



Loreto Secondary School, St Michael's

Assessment and Reporting Policy

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This Assessment and Reporting Policy was ratified by the Board of Management on _____ It will be reviewed every three years or more if necessary. Any review will continue to be guided by the schools ethos and educational philosophy

Chairperson, Board of Management

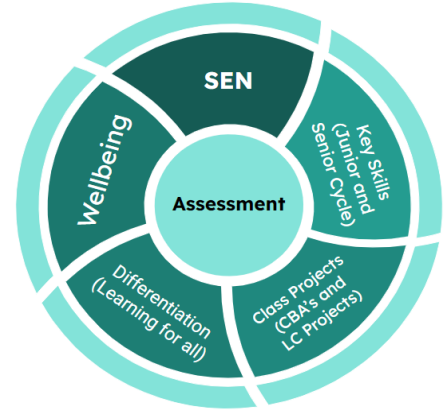
Principal

Mission Statement

Here in St Michael's we provide a happy and secure student-centred place of learning. Inclusivity, respect, kindness and encouragement are central to everything we do.

Rationale

Our school recognises the integral role assessment plays in learning and teaching and is influenced by a number of factors. For students to be active participants in their own learning they must take an active role in assessment. In conjunction with feedback, assessment supports progression in learning, and the development of independent learning skills. This embeds the important skill of lifelong learning that will allow our students to be independent thinkers that question and understand the world around them. Inline with our ethos and philosophy of learning we aim to ensure assessment practices in Loreto Secondary School, St Michaels are inclusive, responsive and relevant to the needs of all our students.



Scope

This policy extends to all year groups. It will be implemented at all levels with subject specific, support and level adaptations.

Impact of Assessment and Reporting on Wellbeing

Students' experience of assessment impacts on their wellbeing. Ongoing classroom assessment should contribute to ensuring that students have a positive sense of themselves as learners and a strong sense of their own self-efficacy and capacity to improve. The use of a wider variety of assessment methods to collect information about students' progress generates the kinds of evidence that helps teachers to give supportive and meaningful formative feedback. Such varied assessment approaches can also facilitate greater student agency and ownership of the learning and assessment process as students can exercise more choice in regard to how to demonstrate their learning.

Assessment practices that are supportive of student wellbeing

- are democratic and students have a voice in relation to assessment and reporting on a day-to-day basis
- are inclusive, and consciously addresses the specific needs of minority student groups
- engage students through the use of a variety of approaches
- include differentiated assessment activities which take into account the diverse needs and interests of individual students
- foster expectations of high achievement and provides opportunities for success for all

Roles and Responsibilities

Here in Loreto Secondary School. St Michael's we recognise the importance of a whole school approach that involves all members of the school community in order for assessment to effectively support learning and teaching.

Classroom Teacher

- The teacher selects and uses assessment practices that progress students' learning.
- Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both formative assessment and summative assessment.
- Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.
- Teachers tailor assessment strategies to meet individual learning needs.
- Teachers regularly provide students with constructive, developmental oral and written feedback.
- Teachers use feedback to work with students on clear strategies for improvement.
- Teachers maintain assessment records that are clear, useful, easy to interpret and share, and are tailored to students' individual learning needs.
- Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement.
- Within a subject department teachers collectively develop and implement consistent and dependable formative and summative assessment practices.
- Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.
- Teachers work together to interpret assessment information so that it can be used in the most optimal way to enhance learning and teaching.

Leadership and Management

- School management promotes a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment.
- The principal, the deputy principal(s) and other leaders in the school expect and encourage teachers to develop and extend their learning, teaching and assessment practices, and to share and discuss practices that have proven successful at improving students' learning.
- The principal and other leaders in the school lead a process of empowering teachers to embed digital technologies in their learning, teaching and assessment practices, and regularly evaluate the effectiveness of the use of these technologies.
- Those leading school self-evaluation engage with it as a structured process with a focus on improving learning, teaching and assessment.

- Those leading the SSE process meaningfully consult and engage with students and parents to review and improve learning, teaching and assessment practices.

Students

- Appreciate that assessment can take many forms, all are equally important in progressing your learning.
- Refer to learning intentions and use them to check your progress.
- Engage in classroom questioning, appreciate that questioning is not about getting it right but sharing understanding and moving your learning forward.
- Participate in discussions with teachers and your peers by sharing clarifying comments, providing feedback or asking probing questions.
- Apply teacher feedback to your work in order to improve it or to address difficulties you have. This helps you to take the next steps in your learning.
- With the support of your teacher review and provide constructive feedback to the work of your peers.
- Support your own and others learning when working in groups by demonstrating respect and appreciation for multiple viewpoints and abilities. See yourself as learning resources for one another.
- Routinely self-assess and check in on how you are progressing towards your learning goals
- Select learning strategies that will help you move your learning forward, adjust these when needed.

Parents / Guardians

- Appreciate that assessment can take many forms, all are equally important in progressing your daughter's learning.
- Be familiar with the assessment calendar and consult it regularly to avoid clashes with non-school events.
- Be aware of the different ways grades are described at junior and senior cycle.
- Avoid comparisons to others. Appreciate that achievement and progress is different for individual students.
- Affirm the positives and encourage your daughter to ask for help and support if needed.
- Engage in the reporting process, support your daughter in interpreting the results and feedback received.
- Attending and contributing positively to parent teacher meetings.
- Contact the classroom teacher in the first instance if you have any concern regarding your daughter's progress.

Assessment

Formative Assessment

Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all aspects of formative assessment but has a particular focus on the student having an active role in their learning. It informs students where they are at in their learning, where they want to be and how to get there.

Summative assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

When planning for the assessment of a single lesson, or a series of lessons both formative (assessment for learning) and summative (assessment of learning) practices are used that are clearly aligned to the learning outcome(s). These are selected by the individual classroom teacher to meeting the needs of the students and support them to achieve the intended learning outcome, these include but are not limited to the following:

Formative	Summative*
● Sharing and visiting of learning intentions ● Generating success criteria ● Feedback based on success criteria ● Homework ● Think , Pair, Share ● KWL ● Use of show me board (in journal) ● Use of keywords ● Traffic Light Cards (in journal) ● Brain Dump ● Graphic Organisers ● Questioning with wait time ● One sentence summary ● Exit ticket ● Peer and self assessment ● Observation and Verbal Feedback ● Reflection ● Digital ○ Google Forms / Practice sets ○ Kahoot ○ Quizlet ○ Jamboard	● Written Class Tests ● Online class test (e.g. google forms) ● Task e.g Project, infographic, piece of work. ● Practical Task ● Presentation ● Classroom Based Assessments ● Assessment Task ● House Examinations (Oral, practical and written) ● Mock Examinations (Oral, practical and written) *Summative assessments are accompanied by a marking scheme, features or quality or success criteria in order to help students better understand the expected standard and how to improve.

An Explanation of Assessment Practices

Assessment Type	What this looks like	How this contributes to student learning
Ongoing classroom formative assessment	Held during class time,	Helps students to learn how to learn. Builds skills. Exposes students to a range of learning strategies.
Ongoing Classroom summative assessments	At the end of a chapter or a series of work	Allows students to apply what they have learned. Identifies gaps in learning and teaching.
Term House Exams	Winter and Summer	To allow students to experience a setting similar to that of the state examinations.
Classroom Based Assessments	During class time in all applicable subjects throughout 2nd and 3rd year.	Assessed at common level and designed to capture the knowledge and skills that are not easily assessed in a timed pen and paper type examination.
Mock Examinations	Held in Term 2 of third and sixth year.	To allow students to experience an exact setting in terms of timing and content to that of the state examinations.

Assessment Schedule

1st Year	2nd Year	3rd Year
• Ongoing classroom formative assessment • Ongoing classroom summative assessment • Two house exams (Winter and Summer)	• Ongoing classroom formative assessment • Ongoing classroom summative assessment. • Classroom based assessments • One house exam in each Junior Cycle examination subject¹ held in winter or summer depending on the CBA schedule.	• Ongoing classroom formative assessment • Ongoing classroom summative assessment • Classroom based assessments (were applicable) • Assessment Tasks (were applicable) • Mock Examinations (Written, Oral, and Practical)

Transition Year
Ongoing classroom formative assessment Ongoing classroom summative assessment (where appropriate to module)

Leaving Certificate Established	
5th Year	6th Year
• Ongoing classroom formative assessment • Ongoing classroom summative assessment • Two house exams (Winter and Summer)	• Ongoing classroom formative assessment • Ongoing classroom summative assessment • Mock Examinations (Oral, Written and Practical)

Leaving Certificate Applied

¹ With the exception of Irish which has no CBA's in second year.

5th Year	6th Year
1. Ongoing classroom formative assessment 2. Continuous assessment based on class attendance and completion of key assignments 3. Completion and submission of Tasks 4. SEC exams (were relevant)	1. Ongoing classroom formative assessment 2. Continuous assessment based on class attendance and completion of key assignments 3. Completion and submission of Tasks 4. Completion of final exams

Inclusive Assessment Practices

Inclusive assessment practices are a key feature of teaching and learning in schools. Accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year based on the students identified needs.

Accommodations provided during house examination may not be guaranteed for state examination. Applications of reasonable accommodations are made to and granted by the states examinations commission only.

Where a student has a specific physical or learning difficulty, reasonable accommodations will be put in place to remove, as far as possible, the impact of the disability on the student's performance in their assessments. Accommodations which enable all students to access learning and assessment are based on specific needs.

House and Mock Exams

Moderation, Standardisation, and Reflection

The moderation of winter and summer exams is best practice and should take place where possible. This collaborative process involves subject departments agreeing on learning outcomes to be assessed and creating an examination that clearly aligns to said outcomes.

In line with moderation teachers should agree on a common standard. To support student reflection a set of solutions where possible should be set out.

Post exam analysis of results allows for teachers to collaboratively reflect on teaching and learning, identifying areas for change and gaps in student learning. Assessments using past SEC questions and marking schemes can assist with moderation and standardisation allowing results to be compared at local and national levels.

Absences

For a variety of extenuating circumstances a student may find themselves unable to attend an examination. In these situations parents should contact the relevant Year Head without delay.

The organisation of house examinations is a large logistical task that takes place inline with the normal school day. For this reason individual arrangements for students who cannot attend an examination cannot be accommodated.

In order to preserve the integrity of the exam process, examination papers will not be released to parents or students before the scheduled examination time. As is best practice the exam paper will be shared with students after the examination in order to support the students' learning.

To ensure fairness and consistency in terms of the marking process only work that has taken place in school under the supervision of a teacher can be assessed and the resulting grade reported on.

As assessment is an ongoing process, if a student is absent for a house / mock exam the students report will contain details on their progress, current level of achievement and recommendations to support their learning.

Classroom Based Assessments

Classroom based assessments (CBAs) are summative assessments that take place in second and third year. They are designed to complement the learning and formative assessment practices that are happening in the classroom providing a method of assessing skills that are harder to examine in a written assessment. CBA's are aligned to the specific learning outcomes of a specification and assist students in developing skills and knowledge that will benefit them in the final written assessment and beyond.

In Loreto Secondary School, St Michael's we take a whole school approach to CBA's, this involves:

- CBA windows shared on the school calendar with all stakeholders at the beginning of the school year - This allows for students to better manage their own learning and for teachers to plan for learning and teaching. It also allows for any pressure points in terms of workload to be identified and adjusted early.
- CBAs occur in class time only - this preserves the integrity of the assessment process. Ensures no disadvantage to students in terms of external support or resources. It reduces workload for students. It acknowledges the different types of learning that take place in the classroom allowing for a more rounded assessment of the educational achievements of individual students.
- CBA Reports are aligned with the regular winter summer reporting model - This gives written assessments and CBAs equal status.
- Increased communication with Parents to support a greater understanding CBAs and their purpose
- Reasonable accommodation are inline with students needs as per the continuum of support

Feedback on the CBA

Feedback on the CBA is provided to the student after the SLAR. It is linked to the NCCA features of quality and can take any form deemed appropriate to the subject / student / teacher.

Reporting on the CBA

The grade descriptors for the CBA will be reported to the parents / guardians in lieu of a house written examination. It will be accompanied by a progress report on the students' work in class with a focus on skills development.

State Examinations

The Junior and Leaving Certificate state examinations are conducted by the State Exams Commission (SEC) nationally for third year and sixth year students respectively and are held each June. For third year students these results can inform their subject choices for senior cycle whilst for sixth year students the results can lead to career path opportunities for their future. RACE and other accommodations are applied for via the SEN and Guidance Departments.

State Examination Results and National Average Comparison

At subject department level teachers compare their Junior Cycle and Leaving Certificate results to the National average. The differential in the results are reported in the minutes of subject department meetings and strategies for improvements are outlined and discussed. Teachers are asked to collaborate and reflect on the results and set measurable targets that can lead to incremental improvements. Areas of good practice should be identified to ensure these results are maintained.

Other Assessments

CAT-4

The CAT4 (Cognitive Abilities Test 4) is an aptitude test developed by GL Assessment to assess current and future academic potential in students. The test evaluates verbal, non-verbal, mathematical, and spatial reasoning. The CAT4 is designed to give a much broader, more rounded view of each student, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

New Group Reading Test

The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills against the national average to help you get to the root of any problems precisely and quickly. NGRT provides information about sentence completion and comprehension skills allowing you to identify where difficulties lie. It is used to assess a student's level of reading.

Reporting

Loreto Secondary School, St Michael's provides parents with regular, timely and accurate information about their daughters intellectual and personal development. The written reports received in winter and summer are only one small part of the wider ongoing student reporting process that takes place in the school. This process takes a variety of forms including:

- Use of the student journal
- Parent teacher meetings
- Discussions with Class Teacher/ Tutor / Year Head/ AEN Department
- The results of classroom-based-assessments (CBA'S)
- The use of Vsware to highlight areas such as punctuality, behaviour and attendance
- Progress reports
- Results of CAT4, NGRT and other standardised assessments
- Student participation and achievement in extracurricular activities
- Student reflections

Reporting versus Feedback

Feedback is an essential part of learning that provides students with specific information about what they are doing right or wrong. It can greatly enhance their learning and achievement by increasing motivation, building on existing knowledge, and helping them reflect on what they've learned. Feedback progresses learning and is targeted at the student.

Reporting offers parents / guardians a clear and broad picture of their student's learning journey over a period of time. Reporting clearly communicates students' progress in learning and provides information on a broad range of achievements.

The Purpose of Reporting

Reporting provides a vital link between the school and parents / guardians. Reporting at Loreto Secondary School St Michael's aims to

- Encourage authentic engagement with parents
- Provide opportunities for students through feedback to reflect on their learning
- Value the professional judgements of teachers
- Use the language of learning to provide effective feedback
- Be manageable and not take time away from learning and teaching
- Clearly communicate students' progress in learning
- Provide information on a broad range of achievement
- Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach

NCCA 2018

Parent - Teacher Meetings

Parent Teacher Meetings provide Parent/Guardian with an opportunity to meet with their daughter's teacher(s) to obtain an update on their progress. It provides an opportunity for parents and teachers to determine how the student is progressing both academically and socially and any challenges they may be facing. It provides teachers with an opportunity to hear more about the student from a parent's perspective and this can assist in differentiating support for the student going forward.

Summary of report content

Report Type	Overview	Detail
Report on house examinations	% Grade and Comment	House examinations take place near the end of winter term and summer term. Reports will contain a percentage grade reflecting the students achievement in the summative exam. A comment on the grade achieved including any practical, oral or aural work if appropriate. Comments focus on at least one good aspect of the students' work and one area for improvement.
Progress Report	Comment only	Progress reports are comment only reports that inform parents / guardians of their daughters participation in class and progress based on formative and summative classroom assessments.
Report on CBA	Grade Descriptor	CBA Grade descriptor Inputted on a dedicated digital report card
Report on Class progress	Progress report	Comment on progress based on formative and summative classroom assessments.
Report on Mock Examinations	% Grade and Comment	Reports will contain a percentage grade descriptor reflecting the students achievement in the summative exam.

		A comment on the grade achieved, including practical work, oral, aural examinations (if applicable) and suggestions on areas of focus for improvement / advice for preparation for State Examination.
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Formal Reporting Moments

1st Year	Report on winter house exams and general progress Parent Teacher Meeting Report on summer house exams and general progress
2nd Year	CBA Grade Descriptor (Term 1 or Term 2) Progress report (Term 1 or Term 2) Report on house exams results (Term 1 or Term 2) Parent Teacher Meeting
3rd Year	Parent Teacher Meeting CBA Grade Descriptor (if applicable) Progress Report - Winter Report on Mock Examination Results
4th Year	Parent Teacher Meeting Progress report - Winter Progress progress report - Summer
5th Year	Report on winter house exams and general progress Parent Teacher Meeting Report on summer house exams and general progress
6th Year	Parent Teacher Meeting Progress Report - Winter Report on Mock Examination Results

Appendix 1: House Examination Rules

1. Students will sit in alphabetical order according to their tutor group.
2. Students will be allocated a designated seat which will have their name clearly labelled on it.
3. Students must sit at their designated seat at all times.
4. Students should be seated in the exam hall a minimum of 5 minutes prior to the start of each test session.
5. There is no communication between students during study time and once teachers have started to distribute papers.
6. Students remain seated and quiet until all exam papers have been distributed and collected.
7. Once the study period prior to the exam has ended, as indicated by the supervising teacher, all students place their school bags at the front or back of the exam centre as directed by the teacher supervising.
8. Students should have placed under their desk, their journal and a clear polly pocket with loose plain pages placed in for use in an exam if required. Students must ask the supervision teacher permission to take out the loose pages if required for the exam.
9. Please be aware teachers will check these during the exams but no need to be alarmed.
10. Pencil cases are not allowed during the exams. All students can have their materials ex pens/pencils in a clear ziplock or plastic bag placed on their desk.
11. Please ensure you have all required materials for the subject ex Maths-Calculator etc
12. If a student is not taking a test during a set period they remain seated in their designated seat and study for the duration.
13. No communication is allowed between students even those not completing a test.
14. Students have been allocated a lengthy break and lunch time so visits to the toilets can occur during this time. Toilet breaks during the exams will be limited and monitored
15. Students will have access to their lockers, canteen etc during break and lunch times.
16. Teachers can only answer questions on exam paper layout/instructions
17. In line to state examinations procedures the possession and/or use of smart watches and other mobile communication devices during examinations are strictly prohibited. Clocks are available, alternatively students are advised to wear an analogue watch.

1st Year to 3rd Year

Junior Cycle Exam Grading System

Distinction	≥ 90 and 100
Higher Merit	≥ 75 and < 90
Merit	≥ 55 and < 75
Achieved	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40
Not Graded	≥ 0 and < 20

Classroom Based Assessment Grade Descriptors

Exceptional
Above Expectations
In line with expectations
Yet to meet expectations

Senior Cycle 5th year and 6th Year

Higher Level				Ordinary Level			
Grade	%	Points	HL Maths Only *	Grade	%	Points	Foundation Maths
H1	90-100%	100	125	O1	90-100%	56	20 (F1)
H2	80-89%	88	113	O2	80-89%	46	12 (F2)
H3	70-79%	77	102	O3	70-79%	37	
H4	60-69%	66	91	O4	60-69%	28	
H5	50-59%	56	81	O5	50-59%	20	
H6	40-49%	46	71	O6	40-49%	12	
H7	30-39%	37	37	O7	30-39%	0	
H8	0-29%	0	0	O8	0-29%	0	

Leaving Certificate Applied (LCA)			
Continuous Assessment (200 Credits)		Awards	
Completing courses	62 credits (31%)	Pass	120-139 credits (60-69%)
Student Tasks	70 credits (35%)	Merit	140-169 credits (70-84%)
Written Exam (end of Year 2)	68 credits (34%)	Distinction	170-200 credits (85-100%)