

Mercy Secondary School Kilbeggan

Assessment Policy November 2022

Introduction

This Assessment Policy was developed in partnership with all members of the Mercy Secondary School Kilbeggan Community – students, teachers, parent, management and trustees. It recognises the requirement of the school to *regularly evaluate students and periodically report the results of the evaluation to the students and their parents*, as set down by the Education Act 1998. This Assessment Policy will be reviewed regularly, as directed by the Board of Management.

Relationship to Mission Statement

Mercy Secondary School Kilbeggan is a Catholic co-educational school committed to the holistic education of all students, to ensure that individually, they each realise their full potential in a social and physical environment that is caring, supportive and joyful. We work in partnership with students, staff, parents and the community, and welcome all students from our multicultural society.

This Assessment Policy will play a key role in striving to ensure that each student realises his/her full academic potential in a learning environment that reflects a culture of partnership between teachers, parents and students.

Aims and Objectives of this Policy

The primary aims and objectives of the policy are:

- To facilitate improved teaching and pupil learning.
- To create a consistent and standardised assessment procedure for monitoring and reporting achievement in the school.
- To co-ordinate assessment procedures within departments on a whole school basis.

Assessment for Learning & Assessment of Learning

Our policy covers both **assessment of learning** and **assessment for learning**. *Assessment of learning* is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. The information gained from this kind of assessment will be used in reporting. **Assessment for learning**, on the other hand, is a continuous process which combines a grade with advice to the student towards further improvement. Both forms of assessment are invaluable, and will be used by equally by teachers in this school.

The Purposes of Assessment

- To evaluate what a student has learned in a particular area
- To provide feedback to students in a timely and constructive manner
- To provide feedback to teachers on the success of particular teaching methodologies in the learning process
- To highlight difficulties and shortcomings in the learning process in order to develop intervention strategies
- To identify students who require extension activities such as learning support
- To encourage and increase the skills of self assessment
- To keep records of attainment that will inform parents through the school's reporting process
- To measure the progress of students over time
- To raise expectations and standards
- To act as an incentive for students in the learning process.
- To ascertain whether it is appropriate for a student to continue studying in any given subject area.

Forms of Assessment

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. The feedback is the essential element of formative assessment.

Summative assessment refers to the assessment of learning at a particular juncture and aims to provide a summary of the achievements of the learner at that point in time.

Types of Assessment

Assessments can be either informal or formal.

1. Informal Assessment

The most common forms of assessment used in the school are of an informal nature, and these take place regularly in the classroom. These informal assessments are at the discretion of individual teachers who will use them constructively for learning to take place. Timely feedback and constructive advice are vital components in this process. Where appropriate, teachers will keep records of these assessments to provide an insight into a student's progress over time and to fully inform the learning process. Informal Assessments methods include –

- Worksheets & written classwork
- Questions and answers in class
- Essays & assignments
- Reading & writing in Class
- Sample exam questions
- Homework – written or learned

2. Formal Assessment

There are many types of formal assessments that take place in the school environment.

Monthly/End of Topic Test – These forms of assessments will be conducted at the discretion of the teacher on a monthly or end of chapter basis. These formal tests are a vital component in providing feedback to teachers, students and parents, on the level of each student's attainment and learning in that specific subject area. Constructive feedback will be given by teachers to students who partake in these tests, and the results of these tests will be used in the school's formal reporting structure where appropriate.

Framework for Assessment

1st Years	
Formative Assessment	All subjects will undertake Formative Assessment throughout the year in all subject areas.
Christmas Exams	Christmas Exams - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music
	No Christmas Exams – CSPE / SPHE / PE / Religion / Computers
	In Class / One Hour Duration.
	Late November / Early December / One Set Week
Christmas Reports	Christmas Exam Grades & Comment - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music Comment Only - CSPE / SPHE / PE / Religion / Computers
Summer Exams	Summer Exams - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music No Summer Exams – CSPE / SPHE / PE / Religion / Computers
	Formal Timetabled Exams / One Hour Duration
	Last week before Summer Holidays
Summer Reports	Summer Exam Grades & Comment - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music Comment Only: CSPE / SPHE / PE / Religion / Computers

2nd Years	
Formative Assessment	All subjects will undertake Formative Assessment throughout the year in all subject areas
	Classroom Based Assessments (CBAs) CBAs will be conducted throughout the school year as per the whole school plan for CBAs. The outcomes of these CBAs will be recorded on VSWare for families to access on an ongoing basis throughout the school year.
Christmas Exams	Christmas Exams - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music
	No Christmas Exams – CSPE / SPHE / PE / Religion
	In Class / One Hour Duration
	Late November / Early December / One Set Week
Christmas Reports	Christmas Exam Grades & Comment - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music Comment Only – CSPE / SPHE / PE / Religion
Summer Exams	Summer Exams - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music No Summer Exams – CSPE / SPHE / PE / Religion
	Formal Timetabled Exams / 1.5 Hours Duration
	Last week before Summer Holidays
Summer Reports	Summer Exam Grades & Comment - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music Comment Only – CSPE / SPHE / PE / Religion

3rd Years	
Formative Assessment	All subjects will undertake Formative Assessment throughout the year in all subject areas
	<p>Classroom Based Assessments (CBAs) CBAs will be conducted throughout the school year as per the whole school plan for CBAs. The outcomes of these CBAs will be recorded on VSWare for families to access on an ongoing basis throughout the school year.</p> <p>Assessment Tasks Where relevant, Assessment Tasks will be completed throughout the school year as per the whole school plan for Assessment Tasks. These Assessment Tasks will be stored and sent to the SEC for correction at the normal time of the Junior Cycle State Exams.</p>
Christmas Exams	Christmas Exams - Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music
	No Christmas Exams – SPHE / PE / Religion
	In Class / One Hour Duration
	Late November / Early December / One Set Week
Christmas Reports	<p>Christmas Exam Grades & Comment – Irish / English / Maths / Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music</p> <p>Comment Only - SPHE / PE / Religion</p>
Mock Exams	Mock Exams – Irish / English / Maths (Only)
	Formal Timetabled Exams as per State Junior Cycle Exams format. To be held on the Thursday and Friday before the February Mid-Term Break
3rd Year Spring Reports	<p>Mock Exams : Level, Grade & Comment – Irish / English / Maths</p> <p>Continuous Assessment : Level, Grade (Optional) & Comment – Science / French / German / History / Geography / Visual Art / Business Studies / Graphics / Home Economics / Engineering / Wood Technology / Music</p>

Transition Years	
Formative Assessment	All Subjects will undertake Formative Assessment throughout the year in all subject areas
Christmas Exams	Transition Years will not have any set Christmas Exams
Christmas Reports	All Transition Year students will receive a Christmas Report whereby they will receive a comment, and a ranking in the areas of Attainment and Participation, with regard to each subject that they are studying.
Summer Exams	Transition Years will not have any set Summer Exams, with the exception of Irish, English & Maths, where they will undertake an in-class end-of-year assessment.
Summer Reports	All Transition Year students will receive a Christmas Report whereby they will receive a comment, and a ranking in the areas of Attainment and Participation, with regard to each subject that they are studying.
TY Credit System	All Transition Year students will receive a TY Certificate at the end of year TY Prayer Service. This will be based on a Credit System that assesses many areas of Transition Year such as attendance, attitude, punctuality, work experience, extra-curricular participation, behaviour, etc.
	Students will achieve one of the following overall grades -
	• Distinction
	• Merit
	• Pass
	• Unsuccessful

5th Years	
Formative Assessment	All Subjects will undertake Formative Assessment throughout the year in all subject areas
Christmas Exams	Christmas Exams – All Leaving Cert Exam Subjects No Christmas Exams – Career Guidance / SCPE / Religion / LCVP
	In Class / One Hour Classes as appropriate
	Late November / Early December / One Set Week
Christmas Reports	Christmas Exam Grade & Comment – All Leaving Cert Exam Subjects Comment Only – Career Guidance / SCPE / Religion/ LCVP
	Continuous Assessment mark recorded and based on a minimum of two pieces of work.
Summer Exams	Summer Exams – All Leaving Cert Exam Subjects No Summer Exams – LCVP / Career Guidance / PE / Religion
	Formal Timetabled Exams / Two Hours Duration
	Last week before Summer Holidays
Summer Reports	Summer Exam Grade & Comment - All Leaving Cert Exam Subjects Comment Only - Career Guidance / PE / Religion
	Continuous Assessment mark recorded and based on a minimum of two pieces of work.

6th Years	
Formative Assessment	All Subjects will undertake Formative Assessment throughout the year in all subject areas
Christmas Exams	Christmas Exams – All Leaving Cert Exam Subjects No Christmas Exams – Career Guidance / SCPE / Religion / LCVP
	In Class / One Hour Classes as appropriate
	Late November / Early December / One Set Week
Christmas Reports	Christmas Exam Grade & Comment – All Leaving Cert Exam Subjects Comment Only – Career Guidance / SCPE / Religion / LCVP
	Continuous Assessment mark recorded and based on a minimum of two pieces of work.
Mock Exams	Mock Exams – All Leaving Cert Exam Subjects No Mock Exams – Career Guidance / SCPE / Religion
	Formal Timetabled Exams as per State Leaving Cert Exams format
	Last fortnight before February Mid-Term Break.
Mock Reports	Mock Exam Grade & Comment – All Leaving Cert Exam Subjects
	No Continuous Assessment Mark

New Junior Cycle

The assessment of the New Junior Cycle Programme ensures that a range of skills are assessed, placing students at the center of the learning process. Students will complete Classroom Based Assessments (CBA) during class time in both 2nd and 3rd Year, which will be reported on the Junior Cycle Profile of Achievement (JCPA). Students can achieve one of four grade descriptors (listed below) once teachers have conducted a Subject Learning and Assessment Review (SLAR) meeting in which students' work is moderated.

E – Exceptional

AE – Above Expectations

I – In Line with Expectations

Y – Yet to Meet Expectations

Where a descriptor for a Classroom Based Assessment has not been given to a student, the term 'Not Reported' is used. There is no appeal to the allocation of a student's grade descriptor. In addition, students in 3rd Year complete an Assessment Task (in most subject areas) which accounts for 10% of their final exam result. There will also be opportunities for students to contribute towards their JCPA by participating in 'Other Areas of Learning'. These are activities which must be school based and are also recorded on their JCPA. Finally, when the students receive their JCPA, their final grades consist of the following language:

Distinction $\geq 90 - 100$

Higher Merit $\geq 75 - < 90$

Merit $\geq 55 - < 75$

Achieved $\geq 40 - < 55$

Partially Achieved $\geq 20 - < 40$

Not Graded $\geq 0 - < 20$

Other Assessments – the school may engage in other forms of assessment from time to time. All students will be screened by the Learning Support Department to investigate the possible provision of additional help or Reasonable Accommodation where necessary. The school's NEPS psychologist, in consultation with school management, may carry out psychological assessments and other assessments on students at different times throughout the year.

General Guidelines

The form that these informal and formal assessments will take, are dependent on the subject area being assessed and will vary from subject to subject. Certain forms of assessment may oftentimes be peculiar to a particular subject.

All forms of assessment above will strive to meet the additional needs of students in the classroom when they arise. Classroom strategies such as differentiated assessment, visual aids, hearing aids, spelling waivers, increased time and dictionaries amongst others, may be used from time to time, as determined by the individual subject teacher.

Where feasible, and as determined by each department plan, common assessments across a year group will be used in each subject area. This will provide for increased cooperation, peer collaboration and a common benchmark across each subject area.

Students are expected to treat all of the above forms of assessment with respect. Any student who willingly fails to participate fully, or who acts in a disrespectful way towards any form of assessment in the school will be dealt with accordingly.

Assessment and Reporting

There are different methods whereby the results of formal and informal assessments will be reported to parents.

- **Student Journal** – The teacher may communicate the outcome of any assessment to the parents/guardian of a student by writing a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.
- **Direct Contact** - the teacher may decide as they see fit to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student
- **Signature of Parent on Assessment** – the teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.
- **Parent Teacher Meetings** – there are Parent Teacher Meetings for all Year Groups throughout the academic year. At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students, that generates a accurate picture of the student's progress.
- **Published Reports** – Formal reports will be published on the school's VSWare System for the parents/guardians of students on two occasions during the academic year, depending which year group they are in. 1st, 2nd, Transition Year and 5th Year parents/guardians will have their *Christmas Report* published on VSWare in December before the Christmas holidays, and their *Summer Report* published on VSWare during the Summer holidays. Parents/guardians of 3rd and 6th will also have a *Christmas Report* published on VSWare in December, but will then have another report published on VSWare in April. 3rd and 6th Year parents/guardians do not receive a *Summer Report*.

Signed: ***Paul Daly***

Chairperson of Board of Management

Date: **10th November 2022**

Signed: ***Garrett Farrell***

Principal/Secretary to the Board of Management

Date : **10th November 2022**