

## Assessment of Learning Policy



### **Ethos Statement**

Mayo Sligo & Leitrim ETB is a community of learners with an historic and unique tradition as a provider of education and training. In responding to the needs of the community it delivers the highest standards of teaching and learning.

Mayo Sligo & Leitrim ETB Colleges, Schools and Centres of Education are democratic, co-educational and multi-denominational in character where policies, practices and attitudes are underpinned by the core values of Respect, Equity and Fairness.

The Board of Management of Colaiste Iascaigh is publishing this document as the official Assessment of Learning policy. Mayo Sligo Leitrim ETB as patron of the school has approved this publication. Copies of the policy are available at the school, on the school website and are furnished to each person who applies to be admitted to the school.

### **Link to Mission statement**

*Coláiste Iascaigh* in conjunction with its education partners is committed to providing an environment where each student is cherished equally and is nurtured to a personal, intellectual and moral maturity.

The assessment of learning policy helps to set standards and procedures that the school community aspires to in relation to assessing student learning; students and staff work together to continue to develop the school and maintain an atmosphere which facilitates the learning and assessment needs of our students.

### **Rationale**

This policy has been devised to outline the types of formative and summative assessment methods used to ensure consistency in relation to procedures followed by students and staff. It is hoped that by doing so the student will be encouraged to develop his/her academic potential.

## **Aims**

- To ensure consistency and variation in relation to assessment of students.
- To match modes of assessment with aims, objectives, learning outcomes and teaching methodologies of the curriculum.
- To ensure procedures for assessment are in place for students with specific learning needs.
- To establish procedures in relation to the administration and management of in-house examinations.
- To encourage student self-evaluation in relation to assessment.
- To ensure consistency and accessibility in relation to recording and reporting assessment outcomes.
- To communicate to parents a profile of student achievement in each subject in qualitative and quantitative terms that is easily understood and meaningful.
- To examine student achievement in relation to ability and national norms.

## **Procedures for Assessment**

### Formative Assessment:

Teachers engage in formative assessment of students by a range of means throughout lessons. Some examples are given below:

- Highlighting the learning outcomes and success criteria to students
- Classroom Dialogue
- Feedback to students -oral and written
- Effective questioning - open and higher order questions
- Making up questions and marking schemes
- Analysing questions
- Analysing wrong answers
- Explaining to others wrong/right answers
- Allowing time to think - "no hands up" and having a "wait time".
- Self Evaluation
- Peer Evaluation
- Computerised quizzes/games
- "Traffic Lights" to indicate understanding
- Mind/concept maps
- Matching exercises for classifying, checking definitions etc.
- Compare and contrast
- Graphic organisers
- Bulleted lists
- Diagrams to label or explain
- Flow diagrams for processes
- Poems and songs
- Examination Evaluations
- Suggestion Box

## Summative Assessment:

### Christmas Examinations

1. Students sit three examinations during class time. Results of the three tests are averaged to determine the grade.

### Summer Examinations Timetabling Arrangements

1. 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup> and LCA students sit summer examinations.
2. Pre Junior (3<sup>rd</sup>) and Leaving Certificate (5<sup>th</sup>) students have revision classes during the examinations.
3. Consultation takes place with the Principal, Deputy Principal and Caretaker in relation to the plan of examination centers.
4. All in-school activities cease during examinations to accommodate timetabling i.e. learning support, guidance, detention, continual professional development.
5. Subject teachers devise examination papers of 1 hr 30mins duration, place them in a large brown envelope and give them to the Deputy Principal by a specified date.
6. Examinations take place in three blocks per day. Exams are 1hr 30mins in length.
7. Teachers are timetabled to supervise one full block at a time. The number of sessions will depend on the teachers timetabled hours.
8. Students are notified two weeks in advance of examinations of the date of commencement of examinations.
9. Guidelines for students and teachers regarding examinations are issued one week prior to commencement of examinations (see attached).
10. A notice showing dates of examinations, timetable and seating arrangements is displayed on notice boards at least one week prior to commencement of examinations.
11. In most instances class groups are in the same center depending on numbers in the group.
12. A seating plan for each examination center is completed by the class teacher of each particular group and placed on the student notice board and in the exam center. Care is taken in the seating plan of students to maximize diligence and respect for the examination process among students.
13. A copy of the examination timetable, seating plan and guidelines for teachers is placed in each examination center.
14. Students with special needs have reasonable accommodation where possible.
15. Examination papers are brought to each exam center. Subject teachers ensure that materials needed for exams are left in the relevant exam centers prior to the exam-taking place ie. T-squares, boards, A3 paper, video/tape recorders, mathematical tables and art materials. These materials are returned as soon as possible after the exam by the subject teacher. Graph paper is placed in the envelope containing the scripts.
16. Teachers collect examination scripts at the end of the examination. Completed exam scripts are placed in the correct envelope, stating the subject teachers' name, subject, level and class/year group.. All examination scripts are left in the box provided in the staff room for collection by the teacher.
17. A date for completion of student examination reports is placed on the dashboard of VSware.
18. A separate supervision rota at break and lunch time is in operation.

### Mock Examinations

As for summer examinations with the following exceptions:

1. Examination times are the same as the state examinations where possible.
2. Examination papers are purchased from an examination company.
3. Teachers follow their normal timetable and supervise their class groups who are taking examinations.
4. A separate lunchtime may need to be followed on some occasions.

5. Examination groups are placed together in one section of the school away from other students.

### Rules and Regulations for Students in Examinations

1. All students must be in school for the full day during the exams.
2. Arrive early and be on time for exams:
3. Roll call will take place in exam centers. All students are to go straight to exam centers at 9.00am during exams.

Exam block/session	Seated for exams	Start time of exams	Finishing time of exams
1	9.00am	9.30am	11.00am
2	11.20am	11.45am	1.15pm
3	2.00pm	2.30pm	4pm

4. Prepare for exams by having A4 paper, pens, ruler, calculator etc and get these out and be ready for the exam to start. Graph paper, T-squares, boards, A3 paper and mathematical tables will be left in the exam room by your teacher.
5. All students must sit in their allocated seat; check the seating plan in each room (Allocated by class teacher).
6. School bags may be left at your table but should be under/in front of your desk and not obstructing the passage between rows of desks.
7. There will be complete silence during the exams. If you need to ask the teacher a question, raise your hand, wait until the teacher arrives to your desk and quietly ask the teacher the question. Under no circumstances should you disturb another student.
8. Students are not allowed to leave the exam room unless there are extreme circumstances. Students should make sure they use the toilets before each exam as they will not be allowed to leave the exam room to go to the toilet (unless under medical circumstances).
9. Students are not allowed to engage in copying/unfair practices. If a student is found copying the supervising teacher will collect the student's exam script and will ask the student to start the exam again. Both exam scripts will be collected at the end of the exam and a note will be made on the script that the student was copying. The student will receive a provisional mark in brackets for that examination. This provisional mark will be reported to the Parent in the report book when a student gets their results posted home.
10. If a student is finished an exam early they are not allowed leave the exam centre instead they can study for another exam and therefore must have books/notes in their bag for other subjects.
11. Students will push in their seat put all papers in the bin and leave the exam room in an orderly fashion or row by row in large exam centers.

### Guidelines for Teachers: Examinations

1. Roll call to be taken by supervising teacher at 9.00am.
2. Examinations will be timed as follows:

Exam block/session	Seated for exams	Start time of exams	Finishing time of exams
1	9.00am	9.30am	11.00am
2	11.20am	11.45am	1.15pm
3	2.00pm	2.30pm	4pm

3. Examination papers will be brought to each exam centre. Subject teachers must ensure that materials needed for exams are left in the relevant exam centres prior to the exam-taking place ie. T-squares, boards, A3 paper, maths tables and art materials. Graph paper should be placed in the envelope containing the scripts.
4. Student's school bags may be left at their tables but should be under/in front of the desk and not obstructing the passage between the rows of desks.
5. A copy of the student's rules and teacher's guidelines will be on the teacher's desk in each exam centre.

6. All students must sit in his/her allocated seat, check the seating plan in each room (Allocated by class teacher).

Invigilation during the exams:

7. Teachers will read out the instructions at the beginning of the exam and move around the room during the exam continually monitoring the students.
8. If a student needs to ask the teacher a question, he/she will raise their hand, wait until the teacher arrives to the desk and quietly ask the teacher the question. Teachers will not give the student the answer but will encourage the student to attempt an answer to the question.
9. Students are not allowed to leave the exam room unless there are extreme circumstances. Students should make sure they use the toilets before each exam as they will not be allowed to leave the exam room to go to the toilet (unless under medical circumstances). Teachers may use their professional discretion to allow a student to go to the toilet.
10. Students are not allowed to engage in copying/unfair practices. If a student is found copying the supervising teacher will collect the students exam script and will ask the student to start the exam again. Both exam scripts will be collected at the end of the exam and a note will be made on the script that the student was copying. The student will receive a provisional mark in brackets for that examination. This provisional mark will be reported to the Parent in the report book when a student gets their results posted home.
11. If a student is finished an exam early they should have books/notes in their bag for all subjects and can on handing up their exam script study for another exam.
12. Students will push in their seat put all papers in the bin and leave the exam room in an orderly fashion or row by row in large exam centres.
13. Completed exam scripts should be placed in the correct envelope, which should state the subject teachers' name, subject, level and class/year group. Absent students for each exam should be written on the envelope. All examination scripts should be left in the box provided in the staff room for collection by the teacher.

### **Record and Reporting Procedures**

1. The school secretary ensures that school reports are available through VShare.
2. Subject teachers correct examination papers and enter the percentage result and a qualitative comment in the student report.
3. Attendance record of the student is entered into the student report.
4. A date for completion of reports is placed on the staff notice board.
5. The school secretary posts reports home to parents and a copy of the report is kept on the student file.
6. Parents discuss school reports with the subject teacher at parent teacher meetings or by arranging an appointment with a teacher.
7. On occasion throughout the year where there is concern in relation to student progress, a progress report is completed by all subject teachers and is communicated with parents. Appropriate supports/arrangements are made for the student where necessary.

### **Special Educational Needs**

1. The coordinator of special needs alerts staff to assessment needs of students with learning difficulties/ special educational needs at staff meetings and on an individual basis with subject teachers.
2. The subject teacher takes this into consideration when devising assessment for the student.
3. Applications are made for Reasonable Accommodation (RACE) to the State Examinations Commission by the coordinator of special needs and the school examination secretary.
4. Where possible, reasonable accommodation is provided during mock examinations.
5. Where possible, school personnel are employed in Special Centers during State Examinations.
6. The Guidance Counsellor assists students who require an Irish/Third Language exemption from NUI Universities.

### **Student Self Evaluation**

1. Subject teachers encourage students to engage in self-evaluation on a regular basis in class and at the end of term.

### **Student Achievement in relation to National Norms**

1. Subject Departments compare results of Junior and Leaving Certificate students with national averages.
2. Subject Departments compare uptake of the subject in relation to gender at Junior and Leaving Certificate level with national averages.

*This policy was formulated in: 2011*

*Most recent review:*

*November 2016*