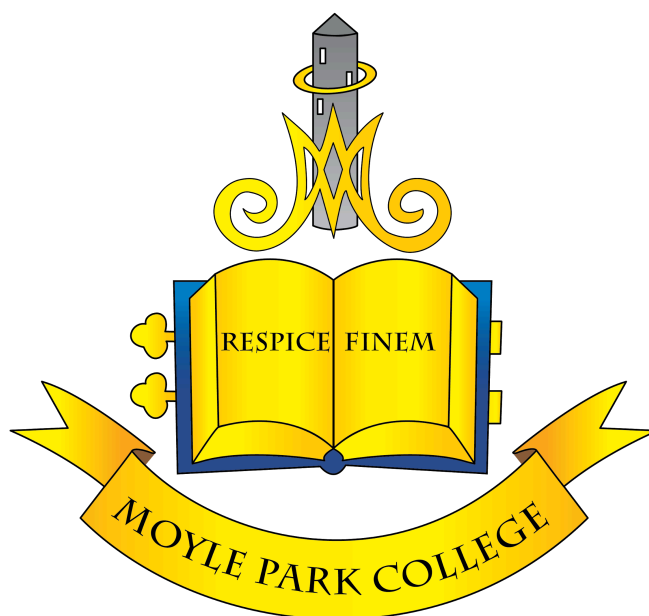


# Moyle Park College



## *Assessment & Reporting Policy*

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## **1. Introduction**

Moyle Park College is a Catholic voluntary secondary school established in Clondalkin by the Marist Brothers in 1957. ‘Respice Finem’ conveys the school’s philosophy of setting objectives and ideals and working towards them. Teaching, learning, assessment, and reporting are the four pillars that aim to contribute to the personal and educational development of our students in Moyle Park College. As a school we recognise that parents, teachers and students need to have an effective learning-focused partnership to ensure that the best possible outcomes can be achieved for our students. “The most powerful agent of improvement is a well-integrated system of evaluation that combines the external perspective with the reflective and collective insights of school leaders, teachers, parents and students.”(LAOS 2022)

### **Assessment**

Assessment is integral to the process of teaching and learning and the development of a culture of lifelong learning. Through both its formative and summative facets, it is the catalyst which shapes the learning experience in Moyle Park College. The consistent utilisation of a broad and differentiated range of formative assessment practices empowers the students to take ownership of their own learning journey. The application of regular summative assessments facilitates teachers/students in measuring the quality of learning taking place, honing pedagogical practices and informing educational interventions. These assessment forms work best in tandem, helping to enrich the teaching/learning relationships and to further highly effective practice in Moyle Park College where a blended approach to assessment is adopted.

The purpose of assessment is to help the student discover ‘where to go next’ and help the teacher support that growth. Assessment in the widest sense is a snapshot of where a student is at a particular point in time.

### **Reporting**

Reporting aims to support and underpin ongoing learning and assessment, and to be manageable, accessible and effective for the school, teacher, student and parent/guardian (Junior Cycle Framework, 2015).

In planning for effective assessment and reporting teachers in Moyle Park College will use the “Looking at our Schools 2022” document to support their classroom practice. This document will direct the teacher in the planning, preparation and assessment practices that progress students’ learning. The document is available in the staff Shared Drive. Subject specifications, curriculum and assessment guidelines are all key documents in the planning for assessment and reporting.

### **Inclusive Assessment**

Inclusive assessment practices are a key feature of teaching and learning in schools. Accommodations, e.g. the support provided by the AEN team, Special Needs Assistant (SNA) or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student’s learning throughout the year. Where a student has a specific physical or learning difficulty, reasonable accommodations will be put in place to remove, as far as possible, the impact of the disability on the students’ performance in their assessments. Accommodations which enable all students to access learning and assessment are based on specific needs. We have a live register of additional educational needs that classroom teachers can access through the Shared Drive. Information is also available to teachers through VShare where CAT4 scores and their implications for teaching and learning can be accessed and where advice is offered for teaching and assessment in mainstream classrooms. We also have resources folders aligned to each of the additional needs whereby teachers can find targets, teaching resources and differentiated options in order to ensure that students can access the curriculum in the same manner as a student without said need.

## **2. AIMS AND OBJECTIVES OF THIS POLICY**

The primary aims and objectives of the policy are:

- To facilitate and further highly effective teaching and learning practices
- To equip students with the skills necessary to improve the quality of their learning
- To empower students to manage their own learning journeys
- To embed, foster and develop revised Junior and Senior Cycle practices
- To create a consistent and standardised assessment procedure for monitoring and reporting achievement in the school
- To assist in coordinating assessment procedures within subject departments
- To develop meaningful learning conversations between the educational partners in our school (teachers/students/parents/guardians/SNAs)
- To ensure that the actions and targets of the School Improvement Plans are addressed.
- To ensure inclusivity where all learners are catered for
- Promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment.

### **The Purposes of assessment include:**

- Assessing progress and adapting planning as required.
- Evaluating students' learning needs
- Ensuring that students know how to improve the standard of their work.
- Monitoring a student's progress and providing the teacher with information to make decisions about what and how the student is learning.
- Adapting subject department plans, teaching strategies and/or learning activities as appropriate
- Ensuring the school meets its statutory requirements.
- Providing students, parents/guardians, and teachers with information regarding progress.
- Assisting in identifying appropriate subject levels in subjects for the preparation and completion of State Examinations.
- Helping students achieve their full academic potential.
- Helping students attain the stated learning outcomes for each subject, course and programme

### **3. FORMS OF ASSESSMENT**

#### **1. FORMATIVE ASSESSMENT**

Formative assessment is integral to the process of creating a culture of lifelong learning for our students. It empowers students to take ownership of their own learning journeys through identifying purpose and process, articulating success criteria, adopting reflective practices and goal setting. It reinforces highly effective teaching/learning through fostering learning relationships and deepening reflective practice among teachers and students. The selection of formative assessment methodologies in classroom practice across all year groups is at the discretion of individual teachers. They represent highly effective practice in teaching and learning, further the key skills of Junior Cycle and provide consistency in students' learning journeys through Transition Year and Senior Cycle.

- Assessment for Learning (AFL)
- Peer Assessment
- Reflective practice (Reflection/Learning Journals/Focus Groups at LC)
- Group Work
- Discussion
- Performance and Presentation
- Differentiated tasks
- Written and oral feedback
- Higher and Lower Order Questioning
- Portfolios & Digital Portfolios
- Classroom based assessments (CBAs)
- Online assessment tasks
- Assignments and worksheets
- Homework

#### **2. SUMMATIVE ASSESSMENT**

There are many types of summative assessment that take place in the school environment.

- Assessment on Entry - Incoming First Year students sit a number of standardised tests prior to their entry to the school including the Cat4 cognitive abilities test. These standardised tests are used to identify students' cognitive abilities such as verbal, quantitative, non-verbal and spatial. Their results are collated and analysed. This assessment offers an early indicator to the school of a student's potential. This information is available to the Principal, the Deputy Principals, Guidance Counsellors and other teachers as appropriate. Learning difficulties are discussed confidentially with parents/guardians, disclosed to the relevant teachers, and an appropriate programme of learning support is put in place. Parents/Guardians are invited to a follow up meeting with a member of the AEN Department and/or Guidance Department to discuss their son's needs and ascertain how Moyle Park College can best support their son in the transition from primary school to secondary school.

- Topic/Unit Assessment - These forms of assessment are conducted at the discretion of the teacher on a periodic basis. These formal tests are a vital component in providing feedback to teachers, students and parents/guardians on the level of each student's attainment and learning in that specific subject area. It is intended that these assessments inform and deepen the learning conversations arising out of formative assessment practices and place emphasis on learning outcomes at Junior Cycle.
- Tracking Assessments - Second and Fifth Year students are assessed in October and March, and reports are issued to parents/guardians via VsWare. Tracking is a way for us to assess the progress of 2nd and 5th years at this point in the year. They are meant to be a check in on where they are in class at this stage of the school term. Tracking tests can be:- CBAs, class tests, orals, aural, practicals/ experiments or any other format that a teacher feels assesses the students performance in their subject.
- Classroom Based Assessment Tasks (CBAs), oral exams, aural exams, projects and practicals may replace formal summative assessments. This represents a blended approach with the assessment process containing both formative and summative elements and is at the discretion of subject teachers. Tracking results complement those received at Christmas and Summer and are systematically analyzed to assess student progress in these crucial years.
- House Exams – Junior Cycle  
First, Second and Third Year students sit Christmas examinations in December. First and Second Year students also sit formal examinations in the summer. In Second Year, subjects that currently involve CBAs may have shorter examinations and are reflective of the blended approach to assessment. While cognisant of the need to avoid over-assessment of Second Year students during this period, these assessments strike a balance between the skill development of the formative CBAs and the course specification content during this crucial year in the Junior Cycle. The completion of Subject Learning Assessment Review (SLAR) meetings by subject teachers is fundamental to the assessment process at this point.

Third Year students also sit Mock Junior Cycle examinations in Spring each year to prepare them for their state examinations in June. These mock-exams are seen as being very beneficial to students in measuring their progress in their Junior Cycle years. Students may gain valuable experience in time management and answering techniques by sitting these examinations which use external papers and are corrected both internally and externally. The results of these form the Mock Junior Cycle Reports and are usually sent out in March. The results of these exams are also used in helping to decide on the levels the students will take in the state exams in June. Third Year students do not sit formal in-house exams at the end of May and do not receive Summer Reports.

- Inclusive Assessment during House Exams: During house exams in both Junior and Senior Cycle most students with additional needs are facilitated with smaller exam centres.

- Other Areas of Learning

The Other Areas of Learning (OALs) which comprise an important part of Junior Cycle provide an important opportunity for students' achievements in extra-curricular and co-curricular areas to be recognised and celebrated. At Moyle Park College all students are encouraged to partake in the myriad of activities and opportunities which are provided and which contribute to their social, mental, emotional and physical wellbeing. These are collated during Third Year and reported on in the Junior Cycle Profile of Achievement (JCPA).

- House Exams - Senior Cycle

Fifth and Sixth Year students complete Christmas examinations in December. Fifth Year students sit formal examinations in the summer. As far as is practicably possible, and cognisant of the need for differentiation, subject departments are encouraged to produce common examinations. The purpose of these examinations is to measure student learning and attainment in each subject and to give students experience in sitting formal examinations.

Sixth Year students also sit 'Mock' Leaving Certificate examinations in Spring in preparation for the state exams in June. The Mock Examinations are set externally and are marked internally and/or externally. These Mock Examinations enable teachers to guide students in their decision regarding higher or ordinary level papers and are very useful to the students in measuring their progress in their Leaving Certificate years. Students can also gain valuable experience in time management and answering techniques through sitting these Mock Examinations. Results of Mock Examinations are communicated to parents/guardians in a report sent out in March. Sixth Year students do not sit formal house exams at the end of May and do not receive Summer Reports.

- Inclusive Assessment during House Exams: During house exams in both Junior and Senior Cycle most students with additional needs are facilitated with smaller exam centres.

## **Transition Year (TY)**

Transition Year is designed to act as a bridge between a structured examination oriented learning environment and a more autonomous self-directed one where students are responsible for managing their own learning. Transition Year focuses on students' learning about their own strengths, competencies and skills. Christmas and Summer Reports are based on continuous assessments. Formal class tests (particularly in the core subjects) are also conducted by their individual subject teacher.

There is an overall Credit Award System in Transition Year. Students can gain credits by submitting credit assignments for each subject but they can also gain credits for taking part in Work Experience, Community Placement, for attendance & punctuality as well as any extracurricular activities they put themselves forward for. The Credit System-Scores are awarded at Christmas (Session 1 for 100 credits) and Summer ( Session 2 for 100 credits) and a student's certification (Distinction, Merit, Pass or Unsuccessful) is determined by the overall score achieved in each subject and other elements of TY as mentioned above. This school based certification certifies students using the following criteria: 150 - 200 -Distinction, 100-149 Higher Merit, 50 - 99 - Merit, 20 - 49- Pass and 0 - 19 - Unsuccessful. The credit system not only takes into account work done in school but also rewards students for activities they take part in outside of school time.

TY assessments may involve but are not limited to the following: external certifications, portfolios of work, individual and group projects, multimedia, oral presentations and discussions, oral examinations in Irish and Modern Foreign Languages, self and peer assessments. Students do not sit timetabled exams.

Formative assessment will be used to monitor students' progress and understanding throughout the programme. It will be ongoing and integrated into daily classroom activities, providing students with feedback that supports their learning. Summative assessment will be used to evaluate students' overall achievement at the end of each term. It could include a variety of assessment tasks, such as projects, presentations, tests, and portfolios, designed to assess students' skills and knowledge across a range of subjects and disciplines. Self-assessment and peer assessment may be used to promote students' self-reflection, self-regulation, and collaboration. Students will be encouraged to reflect on their own learning and to provide feedback to their peers, supporting the development of metacognitive skills and fostering a culture of mutual respect and support.

Students keep a digital folder/portfolio detailing all significant TY events during the year. This allows students to keep a diary of everything they have done and achieved during the year – it also allows them to reflect what they learned from the specific events. Towards the end of the school year, an interview takes place with each student where they are given the opportunity to showcase the contents of their Portfolio. This folder will also contain relevant reports such as work experience diary etc.

## **Leaving Certificate Applied (LCA)**

There are THREE main elements to assessment in LCA.

1. Continuous assessment based on class attendance & completion of key assignments:  
62 Credits or 31%
2. Completion of Student tasks: 70 Credits or 35%
3. Completion of final exams in 5 subjects: 68 Credits or 34%

Students are awarded their official results from the Department of Education at the end of each session so they are aware of their progress during the course three times before they complete their final year exams. In Moyle Park College we invite parents of 5th & 6th Year Leaving Cert Applied Students into the school for the release of the results after each session.

Their Leaving Certificate is awarded in August following their exams, as follows:

Certificate awarded at three levels:

- Pass 60-69 % (120 - 139 credits)
- Merit 70-84 % (140 - 169 credits)
- Distinction 85-100 % (170 - 200 credits)

Assessments of tasks/allocation of credits are on-going and cumulative over two years. The final examination at the end of second year is added to the credits achieved during this two year course.

Written exams will take place at the end of 6th year in the following subjects;

- English and Communication (Written and Oral)
- Hotel, Catering and Tourism and IT
- Mathematical Applications
- Language (Gaeilge & Modern European Languages) (Written and Oral)
- Social Education

## **STATE EXAMS**

Moyle Park College strives to ensure that all Third and Sixth Year students participate, as directed by the State Exams Commission, in the many assessments that make up the Junior Cycle and Leaving Cert exams. These assessments which include; CBAs, Assessment Tasks (AT –worth 10%), oral and aural examinations, course work, practical work, portfolio work, etc. and are organised in accordance with the regulations set down by the State Exams Commission. The timing of these is coordinated through a shared calendar which aims to strike the right balance, to avoid over testing and ensure best practice in teaching and learning.

- **Other Assessments**

Moyle Park College engages in other forms of assessment also. Standardised testing is completed at various intervals throughout students' time in the school. Where concerns are raised about learning difficulties, potential dyslexia and other learning issues, the following tests may be used to guide referrals and potential supports, PPADE, WRAT5 and The NEPS Continuum of Support.

All students from First Year to Transition Year take part in a variety of physical fitness tests in Physical Education.

Standardised testing required for Junior Cycle Reasonable Accommodation in Certificate Examinations (RACE) is completed if a need is identified and/or where students have a diagnosed learning difficulty. Test results, even within the criteria, are not sufficient on their own to confer reasonable accommodations. Other criteria must be adhered to.

Students whose JC applications give rise to RACE have their applications reactivated for Leaving Certificate. Standardised testing must be completed for Leaving Certificate students who are not covered by reactivation. The criteria for RACE must be met. All assessment methods will progress in line with best practice and will be reviewed in line with any changes made by the Department of Education and Skills (DES).

## **GENERAL GUIDELINES**

The forms that these summative and formative assessments take are dependent on the subject area being assessed and vary from subject to subject. Certain forms of assessment may often be specific to a particular subject. Classroom strategies such as differentiated assessment, visual aids, spelling waivers, increased wait time and dictionaries, etc. may be used from time to time, as determined by the individual subject teacher. Where feasible, and as determined by each department plan, common assessments across a year group are used in each subject area. This provides for increased cooperation and a common benchmark across each subject area.

During the school year queries around possible learning difficulties may be raised with the AEN Department. It is common practice to hold an in-house assessment using the WRAT5 testing. This gives us further insights into literacy and numeracy levels.

#### **4. ASSESSMENT REVIEW**

As a school community, we strive for continual improvement through our SSE process. The review of assessments and attainment is an integral part of this process. Throughout the year both the Student Engagement Coordinator and the Teaching & Learning Coordinator work with staff and students to develop their assessment practices.

##### **Student Engagement:**

The Student Engagement Coordinator in collaboration with the Teaching and Learning Coordinator, staff and students review assessments at periodic points in the school year and reward performance accordingly.

General assemblies are held for 1st, 2nd and 5th year students before formal Christmas exams, Summer exams and Tracking assessments to set out expectations and address any concerns. A systematic review of results follows upon completion of assessments and awards ceremonies then take place. Awards are broken into categories based on grades (Platinum = 90%+/ 550 points, Gold = 80%+/ 500 points, Silver = 70%+ 400 points, Bronze = 60%+/ 350 points) Other awards include Champagnat awards based on work ethic and school spirit and Most Improved awards. The review of grades is discussed with the relevant year team to allow for targeted interventions where needed. The names of award winners are displayed in school and on our social media platforms to celebrate their academic progress.

Other assessment review procedures that can take place are as follows:

##### **1st year students -**

- 1st year Life Skills scheme of work to include formative reviews of progress and achievement in each term.
- Students are surveyed and asked to reflect on progress and areas in need of improvement. This feedback is given to the year team to allow for targeted initiatives.

##### **2nd year students -**

- General assemblies are facilitated for all 2nd year students detailing the CBA process using the . Moyle Park College CBA booklet which outlines all the CBA 1 requirements. The calendar is discussed and samples are shown.

##### **5th year students -**

- Upon completion of formal and tracking assessments, 5th year students complete an online survey outlining their strengths, weaknesses and areas for improvement.
- Targeted focus groups take place based on responses received and study skills workshops are created based on their requests.

### **Teaching and Learning:**

The Teaching and Learning Coordinator (T&L coordinator) in collaboration with staff and students conducts a series of initiatives to enhance the teaching and learning within Moyle Park College.

### **Analysis of JC & LC results:**

#### **Subject Department Analysis:**

Subject departments analyse each set of results using the Oide online tools and draft a report for the BOM. The T&L coordinator then collates the information provided by the subject departments and presents the findings to the BOM.

#### **Feedback forum:**

The T&L coordinator then facilitates a “Feedback Forum” where departments present their analysis, areas that have worked well and areas for improvement along with tips that they have learned over the course of the previous year to the whole staff. This facilitates inter departmental communication and cooperation for assessment and reporting, while also improving the teaching and learning within the school.

Each department is measured against the national average in two areas: Higher level uptake (the number of students who sat the HL paper in each subject) and Attainment (the number of students who attained a H1-H6 in each subject). Other areas of analysis are the average points for students in MPC and trends over the preceding number of years.

#### **Focus Groups:**

Focus groups are conducted with LC students over the course of the LC year. It is aimed that each student will attend three focus groups. Students are divided into small groups of approximately ten students according to their fifth year results. Focus groups are held with each group to discuss areas of interest to students such as: goal setting, motivation, challenges, study skills, reflection etc. The aim is that each focus group round will initially be conducted at the beginning of 6th year, then between the Christmas exams and mock exams, and subsequently after the mock exams. This allows students to have an active voice and ownership of their own results over the course of assessments in the LC year and to encourage engagement with their own results. A similar round of focus groups is also conducted with JC students but these are conducted within their form groups.

## 5. REPORTING

### The Guiding Principles of Reporting

Effective reporting in Moyle Park College:

- Encourages authentic engagement with parents/guardians
- Provides opportunities for students through feedback to reflect on their learning
- Values the professional judgements of teachers
- Uses the language of learning to provide effective feedback
- Is manageable and does not take away from learning and teaching
- Clearly communicates students' progress in learning
- Provides information on a broad range of achievements
- Is equitable, fair and provides inclusive opportunities to develop student wellbeing in ways that are responsive and suitable to their particular needs and contexts. (Wellbeing Policy Statement and Framework for Practice 2018–2023)
- It allows students to reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.

### REPORTING

There are different methods whereby the results of summative and formative assessments are communicated to students and parents/guardians.

Informal:

- Google Classroom allows for students to have assignments graded with notifications going to students email accounts. Google Classroom Guardian Summaries report a summary of assignments and announcements in the form of one email each week to parents/guardians. The aim here is to make parents/guardians part of the conversation around engagement and assessment.
- VShare - Results are recorded onto a database for each individual student and parents/guardians can access their child's academic records through the VShare system.
- Direct Contact - the teacher may decide, as they see fit, to contact the parent/guardian directly with respect to the outcome of an assessment undertaken by a student. If a teacher, tutor or year head has concerns regarding the student's progress, an Interim Report may be completed with a result/comment from teachers.
- Signature of Parent/Guardian on Assessment - the teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.
- Parent, Teacher, Student Meeting (PTSM) - a PTSM is held for each year group during the academic year. At these meetings it is possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students, providing an accurate picture of the student's progress.

Formal:

- Published reports (guideline dates)

First Year Jan / June

Second Year Oct / Jan / March / June

Third Year Dec / Mock -exams, March

Transition Year Jan / June

Fifth Year Oct / Jan / March / June

Sixth Year Dec / Mock exams, March

The report template is computerised and allows teachers to distinguish levels. A mark and grade are awarded and formative comments are added.

We use the ‘Medal and Mission’ approach in the formative comments. Namely; How far have you got in the achievement of the set goals? - the ‘medal’ and what have they achieved, related to success criteria. ie. What was done right? It’s about encouragement, not praise. How to improve is the ‘mission’. Instructions on how to move closer to the goal. We want students to know that when they do it again, they know how to do it better.

The ‘Medal’ is for what the student can do or has done well. Effort, persistence and other good study habits can be included in the criteria. The ‘Mission’ is what the student needs to do to improve. This can be an improvement to the existing work, or a target (feed-forward task) for the next piece of work.

Junior Cycle Profile of Achievement (JCPA) - Upon completion of the Junior Cycle programme the school issues a JCPA certificate highlighting the totality of the student’s learning across both curricular and non-curricular activities.

*This policy is subject to periodic review by the Board of Management*

# Appendix 1: Digital Feedback

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## Student Self-assessment

- Use of success criteria and marking schemes
    - This allows students to reflect on their work and cut down on mistakes
  - Student offers a self assessment of their work in the private comments section of Google Classroom
    - They can use the 'medal & mission' formula to identify something that they've done well and something that they need to work on to improve.
  - A self assessment often leads to a second draft.
  - A second draft can be reviewed with peer assessment.
- 

## Peer assessment

- Use of success criteria and marking schemes
    - This allows students to reflect on the quality of another's work and identify mistakes
  - Structured feedback
    - It often works best to minimise the scope of what is being corrected here- set a focus
  - 'Medal & a Mission'
    - Identify something that the student did well and something that they need to work on to improve.
  - Positive focus: the focus is always to move somebody on, to improve the work.
- 

## Teacher assessment and formative feedback

- 'Medal & Mission'
    - Teachers identify an area where the student is improving or doing a good job on and also an area that needs improvement- let them know how they can improve?
  - Use of success criteria and marking schemes - mirror the language
  - Use of the the private comments section of Google Classroom
    - It is expected that the student will respond in the private comments section to acknowledge the feedback and show some element of reflection on their work.
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## Low stakes assessment - for immediate feedback

- Self correcting Google Forms
- Edpuzzle videos

Tools to support digital assessment: <https://www.scoilnet.ie/tools-for-teachers/articles/assessment/>