



Nenagh College Assessment Policy

Preamble:

Nenagh College is a mixed ability, co-educational and multidemoninational school which provides an inclusive education centered on the values espoused in its Charters and guided by statements of Mission and Vision. Each student is encouraged to be the best they can be academically, socially, intellectually and culturally. Assessment, both formative and summative, formal and informal, supports this intention.

Rationale:

The Education Act (1998) S22(2)(b), requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement

Definition:

The term "Assessment" refers generally to the gathering and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and learning needs.

Why Assess?

Assessment is part of good teaching and learning and takes place for the following reasons:

- To monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in progressing the student's learning and adapt her / his teaching strategies and / or learning activities as appropriate.
- To provide the students and parents with information regarding academic progress.
- To establish baseline data in relation to a student's attainments in certain subjects and to compare results to CAT / WIAT and WRAT.
- To identify and align students at appropriate levels for Junior and Senior Cycle.
- To assess a student's eligibility for additional support and services and to inform consultations with the NEPS psychologist where necessary.
- To assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention.
- To evaluate students eligibility for examination accommodations (RACE).
- To evaluate students eligibility for exemption from Irish.

- To enable students to have realistic aspirations relative to their ability and expected performance.
- To properly identify students who would benefit from a modified timetable in accordance with their Parent's requests.

Formative Assessment:

Definition:

Formative assessment refers to assessment for learning and involves a range of strategies designed to give both students, teachers and parents' feedback about students' understanding of elements of their learning in courses.

Teachers are encouraged to use *Assessment for Learning (AFL)* approach to formative assessment. Its purpose is to use the whole process of assessment to help learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning. We recognise, however, that not all aspects of this approach are of benefit in all curriculum areas and the discretion of the teacher is advised to adapt the theory to suit the particular demands of the subject.

In line with the demands of the syllabus in each curriculum area, teachers set regular homework and comment on the merits of work and make suggestions for improvement. Grades / marks are avoided wherever possible, when returning the initial work but may be given at a later date.

Assessment work may be differentiated to suit the needs and abilities of the individual.

Summative Assessment:

Definition:

Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner.

- Third and Sixth Years have continuous assessment from September to December, examinations in February of the exam year, (Mock examinations in early February) and the State Examinations in June.
- Fifth Years have continuous assessment until Easter and formal examinations in May. First and Second Years sit formal examinations in December / May and decisions in relation to common papers and marking schemes are made in advance.
- The mode of assessment may include: written examinations, practicals, aurals and/or oral work, interviews, presentations.
- Transition Year assessments may involve the following: External certification, portfolio & projects (Including agreed deadlines) oral presentation, multi media, self and peer evaluation.
- Transition Years have continuous assessment for terms one and two.

Mock Examinations papers are sourced externally.

All Summative Assessments are co-ordinated by an AP1.

Reporting:

- Reports are forwarded to Parents/ Guardians of first and second years after the completion of their exams in December and May. Third years get a progress report at Christmas as CBAs are completed on a rolling basis. Mock exams are held in February each year. Results of the mock exams can be accessed via VS Ware also. Fifth Year parents can access the results of continuous assessments on an ongoing basis via VS Ware, up to Easter. They can also access their May exam results in the same way. Parents of sixth years can access continuous assessment results on VS Ware up to December and also for mock exam results in February.
- Transition Years parents receive results via, VS Ware at December and May.
- All reports are signed off by the Year Head and a general comment may be made on progress to date.

Psychometric Tests:

The following tests are administered to incoming 1st Year students in January / February of the enrolling year by the Guidance Counsellors.

- CAT 4 level E
- WIAT 3rd Edition

When the results of the tests become available:

- Guidance Counsellors meet with the AEN teachers.
- Students with particular needs are identified.
- Letters are sent to parents/guardians of students stating the extra resources available for those students with copies of results.
- When replies are received re: extra support and parental permission obtained, a programme is devised by the AEN / resource teacher depending on timetable and availability of AEN staff.
- Student Support Plans are drawn up by the Learning Support Team in conjunction with parents and school management.

Differential Aptitude Tests (DATS) are administered to all Transition Year students.

This policy was adopted by the Tipperary Education and Training Board on:

Date: 19th May 2020 (Review Time Frame: 2 years.)