



## 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 School Development Plan team originally and has been used as a template for numerous reviews over the years. This review takes place following an extensive review of Assessment and Reporting through School Self Evaluation in the 2023/2026 cycle.

### 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 is 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)
- Department of Education Circulars
- NCCA research and development recommendations

Moate Community School will implement any directives/recommendations contained within all of the above and any additional circulars/directions or recommendations that are implemented through the Department of Education (DE) or the National Council for Curriculum and Assessment (NCCA)

### Aims

- To inform parents and students of progress.
- To encourage students at 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 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 important 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.

- 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, Yearheads and those in charge of pastoral care of students. TYRO (computer software package) will be used as a mechanism for easy access for staff/parents for results
- Assessment in particular subjects or at stages will be in accordance with assessment criteria and subject requirements e.g. Classroom Based Assessment (CBA) and project work.
- All teachers will keep a record of pupil's 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:

- **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.
- **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 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.



### **CAT 4 Standardized testing:**

- First Years: All first years are offered the opportunity to complete a CAT 4 assessment during the month of September. This is organised during school time and parents and students are informed of when and where it will happen. This assessment serves to identify and make provision for students with special educational needs. All standardized scores are available to parents upon request to the school.
- Transition Years: All Transition years are offered the opportunity to complete a CAT 4 assessment during the month of November while Semester 1 assessments are being carried out for the rest of the school. This is organised during school time and parents and students are informed of when and where it will happen. The timing and purpose of this assessment is to offer TY students insight into their selection of subjects in 5<sup>th</sup> and 6<sup>th</sup> year. All TY students receive feedback on their results.

### **School based Examinations:**

The school year is divided into 3 semesters of 11/12 weeks each. At the end of each semester assessment will take place. The format and structure of these depends on the year group. 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.

#### **Semester 1 (September to second week in November)**

House exams: 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/5<sup>th</sup>/6<sup>th</sup>

- Class based assessment: TY

#### **Semester 2 (November to mid-February)**

- Mock examinations: 3<sup>rd</sup> and 6<sup>th</sup> years

*Mock-Examinations for 3<sup>rd</sup> and 6<sup>th</sup> year pupils will be timetabled and structured to reflect the State examinations.*

- Class based assessment: 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>

#### **Semester 3 (End of Feb to end of May)**

- House exams: 1<sup>st</sup>/2<sup>nd</sup>/5<sup>th</sup>
- Class base assessment: TY
- State Examinations: 3<sup>rd</sup>/6<sup>th</sup>

### **Reporting Procedures.**

#### **Formal school reports:**

Formal reports will issue to pupils and their parents through the TYRO app which all parents are asked to download and use as the main source of communication with the school. Reports will include a written review by the Year head.

Ratified November 2024



Reports will be issued as follows:

- Early December: Semester 1 assessment results – 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/TY/5<sup>th</sup>/6<sup>th</sup>
- Late February to early March: Semester 2 (mock) results – 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/5<sup>th</sup>/6<sup>th</sup>
- Mid to Late June: Semester 3 assessment results- 1<sup>st</sup>/2<sup>nd</sup>/5<sup>th</sup> TY

**Review Procedure:**

This Assessment and Reporting policy will be reviewed annually by the SSE team in consultation with BOM/Parents and student council.

Date: \_\_\_\_\_

Chairperson of the BOM: \_\_\_\_\_