St Mary's Diocesan School Assessment, Feedback and Reporting Policy

Mission Statement

St. Mary's Diocesan School is a Catholic Secondary School under the trusteeship of the Diocese of Meath and patronage of the Bishop of Meath. The school is committed to the development of the whole person offering equal opportunities to all to achieve their full potential in a familial Christian environment. The school aspires to an education based on high ideals and a broad curriculum, which will allow our students to confidently play their role in   society.

Aims

We aim to develop a community of learning in which each pupil's talents, physical, intellectual, and spiritual, may unfold as fully as possible in an atmosphere of openness, confidence and generosity. We seek to promote in all our students' qualities of honesty and integrity and the capacity for authentic, courageous self-expression.

Our motto "In Christo Confido", inspires us to promote the emergence of reflective, articulate and committed Christians with a deep sense of their vocation to shape their world according to the values of the gospel.

1. **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. (JCT)

2. **Why Assess?**

   - Monitor the students' progress
   - To obtain data for academic monitoring
   - For the teacher to know what and how students are learning
   - So that teachers know how to adjust teaching plans/ strategies/ activities so that students can improve their learning
   - To report to parents
   - To identify students' levels
   - To assess a students' eligibility for additional supports/ to identify students who need to be referred to an outside agency for assessment (psychologist..)
   - To conform with legislation

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.

- The *Data Protection (Amendment) Act,* 2003
- The *Equal Status Act,* 2000
- The *Education (Welfare) Act,* 2000
- The *Education for Persons with Special Educational Needs Act, 2004*
- *The* National Strategy for Literacy and Numeracy (2011) *Literacy and Numeracy for Learning and for Life 2011-2020.*
- Supports other school policies such as *Inclusion for Students with Special Educational Needs, Whole-School Guidance, Homework and Literacy and Numeracy.*

4. Formative Assessment

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

   Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

   St Mary's Diocesan School has adopted the Assessment for Learning (AFL) approach to formative assessment The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it's happening*. What makes an assessment "formative" is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.

   Examples of formative assessment strategies used in the classrooms in St. Mary's DS are:
   - Homework Activities

- Think Pair Share
- Quizzes (Kahoot)
- Research Activities
- Group revision activities
- Sketch Buildings
- Exit Slips (Refection)
- Projects
- Peer Teaching
- Peer Assessment
- Last Man Standing
- Student led assessment
- Oral Questioning
- Flipped Classroom
- Walking debates
- 2 Starts and A wish.
- Creating Posters
- Whitebaords in the journal
- Traffic light system
- Role Plays
- Classroom debates
- Padlet
- KWL

This list is not exhaustive.

2. In line with the demands of the syllabus /specification in each curriculum area, teachers set regular homework, comment on the merits of work, and make suggestions for improvement. Homework is recorded in the journal or set on MS Teams/ Schoolwise.

3. Assessment work will be differentiated to suit the needs and abilities of the individual student.

4. SALT (Scale, Axis, Label, Title) graphs are included in student journal to encourage self-assessment reflection and goal setting by students themselves.

5. Summative Assessment:

Definition:

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

Examples of summative Assessment used in St. Mary's Diocesan School are:

- The State Exams (Junior Cycle, CBAs, Leaving Certificate, Leaving Cert Projects, LCVP, L2LPs,)
- Class Tests/ Chapter Tests..
- Christmas Exams
- Summer Exams
- Mock Exams
- October Assessments
- Projects
- Oral and Aural Exams
- Formal exams are common for subject groups

6. Standardised Tesing

Standardised tests require all test takers to answer the same questions in the same way, and are scored in a consistent manner, which makes it possible to compare the relative performance of pupils or groups of pupils.

"Standardised tests measure performance relative to all other pupils taking the same test."

"Abilities tests are designed to indicate a pupil's propensity to succeed at school, while attainment tests measure the curriculum knowledge and skills acquired."

Standardised tests carried out on students in St. Mary's DS are as follows:

- CAT 4 (On Entry) (Ability)
- CAT 4 (5th Year) (Ability)
- NGRT (Reading) in 1st Year (Ability)
- PTM (Maths) (Attainment)
- PTS (Science) (Attainment)
- PTE (English) (Attainment)
- STAR assessment (Reading for accelerated Reader) (Ability)
- Dyslexia Screener/ WIAT ...
- WRAT 5
- DASH

7. Feedback

Feedback is critical to improving learning as it both influences students' motivation to learn and their ability to do so (NCCA)
Feedback includes telling students what they have done well and what they need to do to improve. It also includes reminding students of what they were aiming to achieve.
It means providing information about how and why the student understands and misunderstands, and what directions the student must take to improve.

Feedback is given in oral and written formats, in person and digitally through schoolwise or Teams.
Feedback is respectful, word thoughtful and based on the success criteria given.

The purpose of feedback is so that actionable improvements on student work are given and put in place.

8. Reporting to parents

- There is an academic monitoring section in the journal where students fill out the results to their class tests. Parents sign these pages to show that they have seen the results. There is a reflection piece and parents are encouraged to have conversations with their sons about achievements and areas to improve on.

  - Vsware Reports-

- 1st, 2nd, 5th year:
  - October Report (Comment and/or grade)
  - Christmas Report (After formal Christmas Assessments)
  - Summer Report (After formal Summer Assessments)

- TY
  - Credits System
  - **Assessments of Christmas and summer take place in the following subjects:**
    - English
    - Irish
    - Maths
    - Modern Foreign Language
  - **Coursework in all other areas is assessed.**
  - **Reports in Christmas and Summer are based** *on Attendance, Behaviour, Subject Effort & Work Experience.*
  - **Results are:**

    1. Distinction
    2. Merit
    3. Pass

  There are a total of 300 Credits available

    ▶ Distinction above 260 Credits
    ▶ Merit above 240 Credits
    ▶ Pass above 180 Credits

- 3rd, 6th Year:
  - October Reports (Comment and/or grade)
  - Mock exams result reports

- 2nd and 3rd Year CBA Results are reported on vsware and open to parents.
- Wellbeing reporting: CBAs for PE, SPHE and CSPE. Other wellbeing activities and programmes will be reported on in a free text box on the JCPA.
- Parents receive reports on all standardised tests completed by their son.

9. Academic Monitoring

The system of academic monitoring (introduced in the 2nd cycle of SSE) is embedded in each year group.

Students record results of all assessments in their journal.
Student reflect on these results using a scale.
Parents sign the results.

All summative results reported on vsware are uploaded on schoolwise.
All standardised test results are uploaded on schoolwise (CAT 4, NGRT, Progress Test series/ Star Assessment results)
An academic tracking tool uses the above data to track the academic progress of students in a traffic light format.
Year heads and assistant year heads track the performance of students in their year group, have conversations/ meetings individually and in groups with students to reflect on their progress, create goals for improvement and track the improvement.
Parents are informed of the academic monitoring progress.

10. State Exam Assessment and Reporting

- 3rd and 6th year parents receive a

  formal report of their mock results

  using a % and the state exam result

  equivalent.

- 2nd and 3rd Years complete CBAs which are set and graded internally in line with NCCA/DE guidelines and in conjunction with SLAR meetings.
- 3rd Years - sit Assessment Task in Junior Cycle subjects which are externally graded by SEC

Junior Cycle

Assessment & Reporting in the New Junior Cycle Profile of Achievement:

As the new subject specifications are rolled out each subject exam paper will be 2 hours in the case of new specifications. The results will form part of each student's Junior Cycle Profile of Achievement (JCPA), which will offer a more complete report on progress during junior cycle. The JCPA will also include descriptors awarded for levels of achievement in classroom-based assessments, short courses, and other learning experiences. The Assessment Task mark will be included in the final examination grade, and both are graded by the SEC.

The grading of new subjects will be as follows in

State Exams: Grading of the Final Examination

- Distinction ≥90% to 100%
- Higher Merit ≥75% and <90%
- Merit ≥55% and <75%
- Achieved ≥40% and <55%
- Partially Achieved ≥20% and <40%
- (Not graded) ≥0% and <20%

Grading Classroom-Based Assessments

- Classroom-Based Assessments in all subjects will be specified at a common level and marked by the teacher. CBAs will be undertaken by students within class time to a national timetable. When assessing the level of student achievement in a Classroom-Based Assessment the Features of Quality, are used to assign one of the following four descriptors.

Classroom-Based Assessment Descriptors

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

Leaving Cert Established

The CAO Common Points Scale for Leaving Certificate

- For the Leaving Cert Established all applicants will be competing using the same scale. For the CAO process applicants must meet the minimum entry requirements, and places will be awarded based on an applicant's position on the order of merit list. 25 bonus points will be awarded for Higher Level Mathematics for H6 and above.

Higher		Ordinary	
Grade	Points	Grade	Points
H1	100		
H2	88		
H3	77		
H4	66		
H5	56	O1	56
H6	46	O2	46
H7	37	O3	37
H8	0	O4	28

6. LCVP Assessment:

The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.

LCVP students follow the same subject syllabi and are assessed in the same way as their peers in the Leaving Certificate. For the Link Modules they are assessed by Written Examination (40%) and by Portfolio of Coursework (60%).

CAO POINTS FOR LEAVING CERTIFICATE VOCATIONAL PROGRAMME (LCVP)

LCVP AWARD	UNIVERSITIES & INSTITUTES OF TECHNOLOGY
Distinction (80 – 100%)	66 points (equivalent to grade H4 in Higher Level) **Note:** grade O1 in Ordinary Level = 56 points.
Merit (65 – 79%)	46 points (equivalent to grade H6 in Higher Level / GradeO2 in Ordinary Level).
Pass (50 – 64%)	28 points (equivalent to grade 04 in Ordinary Level).

Ratification & Communication

Ratified by our Board of Management in June 2024 and implemented on _22nd August 2024_.

Chairperson: _____   Date: 18/06/24

Principal: _____   Date: 18/06/24

This policy will be displayed on our website www.stmarysds.ie