Boherbue Comprehensive School

Teaching, Learning, Assessment and Reporting Policy

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1. Purpose

- The purpose of this policy is to outline a shared understanding of how teaching, learning, assessment and reporting practices in Boherbue Comprehensive School support the delivery of a quality, inclusive and relevant education that will meet the needs of all students, both now and in the future.
- The teaching, learning assessment and reporting activities that take place at Boherbue Comprehensive School encompass a wide range of activities and emphasize a balance between the development of skills and competences and the development of students' knowledge.
- The policy highlights teaching, learning, assessment and reporting arrangements that will provide students with learning opportunities that achieve a balance between learning subject knowledge and developing a wide range of skills and competencies.

2. Teaching, Learning, Assessment, and Reporting - Integrated Approach

- Boherbue Comprehensive School recognises the interconnected nature of teaching, learning, assessment and reporting; all of which feed into playing a key role in the holistic development of each student entrusted in its care.
- To this end the school deploys a wide range of teaching and learning strategies, assessment modes (formative and summative) and reporting procedures to enhance learner experiences and maximize learner outcomes.
- Each pedagogical strategy, assessment mode and reporting procedure employed by the school is based on evidence-informed research and in line with curricular changes mandated by the Dept. of Education, the National Council for Curriculum and Assessment (NCCA) and the National Council for Special Education (NCSE)

3. Teaching and Learning for Assessment and Reporting - A Working Definition

- Assessment and Reporting is integral part of teaching and learning, and can be defined as

  "the process of gathering, recording, interpreting, using and reporting information about a students' progress and achievement in developing knowledge, concepts, skills and attitudes."

- Assessment at Boherbue Comprehensive School involves gathering information in order to understand how each student is progressing and using that information to report progress to parents and students with the overall aim of improving learning outcomes and enhancing the educational experience of all students. To this end, the school uses formative and summative modes of assessment which are linked to an array of feedback strategies to help students improve and progress to the best of their abilities.

4. Role of Assessment in Teaching, Learning, and Reporting

Assessment is an integral part of teaching, learning and reporting; and to this end it serves to -

- Track individual student progress and attainment providing teachers, students and parents with information regarding student ability, attainment and progress
- Provide information to students on where they are at in their learning, to identify the next steps in learning and to set targets accordingly.
- Enable teachers to identify and plan the next steps in advancing teaching and learning
- Provide information to teachers which they will use to plan for differentiated instruction based on the individual and diverse needs of students.
- Identify appropriate programmes and subject levels at Junior Cycle and Senior Cycle, best suited to the needs of each students
- Identify students who have additional educational needs so that appropriate supports can be provided for them in line with the continuum of support
- Inform consultations with relevant professionals such as NEPS
- Assist students in relation to subject choice, career guidance and progression to third level and further education.

5. Aims of Assessment with regard to Teaching, Learning and Reporting

- To monitor the teaching and learning process.
- To inform students and parents/guardians of the progress in learning.
- To generate baseline data to measure student achievement.
- To assist teachers in short, medium and long term planning with a focus on differentiation so as to meet the needs of each student
- To motivate students to take responsibility for and ownership of their own learning.

- To monitor and track the development of key Skills as per the Junior Cycle Framework, 2015 and the NCCA Framework for Senior Cycle.
- To foster autonomy, self-reliance, and independent learning which will set them up for success in school and in life by teaching students how to self assess and reflect on their work with the overall goal of moving their learning forward.

6. Assessment Modes employed to Identify and Support Students with Additional Education Needs (Refer also to SEN/Inclusion Policy)

6.1 Entrance Assessments:

- Incoming first years undertake The CAT 4 test which is used as a basis to form mixed ability first year classes. This assessment will offer an early indicator to the school of a student's ability, allowing the school to put additional support in place as appropriate in line with NCSE Continuum of Support.
- Primary Schools are required to provide an Educational Passport for incoming First Years. This passport will also serve to assess and identify students' needs in order that appropriate support in line with the NCSE Continuum of Support can be put in place to meet the needs of students.

6.2 Learning Support Assessments: (Refer also to the School Inclusion/SEN Policy)

- The CAT 4 and PPAD-E assessments are used in conjunction with information provided by the Primary schools, parents and other stakeholders to identify first year students who may benefit from Resource/Learning Support. Students identified will be provided with additional support, based on their needs and delivered under a Continuum of Support as set out in NCSE guidelines.
- Further standardised attainment and diagnostic testing using assessment instruments approved by the DES may be carried out as appropriate.
- Where an individual student or a group of students are withdrawn for learning support, their subject teacher in collaboration with the resource teacher monitors individual student progress and keeps records of the assessments carried out.
- Following referral by school management, the NEPS psychologist may carry out further educational assessments.
- Reasonable Accommodations In Certified Exams (RACE): The WRAT4 and CAT4 assessments are completed to support RACE applications for the State Examinations where required.

6.3. ASD Class Assessment

- The CAT 4 is the formal entrance assessment for all students. This is not a compulsory assessment for students who are enrolled in the ASD class. However, students enrolled in the ASD class may wish to complete this assessment.
- Staff assigned to the ASD class visit primary schools to obtain information from primary school teachers and SNAs relating to the needs of the student. This information forms the basis for determining the Junior Cycle programme which is best suited to meeting the needs of the student and ensuring that the student reaches his/her full potential.
- No assessments are carried out in September as this month is used as a settling in period for the student. Initial assessment is based on the Basic Skills Checklist completed by staff members of the ASD class. This assessment is followed by a range of other assessments depending on the student's needs. These assessments include PPAD-E, ABLLS, AFLS, T-TAP, TALKABOUT Assessment Tool.
- Students are provided with the opportunity to complete any mainstream academic assessments in the ASD class if required.

6.4 English as an Additional Assessments

- See EAL Policy

7. Dual Approach to Assessment in Teaching, Learning, Assessment and Reporting

- At both Junior Cycle and Senior Cycle, the school adopts a dual approach to assessment in teaching, learning, assessment and reporting which involves classroom and home based formative assessments punctuated by a number of summative assessments (at the end of a term or unit of learning as per specifications/syllabi)
- All assessment, formative and or summative, moment-in-time or ongoing, SEC, NCCA, or teacher-designed, have as its primary purpose, the support of student learning.
- At Boherbue Comprehensive School, all educational programmes are underpinned by integration of formative assessment as a normal part of teaching and learning.
- Ongoing classroom assessment practices are deployed to support student learning and to promote student engagement and achievement.
- Ongoing assessment involves practices that are both formative and summative, both of which complement each other.
- Formative assessment, complemented by summative assessment, is a key feature of teaching, learning, assessment and reporting.
- This dual approach to teaching, learning and assessment enables an appropriate balance between preparing students for examinations and also facilitates the

development of key skills and competencies, engaged learning and better outcomes for students.

- ➢ The approach recognises and values the different types of learning that take place and allows for a more rounded assessment of the educational achievements of each young person.
- ➢ Formative assessment practices which are central to teaching and learning and play a key role in recording and reporting students progress involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes.
- ➢ A vital part of formative assessment is the feedback that teachers provide to students and the feedback which students provide to each other through the use of a wide and varied repertoire of Assessment for Learning (AFL) strategies.
- ➢ Through a range of formative assessment activities such as the use of learning intentions and success criteria, the teacher helps the student to identify what has been achieved and where there is room for further learning and development.
- ➢ Formative assessment activities coupled with the use of active learning and cooperative learning pedagogical approaches are used for student self assessment and peer assessment, the purpose of which is to help students take responsibility for and ownership of their learning. Thus, preparing them for self-directed independent autonomous learning - a key skill necessary for success in school and in life.
- ➢ The use of formative teaching, learning, assessment and reporting involves a shift from focusing mainly on summative - Assessment of Learning (AOL) - judgements to engaging in ongoing activities that can be used to support students in the next stages of learning.
- ➢ The integration of formative assessment practices into teaching and learning acts as a tool for teachers to monitor students' progress in learning and to identify how they can support students to reflect on and critically analyse their own learning, so as to enable them to grow, develop, and achieve to the best of their potential.
- ➢ The overarching aim of the deployment of formative assessment practices is to facilitate deeper learning in line with the needs of each individual student.

Keeping the aforementioned points in mind,

- ➢ Feedback between teachers and students informs teaching and learning
- ➢ Lessons include ample opportunities to enable students to acquire and apply their knowledge and learning and to use information and key skills developed in creative ways.
- ➢ There is a balance between the acquisition of knowledge and the development of key skills and competencies; facilitated through a range of evidence-based active and cooperative teaching and learning pedagogical methodologies.

- ➢ Written activities are designed to extend and enrich, as well as consolidate, the students' knowledge and skills, and to afford students opportunities for independent thought and reflection.
- ➢ A renewed and concentrated focus on differentiation is central to teaching, learning and assessment so as to ensure that students of all abilities are engaged and making progress in accordance with their potential. *(see appendix 1 and appendix 2)*

8. Teaching, Learning, Assessment and Reporting In Junior Cycle

8.1 Teaching and Learning - What will students learn?

During junior cycle, a student will learn through

1. A number of subjects or a combination of subjects and short courses that are broadly aligned with Level 3 of the National Framework of Qualifications (NFQ)
2. An area of learning called Wellbeing
3. Priority Learning Units (PLUs) and short courses that are broadly aligned with Level 2 of the NFQ. These are included in learning programmes that provide for a small number of students with significant special educational needs
4. Other learning experiences linked to the junior cycle key skills (Being Literate, Being Numerate, Staying Well, Managing Myself, Managing Information and Thinking, Communicating, Working with Others and Being Creative)

In line with the Junior Cycle Framework, 2015, Boherbue Comprehensive School provides students with quality learning opportunities that strike a balance between learning knowledge and developing a wide range of skills and thinking abilities. The School employs NCCA subject specifications and associated assessment instruments to support effective teaching, learning, assessment and reporting practices.

Throughout the process of teaching, learning and assessment, students are afforded opportunities and be encouraged to:

- ➢ apply their learning in a number of different contexts
- ➢ engage in research, investigation and experimentation
- ➢ gather and synthesise information
- ➢ think analytically and solve problems
- ➢ be creative, entrepreneurial and innovative
- ➢ work independently and/or as part of a team
- ➢ make decisions, implement ideas and take action
- ➢ communicate and critically respond to text and dialogue
- ➢ present and perform in a variety of modes

- collaborate with others in the completion of tasks
- think critically and reflect on their learning
- engage in dialogue with their teachers and peers
- evaluate their own learning, either as individuals or in collaboration with their peers.

8.2 Assessment approaches to complement teaching and learning at Junior Cycle - What will assessment look like?

Boherbue Comprehensive School employs a range of assessment approaches to complement teaching and learning at junior cycle. These approaches include but are not limited to

- Ongoing formative and summative assessments, including routine teacher-designed tasks and tests
- One or two Classroom-Based Assessment tasks in short courses as per the NCCA Subject Specifications and associated assessment guidelines
- Ongoing assessment for students undertaking priority learning units at Level 2 as per the NCCA Programme Specification
- Structured Classroom-Based Assessments for subjects conducted in second and third year
- A written Assessment Task for subjects that will be based on the second Classroom-Based Assessment and will be submitted to the SEC for marking along with the state-certified examination
- An externally assessed, state-certified examination for subjects at the end of third year which will be aligned with the learning outcomes of each subject specification.
- Specific arrangements for 'practical' subjects as per individual specifications

8.3 Formative and Summative Assessment at Junior Cycle

- Formative assessment, complemented by summative assessment, is a key feature of the junior cycle programme and is also central to the teaching, learning, assessment and reporting practices at Boherbue Comprehensive School.
- At Boherbue Comprehensive School, Teachers and students engage in ongoing assessment activities as part of classroom practice that can be either formative or summative in nature.
- The school uses a range of assessment strategies for formative and or summative purposes; both of which emphasise the interlinked and complementary nature of the assessment process.

- The school deploys a variety of evidence informed and research based assessment approaches that will allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that would not be possible in a written examination.
- The assessment elements undertaken provide a broad picture of the student's learning journey through the three years of junior cycle.
- Most of the assessment activities over the three years of junior cycle are formative in nature with the exception of end of term assessments and end of unit tests. (see inhouse arrangements below)
- Summative Assessments (end of term/unit) also serve to be formative as teachers return the assessments to students with feedback which students use to help them take the next steps in their learning. *(see appendix 1 and 2)*

8.4 Teaching, learning and assessment of Learning Outcomes as per Specifications linked to the SEC Exam

- Subjects play an important role as part of the junior cycle programme.
- Students study a maximum of ten subjects for assessment by the State Examinations Commission (SEC). This examination takes place in June of Third year.
- Subjects include English; Irish; Mathematics; Science; Business Studies; Modern Languages (French, German); History; Geography; Religious Education; Art, Craft & Design; Home Economics; Music; Technology Subjects (Materials Technology (Wood); Technical Graphics; Metalwork; Technology).
- The subject specifications and other relevant documentation can be accessed via www.curriculumonline.ie and Junior Cycle | NCCA
- Teachers use learning outcomes and skills based approach as per the specifications to plan for teaching, learning, assessment and reporting.
- The learning outcomes provided by subject specifications are used as a starting point for planning units of learning and developing learning intentions and associated assessments.
- The assessments, designed by teachers and subject departments, are aligned with the learning outcomes of each subject as per the subject specification.
- The learning intentions set out what the students should know, understand, and be able to do as a result of the teaching and learning activities which were undertaken during a class/term/year/junior cycle.
- Teachers use learning intentions/outcomes as per the specifications to share and co-cretae success criteria; the success criteria is used to assess the

learning outcomes/intentions and referred to in providing feedback to students so as to help them plan the next steps in their learning.

- ➢ The success criteria for the associated learning outcomes is also used to help students take responsibility for and ownership of their learning through a process of self assessment and self reflection.
- ➢ Students use the learning intentions and the success criteria to reflect on how they are progressing in their own learning; and provide feedback to their teachers and peers through a process of self reflection, self assessment, and peer assessment.
- ➢ Students' written tests, homework assignments, project work, tasks and classroom questioning each have significant formative potential as the teacher gives regular feedback to students on their work; and as students give regular feedback on each other's work.
- ➢ In developing the capacity for self-management and self-awareness (key skills/competencies), through self and peer assessment, students will approach their learning more confidently and will be better prepared to meet the challenges of life beyond school.
- ➢ As part of their daily practice, teachers assess students' learning by observing and listening as students carry out tasks and by considering how they respond to questions.
- ➢ These assessments provide opportunities for teachers and students to take stock and make judgments about how well a student is progressing and to plan for the next steps in learning.
- ➢ Opportunities to review and comment on student performance are built into the fabric of each lesson; and is an important feature of teaching, learning, assessment and reporting.
- ➢ All of the aforementioned provide teachers with evidence for making summative professional judgements which are used in reporting progress to students, parents/guardians and other relevant personnel.

8.5 Classroom-Based Assessments linked to subjects assessed by the SEC (CBAs) and their role in teaching and learning

- ➢ All subjects studied at junior cycle have an assessment component titled 'Classroom Based Assessments' (CBAs) which are linked to the learning outcomes as per subject specifications.
- ➢ Classroom- Based Assessments are best described as the occasions when the teacher assesses students using specific tasks set out in subject specifications.
- ➢ Classroom Based Assessments provide a more comprehensive picture of the development of skills in areas which could not be assessed in a terminal written assessment. For example, The Oral Communication Task (CBA 1) in English.

- A particular purpose of the Classroom-Based Assessments is to facilitate developmental feedback to students during their engagement with the CBA and at the end of the process.
- In each subject linked to the SEC exam, students undertake two Classroom-Based Assessments facilitated by their teacher.
- One Classroom-Based Assessment will take place in second year and a second Classroom-Based Assessment in third year as per NCCA guidelines and a school generated Classroom Based Assessment Calendar, the results - grade descriptors of which will be reported on in the term reports and in the Junior Cycle Profile of Achievement. *(See appendix 4 for list of descriptors)*
- Classroom-Based Assessments are at a common level in all subjects.
- In some subject areas, the activities involved in the Classroom-Based Assessments are specified by the NCCA in consultation with the SEC on an annual basis. A number of assessment tasks are designed by the NCCA for a particular Classroom-Based Assessment. The tasks cover a broad range of activities including oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.
- Work related to the Classroom-Based Assessments is an integral part of ongoing assessment and routine classroom practice.
- While work on Classroom-Based Assessments is ongoing, each CBA must be completed in a specified time frame as stipulated by the NCCA and noted in the school generated CBA calendar.
- The school generated - CBA calendar for the completion of CBAs is created in consultation with all stakeholders using the NCCA timeframe guidelines, which when finalised is then disseminated to all stakeholders.
- For each Classroom-Based Assessment, the NCCA subjects specifications articulates standards or reference points that describe performance on the Classroom-Based Assessment at a number of levels.
- The Classroom-Based Assessment undertaken by students in third year has two elements. It involves formative assessment facilitated by teachers similar to the first Classroom-Based Assessment. Students' achievements in the formative assessment part of the Classroom-Based Assessments are reported to students and parents/guardians by the school shortly after they happen. They will also be recorded in the JCPA.
- Classroom-Based Assessments will describe the achievement of students using a nationally determined common set of descriptors. *(See appendix 4)*

8.6 Classroom Based Assessments Linked to an Assessment Task

- The second Classroom-Based Assessment is followed by a formal written Assessment Task in **some subjects** as per subject specifications. The task is based on the topic or task undertaken in the second Classroom-Based Assessment.
- This Assessment Task is worth 10% of the written SEC exam which takes place in June of third year.
- The Assessment Task is completed in class under the supervision of the teacher.
- The written Assessment Task, marked by the SEC, is specified by the NCCA and relates to the learning outcomes of the second Classroom-Based Assessment as per the subject specification.
- The written Assessment Task may
    A. require the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment.
    B. facilitate the student in highlighting key learning points gained as the student undertook the Classroom-Based Assessment in question.
    C. provide an opportunity for students to refer to skills and competences that were developed and describe ways in which their learning might be applied to new situations.
- The Assessment Task is sent to the SEC for marking along with the script for that subject in the state-certified examination.
- Marks for the Assessment Task in each subject are incorporated into the presentation of the grade for that subject. *(See appendix 3 for grading system/descriptors for SEC Certified Examinations)*
- Further details and the specifications for the Classroom-Based Assessments are available on the Assessment Toolkit at www.juniorcycle.ie

8.7 Specific arrangements for Classroom Based Assessments in practical subjects

- The second Classroom-Based Assessment in Art, Music, Home Economics and Technology Subjects involves practical work, or the creation of an artefact or a performance.
- The formative assessment related to the production of these artefacts and performances will be reported on to the student and parent/guardian by the school as per all other second structured Classroom-Based Assessments.
- The finished artefact and performances together with the related written evidence as appropriate are marked by the SEC, the results of which will be included in the final exam.

8.8 Wellbeing Subjects and Classroom Based Assessments

- Wellbeing is at the heart of teaching, learning assessment and reporting.
- This area of learning incorporates learning traditionally included in PE, SPHE and CSPE.
- The school follows 'wellbeing' short course specifications in PE, SPHE and CSPE.
- The learning outcomes, assessments and reporting procedures are stipulated in the subject specifications which can be accessed via www.curriculumonline.ie and Junior Cycle | NCCA
- Students complete one Classroom-Based Assessment for each of the wellbeing short courses subjects, PE, SPHE and CSPE in either the second or third year of the junior cycle.

8.9 Classroom-Based Assessments and Inclusive Assessment Practices

- It is the sole responsibility of each student to complete all CBAs within specified timeframes.
- Every effort is made by teachers and the Junior Cycle Team to guide and support students through the process of completing CBAs. However, students must consistently engage with the process and complete the CBA by the deadline stipulated by the teacher and as set out in the CBA calendar.
- Students who fail to complete and submit the CBA and or who were absent will receive either a 'Not reported' or 'Absent' descriptor. This will be recorded and reported on in the JCPA.
- In exceptional cases where a student is absent due to circumstances beyond their control, the subject teacher and Junior Cycle Team will make every effort to accommodate the student so as to enable them to complete the CBA.
- Reasonable accommodations are granted to students with special/additional educational needs to ensure equality of access, equality of opportunity and equitable assessment.

8.10 Classroom-Based Assessments and Subject Learning and Assessment Reviews (SLARS)

- All teachers of each subject involved in teaching and assessing the classroom-based components in the school engage in Subject Learning and Assessment Review meetings where they share and discuss samples of their assessments of students' work and build a common understanding about the quality of students' learning.
- Teachers' judgements about the work of students is supported by the publication of standards by the National Council for Curriculum and Assessment (NCCA) that describe performance on each type of assessment task at a number of different

levels, as well as providing teachers with exemplars of student work at the different levels.

- ➢ Prior to the SLAR meeting, teachers award each student a provisional descriptor based on the features of quality as stipulated in the subject specification for assessing the CBA and with the help of other relevant support material from www.curriculumonline.ie and Junior Cycle | NCCA
- ➢ Upon completion of SLARS, teachers revisit their initial/provisional assessment of each student's CBA and revise in accordance with the outcomes of the SLAR meeting.
- ➢ When teachers have finalized the descriptors, they then report back to each student the descriptor awarded to them for their CBA and provide feedback as appropriate.
- ➢ This will be completed within seven to ten days following the SLAR meeting.
- ➢ Teachers input CBA descriptors awarded to each student on the VSsware within seven to ten days following the SLAR meeting to facilitate reporting of descriptors in term reports and to enable syncing with PPOD for reporting on in the JCPA.
- ➢ CBA results are reported to parents/guardians in the term reports as per the CBA Calendar and again in the JCPA.

8.11 Subject Levels for Externally Assessed State Certified Examination

- ➢ English, Irish and Mathematics is offered at two levels, higher and ordinary, and the externally assessed state certified examination reflects this.
- ➢ The English, Irish and Mathematics departments have subject specific policies with regards to class groupings and levels.
- ➢ Subject departments teach the learning outcomes as per the specifications and differentiate accordingly to meet the needs and ability level of each student in their classes.
- ➢ Students decide with the guidance of their teacher who in consultation with their parents/guardians the level students will sit for the externally assessed state certified examination. (include assessment criteria to be used by each subject department to inform guidance/advice/recommendation re subject level)
- ➢ Classroom-Based Assessments for English, Irish and Mathematics in second year and in third year are set at a common level.
- ➢ In all other subjects, there will be a common level externally assessed state-certified examination.
- ➢ In all other subjects, the Classroom-Based Assessments will be set at a common level.

9. Key Skills Development - Other Learning Experiences (Junior and Senior Cycle)

- The development of key skills and competencies which cannot be assessed through an external written exam are central to teaching, learning, assessment and reporting at Boherbue Comprehensive school
- The key skills are embedded in the learning outcomes of each specification - syllabus at both Junior Cycle and Senior Cycle
- Students encounter the key skills frequently and in an integrated way in many areas of the curriculum.
- They are developed and formatively assessed by both teachers and students alike through the learning outcomes of each subject, short course and transition unit.
- Throughout the course of classes, students are given ample opportunities to develop and improve on the key skills of Being Literate, Being Numerate, Managing Myself, Managing information and Thinking, Staying Well, Working with others, Communicating, Being Creative as per the Junior Cycle Framework, 2015 and the Senior Cycle Key Skills Framework.
- Opportunities to develop these key skills are built into the fabric of each lesson through the use of evidence based teaching, learning and assessment methodologies.
- During the three years of junior cycle, a wide range of Learning Experiences - 'Other Areas of Learning' - which cannot be formally assessed in a terminal written exam are assessed, recorded and reported on in the Junior Cycle Profile of Achievement which students receive in the Autumn following the completion of the Junior Cycle Programme . These learning experiences are linked to the Junior Cycle Key Skills and Statements of Learning as per the Framework for Junior Cycle, 2015. Students, with the support and guidance of their teachers and the Junior Cycle Team are responsible for identifying, recording and submitting 'Other Areas of Learning' which they wish to have recorded in their JCPA.

10. Assessment And Literacy Development - *See Appendix 5*

11. Reporting of Assessments to Parents/Guardians

11.1 Role and Purpose of Reporting

- The key role and purpose of reporting students' assessments and progress to parents/guardians is to ensure clear and ongoing communication about each student's overall development.
- The process provides parents with insights into both academic performance and key skills development.

- ➢ By keeping parents informed, it fosters a collaborative partnership between home and school, enabling parents to better support their child's educational journey.
- ➢ Regular updates, through term reports and parent-teacher meetings, help identify strengths and areas needing improvement, promoting a balanced approach to student growth.
- ➢ Ultimately, this comprehensive reporting system aims to nurture well-rounded individuals prepared for future challenges and opportunities.

11.2 Modes of Communication for Reporting Students' Progress in both Formative and Summative Assessments

The following modes of communication are used in Boherbue Comprehensive School to report on students' progress, achievement and attainment in both formative and summative assessments.

- ➢ Bi-Annual Term Reports - issued to parents/guardian via VSware
- ➢ The School Diary/Journal
- ➢ Whole School Parent-Teacher Meetings scheduled once a year for each year group
- ➢ Additional meetings arranged for more focused discussions on a student's progress.
- ➢ Phone Calls which facilitate immediate and direct communication for urgent issues or noteworthy progress updates.

The use of these modes of communication for the purpose of reporting ensure that parents receive timely and comprehensive information about their child's progress, fostering a strong partnership between home and school to support student success.

11.3 Reporting a broader picture of learning: Junior and Senior Cycle

- ➢ The school emphasises the importance of valuing, acknowledging and affirming all the students' learning opportunities and experiences throughout junior and senior cycle. To this end, the school provides parents/guardians and students with a broad picture of students' learning.
- ➢ The school's approach to reporting values the different aspects of students' learning and the range of assessment approaches, both formative and summative, that generate evidence of this learning by students.
- ➢ The approach to reporting facilitates provision of assessment information based on the following elements:

1. Ongoing formative assessments, including routine teacher-designed tasks and tests as per specifications/syllabi and subject specific assessment and reporting policies.

2. Structured Classroom-Based Assessments conducted in second and third year of junior cycle and a variety of other Classroom Based Assessments/project work conducted in senior cycle in accordance with Syllabi.
3. Assessment for learning (AfL) and Assessment of learning activities including the development of key skills and competencies arising from subject specifications/syllai, short courses or priority learning units
4. The results of the summative assessments/assessment of learning (AoL) including term assessments and of unit assessments; and mock examinations in the case of third year and sixth year.

11.4 In-House Reporting on Classroom-Based Assessments completed in second and third year

Parents/Guardians receive a digital report relating to their child's progress twice a year, normally in January and June via VSware.

- The results of Classroom Based Assessments completed in second year are recorded and reported on to parents/guardians in January and June in accordance with the completion dates for CBAs and SLARs as per the school CBA/SLAR calendar and as stipulated by the NCCA and relevant circulars.
- Classroom Based Assessments completed in third year prior to Christmas are recorded and reported on in the January report; and the remainder are recorded and reported upon receipt of the JCPA.
- All Classroom Based Assessments are recorded and reported on in the Junior Cycle Profile of Achievement.
- Classroom Based Assessments take the place of in-house Christmas examinations in second and third year as per circulars issued by the NCCA for the implementation of the Framework for Junior Cycle, 2015.
- Subjects linked to externally assessed state certified examinations use in-class assessments for the purpose of reporting in the January report; these assessment results are reported on using the SEC descriptors: Distinction, Higher Merit, Merit, Achieved, Yet to Meet Expectations.

11.5 Bi-Annual In-House Term Assessments and Reporting Arrangements for each year group

- Formative and Summative assessments are employed by the school for the purpose of reporting students' achievements and progress to parents.
- Parents receive an assessment report twice a year in January and June for 1st, 2nd, and 5th years.
- Assessment reports issued to parents of students in 3rd and 6th year include one before Christmas; and one with the results of pre-examinations (March/April); an assessment which is linked to the SEC externally assessed state certified exams.
- These bi-annual assessment reports include all subjects studied throughout Junior and Senior Cycle, with the exception of 'Pre Examination' results report which

students sit in February of 3rd and 6th year. These pre-examinations are linked to the externally assessed examinations (SEC) which students sit in June.

- ➢ The content of what is assessed and how it is assessed for the purpose of reporting in the bi- annual reports is informed by the subject specifications/syllabi, Department of Education circulars, relevant guidelines and subject specific assessment and reporting policies.
- ➢ The purpose of In- House Examinations/summative assessments is to measure student learning and attainment in each subject area, and to give students experience in a formal exam situation, similar to the state exams.
- ➢ In-HouseExaminations/Summative Assessments are also used to move a student's learning forward. To this end, both the summative and formative assessment are complementary as the house exams/summative assessments will act as a formative assessment tool to guide the students in the next steps to be taken in their learning.
- ➢ Students will employ the feedback issued by their teachers based on the summative assessment to identify targets for improvement and to devise strategies to achieve those targets.
- ➢ These assessments also facilitate self reflection and act as a catalyst to enable and empower students to take greater responsibility for and ownership of their learning.
- ➢ With regard to reporting students progress to parents, the in-house examinations/summative assessments are used to inform and report on a student's attainment in the term - bi annual reports.

11.6 In-House Term Assessments and Reporting Procedures

In-House Assessment and Reporting Procedures for each Year Group
1st Year Students : January Report • The January report for 1st year students will include all subjects and short courses including the wellbeing courses - PE, SPHE, CSPE; and religion. • The report is based on a number of formative assessments aligned to the learning outcomes of subject specifications and as agreed upon and set by subject departments in each subject area. • The report will include a percentage mark and an accompanying SEC descriptor coupled with a formative assessment comment for all subjects which are externally assessed by the SEC upon completion of third year. • The report will not feature a subject level for English, Irish and Mathematics. This will be reported as 'Common level' or 'Non-Applicable' in each of the respective subjects. • All other subjects will report subject level as 'Common' or 'Non Applicable'.

- Reporting on the Wellbeing subjects (PE, CSPE and SPHE) and religion will not include a percentage grade and SEC descriptor as these subjects are not externally assessed for state certification.
- The wellbeing subjects will be assessed as per the assessment guidelines and learning outcomes set out in the specifications and as agreed upon by subject departments.
- Students will receive a formative assessment comment for the wellbeing subjects and religion.
- The report will also feature a formative assessment comment written by the year head.

1st Year students: June Report

- The June report for 1st year students will include all subjects and short courses including the wellbeing courses - (PE, SPHE, CSPE) and religion.
- The June report is based on summative assessments which students sit at the end of May in each subject linked to the SEC Exam in third year. These assessments serve the purpose of assessing the Learning Outcomes as per each subject specification.
- The duration of this summative assessment in each subject is one hour.
- In addition to the summative assessment, the report and overall grade awarded in some subjects may incorporate elements of ongoing/formative assessment as per each subject department's subject specific assessment policy.
- The report will include a percentage mark and an accompanying SEC descriptor coupled with a formative assessment comment for each subject linked to the externally assessed exam which students will sit upon completion of third year.
- The report will not feature a subject level for English, Irish and Mathematics. This will be reported as 'Common level' or 'Non-Applicable in each of the respective subjects.
- All other subjects will report subject level as 'Common' or 'Non Applicable'.
- Reporting on the Wellbeing subjects (PE, CSPE and SPHE) and religion will not feature a percentage grade and SEC descriptor as these subjects are not externally assessed for state certification.
- The wellbeing subjects will be assessed as per the assessment guidelines and learning outcomes set out in the specifications and as agreed upon by subject departments.
- Students will receive a formative assessment comment for the wellbeing subjects and religion.

- The report will also feature a formative assessment comment written by the year head.

2nd Year Students: January Report

- The January report for 2nd year students will include all subjects and short courses including the wellbeing courses (PE, SPHE, CSPE); and religion.
- The report is based on a number of in-class formative assessments aligned to the learning outcomes of subject specifications and as agreed upon and set by subject departments in each subject area.
- The report will include a percentage mark and an accompanying SEC descriptor coupled with a formative assessment comment for all subjects which are externally assessed by the SEC upon completion of third year.
- The report will not feature a subject level for English, Irish and Mathematics. This will be reported as 'Common level' or 'Non-Applicable' in each of the respective subjects or as otherwise stipulated in the subject department's Assessment and Reporting Policy.
- All other subjects excluding the wellbeing subjects - (PE, CSPE, SPHE) and religion will report subject level as 'Common'.
- The wellbeing subjects (PE, CSPE, SPHE) and religion will report level as 'Non-Applicable'
- Reporting on the wellbeing subjects (PE, CSPE and SPHE) and religion will not include a percentage grade and SEC descriptor as these subjects are not externally assessed for state certification.
- The wellbeing subjects will be assessed as per the assessment guidelines and learning outcomes in the specifications and as agreed upon by subject departments.
- Students will receive a formative assessment comment for the wellbeing subjects and religion.
- All Classroom Based Assessments completed between September and December as per the CBA and SLAR calendar will be reported on in this report.
- The report will also feature a formative assessment comment written by the year head.

2nd Year students: June Report

- The June report for 2nd year students will include all subjects and short courses including the wellbeing courses (PE, SPHE, CSPE); and religion.
- The report is based on a summative assessment which students sit at the end of May in each subject linked to the SEC Exam which students will sit in third year.
- The duration of this summative assessment in each subject is 1 to 1.5 hours.
- In addition to the summative assessment, the report and overall grade awarded in some subjects may incorporate elements of ongoing/formative assessment as per each department's subject specific assessment policy.
- The report will include a percentage mark and an accompanying SEC descriptor coupled with a formative assessment comment for each subject linked to the externally assessed exam which students will sit upon completion of third year.
- The report will not feature a subject level for English, Irish and Mathematics. This will be reported as 'Common level' or 'Non-Applicable' in each of the respective subjects or as otherwise stipulated in the subject department's Assessment and Reporting Policy.
- All other subjects will report subject level as 'Common' or as 'Non Applicable' in the case of the wellbeing subjects (PE, CSPE, SPHE) and religion
- Reporting on the Wellbeing subjects (PE, CSPE and SPHE) and religion will not feature a percentage grade and SEC descriptor as these subjects are not externally assessed for state certification.
- The wellbeing subjects will be assessed as per the NCCA assessment guidelines and learning outcomes set out in the specifications and as agreed upon by subject departments.
- Students will receive a formative assessment comment for the wellbeing subjects (PE, CSPE, SPHE) and religion.
- Descriptors awarded for Classroom Based Assessments completed between January and May as per the CBA and SLAR calendar will be reported on in this report.
- The report will also feature a formative assessment comment written by the year head.

3rd Year Students: January Report

- The January report for 2nd year students will include all subjects and short courses including the wellbeing courses (PE, SPHE, CSPE) and religion.

- The report is based on a number of in-class formative assessments aligned to the learning outcomes of subjects specifications and as agreed upon and set by subject departments in each subject area.
- The report will include a percentage mark and an accompanying SEC descriptor coupled with a formative assessment comment for all subjects which are externally assessed by the SEC upon completion of third year.
- The report will feature a subject level for English, Irish and Mathematics. This will be reported as 'Higher Level' or 'Ordinary level'.
- All other subjects excluding the wellbeing subjects - (PE, CSPE, SPHE) and religion will report subject level as 'Common'.
- The wellbeing subjects (PE, CSPE, SPHE) and religion will report level as 'Non-Applicable'
- Reporting on the wellbeing subjects (PE, CSPE and SPHE) and religion will not include a percentage grade and SEC descriptor as these subjects are not externally assessed for state certification.
- The wellbeing subjects (PE, CSPE, SPHE) will be assessed as per the assessment guidelines and learning outcomes in the specifications and as agreed upon by subject departments.
- Students will receive a formative assessment comment for the wellbeing subjects (PE, CSPE, SPHE) and religion.
- All Classroom Based Assessments completed between September and December as per the CBA and SLAR calendar will be reported on in this report.
- The report will also feature a formative assessment comment written by the year head.

3rd Year Students: Pre-Examinations Report (March/April)

- In February of third year, students will sit a pre-examination in all subjects (excluding the wellbeing subjects - PE, SPHE, CSPE; and religion).
- The Pre- Examination assesses the learning outcomes as per each of the subject specifications.
- English, Irish and Mathematics is assessed at both Higher and Ordinary level. Students will have decided in advance with the guidance and advice of their teacher in consultation with parents which level they will sit for the exam.
- All other subjects are assessed at a Common level.
- Each exam is two hours
- The results of these pre-examinations will be reported on to parents via Vsware
- Teachers and students use these results for the purpose of formative assessment.

- The results in combination with other assessment data are also used to advise students who may not have decided on which level to take in English, Irish and Mathematics for the final summative exam in June.

Note re CBAs Completed in third year between January and May

- Descriptors awarded for CBAs completed between January and May of third year as per the CBA and SLAR calendar are not reported on to parents via VSware.
- Students will be informed by their teachers of the descriptor awarded and given feedback as appropriate following completion of the CBA and the SLAR meeting.
- The descriptors awarded for the CBAs completed between January and May of third year are reported on in the JCPA which will be issued in the Autumn following receipt of provisional results for subjects externally assessed by the SEC.

Transition Year Students : Bi-Annual Assessment Report (January and June)

- January and June Reports are based on continuous assessment in the classroom, as determined by their individual subject teacher in collaboration with the TY Co-Ordinator.
- The grade awarded is based on a credit system, implemented by the class teachers and administered by the TY Co-ordinator.
- As Transition Year is focused on experiential learning and personal development, the forms of assessment used will vary.
- Assessments include but are not limited to the following: external certification, portfolio work, project Work, Oral presentations, multimedia presentation, self and peer evaluation.

Senior Cycle: Leaving Certificate Applied (LCA 1 and LCA 2),Fifth and Sixth Year Students Receive a Bi-Annual Assessment Report

- LCA, fifth and sixth year students complete a set of formal written examinations in November.
- The duration of these assessments range from 1.5 to 2.5 hours
- LCA 1 and fifth year students will complete/sit another formal written examination/assessment in May.
- The results of these exams will be issued to parents via Vsware soon thereafter.
- The examinations are based on the learning outcomes as per each subject syllabus/Modules
- The style of questions on each examination paper will mirror those set by the SEC in the Leaving Certificate Examinations. A report with the examination results and a formative assessment comment in each subject area is issued to parents via VSware soon thereafter.
- LCA and fifth year students complete/sit another set of formal written examinations in May, the results of which will be issued with a formative

assessment comment via VSware.

- LCA 2 and 6th years sit Pre-Leaving Certificate Exams in February each year in preparation for the state examinations in June.
- The Pre-Examinations are set and corrected externally. These examinations are very beneficial to the students in measuring their progress prior to the State Certificate examinations.
- The Pre-Examinations act as an invaluable formative assessment tool; and guide the students and teachers in the next steps to be taken in order for the students to reach their full potential in the Leaving Certificate Examination.
- The results of the Pre-Examinations are issued via vsware as soon as the school has received the corrected papers in all subjects from the correction companies.

11.7 Attendance at In-House/Summative Assessments -

- ➢ Student attendance at the in-house/summative assessments is mandatory.
- ➢ Students who are absent for the in-house/summative assessments due ill-health or bereavement, or who are representing the school in some capacity on the day(s) in which the assessments are scheduled will be accommodated by the school to sit the assessments at a later date.
- ➢ Students who are absent for the in-house summative assessments due to circumstances within their control such as a family holiday **will not** be facilitated by the school to sit these assessments at a later date.
- ➢ Absenteeism due to family holidays during school term time is a breach of the school's attendance policy; and is strongly advised against in the best interest of students' education.

11.8 Reporting procedure with regard to students absent for the in-house/summative assessments

- ➢ In the event that a student is absent due to ill-health or a bereavement; and has not had the opportunity to sit the summative assessment prior to the reporting deadline, teachers of the said student will not report a grade/ result (percentage/mark) for the summative assessment.
- ➢ Teachers may report a result (percentage/mark) based on a number of formative and end of unit summative assessments completed during the term. This will be noted in each department's subject specific assessment and reporting policy; will be documented in the formative assessment comment section of the term report.
- ➢ In all cases where a student is absent, a formative assessment comment will be inputted and reported upon for each subject in the term report

11.9 Reporting Assessments at parent/guardian - teacher meetings (See Appendix)

11.10.1 Purpose

- ➢ Parent-teacher meetings are a critical component of the school's assessment and reporting process, providing a valuable opportunity for teachers and parents to engage in meaningful dialogue about student progress, attainment, and overall development.
- ➢ These meetings foster collaboration between school and home, ensuring that students receive the support and encouragement needed to succeed.

11.10.2 Areas to be Reported on at Parent/Guardian -Teacher Meetings

During parent-teacher meetings, the following key areas are reported to parents to provide a comprehensive and balanced overview of their child's academic and personal development:

- ➢ Academic Attainment and Progress
- ➢ Key Skills Development
- ➢ Behavior, Attitude, and Social Development
- ➢ Homework and Extracurricular Involvement
- ➢ Responsibility for and Ownership of Learning
- ➢ Support and Interventions

(See Appendix 6 for more details)

12. State Examinations Commission Externally Assessed State Certified Summative Assessments and Subsequent Reporting Arrangements for Junior Cycle and Senior Cycle

12.1 Junior Cycle (Third Year)

- ➢ All subject specifications with the exception of subjects which come under the umbrella of Wellbeing (PE, SPHE, CSPE) and religion will be examined by the State Examinations Commission (SEC) in June of third year.
- ➢ Provisional results of these SEC summative assessments will be issued and reported on by the SEC in September/October following the Exams in June.
- ➢ The SEC will then issue a Junior Profile of Achievement Certificate (JCPA) for each student to the school soon thereafter.
- ➢ The JCPA will include descriptors awarded for levels of achievement in the SEC exams, Classroom-Based Assessments, short courses; and it will also feature other Learning Experiences and Wellbeing.

- In the event that a student pursues an L2LP, and satisfactorily completes all the associated assessments, the student will receive a school Certificate of Achievement.
- Further information on the JCPA can be accessed here gov - Junior Cycle Profile of Achievement (JCPA) (www.gov.ie)

12. 2 Senior Cycle (Sixth Year)

- Throughout fifth and sixth year, students engage with a number of practical assessments linked to subject syllabi in some subjects.
- These assessments are externally assessed by the SEC for state certification and the marks are included in the final summative assessments/SEC exams which students sit in in June of sixth year.
- The results of these assessments/exams are issued in August each year.
- Further information can be accessed here gov - State Examinations 2024 (www.gov.ie)

13. Policy Changes - Junior and Senior Cycle Assessment Arrangements for the 2024/2025 school year in light of Covid 19

- In light of Covid 19, the department of Education announced changes to curricular programmes at both junior and Senior Cycle.
- These include changes to the content of junior and senior cycle curricular programmes.
- The changes have implications for teaching, learning, assessment and reporting.
- The changes and alternative assessment arrangements announced by the department will guide and inform the whole school TLAR Policy and subject specific TALR policies on an annual basis.
- Junior Cycle 2024/2025 : Please see the below link to Information Note TC 0006/2024 gov - Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024. (www.gov.ie) - Updates on the implementation of the Framework for Junior Cycle with particular reference to the school year 2024/25. To be read in conjunction with Circular 0028/2023 Final Junior Cycle Circular 2023 EN (www.gov.ie) .
- Leaving Certificate 2024/2025: In April, Minister Foley announced that adjustments will be made to the assessment arrangements for students due to sit State examinations in 2025. These are the same as the assessment adjustments that applied for students sitting the 2024 examinations. Access the announcement and other relevant information by clicking on gov - Minister Foley announces phased return to normal Leaving Certificate outcomes, confirms date for Leaving Certificate 2024 results (www.gov.ie) and www.gov.ie/pdf/?file=https://assets.gov.ie/270733/9d77a9be-41ac-4494-887d-b1963c81cd0a.pdf#page=null and Final 05Sept LCA 2023/24.pdf (www.gov.ie)

14. Other Policies and Key Documents Related to Assessment include:

- Assessment and Literacy Development (See Appendix)
- SEN Policy
- ASD Policy
- EAL Policy
- Homework Policy
- School Improvement Plans re Literacy, Numeracy, AFL
- Staff/Parent Communication Policy
- Data Protection
- Attached Appendices

This Assessment Policy should be read in conjunction with the above policies, other key documents and the appendices attached.

Review, Assessment and Evaluation

The Assessment Policy will be reviewed and updated within two years in light of current developments in Senior Cycle Reform.

Ratified by the Board of Management on 26th September 2024

Revised and approved by Board of Management at Meeting of _____ 2024

Signed: **(Chairperson)**

Date: *26th September 2024*

Signed: **(Principal)**

Date: *26th September 2024*

Appendices

Appendix 1

Informal/ongoing/continuous Assessment

- ➢ Informal/ongoing/continuous assessment is what teachers use every day to monitor and evaluate the progress of students.
- ➢ It takes place in the classroom at the discretion of individual teachers.
- ➢ Formative feedback and constructive advice are vital components in this process, and are used by teachers to help the students achieve the learning outcomes as per the specifications(JC)/syllabi(LC) and to develop the key skills in line with the frameworks for both junior and senior cycle. T
- ➢ The overarching aim of ongoing assessment is to ensure that students are equipped with metacognitive thinking skills to move their learning forward and to reach their full potential.

All teachers employ a wide and varied range of evidence based teaching, learning and assessment approaches which places students at the centre of their learning.

Informal Assessment methods include but are not limited to

- Worksheets & written classwork
- Questions and answers in class
- Essays, projects & assignments
- Reading & writing in Class
- Sample exam questions
- Homework – written or learned
- Presentations
- Self and Peer Assessment
- Practical Work
- Group work etc.

Appendix 2

ASSESSMENT FOR LEARNING/FORMATIVE ASSESSMENT

Boherbue Comprehensive School employs Assessment for Learning (AFL) as a key tool in teaching and learning

AFL style comments are used in school reports.

Assessment for Learning (AfL) strategies used in the school include but are not limited to:

- Sharing the learning intentions and devising success criteria eg. WALT (We Are Learning Today) and WILF (What I Am Looking For)
- Teacher observation and written feedback
- Portfolios
- Project Work
- Group work
- Success and Improvement Strategies e.g. *'two stars and a wish'*.
- Effective teacher questioning including *"wait time, think pair share"* etc
- Blooms Taxonomy for lower and higher order thinking activities and questions.
- Teachers use the following strategies to aid peer and self-assessment as appropriate to
    - KWL charts
    - Evaluation sheets
    - Self-evaluation
    - Questions to facilitate reflection
    - Graphic Organisers
    - Checklists
    - Rubrics etc.
- An emphasis is placed on redraft work and correcting mistakes before the student moves on.

Appendix 3

The grading of Junior Cycle subjects assessed and marked by the State Examinations Commission
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% *The above grading system is also used in the bi - annual (January and June) reports sent to parents/guardians of Junior Cycle Students via Vsware.

Appendix 4

Classroom-Based Assessment Descriptors

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

The descriptors are -

Exceptional
Above Expectations
In Line with Expectations
Yet to Meet Expectations
Not Reported
Absent

Appendix 5

ASSESSMENT AND LITERACY DEVELOPMENT

How assessment is used to support the development of literacy?

- ➢ Assessment is an essential part of classroom practice helping to promote and demonstrate improvement for the student and the teacher.
- ➢ Informal/formative and formal/summative assessments constitute integral parts of all teaching and learning.
- ➢ They guide the teacher in future planning while helping the learner to become more responsible and motivated towards his/her learning.
- ➢ With this in mind, it is important that the learner is aware of their progress throughout the learning process.
- ➢ Formative and summative assessment play an important role in the development of the learners' literacy skills.

In the context of how assessment is used to support the development of literacy skills, lessons include -

1. Learning intentions that not only focus on the subject but explicitly identify the literacy skills to be developed;
2. Opportunities to share and mediate the relevant literacy learning intentions with students;
3. Feedback and assessment strategies which give the students the opportunity and expertise to improve;
4. The use of appropriate questioning which allows the teacher to assess and promote the learning and understanding of the learners;
5. Opportunities for the students to acquire the skills and dispositions to peer-assess and self-assess their own work and that of others sensitively and usefully;
6. The use of success criteria such as the Literacy Wheel in the Student's Journal which leads to further improvement
7. AfL strategies in classroom practice;
8. Appropriate use of screening and diagnostic testing to support literacy development.

Appendix 6

During parent-teacher meetings, the following key areas are reported to parents to provide a comprehensive and balanced overview of their child's academic and personal development.

1. Academic Attainment and Progress

- **Current Performance:** Overview of the student's current academic standing in each subject area, referencing specific grades, marks, or levels achieved.
- **Progress Over Time:** Areas where the student has shown significant improvement or progress since the last reporting period, comparing current performance to previous assessments to illustrate growth and development over time.
- **Curriculum Objectives:** The student's progress in meeting the specific learning outcomes and objectives defined by the curriculum.

2. Key Skills Development

- **21st Century Skills:** The student's development in critical areas such as critical thinking, communication, collaboration, creativity, and digital literacy.
- **Classroom-Based Assessments:** Insights from classroom-based assessments that reflect the student's ongoing learning and development, highlighting how these assessments contribute to a broader understanding of the student's capabilities beyond formal exams/summative assessments.
- **Balance:** Importance of balancing academic attainment with the development of these essential skills for overall student growth.

3. Behavior, Attitude, and Social Development

- **Classroom Behavior:** The student's behavior in the classroom, including participation, cooperation with peers, and adherence to the school's code of Behaviour.
- **Attitude to Learning:** The student's attitude towards learning, including motivation, effort, and engagement in lessons.
- **Interpersonal Skills and Well-being:** The student's interactions with peers and staff, including their ability to work collaboratively and resolve conflicts, and discuss any observations related to the student's emotional well-being and overall health and wellbeing

4. Homework and Extracurricular Involvement

- **Homework:** Feedback on the student's homework completion, quality, and consistency, discussing how homework is reinforcing classroom learning and contributing to academic progress.
- **Extracurricular Activities:** Information on the student's involvement in extracurricular activities, such as sports, clubs, or artistic pursuits, highlighting any notable achievements or contributions the student has made in these areas.

5. Responsibility for and Ownership of Learning

- **Self directed learning:** Instances where the student shows initiative by taking on additional tasks or exploring topics beyond the required curriculum.
- **Personal Learning Goals:** Examples of the student setting and achieving personal learning goals, demonstrating their commitment to their academic progress.
- **Self Assessment:** The student's ability to self-assess and reflect on their own learning, including how they identify areas for improvement working on making improvements accordingly.

6. Support and Interventions

- **Current Supports:** Additional support or interventions the student is currently receiving, such as learning support, tutoring, or counseling.
- **Future Needs:** Recommended future interventions or supports that may benefit the student's learning and development.

Glossary of Terminology used throughout the policy

Terminology is in alphabetical order for quick and easy reference

Term	Definition/Description
ABLLS	The abbreviation **ABLLS** stands for Assessment of Basic Language and Learning Skills. This assessment process is ultimately a test designed to determine language and critical learner skills in those specifically affected by autism and other developmental disabilities.
Active Learning	Active learning is an instructional approach that engages students in the learning process by having them participate in meaningful activities and think critically about what they are doing.
AFLS	The Assessment of Functional Living Skills (AFLS) is a criterion-referenced skills assessment tool, tracking system, and curriculum guide. It is used for teaching individuals with developmental disabilities essential skills needed for independent living.
Assessment	Assessment in education is the systematic evaluation of students' knowledge, skills, and abilities to measure their progress and inform future teaching and learning strategies.
Assessment for Learning (AFL)	Assessment for learning is an ongoing process of gathering and analyzing information about students' learning to inform and guide teaching strategies and provide feedback that enhances their learning and development.
Assessment of Learning	Assessment of learning is the process of evaluating and measuring students' knowledge, skills, and understanding at the end of an instructional period to determine their level of achievement against set standards or learning objectives.
Autonomous Learning	Autonomous learning is a self-directed approach to learning where students take control of their the learning process, setting goals, selecting resources, and evaluating their progress independently
CAT 4	The **Cognitive Abilities Test** (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

Continuous Assessment	Continuous assessment is an ongoing process of evaluating students' knowledge, skills, and progress through a variety of formative and summative tasks over a period of time, rather than relying solely on a final exam.
Continuum of Support	The Continuum of Support is a framework for providing progressive educational assistance to post-primary students, tailored to their individual needs, from whole-school support to targeted interventions and specialized individualized help
Competencies	Competencies refers to the knowledge, skills, abilities, and attributes that individuals acquire and apply effectively to perform tasks and solve problems in various contexts. They are essential skills necessary for students' success in higher education, employment, and life.
Cooperative Learning	Cooperative learning is an instructional strategy where students work together in small groups to achieve a common goal, fostering collaborative interactions, shared responsibility, and mutual learning among peers.
Curriculum	Curriculum encompasses the structured framework of learning experiences, content, and objectives that guide educational practices and standards across schools and institutions in the country. The NCCA is responsible for curriculum development in Ireland
Diagnostic Assessment	Diagnostic assessment is a form of assessment used at the beginning of a learning period to identify students' strengths, weaknesses, and prior knowledge, helping to tailor instruction and interventions effectively.
Differentiation/Differentiated instruction	Differentiation refers to the practice of adapting teaching methods, materials, and assessment strategies to meet the diverse learning needs and preferences of individual students within a classroom.
Education Passport	Developed by the National Council for Curriculum and Assessment, (NCCA), the Education Passport is a suite of materials to support the reporting and transfer of pupil information from Primary to Post-Primary schools.
Features of quality	Features of quality are the statements in the subject specifications that are used in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the

	classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.
Feedback	Feedback in education is the process of providing information to students about their performance to help them understand where they are in their learning and how they can improve.
Formal Assessment	Formal assessment in education refers to structured and standardized methods used to evaluate students' knowledge, skills, and understanding, typically through examinations, quizzes, or projects with predetermined criteria and objectives
Formative Assessment	Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.
Independent learning	Independent learning is a self-directed approach where individuals take responsibility for the learning process, choosing and pursuing educational goals, tasks, and resources autonomously.
Informal Assessment	Informal assessment in education involves the continuous gathering of information about students' progress and understanding through natural classroom interactions, such as observations, discussions, and student-teacher dialogues. It serves as a formative assessment tool, providing immediate feedback that guides instructional decisions and supports student learning in real-time.
JCPA	As part of the Framework for Junior Cycle (2015) the reporting process at Junior Cycle culminates in the award of the Junior Cycle Profile of Achievement (JCPA) to students.
Junior Cycle	Education Programme that caters for students in the first three years of their post-primary education.
Key Skills	Key skills refer to essential abilities and competencies that

	enable individuals to effectively navigate and succeed in various aspects of life. They include but are not limited to literacy, numeracy, staying well, self management, working with others, communicating, managing information and thinking, being creative etc.
Learner Experiences	Learner experiences encompasses the holistic range of interactions, perceptions, and engagements that students encounter throughout their educational journey, shaping their academic, social, emotional, and personal growth within the educational setting
Learning Intentions	A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.
Learning Outcomes	Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.
Learning Support	Learning support refers to specialized interventions and resources provided to students with additional learning needs, aiming to enhance their academic progress and overall educational experience.
NCCA	The National Council for Curriculum and Assessment (NCCA) is responsible for developing and advising on the curriculum and assessment frameworks across primary and post-primary schools. Its role includes ensuring the curriculum is relevant, effective, and aligned with national and international educational standards, while also providing guidance and support to educators in implementing these frameworks.
NCSE	The National Council for Special Education (NCSE) in Irish education oversees the provision of supports and resources to ensure that children with special educational needs can access appropriate education and achieve their potential.
NEPS	The National Educational Psychological Service (NEPS) provides educational psychological support to schools and educational settings, focusing on promoting learning and development, addressing barriers to learning, and enhancing well-being among students. Their job involves conducting

	assessments, offering interventions, providing advice to teachers and parents, and supporting schools in creating inclusive learning environments
NFQ Ireland	The National Framework of Qualifications (NFQ) in Ireland provides a structured system to recognize and compare qualifications across different levels and types of education and training. It facilitates lifelong learning by ensuring that qualifications are aligned with international standards, allowing learners to progress through education and training pathways with clear and transparent outcomes.
Ongoing Assessment	As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.
Pedagogy	Pedagogy refers to the art and science of teaching, encompassing the theories, methods, and practices that educators employ to foster meaningful learning experiences and facilitate students' intellectual, social, and emotional development.
Peer Assessment	Peer assessment involves students providing feedback and evaluating each other's work based on success criteria, promoting collaborative learning and self-reflection among peers.
PPAD-E	The **Post-Primary Assessment and Diagnosis – English** (PPAD-E) is a standardised test of literacy in English for use in post-primary schools as a screening and diagnostic tool for assessing literacy skills.
P-POD	The **Post-Primary Online Database** (P-POD) is a central database for student and some school data which is hosted by the Department of Education.

RACE	Reasonable Accommodations in Certified Exams may be granted by the SEC for students with special educational needs. Reasonable accommodations are designed to remove, as far as possible, the impact of a disability on a student's performance and enable the student to access the state examinations on an equal basis with other students.
Resource	"resource" typically refers to additional supports, facilities, or personnel allocated to schools to assist students with special educational needs (SEN). These resources may include special education teachers, special needs assistants (SNAs), specialized equipment, or funding for interventions and accommodations aimed at supporting the educational progress and inclusion of students with SEN.
SEC	SEC stands for the State Examinations Commission. The SEC is responsible for the development, organization, and administration of the state examinations at the end of post-primary education, including the Junior Cycle and Senior Cycle. They ensure that examinations are conducted fairly, securely, and in accordance with national standards and regulations.
The Framework for Junior Cycle, 2015	The Framework for Junior Cycle (2015) is a document that outlines the curriculum and assessment arrangements for first to third year of post-primary education in Ireland.
Self Assessment	Self-assessment involves students evaluating their own performance, progress, or understanding against success criteria or goals. Its purpose is to promote reflective learning, enhance self-awareness, and empower students to identify strengths, weaknesses, and areas for improvement in their own work or learning processes.
Self Directed Learning	Self-directed learning is where one takes initiative, responsibility for and ownership of their own learning process, choosing goals, resources, and strategies independently to achieve desired outcomes.
Specification	Specification is the term given in The Framework for Junior Cycle,2015 to a document that outlines the content, skills, competences, learning outcomes, and assessment criteria for a particular subject or course. It serves as a roadmap for teachers and students, detailing what will be taught and

	learned to ensure the development of both knowledge and essential skills necessary for academic and personal growth.
Success Criteria	Success criteria are linked to learning intentions and learning outcomes as per subject specifications. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.
Summative Assessment	Summative assessment is the evaluation of student learning at the end of an instructional period, typically through standardized tests, exams, or final projects, to determine their overall achievement and mastery of course objectives.
Syllabus/syllabi	A syllabus (or syllabi in plural form) refers to the official document for each senior cycle subject outlining the content, learning objectives, skills, and assessment criteria for each subject offered at this senior cycle level of education. It serves as a detailed guide for teachers and students, specifying what topics will be covered, how learning will be assessed, and the expected standards for achievement in each subject.
TALKABOUT	A social skills assessment and intervention planning tool to help you identify the best way forward for each client or group
T-TAPP	Transition Assessment Profile (T-TAP) is an autism-specific assessment which measures skills in a range of vocational, self-care, household and social activities.
VSWare	VSware is a comprehensive school management system used by schools to streamline administrative tasks, including grade recording, and communication with parents and students.
WRAT4	Wide Range Achievement Test is an academic skills assessment which measures reading skills, maths skills, spelling and comprehension.