



Assessment and Reporting Policy

This policy is rooted in the Mission Statement and aims of the school, fostering partnership between parents, teachers and the community in the interest of children's learning. All members of the school community will be treated with respect and compassion irrespective of social, racial, sexual or ethnic background.

Introduction

This policy document was composed initially following a review of reporting procedures. The document was drawn up by the SDP team following extensive consultation with the teaching staff and is reviewed by the SDP regularly

Rationale

Assessment is an integral part of teaching and learning. In keeping with our school's Mission statement, we seek to enable each child to develop his/her full potential. The school's policy on assessment and reporting procedures are guided by the various legislative requirements enshrined within the following;

- The Education Act (1998)
- the Data Protection (Amendments) Act (2003)
- The Equal Status Act (2000)
- The Education (welfare) Act (2000)
- The Education for persons with special Educational Needs Act (2004)
- The Freedom of Information Act (1997,2003)
- <https://www.ncca.ie/en/junior-cycle/framework-for-junior-cycle>

Moate Community School will implement any directives/recommendations contained within all of the above.

AIMS

- * To inform parents and students of progress.
- * To encourage students of our school to take responsibility for their education.
- * To pursue academic excellence while providing for the holistic education of the students.
- * To ensure that the learning process is as interesting and enjoyable as possible in order to facilitate and encourage a love of learning that will become a lifelong process.
- * To encourage parents to take an active role in, and a shared responsibility for their children's education.

Assessment forms an integral part of the educational process. Its purposes include fostering learning, improving teaching, and providing valid information about what has been done or achieved. It provides important feedback for students and teachers.

Assessment offers opportunities for the evaluation of curriculum and of students' progress.



Assessment

- It is policy to have an assessment of all incoming First Years. This assessment serves to identify and make provision for students with special educational needs. This assessment will take place in the Gym area on a Saturday morning with the help and cooperation of staff. An additional assessment may take place for students unable to attend if required.
- During their time in school all pupils will be assessed on an ongoing formal and informal basis
- Assessment results will be readily available to parents, teachers, Year Heads and those in charge of pastoral care of students. Eportal will be used as a mechanism for easy access for staff for results
 - Assessment in particular subjects or at particular stages will be in accordance with assessment criteria and subject requirements. Please see Junior cycle programme policy which includes assessments of CBA's and Assessment tasks
- All teachers will keep a record of pupils attendance, class tests, homework and end of term tests in their Teacher's Manual which is given to each teacher at the start of the academic year. This information is important and should be kept securely and confidentially in accordance with Data protection guidelines

Forms of Assessment

The forms of assessment used in our school aim to provide recommendations, clarifications and encouragement for all partners in the teaching-learning process.

Assessment may follow many models including the general models of:

1. **Summative assessment** provides a snapshot of student achievement at a particular moment in time and allows teachers to check student progress since the last test or exam. These include Leaving and Junior Certificate exams, house exams, class tests and practical exams. Summative assessment generally takes place after the learning has taken place and the information is usually transformed into marks or grades. It also allows for a comparison with past performance and with the performance of others.
2. **Formative assessment** can be summed up as assessment for learning, which can take the form of questions, peer and self-assessment and feedback. Information is shared with the learner. It aims to inform students on how to improve on their current academic performance. Information is available on the quality of the learning and formative learning looks forward to the next stage of learning.

Informal reporting:

Homework: Homework can play a central role in the assessment of students' learning progress as it can allow for opportunities for self-assessment, reinforcement of class work and for dialogue between home and school. The pupil's journal is used to record homework and pupil progress. Report cards, progress reports, Parent-teacher Meetings and Pupil- Teacher meetings are all used as a means of informal reporting within the school.

Ratified November 2020



Reporting Procedures.

Formal school reports

Formal reports will issue to pupils as follows:

October and Easter: class assessment with comments. Following a review of reporting procedures, all comments will not have a singular focus but will reflect both the ability and behaviour of the student. Reports will include a written review by the Year head and will be signed by the Principal/Deputy Principal.

Christmas and Summer:

Formal examinations reflecting the attained standard with marks, grades and comments. Reports will include a written review by the Year head and will be signed by the Principal/Deputy Principal.

Mock-Examinations for 3rd and 6th year pupils will be timetabled and structured to reflect the State examinations. These examinations are held prior to the Spring mid-term break. It is our policy that teachers will correct these examinations. They will be completed to include mark, grade and comments. All reports will include a written review by the Year head and will be signed by the Principal/Deputy Principal.

Every effort will be made to ensure special assistance for pupils with special educational needs. Readers/scribes and separate Centres will be provided for those students, where possible.

Transition Year:

Transition Year will be assessed at October, Christmas and Easter and will receive written reports at these times

Review Procedure:

This Assessment and Reporting policy will be reviewed annually by the SDP Team in consultation with teaching staff and all other relevant partners for ratification by the Board of Management and Trustees.

Date: _____

Chairperson of the BOM: _____

Ratified November 2020

