



lmetb
*Bord Oideachais agus
Oiliúna Lú agus na Mí*
Louth and Meath Education
and Training Board



Draft Template for Whole School Policy on Assessment

School Name	Coláiste De Lacy
Date of Ratification of Policy by the Board of Management	
Date of Scheduled Review of Policy by Board of Management	

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.

Relationship of Assessment Policy to the School's Mission Statement

Coláiste De Lacy is a multi-denominational, co-educational school under the patronage of the Louth and Meath Education and Training Board (LMETB). The Mission Statement of the school is:

Coláiste De Lacy is a community of learners and leaders working together in a safe and inclusive learning environment that fosters positive relationships, good learning habits, growth mind-set, respect, and personal growth for all.

Through the combined effort of our whole school community, we aim to nurture curious minds, caring hearts and responsible citizens.

This Assessment Policy will play a key role in ensuring that each student realises his/her full potential while a student in this school

What is Assessment?

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. Educational Assessment provides information about progress in learning.

Characteristics of Good Practice in Assessment

1	Promotes and Supports Learning	<ul style="list-style-type: none"> • Identifies what students know, understand and can do • Enables consistent monitoring of student progress • Identifies individual learning styles and strengths and challenges • Encourages Progression in learning
2	Informs Teaching	<ul style="list-style-type: none"> • Assists lesson planning and informs review of content and skills • Promotes a variety of teaching methodologies • Enables consistent monitoring of teaching progress • Encourages self -reflection
3	Is both Formative and Summative	<ul style="list-style-type: none"> • Promotes a shared learning culture & provides clear and effective feedback • Diagnoses learning difficulties • Measure student performance • Identifies clear and shared targets for student progress • Promotes differentiation by outcome • Informs subject choice and career decision making • Provides effective and progressive student records & informs regular reporting to Parents/Guardians
4	Uses appropriate and diverse strategies	<ul style="list-style-type: none"> • Is both formal and informal & accommodates a variety of learning styles • Tests a range of skills • Encourages effective and standardised marking procedures • Is both quantitative and qualitative & is carried out in a range of contexts
5	Recognises ALL pupil progress and achievement	<ul style="list-style-type: none"> • Rewards progress, effort and achievement • Fosters motivation and promotes a commitment to learning • Creates opportunities for self-direction & fosters self-esteem and social development
6	Develops the capacity for Self-Assessment	<ul style="list-style-type: none"> • Shares learning outcomes and assessment criteria & gives sensitive and constructive feedback • Supports students in self and peer assessment activities • Engages students with realistic target setting
7	Fosters a shared involvement and responsibility between School and Home	

Types of Assessment at Coláiste De Lacy

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.

Type of Assessment	Type of Assessment
Assessment for Learning (Formative Assessment)	All Teaching Staff
Assessment of Learning (Summative Assessment)	All Teaching Staff
Assessment Instruments/Assessments for Guidance (Circular Letter 0067/2020 Post Primary, Circular Letter 18/2021 Primary)	Guidance Department &/or SEN Department

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 successes, and highlighting areas for improvement.

Type of Assessment	Carried out by	Some Examples in the Classroom
Assessment for Learning (Formative Assessment)	All Teaching Staff	Learning Intentions, Learning Outcomes, wait time, Questioning, Work sheets & written classwork, Homework, reading and writing in class, essays and assignments, sample exam questions, observations in class, presentations, practical work, research, discussion and debate, Self-Assessment, Peer Assessment, Comment only Feedback to students e.g. Two Stars and a Wish, Classroom Based Assessments for Junior Cycle (CBAs)

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.

Type of Assessment	Carried out by	Some Examples in the Classroom
Assessment of Learning (Summative Assessment)	All Teaching Staff	End of Unit /End of Chapter Class Exams, Term Assessments, Christmas Exams, Summer Exams, Mock Examinations, State

		Examinations, Assessment Tasks for Junior Cycle (ATs)
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Assessment Instruments/Tests

Assessment Instruments/tests for Guidance and for additional and special educational needs (SEN). During your son's/daughter's education in Coláiste De Lacy he/she will have the opportunity to engage in a wide range of assessment activity as part of normal teaching and learning. Other specialist tests may also be administered to support your son's/daughter's educational development and learning as well as his/her career development. Examples of such tests are outlined below.

There may also be occasion to administer tests on an individual basis to your son/daughter to support his/her learning, progress, and achievement. Such tests will only be administered following consultation with parents/guardians.

Type of Assessment	Carried out by	Some Examples in the Classroom
Assessment Instruments/tests (Circular Letter 0067/2020 Post Primary, Circular Letter 18/2021 Primary)	Guidance Department &/or SEN Department	Pre – Entry/Post Entry to Post Primary School Assessment Tests, Standardised Ability Assessments, Standardised Attainment/Achievement Assessments, Diagnostic Assessments, Guidance Interest Assessments

Definition of Assessment Instruments for the purposes of this policy.

(The following list is not exhaustive and achievement tests are used as appropriate)

Ability & Aptitude:

Cognitive Abilities Test – 4th Edition 2012 (CAT4)

Group – Digital Version

Measures four principal areas of reasoning- verbal, non-verbal, quantitative, and spatial – to provide a comprehensive profile of the core abilities relating to learning

Guidance:

Reach+ & Careers Portal.

Careers portal offers a free Career Exploration Toolbox including an Interest Profiler.

Achievement Test - Individual

Woodcock Johnson IV

Administered individually

Literacy and numeracy.

Battery of 11 subtests: letter-word identification, sentence reading fluency, passage comprehension, word attack, oral reading spelling, sentence writing fluency, writing samples, calculation, applied problems and maths facts fluency.

WIAT 3-T

Administered individually

Literacy.

Provides normed assessment in untimed single word accuracy, reading comprehension, reading speed and single word spelling. Battery of 5 subtests to test key aspects of literacy.

PPAD-E

Administered to all 1st year students

Literacy

Battery of 5 subtests including, word reading, spelling, reading speed, reading comprehension, and writing samples.

Hedderly Sentence Completion test

Administered individually)

Writing speed

Using Assessment Instruments within the Guidance and SEN Departments of our School

Rationale for using Assessment Instruments in our School	These tests are used for gathering baseline data and to track progress as well as identifying emerging needs that will help to inform actions that will best address them.
How will Informed Consent be obtained	Consent obtained through communication with Parents / Guardians
Selection of Assessment Instrument	Tests selected accordingly to identified need as part of a solution focused approach. Assessment instruments are used in accordance with the continuum of support e.g., CAT4 for all students, WIAT 3-T with few students.
Administration of Assessment Instrument – Where Assessments will take place (location in the school)	Base classrooms – in group scenario where appropriate. Learning support room – in the case of individuals. Online where possible.
Administration of Assessment Instrument – Under what	Assessment takes place in exam style conditions. Students complete assessment on their iPads where possible

conditions will Assessments take place	
Administration of Assessment Instrument – Names of suitably qualified staff administering the Assessment Instruments	Niamh Murray (SEN coordinator) Aoife Callinan (Guidance Counsellor) Eileen Corcoran (Learning Support Teacher) Subject teachers may also be involved in some instances.
Provision of Feedback to the Parents/Guardians/Students	Feedback will be given as appropriate. Parents/Guardians will be informed of the test scores in a format that can be easily understood. Students will be given feedback through a meeting with Guidance Counsellor, Learning Support teacher or the teacher that administered the test.
Interpretation of results	SEN Coordinator, Guidance Counsellor and SST
GDPR	In accordance with LMETB GDPR Policy
Storing of Assessment Data	In accordance with LMETB GDPR Policy
RACE	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
FAQ document for Parents/Guardians	An updated FAQ document on assessment instruments is available on the school's website or by contacting the main office of the school on www.colaistedelacy.ie

Whole School Roles and Responsibilities Assessment

1	Principal & Deputy Principal(s)	Support SEN Department, Year Heads, Coordinators etc and ensure assessments / changes to assessment practise are communicated to all relevant stakeholders in a timely manner. Provide suitable recording technology for reporting progress to Parents and students (ePortal , SchoolWise etc) and training if necessary.
2	Year Heads	<p>Liaise with Year Heads and/or Senior Management and/or SEN Department regarding student progress</p> <ul style="list-style-type: none"> • Report to Parents/Guardians as required <p>Analyse State Examination results</p>
3	Subject Convenors/Co-ordinators	<p>Liaise with Year Heads and/or Senior Management and/or SEN Department regarding student progress</p> <ul style="list-style-type: none"> • Coordinate a common approach to assessments (Common exams) and marking schemes for same where necessary. • Facilitate sharing of best practice and professional dialogue regarding assessment.
4	Subject Teachers	<p>Liaise with Year Heads and/or Senior Management and/or SEN Department regarding student progress</p> <ul style="list-style-type: none"> • Prepare assessment opportunities for students • Mark and evaluate assessments from students in a positive, accurate, meaningful, and diagnostic way • Compile and maintain individual student records • Provide constructive feedback to students • Report to Parents/Guardians as required
5	Students	<ul style="list-style-type: none"> • Understand that everyone has the potential to learn and succeed • Accept responsibility for their learning & value their learning • Help foster a positive learning environment through positive behaviour • Set personal goals and targets for their learning • Active engagement in learning activities • Preparation for Assessments • Act on feedback provided on their learning • Ask for support and help • Demonstrate a positive attitude and Growth Mindset.
6	Parents /Guardians	<ul style="list-style-type: none"> • Support their son/daughter in interpreting the results of Assessment • Affirm the positives and encourage their son/daughter to ask for help and support around challenges

		<ul style="list-style-type: none"> Schedule meeting with school personnel if concerned about their son's/daughter's progress
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Reporting to Parents/Guardians on Student Progress following Assessment Processes

Type of Assessment	Formative /Summative Assessments	Scheduled Dates for Assessments in School (These dates will vary from year to year and should be used as approximates)	Results available to Parents/Guardians on/from	Postal Report/Access to Report on ePortal
Target setting	Formative	September	October	Noted in the students Dialann & ePortal
Halloween Report	Summative or Formative	20 th - 25 th October	1 st November	ePortal
Christmas Report	Summative	1 st - 14 th December	20 th December	ePortal
Mock Examinations	Summative	1 st –20 th February	25 th February	ePortal
Easter Report	Summative or Formative	20 th - 25 th March	30 th March	ePortal
Summer Reports	Summative	7 th - 21 st May	7 th June	ePortal
Student Progress Report carried out by Year Head	Formative	As requested by Parents/Guardians		Written Report provided during meeting with Parent/Guardian

Benefits of Reporting on Assessment Processes to Parents/Guardians

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

Monitoring and Tracking Student Performance Parent Teacher Meetings

Parent Teacher Meetings provide Parents/Guardians with an opportunity to meet with their son's/daughter's teacher(s) to obtain an update on their son's/daughter's progress in the class/subject(s). The teachers in our school 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 also 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.

The following outlines the processes and procedures for Parent Teacher Meetings in our school:

1	In Coláiste De Lacy Parent Teacher Meetings are held for each Year Group once per year
2	The schedule of Parent Teacher Meetings is outlined at the beginning of the year in Coláiste De Lacy
3	Reminder texts regarding Parent Teacher Meetings will be sent 7 days before a Parent Teacher Meeting
4	Attendance forms will be sent home with students, and you will be asked to complete and return to the school by a particular date
5	Please bring a copy of your son/daughter's teachers to the Parent Teacher Meeting with you
6	It is useful to bring a copy of your son's/daughter's most recent School Report with you to the meeting
7	Please note that Parent Teacher Meetings commence at 14:45 and end at 17:15
8	In Coláiste De Lacy we encourage that your son/daughter attends the Parent Teacher Meeting with you when they are in 6 th Year
9	Please be mindful that each teacher has a large number of students and therefore the time available is limited. Should there be a particular issue that you wish to discuss with a teacher/SEN co-ordinator/guidance counsellor at the school an additional appointment may be scheduled by contacting the school office on 01 524 1075
10	After the meeting we encourage you to spend time with your son/daughter highlighting the very positive comments you received and discussing the challenges remaining. Please remind your son/daughter 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

School Contact Details

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