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Whole School Assessment Policy

Whole School Policy on Assessment

School Name	St. Kevin's College, Dublin 11
Date of Ratification of Policy by Board of Management	27/05/2024
Date of Scheduled Review of Policy by Board of Management	26/27 Academic Year

Introduction

This Assessment Policy was developed in partnership and consultation with all members of the school community including students, staff, and parents/guardians.

This Assessment Policy was developed to outline the different types of assessment that takes place in our school. This policy will enhance communication on all aspects of assessment for all members of the school community.

Relationship of Assessment Policy to the School's Mission Statement

St Kevin's College is a Catholic Boys' Second-Level School under the trusteeship of the Edmund Rice School Trust. In keeping with the religious and educational philosophy the school seeks to foster the spiritual, moral, intellectual, social cultural and physical education of all its pupils in a safe, secure, and caring environment.

This Assessment Policy will play a key role in ensuring that each student realises their full potential while a student in this school.

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Characteristics of Good Practice in Assessment

Promotes and Supports Learning	<ul style="list-style-type: none"> • Identifies what students know, understand, and can do. • Enables consistent monitoring of student progress. • Identifies individual learning styles and strengths and challenges. • Encourages Progression in learning.
Informs Teaching	<ul style="list-style-type: none"> • Assists lesson planning and informs review of content and skills. • Promotes a variety of teaching methodologies. • Enables consistent monitoring of teaching progress. • Encourages self-reflection.
Is both Formative and Summative	<ul style="list-style-type: none"> • Promotes a shared learning culture & provides clear and effective feedback. • Diagnoses learning difficulties. • Measure student performance. • Identifies clear and shared targets for student progress. • Promotes differentiation by outcome. • Informs subject choice and career decision making. • Provides effective and progressive student records & informs regular reporting to Parents/Guardians.
Uses appropriate and diverse strategies	<ul style="list-style-type: none"> • Is both formal and informal & accommodates a variety of learning styles. • Tests a range of skills. • Encourages effective and standardised marking procedures. • Is both quantitative and qualitative & is carried out in a range of contexts.
Recognises ALL pupil progress and achievement	<ul style="list-style-type: none"> • Rewards progress, effort, and achievement. • Fosters motivation and promotes a commitment to learning. • Creates opportunities for self-direction & fosters self-esteem and social development.
Develops the capacity for Self-Assessment	<ul style="list-style-type: none"> • Shares learning outcomes and assessment criteria & gives sensitive and constructive feedback. • Supports students in self and peer assessment activities. • Engages students with realistic target setting

Fosters a shared involvement and responsibility between School and Home

What is Assessment?

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning in individuals, groups or systems which relies on several instruments and methods.

Types of Assessment at St. Kevin's College

This policy covers Assessment for Learning (Formative Assessment), Assessment of Learning (Summative Assessment) and Assessment Instruments/tests for Guidance and for additional and special educational needs (AEN).

An explanation of each of these is outlined in this policy document.

Type of Assessment	Carried out by
Assessment for Learning (Formative Assessment)	All Teaching Staff
Assessment of Learning (Summative Assessment)	All Teaching Staff
Assessment Instruments/Assessments for Guidance (CL 0001/2023) ¹	Guidance Department &/or SEN Department

¹ <https://www.gov.ie/en/circular/11e67-advice-on-the-use-of-assessment-instrumentstests-for-guidance-orhttps://www.gov.ie/en/circular/11e67-advice-on-the-use-of-assessment-instrumentstests-for-guidance-or-for-additional-and-special-educational-needs-sen-in-post-primary-schools/for-additional-and-special-educational-needs-sen-in-post-primary-schools/>

Assessment for Learning (Formative Assessment)

Assessment for Learning (Formative Assessment) is ongoing and provides evidence of and for progression in learning. It supports learning through providing feedback, highlighting success, and highlighting areas for improvement.

Carried out by	Some Examples in the Classroom
All Teaching Staff	<ul style="list-style-type: none">• Learning Intentions/Outcomes• Success Criteria• Wait time• Questioning• Worksheets, Homework & classwork• Reading and writing in class• Essays and assignments• Sample exam questions• Observations in class• Presentations• Practical work• Research• Discussion and debate• Self-Assessment• Peer Assessment• Comment only Feedback• Delay the Grade• Classroom Based Assessments for Junior Cycle (CBAs)

Assessment of Learning (Summative Assessment)

Assessment of Learning (Summative Assessment) is carried out at the end of a period of learning and is used to measure performance and clearly identified a standard of student achievement. Common Exams are used where no level is assigned by the NCCA.

Carried out by	Some Examples in the Classroom

All Teaching Staff	<ul style="list-style-type: none">• End of Unit/Chapter Class Exams• Christmas Exams (common exam)• Summer Exams (common exam)• Mock Examinations• State Examinations• Assessment Tasks for Junior Cycle
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Junior Cycle Assessment

The assessment of the New Junior Cycle Programme ensures that a range of skills are assessed, placing students at the centre of the learning process.

Students will complete Classroom Based Assessments (CBA) during class time in both 2nd and 3rd year, which will be reported on the Junior Cycle Profile of Achievement (JCPA).

Students can achieve one of 4 grade descriptors (listed below) once teachers have conducted a Subject Learning and Assessment Review (SLAR) meeting in which students' work is moderated.

E – Exceptional

AE – Above Expectations

I – In Line with Expectations

Y – Yet to Meet Expectations

Where a descriptor for a Classroom Based Assessment has not been given to a student, the term 'Not Reported' is used. There is no appeal to the allocation of a student's grade descriptor.

In addition, students in 3rd year complete an Assessment Task (in most subject areas) which accounts for 10% of their final exam result.

There will also be opportunities for students to contribute towards their JCPA by participating in 'Other Areas of Learning'. These are activities which must be school based and are also recorded on their JCPA.

Finally, when the students receive their JCPA, their final grades consist of the following language:

Distinction $\geq 90 - 100$

Higher Merit $\geq 75 - < 90$

Merit $\geq 55 - < 75$

Achieved $\geq 40 - < 55$

Partially Achieved $\geq 20 - < 40$

Not Graded $\geq 0 - < 20$

Transition Year Assessment

In St. Kevin's college, we endeavour to ensure that assessment is an integral part of the learning process in TY. In turn, we hope that this will underpin a realistic, robust form of certification. Assessment must be flexible, varied, and transparent, while the certification must be credible and be a real reflection of the student's progress and contribution right across all areas of the TY programme.

TY Certification is awarded at the TY Celebration, which takes place at a designated date in the school sport hall. The following grades are awarded:

1. Excellence 90% +
2. Distinction 80-89%
3. Merit 65-79%
4. Pass 50-64%
5. Completed TY 49% or less

Certification is based on the following:

- 50% for curricular and class work
- 25% for completing work placement and work diaries, evaluation sheets in TY Journal
- 25% for personal reflection, transition year journal, portfolio of work and end of year interview or presentation

a) **Class and Curricular Work** are assessed using a wide variety of methods, which are specified in each subject/module programme. The assessment methods include, written and practical work, oral and aural project work, portfolio/folder presentation, student logs/diaries and interviews. These are clearly outlined to students at the beginning of each module and student participation in methods of assessment is actively encouraged. A maximum of 10 credits (yearlong subjects) and 5 credits (subject sampling) awarded for each subject/module. The criteria for the awarding of these credits are set by the teacher and relevant departments. A maximum of 2 credits (yearlong) 1 credit (subject sampling) is awarded for 90% attendance in modules/subjects and similar for engagement in class. In class assignments/project work are worth 3 credits (for yearlong subjects 3 credits before Christmas and 3 credits at end of school year). Emphasis is placed on assessment of key skills, such as teamwork, communication, planning, organising, goal setting, in addition to academic criteria. This process can be reinforced by teacher/student assessment in the Transition Year Journal. A report is sent home to parents/guardians throughout the academic year to help access and evaluate

each student's progress. Final certification is awarded at the TY celebration at the end of the school year.

- b) **Work Placement** accounts for 25% of the assessment. This is assessed on a term basis and is based on a student account of their placement under relevant headings, employer and parental signatures and completion of both the employer and student evaluation at the end of each placement. Completion of actual placement is awarded 15% with all the relevant documentation is I by department. 10% is awarded for the work diary entries in the Transition Year journal/booklet. Online certificate courses can be used as work placement and for work placements credits if documentation is provided to the department head.
- c) **Personal Reflection, Transition Year Journal, portfolio, interview/presentation** account for the final 25% of the assessment. Each student from the outset compiles a portfolio, which covers all aspects of their progress in, and contribution to Transition Year. Before being interviewed or giving a presentation each student must complete a 2 paged typed personal reflection under 8 headings to maximum of 1000 words. Each transition year journal is also checked during the interview/presentation to look at how effectively each of the sections were used during the year by the student.

The intention with this process is to place a greater emphasis on student responsibility and more focus to be placed on subject/module work. It will be based on the following process:

- At the end of each module, 10 or 5 credits will be available to each student based on the work they have completed in class. This is intended to be based on assignment completion/tasks. However, a teacher has discretion to include other criteria if they so wish. Issues like attendance, punctuality and discipline will be dealt with elsewhere in the report.
- To facilitate this, there is a section in the scheme of work where the teacher outlines how the work will be assessed, when it is due and the criteria on which it is going to be assessed. The template is available in each department. It is essential that students are aware at the outset what the conditions are.
- The changeover for the second module occurs after ten weeks each year.

**Transition Year End of Year Portfolio
Interview/presentation marking scheme.**

1. Personal reflection: 5 Credits

Maximum of two typed pages 1000 words under the following headings

- a) Personal statement of skills and qualities
- b) Academic achievements
- c) Extra-curricular achievements
- d) Personal achievements
- e) Skills gained.
- f) Work placement highlights.
- g) Sum up your performance in TY in few sentences
- h) Plans/goals for Senior Cycle and how TY has prepared you Senior Cycle

2. TY Journal: 5 Credits

Effective use made of journal throughout the school year.

3. Portfolio: 8 Credits

Examples of class work, projects, work placement, community work, achievements, certificates, workshops, speakers, trips, adventures, extracurricular activities etc. This can be presented in a box, folder, scrap book, online e portfolio.

4. Interview/presentation: 7 Credits.

Ability to talk about the personal reflection, portfolio entries and experiences in Transition Year

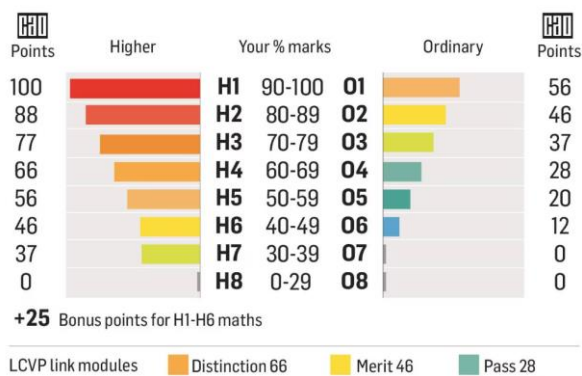
Total = 25 credits

Senior Cycle Assessment

Formal assessment in senior cycle, as used to test and certify achievement, is managed through the State examinations, administered by the State Examinations Commission.

A broad range of assessment methods are used across the range of Leaving Certificate subjects, including oral and aural examinations, coursework and practical examinations.

At the end of senior cycle, students who have followed the Leaving Certificate (Established) take the Leaving Certificate examination. Student achievement in this examination is directly linked to processes of selection for courses of study in further and higher education. In addition to the examinations taken by other students, students who follow the Leaving Certificate Vocational Programme take an examination paper and submit a portfolio in the Link Modules. The following image describes the grade bands and associated CAO points for the Leaving Cert Established.



Students who follow the Leaving Certificate Applied programme take a final examination and accumulate credits over the two years of study. It is accredited as follows.

Leaving Cert Applied

Grade	%	Credits
Distinction	85-100	170-200
Merit	70-84	140-169
Pass	60-69	120-139

Further information on the assessment of the various subjects is found in the syllabus of each subject.

Reflection on Assessments

At St. Kevin's College, we have implemented a structured three-stage reflection process for examinations to empower students to enhance their exam skills and attainment. This process is designed to promote self-awareness, metacognition, and continuous improvement throughout the examination experience.

Stage One: Pre-Exam Reflection Worksheet

Before each exam, students are provided with a pre-exam reflection worksheet facilitated by their form teacher. This worksheet offers students the opportunity to reflect on their studying and preparation strategies, identify areas of strength, and pinpoint potential areas for improvement. Developed with full staff cooperation and incorporating input from students, this reflective practice prior to the exam equips students to approach their studies with intentionality and focus.

Stage Two: In-Exam Reflection Sheet

During the exam, students are provided with an in-exam reflection sheet, which is included with each exam paper. This quick reflection piece allows students to assess their performance in real-time or while completing the exam. By encouraging students to reflect on their progress as they work through the exam, we promote self-monitoring and self-regulation skills, enabling students to make immediate adjustments if necessary.

Stage Three: Post-Exam Reflection Sheet

Following the completion and correction of exams, students engage in post-exam reflection using a dedicated reflection sheet. These reflection sheets are utilized in individual subject classes when corrected exams are returned. During this stage, students have the opportunity to analyse their performance, review feedback, and identify areas for growth. By reflecting on their exam experience after the fact, students deepen their understanding of their strengths and weaknesses, fostering a culture of continuous learning and improvement.

This reflection process is to be undertaken formally after Christmas and Mock examinations, providing structured opportunities for students to engage in reflection. Additionally, teachers have the option to use the reflection process on a more regular informal basis as they see fit, empowering them to integrate reflection into their teaching practices according to the needs of their students and subjects.

Through this three-stage reflection process, developed collaboratively with staff and incorporating student input, we aim to instil in our students the importance of reflection at all stages of the examination process. By integrating reflection into their exam preparation, execution, and review, we empower students to take ownership of their learning journey and strive for academic excellence.

Definition of Assessment Instruments for the purposes of this policy

St. Kevin's College recognises that information from ability tests, attainment tests, teacher observations, the Education Passport, the Student Support File, parental reports as well as the views of the student are important aspects of a thorough assessment. This evidence-based approach facilitates the identification of individual students' strengths, interest, values, motivation and learning needs and helps to inform the actions and interventions that best address those needs.

Results of any one standardised test are not used in isolation, nor used as baseline data for predicting student's future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students.

Defining Ability and Achievement tests

Ability tests are designed to establish what a student can know, while achievement tests measure what is known and has been learned or achieved to date.

A standardised ability test is designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure what a student can know rather than what is known.

A standardised attainment test (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas.

On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

A diagnostic test is designed to provide specific information about a student's strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts.

In addition, guidance counsellors may use the outcomes of ability, interest, values and motivation tests to guide and to support students' decision-making regarding subject choice and senior- cycle programme options and to support their career development, including planning for further and higher education, training, apprenticeships and the world of work.

Assessment Instruments/Test²

Assessment Instruments/tests for Guidance and for additional and special educational needs (SEN).

- During your child’s education in St. Kevin’s College, they will have the opportunity to engage in a wide range of assessment activity as part of normal teaching and learning.
- Other specialist tests may also be administered to support your child’s educational development and learning as well as their career development. Examples of such tests are outlined below.

There may also be occasion to administer tests on an individual basis to your child to support their learning, progress, and achievement. Such tests will only be administered following consultation with parents/guardians.

Type of Assessment	Carried Out By	Some Examples in the Classroom
Assessment Instruments/tests CL 0001/2023	SEN/Guidance Departments	<ul style="list-style-type: none"> ○ Pre -Entry/Post Entry to Post Primary ○ School Assessment Tests ○ Standardised Ability Assessments, Standardised Attainment/Achievement Assessments ○ Diagnostic Assessments ○ Guidance Interest Assessments

Assessment	Test Type & Components	When	Purpose	How
CAT 4	Ability Verbal, Non-Verbal, Quantitative Spatial reasoning.	Prospective 1st Year Feb prior to entry Repeated in 3rd Year	<ul style="list-style-type: none"> ○ To plan and support mixed ability teaching. To screen ○ for potential learning difficulties. 	Administered in school.
WIAT III – T	Attainment Reading Written Language Mathematics Oral Language	Targeted Students as required	<ul style="list-style-type: none"> ○ Race – Reasonable Accommodation in State Exams ○ Irish exemptions 	Paper and-pen 1:1
DASH	Handwriting Fine Motor Precision	3rd years Oct – Jan	<ul style="list-style-type: none"> ○ Race ○ Assistive Technology 	Paper and-pen 1:/Group1
NGRT	Reading Skills	Small Group Support	<ul style="list-style-type: none"> ○ Reading Age 	
WRAT4	Attainment Word accuracy Reading Comprehension Reading speed Single word spelling.	Targeted Students	<ul style="list-style-type: none"> ○ Race – Reasonable Accommodation in State Exams ○ Irish exemptions 	

Using Assessment Instruments within the Guidance and SEN Departments of St. Kevin's College²

Rationale for using Assessment Instruments in our School	Information garnered from various assessment practices including ability and achievement tests, and further information gathered through the administration of diagnostic tests provide a detailed view of a student's learning strengths and needs.
How will Informed Consent be obtained?	<p>Information is provided to parents and students regarding the purpose of the assessment and with whom the assessment results may be shared and why.</p> <p>The consent of parents (for students under 18 years of age) and assent of students over 18 is obtained in advance of the assessment instrument being administered, in line with the school's assessment and data protection policies.</p>
Selection of Assessment Instrument	<p>Assessments instruments are selected for use in St. Kevin's College based on the suitability, reliability and validity of the instrument and resulting data. It is ensured that the versions in use are the most up-to-date and appropriate for administering to the specific student cohort.</p> <p>St. Kevin's College considers the qualifications required to administer, score, interpret and provide feedback on the test prior to selection.</p> <p>The National Educational Psychological Service (NEPS) provide information and advice on the use and appropriateness of certain assessment instruments/tests. St. Kevin's College engages with the relevant primary and post-primary schools to inform decisions around the selection and timing of assessments for students new to post-primary education or transferring from another post primary. The Student Support File and the <i>Education Passport</i>³ are key elements in supporting the sharing of</p>

² <https://www.gov.ie/en/circular/e86f9-advice-on-the-use-of-assessment-instrumentstests-for-guidance-orhttps://www.gov.ie/en/circular/e86f9-advice-on-the-use-of-assessment-instrumentstests-for-guidance-or-for-additional-and-special-educational-needs-sen-in-post-primary-schools/for-additional-and-special-educational-needs-sen-in-post-primary-schools/>

³ <https://ncca.ie/en/primary/reporting-and-transfer/>

	relevant data, including assessment results, as students transfer from primary to post-primary school.
Administration of Assessment Instrument: Where will Assessments take place (location in the school)?	<ul style="list-style-type: none"> • The SEN Department • The Guidance Department inc. offices • Computer classrooms
Administration of Assessment Instrument – Under what conditions will Assessments take place	As directed by the test developers
Administration of Assessment Instrument: Names of suitably qualified staff administering the Assessment Instruments	<p>Some assessments, such as standardised group achievement tests, may be administered by subject teachers, under the supervision of a suitably qualified person. Other tests are administered and interpreted by appropriately qualified personnel depending on the nature of the instrument used. St. Kevin’s College complies fully with the test publisher on the specific qualifications required for each instrument used.</p> <p>The administration of ability tests in schools is restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing, including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback.</p> <p>In the case of psychometric instruments of general ability (and individually administered achievement tests), such personnel will be qualified guidance counsellors or teachers of special education with appropriate qualifications to administer specific tests.</p> <p>School personnel engage in on-going training and continuing professional development.</p>
Provision of Feedback to Parents/Guardians/Students	<p>St. Kevin’s College ensures that appropriate, accurate and constructive feedback is provided in a timely manner to students and parents by appropriately qualified personnel, (guidance counsellors or other suitably qualified teachers.)</p> <p>Students are provided with the opportunity to explore their assessment results in the context of the educational options</p>

	<p>available to them in the school and to inform their future educational and vocational development, career choices and decision making.</p> <p>Students and parent/Guardian(s) are made aware of the limitations of the results of standardised tests during this discussion and the importance of other factors including the students' interests, motivation, talents and experiences, and information available from other sources.</p>
Interpretation of results	<p>In planning interventions to meet a student's needs, the results of any one standardised test are used in conjunction with other information available on the student. The results of any one test are not used as baseline data for predicting a student's future achievements, or for solely informing decisions regarding the provision of interventions or targets within learning plans for students.</p>
GDPR	<p>St. Kevin's College ensures full compliance with all requirements of current GDPR legislation and is cognisant of GDPR data processing and retention requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data is used, the retention of the data and where the data is stored i.e. within or outside the EU.</p>
Storing of Assessment Data	<p>St. Kevin's College ensures full compliant with all requirements of current GDPR legislation and is cognisant of GDPR data processing and retention requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data is used, the retention of the data and where the data is stored i.e. within or outside the EU.</p>
Race	<p>From 2019 it is no longer necessary to administer cognitive ability assessments for the purpose of RACE. Any changes to this will be included in this policy document⁴</p>

⁴ [Reasonable Accommodations at the 2023 Certificate Examinations](#)

**FAQ document for
Parents/Guardians**

Further information can be found by emailing the main office of the school at info@stkevinscollege.com and requesting a callback from the AEN Co-Ordinator or Guidance Counsellor.

Whole School Roles and Responsibilities for Assessment

SLT

Use assessment procedures and processes to drive whole school improvement by:

- Ensuring that all teachers know what is expected of them in assessing students.
- Helping teachers make well-founded judgements about students' attainment and progress.
- Monitoring that assessment for learning is a key factor in planning for teaching and learning.
- Monitoring the accuracy of the information provided to parents about their child's attainment and progress.
- Tracking the attainment and progress of individual/groups of students over time
- Using assessment information when planning staff training and CPD
 - Comparing the progress made by different groups of students to ensure that no group is disadvantaged.
- Ensuring flexibility in assessment expectations facilitating individual departments to adopt processes that are most conducive to progress in their particular subject.
- Ensuring students are supported in making informed curriculum choices.
- Using assessment and monitoring to ensure that the curriculum meets the needs of students.
- Ensuring that any pedagogical developments in assessment practice are implemented where appropriate

Year Head	<ul style="list-style-type: none"> • Monitoring the accuracy of the information provided to parents about their child's attainment and progress. • Tracking the attainment and progress of individual/groups of students over time • Comparing the progress made by different groups of students to ensure that no group is disadvantaged. • Ensuring students are supported in making informed curriculum choices. • Using assessment and monitoring to ensure that the curriculum meets the needs of students. • Liaise with SLT and/or SEN Department regarding student progress ○ Report to Parents/Guardians as required
Subject Coordinator	<ul style="list-style-type: none"> • Lead subject teachers in planning assessment opportunities for students. • Lead subject teachers in preparing standardised assessment at Christmas & End of year.
Subject Teacher	<ul style="list-style-type: none"> • Liaise with Year Head and/or SLT and/or SEN Department regarding student progress. • Prepare assessment opportunities for students. • Mark and evaluate assessments from students in a positive, accurate, meaningful, and diagnostic way. • Compile and maintain individual student records. • Provide constructive feedback to students. • Report to Parent/Guardian as required.
Student	<ul style="list-style-type: none"> • Understand that everyone has the potential to learn and succeed. • Accept responsibility for learning & value learning • Help foster a positive learning environment through positive behaviour • Set personal goals and targets for learning • Active engagement in learning activities. • Preparation for Assessments • Act on feedback provided on learning • Ask for support and help
Parent/Guardian	<ul style="list-style-type: none"> • Support their child in interpreting the results of Assessment. • Affirm the positives and encourage their child to ask for help and support around challenges. • Support their child's learning by attending & contributing positively at Parent-Teacher meetings. • Schedule meeting with school personnel if concerned about their child's progress.

Reporting to Parent/Guardian(s) on Student Progress following Assessment Processes

Type of Assessment	Formative or Summative	Scheduled Dates for Assessments in School	Results available to Parent/Guardian(s) on/from	Access to Report on VSWare
October Report	Either	At teachers' discretion	November 2025	Yes
Christmas Report	Summative	16 th -20 th Dec	January 2025	Yes
Mock Examinations	Summative	4 th -14 Feb	March 2025	Yes
Summer Reports	Summative	27 th -30 th May	June 2025	Yes
JCPA	Summative & Formative	Assorted dates 2 nd & 3 rd Year	Autumn post exams	No
Student Progress Report carried out by Year Head	Formative	As requested by Parents/Guardians	At a meeting with Year Head and Parent/Guardian	Written Report provided during meeting with Parent/Guardian

Benefits of Reporting on Assessment Processes to Parent/Guardian(s)

- Enables Parents/Guardians to be involved in their child's learning.
- Provides an overview for the Parent/Guardian regarding how their child is progressing.
- Provides opportunities for Parent/Guardian to reaffirm progress and hard work by their child.
- Enables Parent/Guardian to discuss education/career paths with their child and assist them in working towards the next stage of the educational path/career.
- Highlights any challenges which their child may be encountering and can open a discussion on additional supports their child may need.
- May encourage Parent/Guardian to schedule additional meetings with the school to support their child in reaching their potential.
- Enables Parent/Guardian to monitor and track the progress during the transition period from primary to post primary schooling

Monitoring and Tracking Student Performance Parent Teacher Meetings

Parent Teacher Meetings provide Parent/Guardian with an opportunity to meet with their child's teacher(s) to obtain an update on their progress in the class/subject(s).

The teachers in St. Kevin's College maintain records of attendance, formative feedback, summative feedback and results of assessments for each student throughout an academic year and the parent teacher meeting provides all with an opportunity to determine how the student is progressing both academically and socially and what challenges they may be facing.

The Parent Teacher meeting provides the teacher(s) with an opportunity to hear more about the student from a parent's perspective and this can assist in differentiating support for the student going forward.

Parent Teacher Meetings

Processes and procedures for Parent Teacher Meetings in St. Kevin's College

Parent Teacher Meetings are held once per year for each Year Group

The schedule of Parent Teacher Meetings is outlined in the school journal and is available to all partners at the beginning of the school year.

Reminder texts regarding Parent Teacher Meetings are sent 2 days before the event.

- Parent/Guardian(s) are requested to bring a copy of their child's teachers to the PT meeting.
- Parent/Guardian(s) are encouraged to have a copy of the child's most recent school report .
- Parent Teacher Meetings commence at 4.15pm and end at 6.45pm.
- Students in 6th year are encouraged to attend all or part of each PT meeting with their Parent/Guardian
- Please be mindful that the time available for individual meeting is limited as each teacher has many students.

Should there be a particular issue that you wish to discuss with a teacher/AEN coordinator/guidance counsellor at the school an additional appointment may be scheduled by contacting the school office at info@stkevinscollege.com

- After the meeting Parent/Guardian(s) are encouraged to spend time with your child highlighting the positive feedback you received and discussing the challenges remaining.
- Please remind your child of the supports available to them in school and that everyone is working together to ensure they can get the best outcome from their time in school in order that they can progress to the next stage of their education and/or career.

BOM Ratification

<i>Date Ratified by the Board of Management:</i>	
<i>Proposed By:</i>	
<i>Seconded By:</i>	
<i>Signed:</i>	<i>(Chairperson, BOM)</i>

Signed:	(Secretary to the BOM)
Scheduled Date for Review of the Policy:	

Appendix 1
CBA1 Calendar

Nov 2023 – May 2024	06/11	13/11	20/11	27/11	04/12	11/12	18/12	08/01	15/01	22/01	29/01	05/02	19/02	26/02	04/03	11/03	18/03	08/04	15/04	22/04	29/04	
Irish																						
English.																						
Maths.																						
Science.																						
French.																						
Geography.																						
History.																						
Business Studies.																						
Wood Technology.																						
Art.																						
Engineering.																						
Graphics.																						
German.																						

- Explainers:**
- English, French, German, Graphics, Engineering, Geography, History, Irish, Wood Technology, Maths, Science are done over 3 weeks.
 - Business Studies is done over 4 weeks.
 - Art is a portfolio that is completed from January to early May.

Appendix 2

REFLECT

Subject Revision Plan

Subject	Topics being Assessed ✓	Effective Notes Made	Areas to Focus My Revision
Maths			
Irish			
English			
Science			
History			
Geography			
Option 1			
Option 2			
Option 3			



REFLECT

1. How well do you feel you did in the exam?

Poor Okay Excellent
1 2 3 4 5

2. How well do you feel you understood the questions

Poor Okay Excellent
1 2 3 4 5

3. How many of the questions did you expect to see on the paper?

None Some All
1 2 3 4 5

4. Did you have enough time to answer all questions?

Not Enough I Was Rushed Enough
1 2 3 4 5

5. Do you feel like you read all the questions correctly?

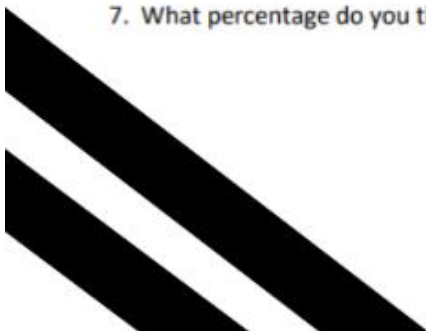
I Misread Lots I Misread a Few I Read Them All Correctly
1 2 3 4 5

6. How Did You Feel During the Exam?

Stressed Okay Confident
1 2 3 4 5

7. What could you do differently before your next exam?

7. What percentage do you think you might get?



REFLECT

Name: _____ Date: _____

St. Kevin's College Exam Reflection Sheet

▶ Overall percentage for this exam: _____%

▶ Overall grade for this exam: _____

▶ My initial feelings about the overall grade:

▶ Which section of the exam was I most pleased with?

▶ Which section needs the most improvement?

What were my strengths in this exam? What did I do well?

(Preparation of revision before exam, good time management, highlighting keywords in questions)

1.

2.

3.

WE CARE. WE BELONG. WE ACHIEVE



REFLECT

Two things I could improve upon are:

- 1.
- 2.

A practical step I can take to improve these aspects are:

(Practice timed exercises at home, review what is studied in class that night, prepare vocabulary and learn definitions etc.)

- 1.
- 2.

A question I still have about this topic or exam is:

Please remember:

In order to improve your marks in future, or to sustain a mark you are happy with, it is imperative that you reflect on what went well in an exam and what you would like to do differently in future exams.

WE CARE. WE BELONG. WE ACHIEVE

