St. Paul's Secondary School

OUGHTERARD, COUNTY GALWAY.

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ASSESSMENT POLICY

SCOPE:

This policy

1. Sets out the assessment policy for St. Paul's.
2. Reflects the school's ethos and mission statement which is committed to the holistic development of each student, encouraging students to develop their full potential, both academically and personally which in turn enhances their self-confidence.
3. Covers all aspects of assessment.

RATIONALE:

This assessment policy sets out to clarify assessment purpose and practices in our school.

It provides a reference point for parents/guardians, students and teachers.
It provides transparency.
It clarifies assessment procedures.

GOALS/OBJECTIVES:

This policy aims to:

- Support teaching and learning
- Set out procedures for assessment in the school.
- Monitor student progress and attainment.
- Gather and interpret data at class and whole school level and in relation to national norms.
- Increase student motivation by providing more assessment choices for students.
- Identify particular learning needs of students
- Involve parents and students in identifying and managing learning strengths/difficulties.
- Facilitate the involvement of students in the assessment of their own work.
- Inform teachers of where their students' learning is at and use this information to modify their teaching plans, methodologies, approaches so that the particular learning needs of an individual student or groups of students are being addressed.
- Assist teachers in their short to long-term planning.
- Co-ordinate assessment procedures on a whole-school basis.

ONGOING ASSESSMENT:

As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.

ASSSESSMENT:

Assessment comprises both formative and summative.

FORMATIVE ASSESSMENT:

Formative assessment including diagnostic testing is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

1. Formative Assessment helps students identify their strengths and weaknesses and target areas that need work.
2. Formative Assessment help teachers recognise where students are struggling and address problems immediately.

Homework can only be formative if it is ongoing and teachers provide feedback to students.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

It evaluates student learning

- Mid-term test
- Final project
- State mandated assessments.

Homework can only be summative if its the final chance, the 'summing up' of student performance.

SUMMATIVE	FORMATIVE
Happens after learning takes place	An integral part of learning process
Information is gathered by teacher	Information is shared with learner
Information is usually transferred into marks	Information is available on quality of learning
Looks back on past learning	Looks forward to the next stage of learning

TYPES OF ASSESSMENT USED IN ST. PAUL'S

Type of Assessment	Name of Assessment	When	Administered by	Reporting Procedures
Formative	Sharing of Learning Intentions with students	At the beginning of each class/topic	Subject teacher	Teacher notes
Formative	Sharing of success criteria with students	At teacher's discretion	Subject teacher	Teacher notes
Formative	Clear, concise feedback linked to learning intention and success criteria	Periodically	Subject teacher	Can be oral feedback or written feedback on homework/work submitted
Formative	Structured Group Work/Collaborative Activity	Periodically	Subject teacher	Teacher notes
Formative	Peer Assessment	Periodically	Teacher	Teacher notes
Formative	Oral Presentations	Periodically	Teacher	Teacher notes

Formative	Self-Assessment	Periodically, at discretion of teacher	Teacher	Teacher notes
Formative	In-class questioning	In most cases at discretion of teacher		Teacher notes
Summative	Mid-Term Assessments for 3rd and 6th Years	After Hallow'Een break	Subject teachers	Results entered into school reporting system and posted to parents
Summative	Christmas Exams 1st/5th/2nd	End of Nov. Beginning December Year end	Subject teacher	Results entered into school reporting system and posted to all parents
Summative	Mock Exams for 3rd and 6th Years	February	Subject teachers	As above
Summative	Summer exams	End May for 1st/2nd/5th years	Subject teacher	As above
Formative	Progress Reports	End March 1st/2nd/5th years	Subject teachers	Comments entered into school reporting system and posted out to all parents
Summative	TY Assessment TY Portfolio TY Accreditation	November and May	Subject teachers	As above
Summative	State Exams	June 3rd and 6th Years	S.E.C.	Results recorded. Analysed Vs National norms.
Summative	In-class tests	At teacher's discretion and tests at end of a chapter/ topic	Teacher – anytime during the year	Results recorded in Teacher's journal for use at PTM
Standardised	GAP 1st Year Group Arithmetic Test NGRT.3 New Group Reading	Beg and end 1st year Sept 1st yrs Sept for 1st yrs	SENS Dept	Results in IEP folder to be accessed by teachers
Standardised	WRAT Wide Range Achievement Test	At discretion of SENS Dept in order to assess if	SENS Dept	Kept on student support file. Results forwarded to RACE

		student is entitled to RACE		
Standardised	WIAT Wechster Individual Achievement Test	At discretion of SENS teachers in order to assess if student is entitled to RACE	SENS Teacher	Kept on student support file Results forwarded to RACE
Summative	Classroom based assessments	2nd and 3rd year	Subject teacher	Forms part of Junior Cycle profile of achievement(JCPA)
Summative	Assessment task	3rd year	Subject teacher	State Exams Commission reports on this as part of JCPA
Formative	Differential Aptitude Tests	Transition Years	Career Guidance Teacher	Summary Report given to each student by Career Guidance teacher

Activities that support ongoing assessment:

- Questioning to generate discussion and improve students' participation – promote a range of high/low order thinking.
- Feedback to be clear, concise and linked to the learning intention and success criteria in order to move the learning forward.
- Comprehension strategies including KWL, Graphic organisers, SQ3R.
- Co-op learning strategies – Think/Pair/Share
- Placement exercises – also promote oral language developments

ROLES AND RESPONSIBILITIES:

PRINCIPAL:

- Oversees the implementation of this policy.
- Consults and liaises with staff.
- Monitors students' progress in consultation with relevant Year Head.
- Draws up examination timetable for assessments.

DEPUTY PRINCIPAL:

- Consults and liaises with staff.
- Reviews specific students' results with relevant Year Head.
- Reports to Principal.

YEAR HEADS:

- Review and monitor students' assessments at Mid-Term, Christmas, Mocks, Summer.
- Liaises with teachers.
- Liaises with Parents.
- Advise students re academic progress.
- Reports to Principal.

TEACHERS:

- Follow assessment procedures and mode and techniques of assessment agreed for their subject area and as agreed by whole staff.
- Maintain records of assessment.
- Submit results for Mid-Term, Mocks and end of term reports to parents.
- Submit progress reports for $1^{st}/2^{nd}/5^{th}$ years.
- Liaise with Year Heads.
- Review assessment modes to improve teaching and learning.

STUDENTS:

- Engage with all modes of assessment.
- Meet deadlines for submission of projects.
- Use feedback from teachers' assessments to improve learning.
- Engage with teachers to improve learning and attainment.

PARENTS/GUARDIANS:

- Support students in their preparation for assessments.
- Encourage students to note feedback from teachers to improve their learning.
- Avail of opportunities to discuss student progress and assessment results with teachers and Year Head e.g. at Parent Teacher Meeting, Information Evenings.

BOARD OF MANAGEMENT:

- To ratify this policy.
- To review this policy periodically.

SUCCESS CRITERIA:

- Teachers use a balance of Formative and Summative Assessments.
- Teachers use feedback from assessments to improve teaching and learning.
- Students engage in all types of assessment.
- Students have a positive attitude towards assessment.
- Students and Parents/Guardians are aware of the procedures and rationale for assessment.
- Students become good learners informed by feedback from assessment.

MONITORING:

This policy will be monitored by

- Teachers
- Year Heads, Deputy Principal and Principal.

REVIEW PROCEDURES:

Reviewed once a year by Principal/Deputy Principal/Year Heads/Staff.

Students' Council and Parents' Association will be consulted.

Ratified by Board of Management on ٥/١١/١٢

P. Ward

Chairperson.