing may be gleaned from their House Exams and during individual or group withdrawal sessions for this purpose.
- The AEN Coordinator will keep accurate testing data results on file as well as professional reports for relevant students, and make them available for inspection purposes, or to seek advice from NEPS, should they be required. Copies of all RACE applications will be kept on file in case of query. Decisions of the DES in relation to RACE applications will be communicated to relevant parents in a timely manner once they are received by the school, and a copy kept on file by the AEN Coordinator.

Assessment and procedures in State Examinations

- The Junior Cycle and Leaving Certificate State Examinations are conducted by the State Examinations Commission (SEC) nationally for students in Third Year and Sixth Year each June. For Third Year students these results will be included on students' Junior Cycle Profile of Achievement in the autumn of Fourth Year or Fifth Year. The marks obtained helps inform students' subject choices for Senior Cycle. For students in Sixth Year the results help lead to Third Level education and various career path opportunities.
- Strict Exam Centre rules are issued by the SEC and apply throughout the duration of the exams. Students in St Columba's College must be in full school uniform and adhere to the normal school rules and policies throughout the examination period. (see appendix)
- For students who have been granted Reasonable Accommodations in the State Examinations, appropriate arrangements will be put in place for the proper conduct of students' exams in order that the assessment procedures are applied in a fair manner so as not to disadvantage any student (e.g. access to a reader / scribe / individual or shared exam centre, access to assistive technology e.g. laptop etc.).

The importance of honesty and integrity of assessment including State Examinations and coursework

- All students are expected to perform to the best of their ability in the State Examinations and related coursework. All coursework will be authenticated and validated under the close supervision of the class teacher.
- All coursework, including projects, continuous assessments and CBAs presented for assessment **must** be the student's own original work.

- While the integration of Artificial Intelligence (AI) can be useful for research, generation of ideas and formulation of success criteria, all work presented for assessment **must be the student's own original work**. We place emphasis on the students own original work being presented for assessment. If AI has been used, it must be referenced by the student in their work. Student's work including drafts and re-drafts will be closely monitored by the class teacher to ensure all work Is validated and original.
- It is essential that CBA deadlines are strictly adhered to when submitting work. Exceptions for deadlines will only be made for students with a medical certificate. If a student misses the CBA deadline, this will result in a '*Not Reported'* descriptor being given to the student. It is the student's responsibility to meet deadlines and to work on CBAs under the supervision of their class teacher.

Assessment and procedures for Mock Examination

Students are required to sit the Mock Examinations as part of the academic programme in the school. Students must pay the required fee before they sit the Mock Examinations. On receipt of payment from the student, teachers have the option to send papers away to be corrected by the relevant Mock Examination company. If no payment is received, the mock paper cannot be sent away to be corrected

Please note the following in relation to the Mock Examinations, also outlined in letter to Parents regarding Mock Examinations (see school website for copy of letter)

- Students are required to be at school no later than 9.05am each morning.

- 6th Year students may have an extended lunch break from 12.25pm to 1.25pm on certain days to facilitate longer exams

- Students are required to return to their exams centres in the afternoon at 1.25pm.

- Mobile phones, Smart watches and other such electronic devices will be collected in the examination centres prior to the commencement of the exams as per the state examinations in June. Students who are found to be accessing their phones/smart watches during exams may have their exam paper cancelled.

- In the interests of health and safety and the smooth running of the school, students must be present for the full day on each day on which they have an examination.

- A note from parents to the Deputy Principals is required in advance for permission to leave school to attend the doctor, dentist, or other appointments. The student will be expected to return to school as soon as possible after an appointment. Notes received after a student has left school without permission will not be accepted. Students leaving school without advance permission will be deemed to be mitching and will be subject to sanction. (See Code of Behaviour).

- The cost per paper for the Leaving Certificate is €11 (please note there are 2 papers in some subjects).

• In order to expedite the return of the corrected scripts and the issue of the results, students must give the relevant fee to their subject teacher before the mock examinations on 27th January for LC students.

• Teachers will record monies paid to them.

• Where a fee for the mock paper/correction for a subject is not received, the script will not be sent away for correction.

Annual Analysis of State Examination Results

- Once the SEC issue results for the Junior Cycle and Leaving Certificate examinations, the results are made available to the teaching staff, copies of which can be signed out of Ms Ann Marie Lynch's office.
- The Deputy Principal will compile and disseminate pertinent data relating to national averages, subject uptake and attainment alongside the JC/LC Subject Department Analysis pack.(see appendix)
- Each Subject Department should use Professional Time / Croke Park Hours to meet, as soon as is practicable, to discuss the analysed results and trends in their subject(s). Teachers in each Subject Department will compare their Junior Cycle and Leaving Certificate results to the national average and compare trends in their subject results over recent years. The differential in the results are reported in the minutes of Subject Department folder. Subject Department reflections and strategies for improvements are discussed and noted. As is best practice, teachers are asked to collaborate and reflect on the results and set measurable targets that can help lead to incremental improvements, where possible. Aims will be formulated in the short, medium and long-term and will be further discussed and reflected upon at Subject Department Meetings and Oide course days.

Ratification of Policy

The college will monitor and evaluate the policy and all related work and procedures to ensure the maintenance of best practices.

This Assessment Policy was formally adopted by the Board of Management on 19th March 2024.

Signature: _P. JH Gowan_____   Date: <u>19/03/2024</u>

(Chairperson, St. Columba's Board of Management)

Signature: ___Jon Rowan_____   Date: <u>19/03/2024</u>

(Principal)

Date for Review: April 20

Appendices

Optional Mid-term report template

**St. Columba's College,
Stranorlar,
Co. Donegal.**

Phone (074) 9131246 Fax (074) 9132528
Email admin@stcolumbasstranorlar.ie

Mid-Term Report

Student's Name:_____Class:_____

Subject:_____

Teacher's Comment

_____
_____
_____
_____
_____
_____
_____
_____
_____

Signed:_____

House exams procedures and student rules

Procedures during House Exams

Supervision Timetable

- The timetable follows your normal timetable for 1st, 2nd and 5th years, so if you have any of these classes, you will be supervising during that time.
- Float – Check if there are any teachers who have been on for a double class supervising and go to where they are to check if they would like a break (sometimes there are 2 people on float so liaise with the other person and try to get around as many teachers as possible for a break)
- If you are supervising in a small centre or a one to one centre, check what the need of the student is – Should you be just reading the questions for the student or writing for them?
- If you are supervising after a break, please go down to the centre half way through the break to ensure the other person gets a break too.

Setting up Centres

- You will be given a list of students, a timetable, a toilet sheet and an attendance sheet. These should be stuck to the desk.
- Fill out the seating plan – students will be in their base rooms and so should sit in the seat already allocated to them. The plan should be stuck to the desk.
- A list of the student rules should be read out to the students.

During the exams

- Bags with the exam papers should be collected from the staff room before going to the exam centre – the bag will contain exam papers and some brown bags.
- Once the first exam starts, take the roll
- Check with the students which teachers they have for the subject being examined and write each teachers name with the subject and year group on a separate bag
- Only one student is allowed out to the toilet at a time
- Be vigilant during the exam
- Do not collect any papers until the exam is over
- At the end of the exam, collect all papers and return the bags to the designated room

Student Rules.

1.   All **bags** must be left at the top/bottom of the centre before the examination begins.

2.   There should be no communication or disruption during examinations.

3.   Students who wish to ask a question must raise their hands and wait for the supervisor to come to them.

4.   **All papers** must be handed up at the end of examinations.

5.   Papers **should not** be handed up before the end of the allocated time.

6.   Students do not leave a centre until the bell has rung.

7. All students must attend school during examination period as per school times 9.05am - 4.05pm.

8. Only one student is allowed out to the toilet at a time

The exams will be run in line with the rules set out by the State Examinations Commission as follows:

9. A candidate is liable to have his/her whole examination (i.e. his/her work in all subjects) cancelled if he/she:

   a) Brings into the examination centre, or has in his/her possession or under his/her control any books, notes, papers, mobile phone, electronic address, data bank, etc. including but not limited to for example: - iPods, MP3/4 Players, any products with an electronic communication/storage device or digital facility….. other than his/her examination paper or answer books.

   b) Aids or attempts to aid another candidate.

   c) Obtains or attempts to obtain aid from another candidate.

   d) Communicates or attempts to communicate in any way with another candidate within the centre, or by electronic means with a person outside the centre.

A candidate who violates the regulations may also be debarred from entering for any of the examinations.

Junior Cycle and Senior Cycle Subject Department Analysis

Exam Year	
Subject	
Subject department team	
Date	
Total number of students in the year	
Total number of male students in the year	
Total number of female students in the year	
Total number of students taking the subject	
Total number of males taking this subject	
Total number of females taking this subject	
% of students taking the subject in our school	
% of students taking the subject nationally	

Participation

Q 1. Please compare <u>participation rates</u> with the national average for ____

	Higher Level (%)	Ordinary Level (%)	Foundation Level (%)
National Average			
Our school			

<u>SAMPLE</u> PROMPT QUESTIONS

Comments Note any divergence: Class specific factors – 　　struggling vs strong 　　group, 　　mixed ability vs streaming/settin g, 　　small vs large			
What can we learn going forward? Should more students be taking higher level papers? How do we achieve this? Will that affect attainment rates? Which is more important participation or attainments rates? Should we be making <u>comparisons with</u>			
Targets What % do we expect to be doing HL, OL & FL?	**Higher Level**	**Ordinary Level**	**Foundation Level**

Attainment

Q 2. Please compare <u>attainment rates</u> with the national average for ____

Higher Level

Grade	H1	H2	H3	H4	H5	H6	H7	H8
National Average (%)								
Our school (%)								

Ordinary Level

Grade	O1	O2	O3	O4	O5	O6	O7	O8
National Average (%)								
Our school (%)								

Foundation Level

Grade	B1	B2	B3	B4	B5	B6	B7	B8
National Average (%)								
Our school (%)								

SAMPLE PROMPT QUESTIONS

Comment
Note any divergence: Class specific factors –
 struggling vs strong group, mixed ability vs streaming, small vs large group……….

What can we learn going forward?
What are we doing well?
What aspect of our teaching do we need to change/improve?
Do we need resources to do this? Division of students: Do we need to look at mixed ability vs streaming/setting?
Should we be making comparisons with other cohorts as well as the national average ?

Targets
Based on the data to hand what % of our students do we expect to achieve in each of the grade categories for Junior Certificate next year?

Action & people responsible Is information being gathered in a qualitative manner from students and how is it being used?	
Is there further CPD training required to support the work of the department?	
Are there resources that could support the delivery of the subject?	
Are there timetabling changes that would support the delivery of the subject.	