



**LORETO SECONDARY SCHOOL,  
CLONMEL**

# **Assessment Policy**

**Ratified by  
The Board of Management  
on 17<sup>th</sup> June 2024**

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## Scope of the Assessment Policy

The term “Assessment” refers generally to the gathering, collating, reporting and interpretation of information related to a student’s educational needs, learning abilities, learning attainments, learning strengths and areas of learning that need addressing.

## Assessment Policy Statement

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents/guardians. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student’s progress and achievement.

This Assessment Policy outlines the importance of assessment and the key role students, parents/guardians and teaching staff play in supporting this policy document.

## Aims of the Policy

This Assessment Policy aims to

- Explain the rationale and importance of assessment.
- List the different types of assessments.
- Detail the annual schedule of assessments.
- Detail the reporting procedures post assessments.

## Rationale and Importance of Assessments

Assessment is an essential part of good teaching and learning for the following reasons:

- Assessments enable the students to monitor their own progress, engage with their own learning and develop key skills.
- Assessments enable the teacher to monitor a student’s progress and make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in advancing the students learning and adapt teaching strategies and learning activities as appropriate.
- Assessments provide the students and parents/guardians with information regarding progress.
- Assessments help to identify appropriate subject levels for students in the Junior Cycle (in relevant subjects) and Leaving Certificate.
- Assessments help identify students who may need additional support and services within school.
- Assessments assist in the identification of students that may need to be referred to an outside professional or agency for further assessment or direct intervention.
- Assessments assist school management in identifying students, subjects, classes and areas of the curriculum that require further timetabled support.
- Assessments play an important role in subject choice, career guidance and progression to third level and further education.

## Types of Assessment

‘Assessment’ refers to the gathering and interpretation of information related to student learning and other educational needs. It takes the form of Assessment **of** Learning (AOL) which is summative in nature and provides a ‘snapshot’ of student attainment and progress at a given time; and Assessment **for** Learning (AFL) which is formative in nature, and intended to inform teaching and learning, to impact positively on student engagement and to guide student progress.

## Formative Assessment

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

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it is happening*. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used — i.e., to inform in-process teaching and learning modifications.

Examples of Assessment **for** Learning (AFL) strategies used for Formative Assessment in Loreto Clonmel may include the following (but not limited to):

- Success Criteria
- Target Setting
- Effective Feedback Stickers
- Peer/Self Assessments
- Group work
- In-class discussions
- Homework Assignments
- Graphic Organisers
- White boards
- Traffic Lights
- Think-Pair-Share
- Observations
- Effective Questioning
- Quizzes
- Reflection
- Presentations /Performances
- Surveys
- KWL (e.g. 10 things I **K**now, 10 things I **W**ant to know and what I have **L**earned)
- Team Work
- Differentiation
- Decide about the challenge level of questions e.g. 3 challenging ones for you and 3 easy ones for you
- Speed dating
- Given key words or answers and Students provide the original question.
- Market Place Activity
- Role Play
- Jigsaw Strategy – each group learn about 1 part of the topic and teach others in the class
- Placement – each person adds info to their quadrant of the placemat
- Exit Tickets
- Mind Maps
- Posters
- PowerPoints
- Projects
- Mistakes allow opportunities for learning.

## Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period — typically at the end of a project, unit, course, review, term, programme, or school year.

Summative assessments are therefore generally evaluative, rather than diagnostic. Summative tests, assignments, or projects are used to determine whether students have learned what they were expected to learn, and results are recorded as scores or grades and form part of the student's academic record.

Examples of Summative Assessments used in Loreto, Clonmel may include the following (but not limited to):

- Class tests
- Presentations
- Group Work
- Project Work
- Practical Assignments
- Reviews
- House Examinations
- Mock Examinations
- Oral Exams
- Aural Exams
- Entrance Assessments
- Maths and Reading Age Tests
- R.A.C.E. (Reasonable Accommodations for Certificate Examinations)
- Aptitude Tests
- Leaving Certificate and Junior Cycle Examinations.

## Aims of our Assessment Procedures:

- To ensure that students are aware of the *learning intentions* set out by teachers and can therefore participate in dialogue and reflection aimed at monitoring their progress in relation to these intentions.
- To ensure that students are engaged and motivated to achieve their full potential at every level.
- To identify the next steps in progressing the students' learning; to adapt or modify teaching strategies and or learning activities as appropriate.
- To establish baseline data in relation to a student's attainment in certain subjects.
- To ascertain appropriate levels for students for State Examinations in Junior Cycle and at Senior Cycle.
- To identify through the schools own assessment processes (for example, but not limited to: conversations with staff members, progress and appraisals forms, student support team meetings) students who may need to be referred to an outside professional agencies (e.g. NEPS psychologist, CAMHS, etc.) for assessment or direct intervention.
- To provide parents/guardians with information regarding student progress, to involve them directly in their child's learning and enable them to understand and encourage their child's progress

## Schedule of Assessments

When appropriate, and as determined by each department plan, common assessments across a year group will be used in relevant subject areas. This may provide for increased collaboration and a common benchmark across each subject area.

## Target Setting

Target setting is covered in conjunction with Year Heads twice in the year within SPHE classes and linked with Study Skills. Prior to this some information is covered on goal setting (see section on Student Self Evaluation also).

In some subjects there is trialling of target setting for each class test and reviewing after the test with student self-reflection on how to study more effectively and areas that need improvement.

## House Exams

House Exams are of a serious nature, and this is recognised by students, parents/guardians and teachers alike. The purpose of these exams is to measure student learning and attainment in the subject areas examined, and to give students experience in sitting formal exams similar in nature to the State Exams.

<b>House Exam Calendar</b>		
<i>*Changes to month noted below is possible</i>		
<b>Year Group</b>	<b>House Exam 1</b>	<b>House Exam 2 or Mock Exam</b>
First Year	Term 1 December House Exams	Term 3 May House Exams
Second Year	Term 1 November House Exams	Term 3 May House Exams
Third Year	Term 1 November House Exams	Term 2 February Mock Exams
Transition Year	Term 1 December House Exams	Term 3 May House Exams
Fifth Year	Term 1 November House Exams	Term 3 May House Exams
Sixth Year	Term 1 November House Exams	Term 2 February Mock Exams

### Additional note for Second Years

Please note that the school has considered the schedule of CBAs for Second Years and has decided that Summer Exams remain of benefit to Second Years, as students will gain valuable experience in time management, answering technique and choosing appropriate levels through sitting these House Exams.

### Additional note for Third Year and Sixth Year students

Third Years undertake Mock Junior Cycle Examinations and Sixth Years Leaving Certificate Examinations usually in February to prepare them for their state exams in June. The Mock Examinations are set and corrected externally. These Mock Examinations are very beneficial to the students in measuring their progress in their Junior Cycle and Leaving Certificate years. Students will gain valuable experience in time management, answering technique and choosing appropriate levels through sitting these Mock Examinations.

## Junior Cycle Information

Junior Cycle refers to First Years, Second Years and Third Years.

### Subject Planning and Assessment within Units of Learning

It is envisaged that subject departments will collaborate on common tests, with common marking schemes, for each year group's house exam. This will be documented in Subject Department plans.

Similarly, across the year for each year groups the subject department may identify suitable times for the same formative assessment opportunities to all classes in a year groups. Examples of this might include

(but there are many options) a poster, a PowerPoint, a project. The Subject Department will agree success criteria for this and will endeavour to include students in co-creating these success criteria. These opportunities will be documented in Subject Department plans.

## Classroom-Based Assessments

Classroom-Based Assessments (CBAs) have been introduced to allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally assessed examination. They will be used in the assessment of learning in subjects and in short courses. CBAs will be assessed by the students' teachers and reported on to students and parents/guardians during junior cycle and in the Junior Cycle Profile of Achievement (JCPA). Students will (usually) undertake two Classroom-Based Assessments facilitated by their teacher (usually one in second year and one in third year). CBAs in all subjects will be reported on at a common level.

Here, in Loreto, we are conscious of the number of CBAs our students must complete. Therefore, the CBAs will be spread across the school year and within the timeframe the NCCA (National Council for Curriculum and Assessment) has stipulated. Subject Departments have collaborated and produced a timeframe for CBAs in all subject areas so that for the duration of each CBA a student can manage the work-load effectively and concentrate on engagement in their learning and reflection on their learning.

The timetable CBAs is communicated to students and their families. CBAs are reported on in Term reports when possible and also in the Junior Cycle Profile of Achievement (JCPA).

## Junior Cycle CBA Descriptors

The possible descriptors for Classroom Based Assessments (CBAs) are as follows:

Descriptor
<i>Exceptional</i>
<i>Above Expectations</i>
<i>In Line with Expectations</i>
<i>Yet to Meet Expectations</i>
<i>Not Reported</i>

Note: '*Not reported*' is given as a descriptor if a student does not make any attempt at producing any work for their CBA. This descriptor will appear on your Junior Cycle Profile of Achievement (JCPA).

The descriptor for a CBA is awarded by the subject teachers in collaboration with members of the relevant subject departments at Subject Learning and Assessment (SLAR) Meetings and decisions are final i.e., there is no appeals process.

Loreto asks that parents/guardians remind students to keep these CBAs in perspective. It is envisaged that most students will attain '*In Line with Expectations*' as this is what we expect from our students, at their age and stage of development.

## Assessment Task

*\*Please note the Assessment Task has not taken place since COVID.*

The written Assessment Task for each subject will be specified and published by the National Council for Curriculum and Assessment (NCCA). It will relate to the learning outcomes of the second CBA. Students must complete their second CBA in order to undertake the associated Assessment Task (AT).



The Assessment Task will be completed in class under the supervision of the teacher in accordance with a timeframe and guidance from the NCCA. The Assessment Task will be returned to the State Examinations commission (SEC) for marking and will be marked as part of the Final Examination.

Marks for the Assessment Task in each subject will be incorporated into the calculation of the grade/descriptor for the subject by the State Examinations commission (SEC). The value to be assigned to the Assessment Task will be included by the State Examinations Commission (SEC) in the assessment guidelines for each subject.

A separate Assessment Task will not be required in those practical subjects where the second CBA will continue to be assessed by the SEC (i.e., Art, Craft and Design, Music, Home Economics and Technology subjects).

### State Examination and the Junior Cycle

Subjects in Junior Cycle subject specifications will be assessed through:

- Two Classroom Based Assessments (*usually* one in second year and one in third year) reported on to parents/guardians by the school.  
*\*Please note since COVID only one CBA has been required.*
- An Assessment Task, marked by the State Examinations Commission(SEC), in each subject.  
*\*Please note the Assessment Task has not taken place since COVID.*
- A Final Examination set, held and marked by the State Examinations commission (SEC).

The combination of the Assessment Task and the Final Examination will generate a final grade/descriptor, certified by the SEC.

### Junior Cycle Final State Examination Grades

Students sitting an exam in their subject at the end of their Junior Cycle receive one of these descriptors:

Descriptor	Percentage
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

State Examinations are corrected by the State Examinations Commission (SEC) and one of the above descriptors is awarded per subject by the State Examinations Commission (SEC).

### Junior Cycle Profile of Achievement (JCPA).

The Junior Cycle Profile of Achievement (JCPA) will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Other Areas of Learning, etc. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; CBAs and SEC grades which include results from the state –certified examinations and the Assessment Tasks.

The JCPA will be compiled by the school and received by the students in the school year following third year, when all assessment results from the SEC and the school are available and confirmed.

The school advises students to participate in the wide variety of co-curricular and extra-curricular activities from the start of first year and throughout their time in Loreto in order to assist students with reporting on Other Areas of Learning in the Junior Cycle Profile of Achievement (JCPA).

## Transition Year Students

As Transition Year is focused on experiential learning and personal development, the forms of assessment used may vary from the standard practices used in other years.

Assessment is an integral part of the teaching and learning process. Its purpose is to provide accurate information regarding a student's strengths and weaknesses to facilitate improved student performance through effective programme planning and implementation.

Assessment **for** learning (AFL) is part of our assessment process and has many benefits. Students focus on how to learn, not on what has been learned. It is sensitive and constructive and fosters motivation. The teacher outlines goals and criteria to the students and this in turn helps the students to know how to improve. It enables students to develop a capacity for self-assessment. Central to the philosophy of Transition Year assessment for learning recognises all educational achievement.

## Subject Planning and Assessment for TYs

It is envisaged that subject departments will collaborate on common tests, with common marking schemes, for each year groups house exam where appropriate. This will be documented in Subject Department plans.

Similarly, across the year for each year groups the subject department may identify suitable times for the same formative assessment opportunities to all class groups. Examples of this might include (but there are many options) a poster, a PowerPoint, a project. The Subject Department will agree success criteria for this and will endeavour to include students in co-creating these success criteria. These opportunities will be documented in Subject Department plans.

Students will be assessed in a variety of ways depending on the aims of individual subjects. Some examples (but not limited to) are:

- Oral
- Aural
- Written Presentations
- Portfolio Assessment
- Project Work
- Practical Work
- Book reviews
- Research
- Written Assessments
- Student participation in curricular and extracurricular areas
- Exhibition of individual student portfolios at end of year
- Students evaluate activities, trips, visiting speakers etc. at end of each session
- House Exams.

At the end of the programme each student must have completed a diary or journal for evaluation of ongoing progress, achievement and contribution throughout the year. The students are expected to keep a detailed account of their activities, curricular and extracurricular, on a weekly basis during normal school time and daily during placements, throughout the year in a specifically designed Transition Year diary. This is viewed periodically by the tutors and will be an obligatory element of their Portfolio.

### Assessment Interview for TYs

At the conclusion of TY each student will be asked to attend an interview to outline their work based on a representative of all subjects and activities during the year. The information for this interview is gathered in the form of a portfolio compiled throughout the year on a regular basis.

Evidence of work that might be included (but is not limited to this):

- Poems
- Essays
- Project folder
- Recordings (multimedia)
- Maths or problem-solving exercises
- Objects made in art or any other practical classes
- Reports of trips, exchanges, debates, musicals, plays, PE activities, etc (using photographs or other souvenirs where appropriate).

Students will be required to present their portfolio during the interview and give an account of their year, which be with the aid of a PowerPoint Presentation. The interviewers will be seeking evidence of the student's ability to reflect on their Transition Year, account for their participation in all aspects of the year – curricular and extracurricular and general interview skills.

### Reporting for TYs

Each year in TY there are:

- Two School Reports (after Term 1 House Exams and after Term 3 House Exams).
- Opportunities to meet with Transition Year Co-ordinator and/or staff if necessary.
- End of year Graduation Ceremony and displays of work and achievement.

### Certification for TYs

The school awards each student a certificate upon successful completion of Transition Year as Pass, Merit and Distinction level. This occurs at the May Graduation. At the graduation certificates for a wide variety of additional activities and courses are also presented.

## Senior Cycle

Senior Cycle refers to Transition Year, Fifth Year and Sixth Year. Transition Year information has been dealt with above.

### Subject Planning and Assessment for Fifth and Sixth Year

It is envisaged that subject departments will collaborate on common tests, with common marking schemes, for each year groups house exam where appropriate. This will be documented in Subject Department plans.

### Leaving Certificate Grades and Points

Leaving Certificate grades vary depending on level higher or ordinary in the Leaving Certificate established. Also, the Leaving Certificate Vocational programme has different grades. This information is noted below.

Leaving Certificate Grades and Points					
Leaving Certificate Established Programme				Leaving Certificate Vocational Programme (LCVP)	
HL Grade	Points	OL Grade	Points	Link Modules Grade	Points
H1 ( $\geq 90$ to 100)	100				
H2 ( $\geq 80$ and $< 90$ )	88				
H3 ( $\geq 70$ and $< 80$ )	77			Distinction	
H4 ( $\geq 60$ and $< 70$ )	66			( $\geq 80$ to 100)	66
H5 ( $\geq 50$ and $< 60$ )	56	O1 ( $\geq 90$ to 100)	56	Merit	
H6 ( $\geq 40$ and $< 50$ )	46	O2 ( $\geq 80$ and $< 90$ )	46	( $\geq 65$ to 80)	46
H7 ( $\geq 30$ and $< 40$ )	37	O3 ( $\geq 70$ and $< 80$ )	37	Pass	
H8 ( $\geq 0$ and $< 30$ )	0	O4 ( $\geq 60$ and $< 70$ )	28	( $\geq 50$ to 65)	28

#### Maths Bonus Points:

25 bonus points will be awarded for Higher Level Mathematics for H6 grades and above.

## State Examinations run by State Examinations Commission

The Junior Cycle and Leaving Certificate Examinations begin the first Wednesday after the June Bank Holiday Monday each year. The exact timetable of examinations is usually available from the previous January.

The school will strive to ensure that all Third Year and Sixth Year students participate (as directed by the State Exams Commission) in the many assessments that make up the Junior Cycle and Leaving Certificate Examinations. These assessments, which may include orals, aurals, course work, practical work, portfolio work, journal work, CBAs, Assessment Tasks amongst others, will be conducted in accordance with the regulations set down by the State Examinations Commission.

## Other Assessments

The school will engage in other assessments periodically throughout the year, including (but not limited to):

### Entrance Assessments (i.e. CAT 4 – Cognitive Abilities Test)

Incoming First Years will undertake the CAT 4, Level E. This assessment, administered digitally, provides a rounded profile of pupil ability, by way of standard score. The CAT 4 is standardised against Irish norms. Such information allows teachers to make informed decisions about pupils' progress. It provides a unique profile of strengths and weaknesses across four batteries:

- **Verbal Reasoning** – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.
- **Non-verbal Reasoning** – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including maths and science-based subjects.
- **Spatial Reasoning** – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.
- **Quantitative Reasoning** – the ability to use numerical skills to solve problems, applicable well beyond mathematics.

The CAT 4 is used to ensure all First Years classes are mixed ability. It also enables our Inclusion Department to identify at an early stage those students who may require additional, targeted interventions.

### NGRT:

All students in First Year undertake the New Group Reading Test (NGRT) to determine their reading ages. It assesses not only the ability of the pupil to decode what they read, but also to comprehend and apply meaning. The NGRT is a fully adaptive, standardised reading assessment. It offers a personalised experience for all students, ensuring it's accessible for those who are struggling readers and challenging for those who need to be stretched.

Such information allows teachers to identify pupils who may struggle to access the curriculum. The needs of such students may be met through differentiation or an intervention from the Inclusion Department. In this way, the NGRT is used as a screening tool. The test can be administered three times, and so it allows the school to track and monitor progress.

### Learning Support Assessments:

Based on transition meetings with parents / incoming students / Sixth Class teachers / SET teachers, student passports, recommendations of external professional and the results of the CAT 4 and NGRT, the Inclusion Department may undertake further testing as relevant and appropriate.

### WJIV: Woodcock Johnson IV: Tests of Achievement

WJIV: Woodcock Johnson IV: Tests of Achievement is an achievement test which measures and individual's ability to read words, comprehend sentences, spell and compute solutions to math problems. Additionally, tests of reading and / or writing speed and accuracy may be undertaken by the Inclusion Department.

## External Agency: National Education Psychological Service (NEPS)

If a student is identified as having a significant and persistent learning need / difficulty the Inclusion Co-ordinator may apply to the National Education Psychological Service (NEPS). The school's NEPS psychologist, in consultation with school management, may carry out psychological assessments and other assessments on students at different times throughout the year.

## Classroom Strategies

Classroom strategies such as differentiated content, methodologies and assessments, visual supports, hearing aids, positive behaviour / organisational checklists, spelling waivers, rest breaks and dictionaries amongst others, may be used from time to time, as agreed by all invested stakeholders in consultation with individual subject teachers.

For students operating at the *School Support for Few* tier of the National Education Psychological Service (NEPS) Post Primary Continuum of Support (PPCoS) this information will be detailed in their Student Support Plan, and distributed to all relevant staff.

## Reporting Procedures post Assessments

There are many different methods whereby the results of formative and summative assessments will be reported to students and parents.

Reporting should:

- encourage genuine engagement with parents/guardians.
- provide opportunities for students through feedback to reflect on their learning and contribute to the reporting process.
- value the professional judgements of teachers.
- use the language of learning.
- clearly communicate students' learning.
- provide information on a broad range of achievement.
- be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach.

## Formative Assessment Reports

### Student Journal

The teacher may communicate the outcome of any assessment to the parents/guardian of a student by writing the result or a note in the student journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.

### Direct Contact


The teacher may decide to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student.

### Signature of Parent on Assessment

The teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.

## Student Self Evaluation

There is a section in the student journal that students are supported in filling in by both Year Heads and SPHE teachers. Please see below for these two sections of the student journal.

	<b>Loreto Clonmel Student Self Evaluation</b>	Name		Year	
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Target Results			Last Summer or First Test		Christmas		Summer or Mocks		Junior Cert/Cycle or Leaving Cert results	
Subject	Level	End of Year Target	Target Grade	Actual Grade	Target Grade	Actual Grade	Target Grade	Actual Grade	Target Grade	Actual Grade
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										

Middle of Term 1	Excellent	Very Good	Good	Fair
Attendance				
Punctuality				
Homework				
Class attentiveness				
Uniform				

Middle of Term 2	Excellent	Very Good	Good	Fair
Attendance				
Punctuality				
Homework				
Class attentiveness				
Uniform				

Middle of Term 3	Excellent	Very Good	Good	Fair
Attendance				
Punctuality				
Homework				
Class attentiveness				
Uniform				

Code of Conduct	Number
Demerits	
Formal Complaints	

Code of Conduct	Number
Demerits	
Formal Complaints	

Code of Conduct	Number
Demerits	
Formal Complaints	

Other Areas of Learning (OALs)	What do I want to achieve?	Date to be achieved by?
Subject or Activity		
1		
2		
3		
4		
5		
6		

<b>Senior Cycle Students Only: CAO Courses and Points Required</b>			Course 1 Name:		Points last year:	
Course 2 Name:		Points last year:	Course 3 Name:		Points last year:	

## Feedback

This may be given by the teacher to students either on or attached to their corrected work. This may also take the form of peer assessment or self-assessment which can allow students to rate their effort level and set a target effort for the next assignment.

## Parent-Teacher Meetings

There are Parent-Teacher Meetings for all year groups, except Transition Years, throughout the academic year. At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students that generate an accurate picture of the student's progress.

## Summative Assessment Reports

### Formal written reports

These are available on VShare to the parents/guardians of students on two occasions during the academic year. The report template is computerised and allows teachers to distinguish levels. A mark, a grade and a descriptor where appropriate are awarded, and a comment can be generated from a menu. Alternatively, an original comment can be given.

Teachers are required to fill in a comment on all these formal written reports.

- It is the responsibility of the teacher to ensure the accuracy of these comments.
- A zero grade should not be entered for students who are absent, instead a comment explaining that the student was absent for the test should be written in the comment box.
- If teachers are giving a grade that is an average grade for a number of tests this should be explained in the comment box.
- Also, if a student has been given a differentiated test, a comment explaining may be entered.

<b>Reporting Calendar</b>		
<i>*Note: the months stated below may vary if the assessment month changes</i>		
<b>Year Group</b>	<b>Report 1</b>	<b>Report 2</b>
First Year	After Term 1 December House Exams by mid-January	After Term 3 May House Exams, by mid-June
Second Year	After Term 1 November House Exams, by mid-December	After Term 3 May House Exams, by mid-June
Third Year	After Term 1 November House Exams, by mid-December	After Mock Exams results are received, usually end of March or April
Transition Year	After Term 1 December House Exams by mid-January	After Term 3 May House Exams, by mid-June
Fifth Year	After Term 1 November House Exams, by mid-December	After Term 3 May House Exams, by mid-June
Sixth Year	After Term 1 November House Exams, by mid-December	After Mock Exams results are received, usually end of March or April

## Continuous Professional Development:

Staff CPD is an integral component of the Loreto ethos. Teaching & learning courses support formative assessment, and this is embedded through initiatives such as Mike Hughes 'Magna Principles' workshops, JCT workshops, PDST workshops, Subject Association meetings and encouraging and supporting staff to attend CPD in identified areas of need / interest. There is also a strong culture of peer-to-peer learning, for example Droichead, peer observation, peer-led workshops, etc.



Subject Departments identify their department's needs and where needed individual teacher needs for CPD. Where possible the school facilitate relevant staff members to attend appropriate training that meets the needs of the school.

## Using Technology - 365, Portfolios

The school uses Office 365. Through the integration of digital portfolios within this framework, students can actively engage in the documentation and reflection of their learning journey. These portfolios serve as dynamic spaces showcasing not only final products but also the progression of skills and understanding over time. Additionally, the interactive nature of digital portfolios allows for personalised feedback and assessment, fostering a culture of continuous improvement.

By harnessing the power of technology within the educational landscape, we empower our students to become proficient digital citizens while enhancing the assessment process to be more comprehensive, transparent and student-centred.

The school encourages the use of technology for assessment, including when completing CBAs. Any Digital Assessment must only be completed using the school's digital platform i.e., Office 365.

## Responsibilities

### School Management Team

- Facilitate discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting.
- Encourage students to engage in a process of self-evaluation in order check if with more effort, higher expectations and increased motivation, students can improve their performance.
- Analyse and evaluate assessment results and discuss implications of findings with departments with respect to future developments in teaching and assessment.
- Support, monitor and evaluate assessment/recording/reporting within the school.

### Subject Teachers

- Ensure that all students are actively involved in their learning and in the self-assessment of their progress.
- Ensure that all students take an active role in setting their own targets.
- Share learning intentions and success criteria with students.
- Provide students with regular formative feedback on the standard of their work, in line with agreed marking and assessment procedures.
- Use assessment data to inform lesson planning, including differentiated activities to meet the identified needs of individual students.
- Provide the Year Head with a summary of student performance via school reports in relation to grades/descriptors.
- Constructively complete the relevant section of a full report on student performance to be published to parents/guardians twice per annum on VShare in accordance with agreed procedures.

### Tutors

- The Tutor's role is of a pastoral nature.

## Year Heads

- Liaise closely with the school management team on issues related to assessment, recording and especially reporting. Follow-up work will take place where standards are poor or excellent.
- Undertake further examination of the content of the students' reports and liaise with the tutor and/or the student and/or the parent/guardian where there is cause for concern.

## Students

- Take responsibility for their own learning through self-assessment
- Work towards achieving agreed target levels/grades.

## Parents/Guardians

- Support and encourage their child's learning by working in partnership with the school, e.g. attending parent/teacher meetings, monitoring homework, be familiar with the school's Reporting Timetable and Assessment Calendar.

## Academic Tracking

Several different systems are employed to monitor the effectiveness of this policy and the degree to which it is being implemented:

- Class tutors may on a case-by-case basis work in a pastoral role in collaboration with the Year Head.
- Each Student Support Team (SST) Meeting has an agenda item concerned with 'students'. Teachers, tutors and students liaise with the Year Head as necessary to pass onto relevant information regarding students causing concern as well as those who are excelling. The SST team will consider what supports might be required. Students, whom it is considered may be under achieving or students of average or higher ability who are just doing enough to get by, may also be included for identifying relevant supports.
- Each subject meeting has an agenda item concerned with departmental planning. This allows teachers to share their successes and failures in teaching and reflect on their teaching of the course and also to plan for common formative and summative assessment opportunities.
- There are frequent informal meetings between Year Heads and Tutors.
- There are frequent informal meetings between members of subjects departments.
- CAT scores and NGRT Reading Age are available for Year Heads and teachers to consult to assist them in tracking individual student progress.
- Year Heads may work with students on an individual basis to track progress and help identify possible areas of support for students.

## Our Commitment to Student Success

Loreto's assessment policy is not merely a framework for evaluating student progress; it is a testament to our commitment to fostering an environment where every student can thrive and achieve their full potential.

We believe that this journey is a collaborative effort, and we recognise the invaluable role that families play in shaping a student's educational achievements. Through open communication, mutual respect, and shared goals, we aim to work in partnership with families to support our students to excel academically, socially and emotionally, ensuring a future bright with possibilities.

Together with staff, students and families, we are dedicated to nurturing a community where every individual is supported, celebrated, and inspired to reach their potential.

This policy was agreed on the date noted below.

**Signed:**   
\_\_\_\_\_ **Date:** 17/06/2024  
Ms. Mary Ryan, Chairperson of Board of Management

**Signed:**   
\_\_\_\_\_ **Date:** 17/06/2024  
Ms. Anne Mc Grath, Principal