

# Griffeen Community College

## Whole School Assessment Policy

### Whole School Policy on Assessment

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| <b>School Name</b>   | Griffeen Community College |
| <b>Date of Ratification of Policy by Board of Management</b>     | In Review Process          |
| <b>Date of Scheduled Review of Policy by Board of Management</b> | In review process.         |

### Introduction

This Assessment Policy was developed in partnership and consultation with all members of the school community including students, staff, and parents/guardians.

This Assessment Policy was developed to outline the different types of Assessment that takes place in our school. This policy will enhance communication on all aspects of assessment for all members of the school community.

Griffeen Community College, as a member of DDLETB which is a state, co-educational, multid denominational school, is underpinned by the core values of Excellence in Education, Care, Equality, Community and Respect. These values inform our assessment policy and procedures. The ETBI Patrons' Framework on Ethos is available at: <https://www.etbi.ie/etb-schools-ethos/>

### 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.

## **Relationship of Assessment Policy to the School's Mission Statement**

Griffeen Community College is a multi-denominational, co-educational school under the patronage of the DDLETB.

Griffeen CC promotes the development of the whole person. It aims to nurture, in partnership with parents, responsible citizens equipped with skills for learning and for life. By creating a supportive and motivating learning environment we ensure that every student is given the opportunity to succeed. Awareness of students individual learning styles informs the learning strategies, thus personalizing the learning exchange for each student. The spirit of the college is based on respect, tolerance, understanding and appreciation for the diversity of our changing world. The Board of Management oversees the development of a caring and inclusive community where wisdom, inclusion and dignity are core values of our school. Fostering an atmosphere of mutual respect is central to what we do.

The community of teachers and parents, supported by the Board of Management are committed to creating a caring, learning community where each student is valued and accorded respect and dignity. Students will learn with pride, progress with confidence and achieve with human purpose.

### **Our Key Principles:**

- Wisdom-we aim to promote the importance of experience and good judgement
- Inclusion – we promote social inclusion and provide opportunity for all.
- Dignity – we promote equality of access to education and the dignity of each individual.
- Respect for diversity – we welcome diversity and embrace the values, cultures and traditions of all our pupils to the benefit of all.

The school motto is:

***Learn with pride and progress with confidence.***

This Assessment Policy will play a key role in ensuring that each student realises their full potential while a student in this school.

## **Exam Procedures in Griffeen Community College**

### **Examination Guidelines for Students:**

Check what you need well before the exam starts-ask your teacher if you are unsure.

Do you need a calculator/t-squares etc?

Bring extra pens, pencils, erasers etc.

Make sure you know what day and what time each exam is on-keep your timetable safe.

Be on time for each session-or you may not be allowed into the exam centre.

Leave your bag at the top of the room and just take what you need to your exam desk (pens, pencils, calculator...etc.)

Sit in the seat given to you by your tutor.

Do not talk to or signal anyone during the exam-this may result in your exam being cancelled.

When you get your paper, read it very carefully.

Are there any compulsory questions? Are there choices? How many questions do you have to do?

How many marks is each question worth?

Decide how much time to spend on each question.

Label your answer book carefully-the question number, what section etc.

Write as clearly and carefully as you can.

Write full answers-include examples, or reasons for your answer.

If your time runs out for that question, leave it, leave a space and go on to the next question.

If you get stuck on a question, do the same-leave it and go on to something else.

At the end, go back and finish any questions you didn't have time for.

Check for silly mistakes-spelling, grammar, punctuation.

See can you add anything else to each question.

Make sure that the answers you hand up are your best effort.

Good Luck!

**Examination Supervision Guidelines for Teachers:**

Please check that you have the correct exam papers well before the start time. The Year-heads will be dropping these to exam rooms.

Do you need to bring any equipment/graph paper etc. to the exam centre? Check before the exam.

Ask students to leave all bags and belongings (in their bags) at the top of the exam room. They should only bring pencils, pens, calculator...etc. needed for exam to their exam desk.

Phones must be **TURNED OFF** and put away in school bags.

Check the room-make sure the clock is visible and working properly.

Students may not bring in drinks or snacks into the exam room except for water.

Remind students to get all the equipment they need ready before you start the exam.

Give the instruction for students to sit down. Call the register before the exam begins.

Make sure the desks are separated, with room for you to move around the centre.

When all students are seated, and waiting quietly, hand out the answer booklets.

Students may begin filling out the cover page.

Remind students of the start and finish time of the exam.

Do any students need to go to the toilet? - Go immediately, rather than interrupting the exam.

Tell them they may not communicate. They should raise their hand if they have a question.

Hand out the exam papers, face down on the desks. Students may not begin reading them until everyone has a paper.

No one may speak after you start handing out the papers. This is the official start of the exam.

Ask everyone to check that they have the correct paper-correct teacher/level.

Students may then begin.

If any student arrives late, or disrupts the exam, fill out a Referral and give it to their Year-head.

No-one may leave the exam early. If a student is unwell, they can be allowed go to the toilet.

If they are very unwell, they should be accompanied by an SNA to the main office.

About ten minutes before the end, tell students how much time they have left.

Remind them to go back over their work and check everything carefully.

Do not allow any talking while you are collecting the papers from each student's desk.

When you are sure you have everyone's papers, ask students to tidy the centre.

Students may then leave. Sign the exam envelope before leaving the centre.

Bring the envelope of papers and return them to the relevant exam box in the staff room.

## Characteristics of Good Practice in Assessment

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|--|---|
| <b>Promotes and Supports Learning</b>  | <ul style="list-style-type: none"><li>• Identifies what students know, understand, and can do</li><li>• Enables consistent monitoring of student progress</li><li>• Identifies individual learning styles and strengths and challenges</li><li>• Encourages Progression in learning</li></ul>   |
| <b>Informs Teaching</b>                | <ul style="list-style-type: none"><li>• Assists lesson planning and informs review of content and skills</li><li>• Promotes a variety of teaching methodologies</li><li>• Enables consistent monitoring of teaching progress</li><li>• Encourages self -reflection</li></ul>  |
| <b>Is both Formative and Summative</b> | <ul style="list-style-type: none"><li>• Promotes a shared learning culture &amp; provides clear and effective feedback</li><li>• Diagnoses learning difficulties</li><li>• Measure student performance</li><li>• Identifies clear and shared targets for student progress</li><li>• Promotes differentiation by outcome</li><li>• Informs subject choice and career decision making</li><li>• Provides effective and progressive student records &amp; informs regular reporting to Parents/Guardians</li></ul> |

|  |  |
|--|--|
| <b>Uses appropriate and diverse strategies</b>                                 | <ul style="list-style-type: none"> <li>• Is both formal and informal &amp; accommodates a variety of learning styles</li> <li>• Tests a range of skills</li> <li>• Encourages effective and standardised marking procedures</li> <li>• Is both quantitative and qualitative &amp; is carried out in a range of contexts</li> </ul> |
| <b>Recognises ALL pupil progress and achievement</b>                           | <ul style="list-style-type: none"> <li>• Rewards progress, effort, and achievement</li> <li>• Fosters motivation and promotes a commitment to learning</li> <li>• Creates opportunities for self-direction &amp; fosters self-esteem and social development</li> </ul>   |
| <b>Develops the capacity for Self-Assessment</b>                               | <ul style="list-style-type: none"> <li>• Shares learning outcomes and assessment criteria &amp; gives sensitive and constructive feedback</li> <li>• Supports students in self and peer assessment activities</li> <li>• Engages students with realistic target setting</li> </ul>   |
| <b>Fosters a shared involvement and responsibility between School and Home</b> |  |

## What is Assessment?

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning in individuals, groups or systems which relies on several instruments and methods.

In planning for effective assessment and reporting teachers in Griffeen Community College will use Looking at Our School through the SSE process to help and support classroom practice. This document will direct the teacher in the planning, preparation and assessment practices, that progress students learning. Subject specifications, curriculum and assessment guidelines are all key documents in the planning of assessment and reporting.

## Types of Assessment at Griffeen Community College

This policy covers Assessment for Learning (Formative Assessment), Assessment of Learning (Summative Assessment) and Assessment Instruments/tests for Guidance and for additional and special educational needs (SEN).

An explanation of each of these is outlined in this policy document.

| <b>Type of Assessment</b>   | <b>Carried out by</b>                   |
|---|---|
| Assessment for Learning (Formative Assessment)                              | All Teaching Staff                      |
| Assessment of Learning (Summative Assessment)                               | All Teaching Staff                      |
| Assessment Instruments/Assessments for Guidance (CL 0001/2023) <sup>1</sup> | Guidance Department &/or SEN Department |

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<sup>1</sup> <https://www.gov.ie/en/circular/11e67-advice-on-the-use-of-assessment-instrumentstests-for-guidance-orhttps://www.gov.ie/en/circular/11e67-advice-on-the-use-of-assessment-instrumentstests-for-guidance-or-for-additional-and-special-educational-needs-sen-in-post-primary-schools/for-additional-and-special-educational-needs-sen-in-post-primary-schools/>

## Assessment for Learning (Formative Assessment)

Assessment for Learning (Formative Assessment) is ongoing and provides evidence of and for progression in learning. It supports learning through providing feedback, highlighting success, and highlighting areas for improvement.

| Carried out by     | Some Examples in the Classroom   |
|--------------------|--|
| All Teaching Staff | <ul style="list-style-type: none"><li>o Learning Intentions/Outcomes</li><li>o Success Criteria</li><li>o Wait time</li><li>o Questioning</li><li>o Worksheets, Homework &amp; classwork</li><li>o Reading and writing in class</li><li>o Essays and assignments</li><li>o Sample exam questions</li><li>o Observations in class</li><li>o Presentations</li><li>o Practical work</li><li>o Research</li><li>o Discussion and debate</li><li>o Self-Assessment</li><li>o Peer Assessment</li><li>o Comment Only Feedback</li><li>o Delay the Grade</li><li>o Classroom Based Assessments for Junior Cycle (CBAs)</li></ul> |

## Assessment of Learning (Summative Assessment)

Assessment of Learning (Summative Assessment) is carried out at the end of a period of learning and is used to measure performance and clearly identified a standard of student achievement.

| Carried out by     | Some Examples in the Classroom  |
|--------------------|---|
| All Teaching Staff | <ul style="list-style-type: none"><li>o End of Unit/Chapter Class Exams</li><li>o Winter Exams</li><li>o Summer Exams</li><li>o Mock Examinations</li><li>o State Examinations</li><li>o Assessment Tasks for Junior Cycle (ATs)<ul style="list-style-type: none"><li>o Practical's for State Exams e.g.<br/>Cooking Practical</li><li>o Coursework projects for LC student</li></ul></li></ul> |

## Assessment Instruments/Tests<sup>2</sup>

<sup>2</sup>List is subject to change.

**Assessment Instruments/tests for Guidance and for additional and special educational needs (SEN).**

- During your child’s education in Griffeen Community College they will have the opportunity to engage in a wide range of assessment activity as part of everyday teaching and learning.
- Other specialist tests may also be administered to support your child’s educational development and learning as well as their career development. Examples of such tests are outlined below.
- There may also be occasion to administer tests on an individual basis to your child to support their learning, progress, and achievement. Such tests will only be administered following consultation with parents/guardians.
- Inclusive practices are a key feature of teaching and learning in schools. Accommodations e.g. the support provided by SNA's or the support of assistive technologies, should be in line with the arrangements which the school has put in place for the student.
- 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 students’ performance. Accommodations which enable all students to access learning and assessment are based on specific needs.

| Type of Assessment                           | Carried out by           | Some Examples in the Classroom  |
|--|--------------------------|---|
| Assessment Instruments/tests<br>CL 0001/2023 | SEN/Guidance Departments | <ul style="list-style-type: none"> <li>○ Post Entry to Post Primary School Assessment Tests</li> <li>Standardised Ability Assessments,</li> <li>Standardised Attainment/Achievement Assessments</li> <li>Diagnostic Assessments</li> <li>Guidance Interest Assessments</li> </ul> |

| Assessment          | Test Type & Components   | When   | Purpose   | How                      |
|---------------------|--|--|---|--------------------------|
| <b>CAT 4</b>        | <b>Ability</b><br>Verbal,<br>Non-Verbal,<br>Mathematical<br>Spatial reasoning.   | <b>Prospective 1<sup>st</sup> Year</b><br>Late<br>September<br>of 1 <sup>st</sup> year | <ul style="list-style-type: none"> <li>○ To plan and support mixed ability teaching.</li> <li>To screen for potential learning difficulties.</li> </ul> | Online<br>Group          |
| <b>WIAT III - T</b> | <b>Attainment</b><br>Reading<br>Written Language<br>Mathematics<br>Oral Language | <b>3<sup>rd</sup> years</b><br>Oct - Jan   | <ul style="list-style-type: none"> <li>○ Race – Reasonable Accommodation in State Exams</li> <li>○ Irish exemptions</li> </ul>                          | Paper and-<br>pen<br>1:1 |

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| <b>DASH</b> | <b>Handwriting</b><br>Fine Motor<br>Precision | <b>3<sup>rd</sup> years</b><br>Oct - Jan | o Race | Paper and-<br>pen<br>1:/Group1 |
|-------------|---|--|--------|--------------------------------|

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|---|--|---|--|---|
| <b>WRAT4</b>  | <b>Attainment</b><br>Word accuracy<br>Reading<br>Comprehension<br>Reading speed<br>Single word spelling.   | <b>1<sup>st</sup> Year</b>  | o Race – Reasonable<br>Accommodation in<br>State Exams o<br>Irish exemptions   | Paper and-pen<br>1:1  |
| <b>Rapid Plus</b>   | <b>Attainment</b><br>Tracks reading<br>progression<br><br>As above   | <b>1<sup>st</sup> Year-3<sup>rd</sup></b><br>Periodically<br>throughout<br>the year | To support reading<br>skills and literacy<br>development.  | Withdrawal<br>Reading Groups  |
| <b>Reach + Self<br/>Assessment<br/>Tools</b>                      | A range of interest and<br>aptitude apps can be<br>completed by students<br>during careers class to<br>support vocational<br>guidance and career<br>investigations. This<br>also supports Link<br>Modules in LCVP. | <b>All 5<sup>th</sup> Year</b><br>(LCVP)  | Supports vocational<br>guidance, career<br>investigation and<br>transition to further and<br>higher education and<br>training  | Online<br>Group<br><br>Results shared<br>with students on<br>their Reach+<br>portfolios.    |
| <b>Classroom<br/>Guidance –<br/>Self<br/>Assessment<br/>Tools</b> | LCA students complete<br>the MUSAIC Self<br>Assessment tool on this<br>website.  | <b>All LCAs.</b>  | Supports vocational<br>guidance, career<br>investigation and<br>transition to further and<br>higher education and<br>training  | Online<br><br>Results generated<br>automatically and<br>students save to<br>their OneDrive. |
| <b>CAT4 for<br/>Senior Cycle/<br/>Subject<br/>Choice</b>          | Currently the Guidance<br>Dept. & AEN Dept. are<br>looking at introducing<br>this as a support for<br>students when making<br>subject choices for SC.  | <b>3<sup>rd</sup></b><br><b>Years/TYs</b>   | Supports vocational<br>guidance, career<br>investigation and<br>transition to further and<br>higher education and<br>training. | Online<br><br>Results shared<br>with students and<br>parents/<br>guardians                  |
| <b>EAL<br/>Language<br/>Proficiency<br/>Test<br/>Cambridge</b>    | <b>English Language<br/>Proficiency</b>  | All incoming<br>students<br>presenting<br>with English<br>language<br>difficulty    | Supports appropriate<br>EAL provision  | Paper and-pen<br>Group  |

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| <b>NGRT</b>                 | <b>English Language Proficiency</b>                     | All first years   | To screen for potential reading difficulties                                      | Online Group  |
| <b>PDST MATH Competency</b> | <b>Math Competency Test</b>                             | All First Years   | Screens for lack of basic numeracy skills   | Paper and-pen Group   |
| <b>DOTS (Drumcondras)</b>   | <b>Math Competency Test<br/>Reading Competency Test</b> | All second years<br>(Towards end of year)                 | Identifies the strengths and difficulties of the students in reading and numeracy | Online Group  |
| <b>Read Theory</b>          | <b>English Language Proficiency</b>                     | 1 <sup>st</sup> 2 <sup>nd</sup> and 3 <sup>rd</sup> Years | To support reading skills and literacy development.                               | EAL Students and all identified students with literacy difficulties |

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**Definition of Assessment Instruments for the purposes of this policy**

Griffeen Community College recognises that information from ability tests, attainment tests, teacher observations, the Education Passport, the Student Support File, parental reports as well as the views of the student are important aspects of a thorough assessment. This evidence-based approach facilitates the identification of individual students' strengths, interest, values, motivation and learning needs and helps to inform the actions and interventions that best address those needs.

Results of any one standardised test are not used in isolation, nor used as baseline data for predicting student's future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students.

### **Defining Ability and Achievement tests**

Ability tests are designed to establish what a student can know, while achievement tests measure what is known and has been learned or achieved to date.

**A standardised ability test** is designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure what a student can know rather than what is known.

**A standardised attainment test** (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas.

On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

**A diagnostic test** is designed to provide specific information about a student's strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts.

In addition, guidance counsellors may use the outcomes of ability, interest, values and motivation tests to guide and to support students' decision-making regarding subject choice and senior-cycle programme options and to support their career development, including planning for further and higher education, training, apprenticeships and the world of work.

## **Using Assessment Instruments within the Guidance and SEN Departments of Griffeen Community College<sup>3</sup>**

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<sup>3</sup> <https://www.gov.ie/en/circular/e86f9-advice-on-the-use-of-assessment-instrumentstests-for-guidance-or-for-additional-and-special-educational-needs-sen-in-post-primary-schools/for-additional-and-special-educational-needs-sen-in-post-primary-schools/>

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| <p><b>Rationale for using Assessment Instruments in our School</b></p> | <p>Information garnered from various assessment practices including ability and achievement tests, and further information gathered through the administration of diagnostic tests provide a detailed view of a student’s learning strengths and needs.</p>  |
| <p><b>How will Informed Consent be obtained?</b></p>                   | <p>Information is provided to parents and students regarding the purpose of the assessment and with whom the assessment results may be shared and why.</p> <p>The consent of parents (for students under 18 years of age) and assent of students over 18 is obtained in advance of the assessment instrument being administered, in line with the school’s assessment and data protection policies.</p>  |
| <p><b>Selection of Assessment Instrument</b></p>                       | <p>Assessments instruments are selected for use in Griffeen Community College based on the suitability, reliability and validity of the instrument and resulting data. It is ensured that the versions in use are the most up-to-date and appropriate for administering to the specific student cohort.</p> <p>Griffeen Community College considers the qualifications required to administer, score, interpret and provide feedback on the test prior to selection.</p> <p>The National Educational Psychological Service (NEPS) provide information and advice on the use and appropriateness of certain assessment instruments/tests. Griffeen Community College engages with the relevant primary and post-primary schools to inform decisions around the selection and timing of assessments for students new to post-primary education or transferring from another post primary. The Student Support File and the <i>Education Passport</i><sup>4</sup> are key elements in supporting the sharing of</p> |
|  | <p>relevant data, including assessment results, as students transfer from primary to post-primary school.</p>  |

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<sup>4</sup> <https://ncca.ie/en/primary/reporting-and-transfer/>

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| <b>Administration of Assessment Instrument: Where Assessments will take place.</b>  | <ul style="list-style-type: none"> <li>• The SEN Department</li> <li>• The Guidance Department including offices</li> <li>• Career Guidance Classes</li> <li>• LCA VPG Classes</li> </ul>  |
| <b>Administration of Assessment Instrument – Under what conditions will Assessments take place</b>  | <p>As directed by the test developers</p>  |
| <b>Administration of Assessment Instrument: Names of suitably qualified staff administering the Assessment Instruments</b>  | <p>Some assessments, such as standardised group achievement tests, may be administered by subject teachers, under the supervision of a suitably qualified person. Other tests are administered and interpreted by appropriately qualified personnel depending on the nature of the instrument used. Griffeen Community College complies fully with the test publisher on the specific qualifications required for each instrument used.</p> <p>The administration of ability tests in schools is restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing, including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback.</p> <p>In the case of psychometric instruments of general ability (and individually administered achievement tests), such personnel will be qualified guidance counsellors or teachers of special education with appropriate qualifications to administer specific tests.</p> <p>School personnel engage in on-going training and continuing professional development.</p> |
| <b>Provision of Feedback to Parents/Guardians/Students</b><br><br><i>A working group is to be established to look at this. And process to be considered for best practice – Ref: MLT meeting during consultation process – Nov. 2024.</i> | <p>Griffeen Community College ensures that appropriate, accurate and constructive feedback is provided in a timely manner to students and parents by appropriately qualified personnel, (guidance counsellors or other suitably qualified teachers.) <b>(AEN Department feedback when appropriate)</b></p> <p>Students are provided with the opportunity to explore their assessment results in the context of the educational options</p>   |

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|                                   | <p>available to them in the school and to inform their future educational and vocational development, career choices and decision making.</p> <p>Students and parent/Guardian(s) are made aware of the limitations of the results of standardised tests during this discussion and the importance of other factors including the students' interests, motivation, talents and experiences, and information available from other sources.</p> |
| <b>Interpretation of results</b>  | <p>In planning interventions to meet a student's needs, the results of any one standardised test is used in conjunction with other information available on the student. The results of any one test are not used as baseline data for predicting a student's future achievements, or for solely informing decisions regarding the provision of interventions or targets within learning plans for students.</p>                             |
| <b>GDPR</b>                       | <p>Griffen Community College ensures full compliance with all requirements of current GDPR legislation, and is cognisant of GDPR data processing and retention requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data is used, the retention of the data and where the data is stored i.e. within or outside the EU.</p>                                    |
| <b>Storing of Assessment Data</b> | <p>Griffen Community College ensures full compliant with all requirements of current GDPR legislation, and is cognisant of GDPR data processing and retention requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data is used, the retention of the data and where the data is stored i.e. within or outside the EU.</p>                                     |
| <b>RACE</b>                       | <p>From 2019 it is no longer necessary to administer cognitive ability assessments for the purpose of RACE. Any changes to this will be included in this policy document<sup>5</sup></p> <p>RACE testing is based on in-school testing collected and collated in the academic year of State Examinations.<br/>Emergency RACE applications are handled on a case-by-case basis.</p>   |

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<sup>5</sup> [Reasonable Accommodations at the 2023 Certificate Examinations](#)

## Whole School Roles and Responsibilities for Assessment

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|------------------|--|
| <b>SLT</b>       | <p>Use assessment procedures and processes to drive whole school improvement by:</p> <ul style="list-style-type: none"> <li>o Ensuring that all teachers know what is expected of them in assessing students</li> <li>o Helping teachers make well-founded judgements about students' attainment and progress</li> <li>o Monitoring that assessment for learning is a key factor in planning for teaching and learning</li> <li>o Monitoring the accuracy of the information provided to parents about their child's attainment and progress</li> <li>o Tracking the attainment and progress of individual/groups of students over time</li> <li>o Using assessment information when planning staff training and CPD</li> <li>o Comparing the progress made by different groups of students to ensure that no group is disadvantaged</li> <li>o Ensuring flexibility in assessment expectations facilitating individual departments to adopt processes that are most conducive to progress in their particular subject</li> <li>o Ensuring students are supported in making informed curriculum choices</li> <li>o Using assessment and monitoring to ensure that the curriculum meets the needs of students</li> <li>o Ensuring that any pedagogical developments in assessment practice are implemented where appropriate</li> </ul> |
| <b>Year Head</b> | <ul style="list-style-type: none"> <li>o Monitoring the accuracy of the information provided to parents about their child's attainment and progress</li> <li>o Tracking the attainment and progress of individual/groups of students over time</li> <li>o Comparing the progress made by different groups of students to ensure that no group is disadvantaged</li> <li>o Ensuring students are supported in making informed curriculum choices</li> <li>o Using assessment and monitoring to ensure that the curriculum meets the needs of students</li> <li>o Liaise with SLT and/or SEN Department regarding student progress</li> <li>o Report to Parents/Guardians as required</li> </ul>   |

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|--------------------------------|---|
| <b>Subject Coordinator</b>     | <ul style="list-style-type: none"> <li>○ Lead subject teachers in planning assessment opportunities for students</li> <li>○ Lead subject teachers in preparing standardised assessment at Christmas &amp; End of year.</li> <li>○ HOD's keep record of JC and LC/LCA results and compare to national averages.</li> </ul>   |
| <b>Subject Teacher</b>         | <ul style="list-style-type: none"> <li>○ Liaise with Year Head and/or SLT and/or SEN Department regarding student progress</li> <li>○ Prepare assessment opportunities for students</li> <li>○ Mark and evaluate assessments from students in a positive, accurate, meaningful, and diagnostic way</li> <li>○ Compile and maintain individual student records</li> <li>○ Provide constructive feedback to students</li> <li>○ Report to Parent/Guardian as required</li> </ul>  |
| <b>Student</b>                 | <ul style="list-style-type: none"> <li>○ Understand that everyone has the potential to learn and succeed</li> <li>○ Accept responsibility for learning &amp; value learning</li> <li>○ Help foster a positive learning environment through positive behaviour</li> <li>○ Set personal goals and targets for learning</li> <li>○ Active engagement in learning activities</li> <li>○ Preparation for Assessments</li> <li>○ Act on feedback provided on learning</li> <li>○ Ask for support and help</li> </ul>  |
| <b>Parent/Guardian</b>         | <ul style="list-style-type: none"> <li>● Support their child in interpreting the results of Assessment</li> <li>● Affirm the positives and encourage their child to ask for help and support around challenges</li> <li>● Support their child's learning by attending &amp; contributing positively at Parent-Teacher meetings</li> <li>● Schedule meeting with school personnel if concerned about their child's progress</li> </ul>   |
| <b>Guidance/Exam Secretary</b> | <ul style="list-style-type: none"> <li>● Supports students in deciding on levels for examination.</li> <li>● Procedure in place – change of level form.</li> <li>● Change of Level process includes all stakeholders including Guidance Counsellor, Year Head, Subject Teacher, Parent and Student.</li> <li>● Change of Level Form available from Exam Secretary or subject teachers.</li> <li>● 5<sup>th</sup> &amp; 6<sup>th</sup> Year Career Guidance Classes with the Guidance Counsellor: periodically time is spent in this class on academic tracking where students reflect on where they are at and set target grades for the next set of in-house assessments. These targets are</li> </ul> |

|  |   |
|--|---|
|  | also at times discussed in one – to – one vocational appointments with the Guidance Counsellor. |
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### **Format of winter assessment schedule for Griffeen Community College:**

*All first years, at Winter Assessments, are assessed in line with peers. Should extra accommodations be required they will be in place for further exams, as need arises.*

- Exams for 1<sup>st</sup> Year
- CBA Block or exams for 2<sup>nd</sup> (if there is a block for 2<sup>nd</sup> year, they MUST get an exam for Summer or vice versa)
- Block Revision or exams for 3<sup>rd</sup> year
- Exams in TY for Maths, English, Irish and Spanish
- Exams ONLY in 5<sup>th</sup> Year (LCA and LCVP)
- Block Revision or Exams in 6<sup>th</sup> Year (LCA and LCVP)

### **Format of Mock Exams assessment schedule:**

- Mock Exams for all 3<sup>rd</sup>, 6<sup>th</sup>, LCA2 and LCA1 (1 x language exam) students.
- Mock exams emulate state exam timetable as much as possible.

### **Format of Summer assessment schedule:**

- Exams in 1<sup>st</sup> Year
- Block or exams in 2<sup>nd</sup> (if a block took place already for the winter assessment, there MUST be an exam)
- 3<sup>rd</sup> Year will have block classes
- Exams in TY for Maths, English, Irish and Spanish
- Exams ONLY in 5<sup>th</sup> Year (LCA and LCVP)
- Block 6<sup>th</sup> Year (LCA and LCVP)

### **State examinations:**

- 3<sup>rd</sup> Year Junior Cycle Examinations June
- 5<sup>th</sup> Year and 6<sup>th</sup> Year Leaving Certificated Applied Examinations June

- 6<sup>th</sup> Year Leaving Certificate Vocational Programme Examinations June

**Arrangements for students who miss house examinations:**

- Griffeen Community College does not facilitate missed examinations under any circumstance. Compassionate cases will be considered on a case-by-case basis at the discretion of the MLT.

**Reporting to Parent/Guardian(s) on Student Progress following Assessment Processes**

| Type of Assessment | Formative or Summative | Scheduled Dates for Assessments in School                         | Results available to Parent/Guardian(s) on/from                | Access to Report on VShare |
|--------------------|------------------------|---|--|----------------------------|
| Christmas Report   | Summative              | Last week in December   | January  | Yes                        |
| Mock Examinations  | Summative              | Last week in January/first week in February                       | As soon as the marking company has them ready                  | Yes                        |
| Summer Reports     | Summative              | Last week in May  | June   | Yes                        |
| JCPA               | Summative & Formative  | Assorted dates 2 <sup>nd</sup> & 3 <sup>rd</sup> Year             | October or November of 4 <sup>th</sup> or 5 <sup>th</sup> Year | No                         |
| TY accreditation   | Summative & Formative  | End of Modules, end of year interview, Summer and Christmas exams | Certification at graduation                                    | No                         |

**Benefits of Reporting on Assessment Processes to Parent/Guardian(s)**

- Enables Parents/Guardians to be involved in their child's learning
- Provides an overview for the Parent/Guardian regarding how their child is progressing
- Provides opportunities for Parent/Guardian to reaffirm progress and hard work by their child
- Enables Parent/Guardian to discuss education/career paths with their child and assist them in working towards the next stage of the educational path/career
- Highlights any challenges which their child may be encountering and can open a discussion on additional supports their child may need
- May encourage Parent/Guardian to schedule additional meetings with the school to support their child in reaching their potential
- Enables Parent/Guardian to monitor and track the progress during the transition period from primary to post primary schooling

## Junior Cycle

The Junior Cycle grading system for exams is different in comparison to leaving certificate allocation. The school will use the following descriptors as stated by the NCCA. These will be used in Summer and Winter Assessments reporting.

Parents should note that when a student receives their profile of achievement for Junior Cycle it will not contain percentages only descriptors.

| Grade              | Mark       |
|--------------------|------------|
| Distinction        | 90% - 100% |
| Higher Merit       | 75-89%     |
| Merit              | 55-74%     |
| Achieved           | 40-54%     |
| Partially Achieved | 20-39%     |
| Not Graded         | 0-19%      |

A comprehensive guide to the Junior Cycle is available on:

[www.curriculumonline.ie/Junior-cycle](http://www.curriculumonline.ie/Junior-cycle)

### Junior Cycle Profile of Achievement

The Junior Cycle Profile of Achievement (JCPA) includes a section for *Other Areas of Learning* which gives recognition to students for their achievements in school outside of the classroom. These achievements could include Student Council work, Talent Show accomplishments, sporting achievements, active citizenship work, etc.

An 'Other Area of Learning' template will be available for students to report on their contributions to various aspects of school life and class tutors can give guidance how to complete the form.

## CBA's

### What are CBAs?

- **CBAs** act as distinct markers in the students' learning journeys;
- They are an integral part of ongoing assessment and routine classroom practice;
- They provide an opportunity for students to demonstrate knowledge and skills that may not be demonstrable in House and State Examinations;
- They may include oral or investigative assignments;

### When do they happen?

- **CBAs** are facilitated by the classroom teacher within normal class contact time and in accordance with a national timeframe;
- Students complete one **CBA** in Second Year;
- Students complete another **CBA** in Third Year;
- More details about when **CBAs** take place are outlined in the individual Assessment.
- Guidelines published by the *National Council for Curriculum and Assessment (NCCA)* for each subject. Updates on the *NCCA*'s website and in the relevant Junior Cycle implementation circular that the *Department of Education and Skills (DES)* publishes each year will also inform schools about when **CBAs** should take place.
- *Griffen CC* will use all of the available information to create a suitable **CBA** calendar that meets the needs of the students and the school which is found on our school website.

- Students' **CBAs** are assessed by their subject teachers using a nationally agreed marking system designated by the *NCCA*. Subject Learning and Assessment Review meetings are used to support the assessment of **CBAs**. There are some exceptions. For example, the second **CBA** in Visual Art is assessed by the *SEC*. See the Assessment Guidelines for each subject for more details on [www.curriculumonline.ie](http://www.curriculumonline.ie)
- The results of the **CBAs** will be reported in the Junior Cycle Profile of Achievement using one of the following descriptors:
  - a. Exceptional
  - b. Above Expectations
  - c. In Line with Expectations
  - d. Yet to Meet Expectations

- Teachers use the Features of Quality to award descriptors to students. These Features of Quality are the criteria for assessing CBAs. More information regarding the Features of Quality is available at: [www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects](http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects)
- Second and Third-year students will have time allowances built into their programmes to work on CBAs.

## TY

The TY programme in Griffeen Community College embraces the many varieties and modes of assessment recommended by the TY guidelines for schools as outlined by the Department of Education and Science.

Griffeen Community College will adapt a credit system for accreditation. The breakdown for each module etc., will be given to both students and parents at the beginning of the year.

The credit system will include the following subject to the requirements of the programme as designed by the Subject Teacher:

- Summative assessment
- Written, practical, oral or aural assessment
- Exhibitions of work
- Project work
- Report of work experience
- Compilation of portfolio
- Student diary/ log of personal progress
- Record of skills and competencies gained
- End of year interview

*Attendance will form part of the credit allocation for each individual subject, therefore full attendance is expected.*

### Certification

Griffeen Community College will award a TY Certificate on completion of the TY programme. Modular courses completed during the programme may be certified as appropriate by the school or outside bodies and agencies. Presentation of all certificates will take place at the annual end of year graduation ceremony.

| Subject          | Credits Available |
|------------------|-------------------|
| English          | 25                |
| Irish            | 25                |
| Maths            | 25                |
| Spanish          | 25                |
| Work Experience  | 25                |
| Elective Modules | 50                |

|           |     |
|-----------|-----|
| Interview | 25  |
| Total     | 200 |

Students can earn a maximum of 200 credits throughout the year and will need a minimum of 100 credits to pass the year. The overall results will be graded as follows:

| Award       | Grade Range |
|-------------|-------------|
| Distinction | 80-100%     |
| Merit       | 65-79%      |
| Pass        | 50-64%      |

## LCA

The Leaving Certificate Applied Programme (LCA) encompasses the following assessment elements:

- Screening for participation in the course
  - Successful completion of modules/key assignments
  - Completion of tasks
  - Oral examinations
  - Practical examinations
  - Task interviews
  - Credits for all modules including electives

Students need a 90% participation rate in each subject area in order to be awarded credits in that subject.

Terminal Examinations are in the following subjects:

- English and Communications
- Mathematical Applications
- Social Education
- Languages
- 2 Vocational Specialisms

Modern Language requirements: LCA students sit their Leaving Certificate examination in Irish and in their Modern Foreign Language (Spanish) at the end of either 5<sup>th</sup> or 6<sup>th</sup> year. This is done on an alternating basis. For example, 5<sup>th</sup> and 6<sup>th</sup> years will do Spanish for one year and sit their exam in June. The following year they will study Irish and sit their exam in this in June of that year.

Seven student tasks are completed over four sessions. Each student is required to produce a report on the process of completing the Task. Student Tasks (Projects)

are assessed by External Examiners appointed by the Department of Education and Skills.

Students who successfully complete the Programme will receive a certificate from the State Examinations Commission. All credits awarded will be recorded on the Leaving Certificate Applied Certificate.

| Certificate level award results |                   |
|---------------------------------|-------------------|
| Pass 60 - 69%                   | 120 - 139 credits |
| Merit 70 – 84%                  | 140 – 169 credits |
| Distinction 85 – 100%           | 170 – 200 credits |

## LCVP

Griffeen Community College is delighted to offer the Leaving Certificate Vocational Programme to Senior Cycle Students.

The **Leaving Certificate Vocational Programme (LCVP)** is an enhanced version of the traditional Leaving Certificate, designed to provide students with practical skills and work-based learning.

### Core Features:

1. **Focus:** The LCVP emphasizes enterprise, work-related skills, and preparation for further education or employment.
2. **Structure:**
  - In Griffeen CC, Students take seven subjects which includes English, Irish, Maths, Spanish and three option subjects.
  - Additionally, students complete **Link Modules**:
    - **Preparation for the World of Work:** Covers CV preparation, job-seeking skills, and work experience.
    - **Enterprise Education:** Involves planning and running mini-enterprises or projects.
3. **Assessment:**
  - The **Link Modules** are assessed through:
    - A **Portfolio of Coursework** (60%).
    - A **Written Examination** (40%).
  - Grades are awarded as:
    - **Distinction (80–100%):** Equivalent to H4 (66–74%) in CAO points.
    - **Merit (65–79%):** Equivalent to H6 (45–54%) in CAO points.
    - **Pass (50–64%):** Equivalent to H7 (30–39%) in CAO points.
4. **Work Experience:** Students undertake one week of work experience placement in 5<sup>th</sup> Year, gaining insights into the world of work.

### Benefits:

- **Skill Development:** Enhances teamwork, communication, problem-solving, and entrepreneurial skills.
- **CAO Points:** Provides additional points for higher education applications.
- **Practical Learning:** Balances academic and practical elements, making it ideal for students with diverse strengths.

It is especially suitable for students interested in combining traditional academic study with real-world applications.

## **Monitoring and Tracking Student Performance**

### **Parent Teacher Meetings**

Parent Teacher Meetings provide Parent/Guardian with an opportunity to meet with their child's teacher(s) to obtain an update on their progress in the class/subject(s). The teachers in Griffeen Community College maintain records of attendance, formative feedback, summative feedback and results of assessments for each student throughout an academic year and the parent teacher meeting provides all with an opportunity to determine how the student is progressing both academically and socially and what challenges they may be facing.

The Parent Teacher meeting provides the teacher(s) 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.

**Processes and procedures for Parent Teacher Meetings in Griffeen  
Community College**

- o Parent Teacher Meetings are held once per year for each Year Group
- o The schedule of Parent Teacher Meetings is outlined in the school journal and is available to all partners at the beginning of the school year
- o Reminder texts regarding Parent Teacher Meetings are sent 2 days before the event o Parent/Guardian(s) are requested to bring a copy of their child’s teachers to the PT meeting
- o Parent/Guardian(s) are encouraged to have a copy of the child’s most recent school report
- o Parent Teacher Meetings operate to the relevant department circulars.
- o Students are encouraged to attend all or part of each PT meeting with their Parent/Guardian.
  - o The time available for each individual meeting is limited as each teacher has many students.
  - o Should there be a particular issue that parents/guardians wish to discuss with a teacher/SEN coordinator/guidance counsellor at the school an additional appointment may be scheduled by contacting the school office at [info@griffeenc.ie](mailto:info@griffeenc.ie)
  - o After the meeting Parent/Guardian(s) are encouraged to spend time with their child highlighting the positive feedback they received and discussing the challenges remaining.
- o Parents/Guardians are also asked to remind their child of the supports available to them in school and that everyone is working together to ensure they can get the best outcome from their time in school in order that they can progress to the next stage of their education and/or career.

|   |   |
|---|---|
| <b><i>Date Ratified by the Board of Management:</i></b> | <b>This policy is still in review phase</b> |
| <b><i>Proposed By:</i></b>                              |   |
| <b><i>Seconded By:</i></b>                              |   |
| <b><i>Signed:</i></b>                                   |   |

|  |  |
|--|--|
| <b><i>Signed:</i></b>                                  |  |
| <b><i>Scheduled Date for Review of the Policy:</i></b> |  |

DRAFT