

Coláiste Iascaigh



Assesment Policy

June 2025

Chairperson of Board of Management

Principal *Thomas Cyprian*

Date *12 June 2025*

Review Date *Sept. 2026*

A large, stylized handwritten signature in blue ink, likely belonging to the Principal, Thomas Cyprian. The signature is fluid and cursive, with a long horizontal line extending to the right.

Assessment Policy



Ethos Statement

Mayo, Sligo Leitrim ETB is a community of learners and its schools, colleges and centres of education and training have a historic and unique tradition as providers 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.

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.

This Assessment policy will facilitate each student realising and reaching their true academic potential in a positive and collaborative learning environment, fostering partnerships between students, teachers and parents.

Introduction

The Assessment Policy was developed in partnership with all members of the school community.

Assessment is an integral part of teaching and learning. Section 22 of the Education Act (1998) states that schools should:

- Encourage and foster learning in students and

- Regularly evaluate students and periodically report the results of the evaluation to the students and their parents.

The assessment policy will be reviewed regularly in line with best practice and as directed by the Board of Management.

Aims

- To monitor student progression through their learning journey,
- To develop and improve teaching and learning by providing constructive feedback,
- To encourage students to take responsibility for their own learning by promoting the importance of meeting deadlines, engaging in self-evaluation, and reflecting meaningfully on their assessment of learning intentions,
- To develop a whole school approach ensuring consistency and accessibility in relation to monitoring, recording and reporting student achievement,
- To coordinate whole school assessment procedures and establish whole school procedures regarding administering and management of in house examinations,
- To match modes of assessment with aims, objectives, learning outcomes and teaching methodologies of the curriculum,
- To ensure inclusion devising procedures for assessing students with specific learning needs,
- To encourage parents / guardians to take an active role and shared responsibility for student learning,
- To examine student achievement in relation to ability and national norms,
- To identify student who may require additional learning support, identify students who will require RACE.
- To provide baseline data as part of school planning, DEIS planning and school self-evaluation

Forms of Assessment used

Formative Assessment

Formative assessment reflects assessment for learning. It is essential in the teaching and learning process. Formative assessment indicates the strengths and weaknesses of a student's piece of work. Effective formative feedback should suggest how students can improve their work. Formative feedback should inform and improve the teaching and learning process.

Formative assessment supports students learning by:

- Helping students to understand evaluation / success criteria before an assignment is begun
- Helping students identify what they have done well and areas for improvement
- Helping students specifically identify how to improve their work
- Inform effective planning for teachers
- Actively involves students in the learning process supporting positive relationships between teachers and students
- Recognises all educational achievement and progress at every level

Assessment for Learning involves a range of strategies designed to give students, teachers and parents information about students' understanding and progress in a subject. The Assessment for Learning (AFL) approach implemented in Coláiste Iascaigh supports learners to improve their learning and to inform, shape or guide the next steps in learning. It is about 'learning to learn'. Teachers are encouraged to use their professional expertise and discretion to identify Assessment for learning practices that suit the particular demands of their subject.

- Assessment for learning practices are used informally and regularly in classrooms by individual teachers to support student learning in their subject. Timely formative feedback and constructive advice are vital components of this process.

Some examples of formative assessment used include

- Classroom dialogue,
- Oral and written feedback,
- Feedback stamp,

- Differentiated open ended questions,
- Analyzing answers,
- Allowing ‘think and wait time’
- Comment only marking,
- Traffic light system,
- Mind Maps, flow charts and graphic organisers,
- Student presentations,
- Sample exam questions,
- Online quizzes,
- Evaluating learning outcomes and success criteria.

Summative Assessment.

Summative assessment reflects assessment of learning. Summative assessment is formal and allows teachers to monitor student progress between exams. Summative assessment occurs after the learning has occurred and feedback is provided in marks / grades.

Methods of Summative Assessment used

- Continuous assessment/ end-of-unit assessments/ in-class tests are employed throughout the academic year to monitor and support student learning. These assessment methods inform the reporting of student progress in the midterm reports issued in November and March. These results which form the basis of the midterm reports are formally recorded on VsWare in class assessments ensuring accurate and consistent tracking of student achievement.
- Modelling and project-based work serve as valuable forms of summative assessment, allowing students to demonstrate their understanding, creativity, and application of knowledge in a practical and often interdisciplinary way.
- Summer Examinations Timetabling Arrangements - 1st, 2nd, 5th and LCA 1 students sit summer examinations. Pre-Junior (3rd) and Leaving Certificate (6th) students have classes as normal during these examinations.

- Mock Examinations – Pre-Junior and Leaving Certificate students sit mock exams in the second term of school year. Mock examinations are preparation for the State Examinations.
- Other Assessments – the school may employ other forms of assessment throughout students' time in Post Primary. Incoming First Year students complete standardised assessments which will provide baseline data used to ensure adequate supports are in place to support student learning. The NGRT and PTM are used for this. Students are also tested at the end of First Year and Second Year to monitor progress.
- Students who may be eligible for RACE applications may need to complete the WRAT, WIAT or alternative suitable assessments in supporting their RACE application. Assessments and their intended purpose are discussed within the SEN Department and Senior Management in consultation with the student and their Parents/Guardians.
- Teachers will keep records of assessments where appropriate to provide insight into a student's progress over time and fully inform the learning process. Teachers ~~are encouraged to~~ record assessments on VsWare.

Please see Appendix A for Planning and Supervising Assessment.

Junior Cycle Assessment:

Classroom Based Assessments

CBA's 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. CBA's will be assessed by the students' teachers and reported on to students and parents/guardians during junior cycle and in the JCPA.

Classroom-Based Assessments (CBAs) in Subjects

Students will undertake two Classroom-Based Assessments facilitated by their teacher, one in second year and one in third year. Classroom-Based Assessments in all subjects will be

specified at a common level. (Currently 2025/2026 students are required to complete one CBA per subject).

The assessments associated with CBAs will cover a broad range of activities including oral tasks, written work of different types, practical or designing and making tasks, artistic performances, scientific experiments, projects or other suitable tasks depending on the subject in question.

In the case of a small number of subjects, (Art, Craft and Design, Music, Home Economics and the Technology subjects) the second CBA will involve practical work, or the creation of an artefact or a performance. As the finished artefact, practical work, or performance are currently marked by the SEC in these subjects, they will continue to be marked by SEC, together with the related accompanying written evidence, as appropriate.

When assessing the level of student achievement in a Classroom-Based Assessment against the learning outcomes, teachers will use ‘on-balance’ judgement in relation to the Features of Quality, which are set out in four level descriptors:

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

Subject Learning and Assessment Review Meetings (SLAR)

To support teachers in assessing students’ CBA’s, teachers in a school involved in teaching these subjects will engage in SLAR meetings. At these meetings, teachers will share and discuss representative samples of students’ work and build a common understanding about the quality of their students’ learning. Where there is a single teacher of a subject in the school, the teacher can be facilitated to participate in a SLAR meeting in another school. The second CBA completed in the practical subjects (Art, Craft and Design, Music, Home Economics and the Technology subjects) are marked by the SEC then SLARS may not be required in these specific CBAs.

Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the Final Assessment. Each department plan will indicate the details of the assessment task specific to their subject.

Assessment Task:

Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking. Each department plan will indicate the details of the assessment task specific to their subject. The staff member assigned management resource hours will notify the teaching staff of dates relating to the assessment tasks, and a calendar will be devised and shared.

Currently there is no requirement for students to complete the Assessment Task (March 2025)

Avoiding over assessment in the Junior Cycle

‘There is a need to avoid ‘over-assessment’ and the cumulative burden on students and teachers of multiple assessments across the full range of subjects. In this context, the Classroom-Based Assessments (CBA’s) will substitute other assessments currently undertaken in the school such as in-house examinations, etc. as appropriate’ (Junior Cycle for Teachers). If a CBA has been completed in a subject, the result of that CBA will form the basis of the term report issued to 2nd Year parents in March.

CBA’s must be completed within the time period allocated as specified in the Assessment Guidelines for each subject. The SLAR meeting should take place no more than a month after completion of the CBA. Key dates for CBA completion are available on the NCCA website.

Junior Cycle final examination assessments are assessed by the State Examinations Commission.

Junior Cycle Grade Bands

Percentage	Grade Descriptor
≥ 85 – 100	Distinction
≥ 70 and < 85	Higher Merit
≥ 55 and < 70	Merit
≥ 40 and < 55	Achieved
≥ 20 and < 40	Partially Achieved
≥ 0 and < 20	Not Graded

Level 2 Learning Programme

Students in the Priority Learning Units (PLU's) and in the short courses included in the L2LP's will be assessed by the students teachers and reported to students and parents / guardians during Junior Cycle and in the JCPA using relevant descriptors.

Achieved or Not Achieved (L2LPs)

PLUs: the evidence of learning will be compiled with reference to the NCCA specifications for the PLUs as per NCCA publication Level 2 Learning Programmes: Guidelines for Teachers and will be directly related to the learning outcomes of those PLUs.

Level 2 short courses: there will be one Classroom-Based Assessment (CBA) for each short course. Any arrangements to ensure the accessibility of these CBAs for students should be in line with those the school has put in place to support the student's learning throughout the school year. These should be designed to ensure that students can demonstrate what they have learned, rather than to compensate for lack of learning/achievement.

Over the three years of Junior Cycle, students assemble evidence of their learning in a Level 2 Learning Programme in a portfolio. Students submit this portfolio to their teachers and the students' work is assessed and reported on.

Junior Cycle Profile of Achievement (JCPA) - The JCPA will report on achievement across all areas of learning over the three years of the Junior Cycle. It will include the students achievements in the state-certified final exams (~~inclusive of the assessment task~~), the students achievements in the CBA in subjects and short courses where relevant, students achievements in other areas of learning and their achievements in the Level 2 Learning Programmes L2LP's where relevant.

Senior Cycle Programme Options

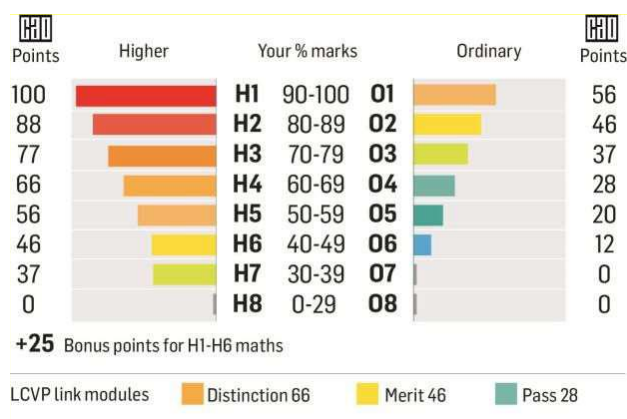
Here at Coláiste Iascaigh, the Established Leaving Certificate, Leaving Certificate Vocational Programme (LCVP) and Leaving Certificate Applied (LCA) are available to study at senior cycle.

LCVP

LCVP is a Senior Cycle Programme which provides a strong vocational dimension to the Leaving Certificate (established). The programme combines the virtues of academic study with a new and dynamic focus on self-directed learning, enterprise, work and the community. Young people taking the LCVP have a unique opportunity to develop their interpersonal, vocational and technological skills. These skills are equally relevant to the needs of those preparing for further education, seeking employment or planning to commence their own business sometime in the future.

Students are assessed by the State Examinations Commission through the mediums of written exams, project work, portfolios, skills tests, oral and aural assessments.

Each subject has a unique breakdown of marks depending on the various elements that are part of that subject. Total marks for each subject are converted to percentages and these percentages are then converted into grades. These are then categorised into points for the purposes of following the CAO process for college and further education places as seen in the table below.



Changes to the Leaving Certificate Assessment

Senior Cycle is being redeveloped following a comprehensive review process. This important work will seek to enhance the educational experience and ensure meaningful learning and achievement in senior cycle for all learners (NCCA)

Tranche 1 subjects will be introduced into the curriculum for all schools in 2025. Further information on each tranche can be found [here](#).

Please see Appendix B for Rules and Regulations for Students in Examinations

Reporting

We believe reporting is important in maintaining our relationships with students, parents / guardians and educational partners. Reporting should help parents/guardians to be involved in the child's learning, monitoring and encouraging progress. Consequently, reporting should provide relevant and helpful information in a clear way to all stakeholders. This should enable students to develop and improve their learning. Reporting also helps identify, focus on and achieve targets identified in the school's DEIS plan.

Reporting Calendar

Year	Term 1 Report	Term 2 Report	Mock Report	Summer Report
1 st	✓	✓		✓
2 nd	✓	✓		✓
3 rd	✓		✓	
TY	✓	✓		✓
5 th / LCA1	✓	✓		✓
6 th / LCA 2	✓		✓	

Reporting to students:

Oral – teachers provide oral feedback to students daily, e.g. answering questions in class, giving oral feedback on a piece of work, etc. The feedback stamp supports this.

Junior and Senior Year Heads meet individually with all exam students in Terms two and in Term 3/4 after Mock reports are issued. This is a supportive meeting and encourages student reflection which should help improve student work and achievement.

Written - feedback is given on student's homework, classwork, assignments and tests. Feedback should be constructive and identify what the student is doing well, what they need to improve on and how they can make the improvement.

Marks – Teachers may grade a student's homework, a classwork and exam. When a large piece of work is graded it should be accompanied with written feedback pertinent to what was well done and areas for improvement.

Reporting to Parents:

Recognising that parents / guardians play a key role in student learning it is essential that a collaborative relationship exists between school and home. The value of regular discussions, formally / informally between parents and school can not be overemphasised. Coláiste Iascaigh reports to and encourages feedback from parents in the following methods of communication:

School Journal – Parents/guardians and teachers can communicate in the notes section of the Homework Journal. All notes must be acknowledged and signed by a parent/guardian. Teachers should also acknowledge a note from a parent / guardian.

VShare – Parents/Guardians can access their child's account on VShare. This will allow parents to monitor their child's academic performance.

Term Reports – Formal Reports are issued on three occasions during the academic year. All students will receive a report during Term 1 (November time), Term 2 (February / March time) and the Summer Report (June time). Examination groups are not included in the Term 2 or Summer Report, they will have a Pre Junior / Pre Leaving Certificate Mock report issued in March and will sit their State Examinations in June. All reports are available to view on VShare. A notification is sent on the school app to all groups once reports have issued. at Christmas to all year groups and similarly in Summer except for exam groups.

Parent Teacher Meeting – There are parent teacher meetings for all year groups throughout the academic year. Oral feedback is given by the teachers on each student's performance.

Appointments – Parents / Guardians are encouraged to contact the school if they would like to make an appointment to discuss their child's progress. Parents may also request an interim report where they are concerned in relation to their child's progress.

Junior Cycle Profile of Achievement (JCPA) - The JCPA will report on achievement across all areas of learning over the three years of the Junior Cycle. It will include the students achievements in the state-certified final exams (inclusive of the assessment task), the students achievements in the CBA in subjects and short courses where relevant, students achievements in other areas of learning and their achievements in the Level 2 Learning Programmes L2LP's where relevant.

Awards Night – Each year the school hosts an awards ceremony recognising the positive achievements of students throughout the academic year. These include academic performance, extra-curricular, good behaviour, attendance, etc.

Additional Educational Needs

1. The additional education needs coordinator 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 special educational needs coordinator and the school examination secretary.
4. Where possible, reasonable accommodation is provided during mock examinations.
5. Where possible, school personnel are employed in Special Centres during State Examinations.
6. The Guidance Counsellor assists students who require an Irish/Third Language exemption from NUI Universities.

Legislation underpinning the policy

- The school's assessment policy is guided by the following:
- The Education Act (1998)
- Data Protection Act 1988, 2003, 2018.

- The Education (Welfare) Act (2000)
- Freedom of Information Act (1997, Amendment 2003)
- The Education for persons with Special Educational Needs Act (2004)
- The NCCA Framework for Junior Cycle (2015)
- Children First Act (2015)
- Looking at our Schools (2022)

Links to other school Policies

- Attendance Policy
- Code of Behaviour
- Homework Policy

The Board of Management of Colaiste Iascaigh is publishing this document as the official Assessment policy. Mayo Sligo Leitrim ETB as patron of the school has approved this publication. Copies of the policy are available at the school and on the school website.

This policy has been ratified by the Board of Management at its meeting of

_____ (date) Signed: _____

Chairperson

Next review date: _____

This policy was formed in 2011

Reviewed in

November 2016

April 2020

September 2020

May 2025

Appendix✓ A: Planning and Supervising Assessment

1. Consultation takes place with the Principal, Deputy Principal and Caretaker in relation to planning examination centres.
2. All in-school activities cease during examinations to accommodate timetabling i.e. learning support, guidance, detention, continual professional development.
3. Subject teachers devise examination papers of 1-1.5 hours for First Years, 1.5 hours for Second Years and 2 hours for Fifth Years. Place them in a large brown envelope and leave them in area specified by exam coordinator.
4. Examinations take place in three blocks per day and study time may be assigned depending on the length of the exam.

Exam block / session	Seated for exams
1	9am
2	11.20am
3	2pm

5. Roll call is taken by the supervising teacher at 9am.
6. Teachers are timetabled to supervise as per their class timetable.
7. Students are notified two weeks in advance of the commencement date of examinations.
8. Guidelines for students and teachers regarding examinations are issued one week prior to commencement of examinations.
9. A seating plan for each examination centre is completed by the exam coordinator.
10. A notice showing dates of examinations and timetable is given to students at least one week prior to commencement of examinations.
11. In most instances class groups are in the same centre depending on numbers in the group.
12. Students with additional education needs have reasonable accommodation where possible.
13. Examination papers are brought by supervising teachers to each exam centre. Subject teachers should ensure that materials needed for exams are left in the relevant exam centres prior to the exam-taking place i.e. 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.
14. Supervising teachers will read out the instructions at the beginning of the exam.

15. Supervising 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.
16. A date for completion of student examination reports is placed on the dashboard of VShare, reports should include a grade and a comment.

For Mock exams

17. Examination times are the same as the state examinations where possible.
18. Examination papers are purchased from an examination company.
19. Teachers follow their normal timetable and supervise their class groups who are taking examinations.
20. A separate lunchtime may need to be followed on some occasions.
21. Examination groups are placed together in one section of the school away from other students.

Appendix B: Rules and Regulations for Students in Examinations

- 1 All students must be in school for the exams.
- 2 Students should arrive early and be on time for exams, roll call will take place with class tutor before exams begin.
- 3 All students must sit in their allocated seat (Allocated by exam coordinator). 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.
- 4 There must be complete silence during the exams. If students need to ask the teacher a question, they should raise their hand, wait until the teacher arrives to the desk and quietly ask the teacher the question. There should be no disturbance caused to other students.
- 5 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).
- 6 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 their report.

- 7 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.
- 8 At the end of the exam students will push in their seat put all rubbish in the bin and leave the exam room in an orderly fashion or row by row in large exam centres.