

Coláiste Cois Siúire



Whole-School Assessment and Reporting Policy

Policy Review History

Date	Comment
May 2024	Reviewed
June 2024	Published
June 2025	Review Scheduled

Policy Construction

Step 1: Literature review and study of relevant documents

Step 2: Review of current school provision(s) towards Whole-School Assessment

Step 3: Data gathering with relevant stakeholders

Step 4: Draft of policy statement

Step 5: Publicise, amend and finalise draft policy

Step 6: Present policy to Board for ratification

Step 7: Circulate the policy statement and implement policy actions

Step 8: Ensure a timeline for policy review is in place

School

Coláiste Cois Siúire (CCS) is a co-educational, non-designated, post-primary school under the patronage of Kilkenny and Carlow Education and Training Board, with an enrolment of approx. 160 students.

School Mission and Values

Coláiste Cois Siúire is committed to providing quality education in a safe, mutually respectful and innovative learning environment. The school recognises that each student is unique and encourages its students to become enthusiastic and determined learners. It is the aim of the school to facilitate all of its students in fulfilling their academic and social potential

As an ETB school our core values are Excellence in Education, Equality, Care, Community and Respect.

Context for development of this Policy

Coláiste Cois Siúire aims to ensure that each student fulfils their academic and social potential during their time in the school. As such, the Board of Management, through the Principal, Senior Leadership Team, teachers, parents, students and other stakeholders, has drawn up a Whole-School Assessment and Reporting Policy to aid in this endeavour.

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

Coláiste Cois Siúire recognises that good practice in Assessment fosters a shared involvement and responsibility between School and Home (see Appendix 1).

Coláiste Cois Siúire recognises that those with a part to play in the teaching and learning process have a part to play in the assessment process.

The staff and management of Coláiste Cois Siúire have formulated a number of policies and procedures that work in tandem with the Whole-School Assessment and Reporting Policy.

- Admissions Policy
- Wellbeing Policy (under construction)
- Additional Education Needs Policy
- Anti-Bullying Policy
- Code of Behaviour
- Guidance Plan

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 a broad array of instruments and methods. It is important to note that the definition of what assessment is and how it may be measured is subject to change from internal agencies (for example the advent of digital technologies which may be utilised by a teacher), or, external forces (for example, adjustments in curriculum/assessment to meet an emergent need).

Types of Assessment in Coláiste Cois Siúire

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

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

Type of Assessment	Persons Responsible
Assessment for Learning (Formative Assessment)	All Teaching Staff
Assessment of Learning (Summative Assessment)	All Teaching Staff
Assessment Instruments/Assessments for Guidance (CL.01/2023)	Guidance Department and/or AEN/SEN Department
Assessment Instruments for Additional Educational Needs (AEN)/Special Educational Needs (SEN)	SENCO and AEN/SEN Core Team

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.

Persons Responsible	Examples May Include
All Teaching Staff	Learning Intentions/Outcomes Success Criteria Wait time Questioning Worksheets, homework and 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 e.g. Two Stars and a Wish Classroom Based Assessments for Junior Cycle (CBAs) Retrieval Practice

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.

Persons Responsible	Examples May Include
All Teaching Staff	End of Unit/Chapter Class Assessment Term Assessments (Christmas and Summer) Pre-Christmas and Mock Examinations for Exam Years State Examinations Assessment Tasks for Junior Cycle

Assessment Instruments/Assessments for Guidance

These assessments refer to specialised assessments administered to support students' educational development and learning as well as their career development. Examples of such tests are outlined below. There may be occasion to administer tests on an individual basis to students to support their learning, progress, and achievement. Such tests will only be administered following consultation with parents/guardians. Please see Appendix 2 for a definition of assessment instruments and rationale for the purposes of this policy.

Persons Responsible	Examples May Include	When	Purpose	How
Guidance Counsellor	CAT4 Assessments (Measure and track Verbal, Non-Verbal,	Entrance to first year class. Second Year	To plan and support mixed ability teaching.	Online Group

	Mathematical Spatial reasoning.)	Transition Year	To screen for potential learning difficulties. To chart learning progression over time (2 nd and TY). To assist with subject options decisions (TY)	
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Assessment Instruments for Additional Educational Needs (AEN)/Special Educational Needs (SEN)

Coláiste Cois Siúire 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. Please see Appendix 2 for a definition of assessment instruments and rationale for the purposes of this policy.

Persons Responsible	Examples May Include	When	Purpose	How
Guidance Counsellor	CAT4 Assessments (Measure and track Verbal, Non-Verbal, Mathematical Spatial reasoning.)	Entrance to first year class. Second Year Transition Year	To plan and support mixed ability teaching. To screen for potential learning difficulties. To chart learning progression over time (2 nd and TY). To assist with subject options decisions (TY)	Online Group
SENCO	WIATT III – T (Measure Reading, Written Language, Mathematics, Oral Language)	1 st Year 3 rd Year 6 th Year	Irish Exemptions RACE – Reasonable Accommodations in the State Exams	Written 1:1
AEN/SEN Team	New Group Reading Test (NGRT)	1 st Year 2 nd Year 3 rd Year	Measure reading skills versus national average over time	Online Group
EAL Teacher SENCO	EAL Proficiency Test	Any relevant students	Supports appropriate EAL Provision	Written Group

Whole School Roles and Responsibilities for Assessment

Coláiste Cois Siúire recognises that those with a part to play in the teaching and learning process have a part to play in the assessment process.

Senior Leadership Team	<p>Looking at our school (2022) states that <i>the principal, the deputy principal(s) and other leaders in the school expect and encourage teachers to develop and extend their learning, teaching and assessment practices, and to share and discuss practices that have proven successful at improving students' learning.</i></p> <p>In support of this, SLT members will use assessment procedures and processes to drive whole-school improvement by:</p> <ul style="list-style-type: none">• 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• 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 Student Support Team or AEN Department regarding student progress• Report to Parents/Guardians as required
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Subject Coordinator	<ul style="list-style-type: none"> • Lead subject teachers in planning assessment opportunities for students • Lead subject teachers in preparing standardised assessment for term assessments (Christmas and Summer)
Subject Teachers	<p>Looking at Our School (2022) states that individual teachers <i>[have] the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary.</i></p> <p>In support of this, teachers will use assessment procedures and processes to drive whole-school improvement through their actions such as:</p> <ul style="list-style-type: none"> • Liaise with Year Heads/SLT and/or AEN Dept/SST regarding student progress • Prepare assessment opportunities for students • Mark and evaluate assessments from students in a fair, accurate, meaningful, and diagnostic way • Compile and maintain individual student records • Provide constructive feedback to students • Report to Parent(s)/Guardian(s) as required
Student	<ul style="list-style-type: none"> • Understand that everyone has the potential to learn and succeed • Accept responsibility and accountability for learning and value learning • Help foster a positive learning environment through positive behaviour • Set personal goals and targets for learning • Active participation in learning activities • Preparation for Assessments • Act on feedback provided on learning • Ask for support and help where necessary
Parent(s)/Guardian(s)	<ul style="list-style-type: none"> • Support their child in interpreting the results of various assessments/feedback • Affirm 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 and other school events • Schedule meetings with school personnel if concerned about their child's progress

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

Types of Assessment	Relevant Year Groups	Formative/Summative	Typical Window for Assessment(s)	Results Published	Access to Results via VSware
Class Assessments	All	Formative/Summative	End of chapter/Unit of Learning/month	Teacher discretion	Yes
Pre-Christmas Assessments	3 rd and 6 th Years	Summative	Post October Midterm Break	Mid-December in advance of PT Meetings	Yes
Christmas Term Assessment	1 st , 2 nd , TY and 5 th years	Summative (optional formative for TYs)	Final week of Term 1	Mid-January in advance of PT Meetings	Yes
Junior Cycle Profile of Achievement (JCPA)	TYs	Summative and Formative	Assessment data gathered throughout 2 nd and 3 rd year	Dictated by DES/SEC	No
Mock Assessments	3 rd and 6 th Years	Summative	Late January/Early February	In advance of E8 forms (Junior Cycle) As soon as external corrections are returned (Leaving Certificate)	Yes
Summer Term Assessments	1 st , 2 nd , TY and 5 th years	Summative (optional formative for TYs)	Final week of Term 3	Mid-June	Yes
Student Progress Report Card (issued by Year Head/DP)	All	Formative	At any applicable time	Parents sign report nightly	No
CAT4 Assessments	1 st , 2 nd , TY	Formative	Entry to 1 st Year End of 2 nd Year January of TY	Whole-school report Teacher report Student report Parent report	No
NGRT	1 st , 2 nd , 3 rd	Formative	Term 1 of academic year	Upon request	No

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

- Enables Parents/Guardians to be involved in their child's learning
- Provides an overview for the Parent(s)/Guardian(s) regarding how their child is progressing
- Provides opportunities for Parent(s)/Guardian(s) to reaffirm progress and hard work by their child
- Enables Parent(s)/Guardian(s) 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(s)/Guardian(s) to schedule additional meetings with the school to support their child in reaching their potential
- Enables Parent(s)/Guardian(s) 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 (PT) 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 Coláiste Cois Siúire maintain records of attendance, formative feedback, summative feedback and results of assessments for each student throughout an academic year and the PT 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 PT meeting provides the teacher(s) with an opportunity to hear more about the student from a parent's perspective and this can assist in forming better subject-specific differentiation strategies for individual students.

Processes and Procedures for Parent-Teacher Meetings

- PT meetings are held once per year for each year group.
- The schedule of PT Meetings is outlined in the school calendar and is available to all partners at the beginning of the school year
- Reminder texts regarding PT Meetings are sent in advance of the meetings
- Parent(s)/Guardian(s) are encouraged to have a copy of the child's most recent school Report - Parent(s)/Guardian(s) are reminded that reports are published on VShare : hard copies of reports can be provided by the school office with advanced notice
- PT Meetings commence at 1615 and end at 1845
- Parent(s)/Guardian(s) are requested to sign in on arrival to the school and out before they leave
- Parent(s)/Guardian(s) are reminded that the time available for individual meeting is limited as each teacher has many students. Particular issues that warrant further discussion with a teacher/AEN coordinator/guidance counsellor can be facilitated by an additional appointment which may be scheduled by contacting the school office
- After the meeting Parent/Guardian(s) are encouraged to engage in a balanced discussion with your child, highlighting the positive feedback you received and discussing the challenges remaining
- Parent(s)/Guardian(s) are reminded 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

Policy on School Term Assessments

Term Assessments in Coláiste Cois Siúire refer to end of term summative assessments at Christmas and Summer time for first, second, TY and fifth years; and, pre-Christmas and Mock assessments for third and sixth years.

Term Assessments are viewed as an important opportunity for students to simulate the expectations required of them in State Exam scenarios. As such, the follow protocol applies without prejudice:

- School attendance and participation policies apply for Term Assessments: students who are absent must ensure that this absence is explained on VShare by a Parent/Guardian
- Teachers will make a reasonable effort to reschedule missed Term Assessments for students who furnish a genuine reason (e.g medical). Students may be expected to sit rescheduled Term Assessments outside of normal school hours to prevent further erosion of their timetable.
- In instances where a student missed a Term Assessment without a valid reason, the school is not obliged to preschedule or reschedule these assessments. Teachers may provide a formative assessment grade if appropriate
- Punctuality: students must arrive in good time for Term Assessments in order to organise whatever needs be and to enter the assessment hall in a timely manner. Students arriving late will not be permitted to enter the hall should this be determined to cause any interruption/distraction to other students. School management decisions in this matter are final
- Full School Uniform only must be worn for all Term Assessments
- A timetable of Term Assessments will be supplied to students in advance to aid revision and preparation
- Specialised equipment/materials needed for assessments are the responsibility of the student to arrange unless otherwise stipulated by their teacher, for example; drawing boards, T-squares, calculators, log books, mathematical sets, colours, etc.
- Students may be informed of additional study time before/after Term Assessments: students should bring additional study materials in this instance
- Before, during and after assessments, students should remain alert with a focused work ethic
- Signing in/out of school during Term Assessments is not permitted without a valid reason (e.g. medical) from a Parent/Guardian, logged on VShare : a full school day applies unless otherwise stipulated on the timetable provided
- In instances where a query arises that is not covered by this policy, school management shall form all final determinations

[Consultation and communication regarding this policy](#)

Relevant staff, students and Parent(s)/Guardian(s) were consulted, and, their views canvassed in the preparation of this policy. Coláiste Cois Siúire's final policy has been presented to all staff for critical review before Board of Management ratification was sought.

The policy will be subject to annual review, refer to review schedule at the top of this document.

Signed:



Martin Gordon, Chairperson (BOM)

Date: 16 May 2024



Conor Power, Principal

Date: 16 May 2024

Originally ratified by the Board of Management on: 16 May 2024. See review scheduled above.

Appendix 1- Characteristics of Good Practice in Assessment in Coláiste Cois Siúire

Coláiste Cois Siúire recognises that good practice in Assessment fosters a shared involvement and responsibility between School and Home.

Coláiste Cois Siúire recognises that those with a part to play in the teaching and learning process have a part to play in the assessment process.

In addition the following points are noted:

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"> • 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
Is both Formative and Summative	<ul style="list-style-type: none"> • Promotes a shared learning culture and 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 and informs regular reporting to Parents/Guardians, for example, via VShare
Uses appropriate and diverse strategies	<ul style="list-style-type: none"> • Is both formal and informal and accommodates a variety of learning styles • Tests a range of skills • Encourages effective and standardised marking procedures • Is both quantitative and qualitative and is carried out in a range of contexts
Recognises ALL student 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 and fosters self-esteem and social development
Develops the capacity for Self-Assessment	<ul style="list-style-type: none"> • Shares learning outcomes and assessment criteria and gives sensitive and constructive feedback • Supports students in self and peer assessment activities • Engages students with realistic target setting

Appendix 2 – Definition of Assessment Instruments and Rationale for the purposes of this Policy

Type of Assessment	Definition
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.
Standardised Attainment Test	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.
Diagnostic Test	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.

Using Assessment Instruments within the Guidance and AEN/SEN Departments of Coláiste Cois Siúire

Type of Assessment	Definition
Rationale for using Assessment Instruments	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 consent is obtained	Information is provided to parents and students regarding the purpose of the assessment and with whom the assessment results may be shared and why. The consent of parents (for students under 18 years of age) and 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.
Selection of Assessment Instruments	Assessments instruments are selected for use in Coláiste Cois Siúire 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. Coláiste Cois Siúire considers the qualifications required to administer, score, interpret and provide feedback on the test prior to selection. The National Educational Psychological Service (NEPS) provide information and advice on the use and

	<p>appropriateness of certain assessment instruments/tests. Coláiste Cois Siúire 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 setting. The Student Support File and the Education Passport are key elements in supporting the sharing of relevant data, including assessment results, as students transfer from primary to post-primary school.</p>
<p>Administration of Assessment Instrument: Where Assessments will take place (location in the school)?</p>	<ul style="list-style-type: none"> • The AEN/SEN Department • The Guidance Office • School Computer Room(s)
<p>Administration of Assessment Instrument: Names of suitably qualified staff administering the Assessment Instruments</p>	<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. Coláiste Cois Siúire 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>Provision of Feedback to Parents/Guardians/Students</p>	<p>Coláiste Cois Siúire 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 and to inform their future educational, career choices and decision making.</p> <p>Students and parents/guardians 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>
<p>Interpretation of Results</p>	<p>In planning interventions to meet a student's needs, the results of any one standardised test is used in conjunction with other information available for 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>