

ST. PATRICK'S CLASSICAL SCHOOL



School Assessment Policy

St. Patrick's Classical School is committed to the provision of a quality education for all its students. We acknowledge the contribution that effective assessment procedures make to the quality of teaching and learning in St. Patrick's Classical School.

Aims

St. Patrick's Classical School hopes to achieve the following by introducing this policy:

- To benefit pupil learning
- To monitor learning processes
- To generate baseline data that can be used to monitor achievement over time
- To involve parents and pupils in identifying and managing learning or difficulties
- To assist teachers' long and short term planning
- To compile records of individual pupil's progress and attainment
- To co-ordinate assessment procedures on a whole school basis
- To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual pupils/groups are being addressed

1. Definition:

The term "Assessment" refers generally to the gathering and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and learning needs.

2. Why Assess?

Assessment is part of good teaching and learning and takes place for the following reasons:

- to monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in progressing the students learning and adapt her / his teaching strategies and / or learning activities as appropriate.
- to provide the students and parents with information regarding progress.
- to establish baseline data in relation to a student's attainments in certain subjects
- to assess a student's eligibility for additional support and services and to inform consultations with the NEPS psychologist where necessary.
- to assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention.

3. Legislation:

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.

Types of Assessment

Assessment arrangements for Junior Cycle subjects

A new dual approach to assessment has been introduced that supports student learning over the three years of junior cycle. This new approach measures and reports achievement at the end of those three years. This dual approach reduces the focus on one externally assessed examination as a means of assessing students and increases the prominence given to classroom-based assessment and formative assessment. This change of emphasis arises from an acknowledgement that students learn best when teachers provide feedback that helps students to understand how their learning can be improved. All assessment for certification purposes remains external (State Examinations Commission).

From January 2018, Junior Cycle students will receive a new Junior Cycle Profile of Achievement (JCPA). The JCPA will reflect a much wider range of your child's achievements over the three years of Junior Cycle. The JCPA will report on a number of areas, including: -

1. Subjects (State Examination and Assessment Task)
2. Classroom Based Assessments
3. Short courses
4. Other Learning Experiences

Classroom-Based Assessments:

Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination. The tasks will cover a broad range of activities including oral presentations, written work of different genres, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.

There are four level descriptors of achievement for each CBA; teachers use the Features of Quality, set out in The Assessment Guidelines for each subject to decide the level of achievement in each CBA. The Features of Quality are the criteria used to assess the student work as best fitting one of the following descriptors:

EXCEPTIONAL; describes a piece of work that reflects 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.

ABOVE EXPECTATIONS; describes a piece of work that reflects all of the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete

each area of activity of the investigation, and the work is praised for its rigour. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention, 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 somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Feedback will draw attention to fundamental errors that need to be addressed.

NOT REPORTED; describes when a student has not submitted any piece of work for assessment

Once the second Classroom-Based Assessment (CBA) is completed, students in third year will complete a written Assessment Task on what they have learned and the skills and competences that they have developed in that assessment. This task, set by the National Council for Curriculum and Assessment (NCCA), is undertaken during normal class time and will be sent to the State Examinations Commission (SEC) for marking. This Assessment Task will account for 10% of the overall mark for the final examination. Specific arrangements are made for Visual Art, Music, and the Technology subjects. At the end of third year, students will sit the final SEC examination in June, which will account for 90% of the SEC grade.

Formative Assessment:

(1) Definition:

Formative assessment involves a range of strategies designed to give both students, teachers and parents' feedback about students' understanding of elements of their learning in courses.

(2) St. Patrick's Classical School has adopted the Assessment for Learning (AFL) approach to formative assessment. Its purpose is to use the whole process of assessment to help learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning. It is about 'learning to learn.' We recognise, however, that not all aspects of this approach are of benefit in all curriculum areas and the discretion of the teacher is advised to adapt the theory to suit the particular demands of the subject.

(3) In line with the demands of the syllabus in each curriculum area, teachers set regular homework and comment on the merits of work and make suggestions for improvement.

(4) Assessment work may be differentiated to suit the needs and abilities of the individual.

5. Summative Assessment:

Definition:

Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner.

- A. Sixth Years have examinations in November, Mock examinations in February and the Leaving Certificate Examinations in June.
- B. Third years will have a continuous assessment report in December, Mock examinations in February and the Junior Cert/Cycle Certificate Examinations in June. Second Years and Fifth Years have examinations in December and May. First Years will receive examinations in December (the report will have a focus on wellbeing) and examinations in May.

There are common assessment of all core subjects in December and May for second and fifth Years. A common assessment of all core subjects in May for first years. The model of Continuous Assessment from September to December was trialed with first and second year Christmas Report in December 2021.

- C. The mode of assessment may include:
Written examinations, practical's, aurals and/or oral work, CBA work.
Transition Year assessments may involve the following: External certification, portfolio, oral presentation or multimedia. Transition Year assessment operate on a credit based system.
- D. Examinations generally follow a similar format to the Junior and Leaving Certificate Examinations and a marking scheme is clearly identified.

Mock Examinations are set and corrected internally and externally.

- E. All Summative Assessments are co-ordinated by Mr. Geároid Breathnach (Special Duties post).
- F. Reports are forwarded to Parents/ Guardians of First, Second, Transition Year and Fifth Years in January and June and in December and March for Third and Sixth Year students. The report template is computerised and allows teachers to distinguish levels. A mark and grade are awarded and a comment can be generated from a menu. Alternatively, an original comment can be provided.
- G. At the beginning of Second Year, students will be divided into Higher Level and Ordinary Level Maths and Irish classes based on exam results during First Year. Subject levels for other subjects are decided during Third Year. Parents are advised of all divisions related to subject levels and may seek a meeting with the subject teacher to discuss divisions if they so wish.
- H. At Leaving Cert level, students will be divided into Higher Level and Ordinary Level classes in Irish, English, maths and French at the beginning of Fifth Year. Divisions will be based on levels taken at Junior Cert and previous results. Classes will be divided up following consultation between the subject teachers. Subject levels for other subjects are decided during Sixth Year. Parents are advised of all divisions related to subject levels and may seek a meeting with the subject teacher to discuss divisions if they so wish.

- I. It is school policy that students are tested in all subject areas regularly (e.g. weekly, monthly or at the end of a chapter/section as appropriate to individual subjects). Once corrected, the test result or test papers will be sent home to Parents/Guardians to view and/or sign and return to the teacher.

6. Psychometric Tests:

The following tests are administered to students prior to entry to First Year:

- Cat 4 Tests

When the results of the tests become available:

- Students with particular needs are identified.
- A programme is devised by the learning support/resource teacher depending on timetable and availability of learning support staff.
- IEPs (Individual Educational Plans) are drawn up by the Learning Support Team in conjunction with parents and school management.

All First Year students are given a Maths and Irish test in May of First Year to assess their ability in Maths and Irish and to inform future teaching groups and strategies. The NGRIT is administered to all second Year students. The test enables the school to identify students who may not be reaching their potential in reading. The results of this test are distributed to all teachers.

Interest Tests are administered to fifth year and TY students to ascertain their career area of interest.

This policy was adopted by the Board of Management on: Date: 26th of September 2019

Reviewed and updated by the Board of Management every three years:

The Board of Management approved and ratified the School Policy on the 08-02-2025.

Signed:



Signed:



Fr. Gerry Stuart

Chairperson of Board of Management

Mr. Harry Mc Garry

Principal/Secretary to the Board of Management

Date: the 08-02-2025.

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