

Assessment, Feedback and Reporting Policy:



School Name: De La Salle College, Waterford.

School Address: Newtown, Waterford.

School Roll Number: 649500

School Details: De La Salle College Waterford is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Le Chéile Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

School Management: The Board of Management of De La Salle, Waterford is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement:

Inspired by its founder, the mission of the college is: *“De La Salle College, Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life”*

Ethos:

As a Le Chéile school in the De La Salle tradition De La Salle College Waterford seeks to promote the key values of a le Chéile school as espoused by the life of St. Jean-Baptiste De La Salle. Graduates of our school are characterised by a keen sense of the following:

- Intellectual Development
- Emotional and Social Development
- Moral Development
- Spiritual Development
- Concern for Others

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25th May 2018. Further details on data protection are set out in the school’s Data Protection Policy.

Definition of Assessment:

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

Assessment generates important information about how a learner is progressing. This information can be shared with the learner in the form of feedback which should help the learner to become more aware of his own strengths and weaknesses, and identify next steps and strategies for improvement.

Why Assess?**Aims of Assessment****Assessment should enable pupils:**

- To improve their achievement
- To be involved in their own learning
- To be motivated to achieve to their full potential

Assessment should enable teachers:

- To assess progress and adapt planning as required
- To evaluate their pupils' learning needs
- To ensure that pupils know how to improve the standard of their work
- To evaluate teaching and learning styles and outcomes
- To review and change practice
- To meet statutory requirements
- 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 students learning and adapt his/her teaching strategies and/or learning activities as appropriate
- To provide the students and parents with information regarding progress
- To establish baseline data in relation to a student's attainments in certain subjects
- To identify students for levels in Maths, English and Irish at Junior and Senior Cycle
- To assess a student's eligibility for additional support and services and to inform consultations with 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

Assessment should enable parents:

- To be involved in their child's learning
- To understand and encourage the progress their child is making
- To check their child's progress throughout their time in Secondary School

Legislation:

The Education Act (1998) 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.

Formative Assessment**Definition:**

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

Assessment For Learning (AFL)

De La Salle College supports the 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. It is about "learning to learn".

Key Principles of AFL

Assessment for learning is about using assessment in the classroom as a tool to improve students' learning, and is characterised by

- sharing learning intentions with students
- helping students to recognise the standards they are aiming for by making them aware of success criteria and assessment rubrics
- involving students in assessing and reflecting on their own learning
- providing formative feedback, which helps students to recognise what they must do to close any gaps in their knowledge or understanding, hence enabling them to become self-directed learners
- communicating confidence that every student can improve
- adjusting learning and teaching to take account of the results of various types of assessment

Summative Assessment

Definition:

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, or school year. Generally speaking, Summative assessments are defined by three major criteria:

1. The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn.
2. Summative assessments are given at the conclusion of a specific instructional period, and therefore, they are generally evaluative, rather than diagnostic.
3. Summative assessment results are often recorded as grades that are factored into a student's permanent academic record.

Assessment Of Learning (AOL)

Summative assessment refers to the Assessment Of Learning (AOL) and aims to provide a summary of the achievements of the learner. The mode of assessment may include: written examinations, practicals, aurals and/or oral work.

School Self Evaluation and School Improvement Plan

Teachers will keep up to date with the targets that pertain to Assessment, Feedback and Reporting agreed following School Self Evaluation which are included in the School Improvement Plan. See appendices for sample 'Assessment Feedback' and 'Student Reflection Sheet'

First Years

- Homework (written and non-written) is assessed regularly
- Referred to NEPS for: review if needed or assessment if concerns arise from incoming First Year assessment
- Continuous Assessment with Summer Exam

A minimum of three assessments (which must include at least one summative assessment, one peer / self-assessment and one piece of work with comment only marking) will take place in Term 1 with formative feedback given following each assessment. A VSware report is to be completed at Christmas which gives three assessment results and a comment. In Term 2, a minimum of two assessments will take place with formative feedback given. In Term 3, a Summer Exam (1.5hrs duration) will take place. A VSware report is to be completed which will include the assessment results, Summer Exam result and a comment.

- At a minimum of two points during the school year, students will complete a 'student reflection sheet', in order to identify areas for improvement.

Second Years

- Homework (written and non-written) is assessed regularly
- Referred to NEPS for: review or assessment required
- Continuous Assessment with Summer Exam

A minimum of three assessments (which must include at least one summative assessment, one peer / self-assessment and one piece of work with comment only marking) will take place in Term 1 with formative feedback given following each assessment. A VSware report is to be completed at Christmas which gives three assessment results and a comment. In Term 2, a minimum of two assessments will take place with formative feedback given. In Term 3, a Summer Exam (2hrs duration) will take place. A VSware report is to be completed which will include the assessment results, Summer Exam result and a comment.

- At a minimum of two points during the school year, students will complete a 'student reflection sheet', in order to identify areas for improvement.
- Classroom Based Assessment to take place as per guidelines from the NCCA.

Third Years

- Homework (written and non-written) is assessed regularly
- Referred to NEPS for: review or assessment required
- WRAT4, WIAT-III UK-T and CAT4 are completed to support RACE applications where required (The WRAT4 is a norm referenced test that measures the basic academic skills of word reading, sentence comprehension, spelling and math computation.)
- Continuous Assessment with Christmas Exam, Mock Exam and Junior Cycle Exam

A formal exam will take place in Term 1 (2hrs duration). A VSware report is to be completed at Christmas which gives the exam result and a comment. In Term 2, a Mock Exam will take place followed by a VSware report. In June, the Junior Cycle Exams will take place. Formative feedback will be given throughout the year.

- At a minimum of two points during the school year, students will complete a 'student reflection sheet', in order to identify areas for improvement.
- Classroom Based Assessment and Assessment Tasks to take place as per guidelines from the NCCA.

Level 1 & 2 L2LP

- Assessment of Level 1 & 2 Learning Programmes is school-based and ongoing. Students create a portfolio of evidence which demonstrates their achievement of learning outcomes over the three years of Junior Cycle. The classroom teacher in collaboration with the Hub team are responsible for identifying the PLU elements relevant to their subject areas, completing them in the mainstream classroom, gathering the evidence and submitting it to the Hub team for compiling the portfolio of evidence.

JCSP

- Students who undertake the JCSP Programme will follow the Junior Cycle course of study. They will also complete a student profile of work. A student profile is an individualised record of the achievements which a student has demonstrated, over a period of time. The classroom teacher in collaboration with the JCSP Team are responsible for compiling the student profile.

TY Students

- Homework and participation in TY events and activities is continuously assessed
- A formal exam will take place at Christmas and at the end of the Summer term in English, History or Geography, Maths, Irish, World of Science and MFL(1 hour duration)
- Focus on continuous assessment, reflective journaling, learning logs, oral presentation, multi-media, self and peer evaluation.
- TY students receive a VSware report bi-annually which operates on a credit system.
- Portfolio interview takes place in mid-May.

Fifth Years

- Homework (written and non-written) is assessed regularly
- Referred to NEPS for: review or assessment required
- WRAT4 and CAT4 are completed to support RACE applications where required
- Continuous Assessment with Summer Exam

A minimum of three assessments (which must include at least one summative assessment, one peer / self-assessment and one piece of work with comment only marking) will take place in Term 1 with formative feedback given following each assessment. A VSware report is to be completed at Christmas which gives three assessment results and a comment. In Term 2, a minimum of two assessments will take place with formative feedback given. In Term 3, a Summer Exam (2.5hrs duration) will take place. A VSware report is to be completed which will include the assessment results, Summer Exam result and a comment.

- At a minimum of two points during the school year, students will complete a 'student reflection sheet', in order to identify areas for improvement.

Sixth Years

- Homework (written and non-written) is assessed regularly
- Referred to NEPS for: review or assessment required
- Continuous Assessment with Christmas Exam, Mock Exam and Junior Cycle Exam

A formal exam will take place in Term 1 (2.5hrs duration). A VSware report is to be completed at Christmas which gives the exam result and a comment. In Term 2, a Mock Exam will take place followed by a VSware report. In June, the Leaving Certificate Exams will take place. Formative feedback will be given throughout the year.

- At a minimum of two points during the school year, students will complete a 'student reflection sheet', in order to identify areas for improvement.

LCA

- The LCA has a comprehensive built-in assessment process, containing 'Key Assignments' and 'Student Tasks'. These assignments are the main form of assessment in the programme as a whole and the requirements of these assessment procedures inform teaching and learning in the different subject areas.
- Teachers also employ their own continuous assessment strategies in their own subject areas and student's progress is also discussed between the teachers involved with the LCA.
- State examinations take place in both Year 1 and 2.
- LCA1:
A Christmas Exam takes place in Session 1 followed by a VSware report with a grade and comment. In Feb, an end of Session 1 Credit Report is completed on VSware. A Summer Exam takes place in Session 2 followed by a VSware report. In June, an end of Session 2 Report is completed. Where applicable, Mock Exams take place in February followed by a VSware report.
- LCA2:
As above for LCA1, except the LCA State Exams take place in June and there are no in-house summer exams.

Reporting to Parents

All parents/guardians will receive at least two VSware reports for their son. Parents of Third, LCA and Sixth Year students will receive a Midterm report as a result of the Mock Exams sat by their son prior to the February midterm. First, Second, TY and Fifth Year students will receive a Christmas and Summer Report outlining the progress made by their son. The report template is computerised and allows teachers to distinguish levels. A mark and/or grade are awarded, and comments entered. All reports may be monitored by the Year Head and the Senior Management Team.

Initial Screening Process in De La Salle College, Waterford

The initial screening processes that take place in De La Salle College are:

1. Information provided by parents/guardians on the School Open Night and Application Form
2. Entrance Assessment CAT4
3. Information from Primary Schools (Education Passport)

Entrance Assessment

The purpose of the entrance assessment is to identify learning needs and to facilitate the organising of mixed ability classes in first year and the possible formation of a JCSP class. As a follow on from the initial screening process, SENCO and relevant staff meet with parents/guardians, where appropriate, to discuss the specific learning needs of their son.

The remit of the SENCO in relation to testing is as follows:

- **Performance tests and school reports:** In order to engage in effective support, guidance and counselling of students the SENCO and Guidance Counsellor has access to school reports and results of performance tests. Student files are stored securely in the Main Office and/or on the VSware system.
- **Individual and group tests of general ability:** These are standardised tests and are administered to incoming first year students by the Guidance Counsellor. Testing usually takes place in late February/early March, in the year of entry to the school. Students and parents are briefed on this assessment at the School Open Night and the guidance counsellor also visits feeder primary schools in advance of the assessment.
- **Interest Assessments:** These assessments may also be conducted on a group basis, usually during careers classes with TY students. It may be necessary to conduct interest inventories on a one to one with some students, often in advance of subject choice or as part of career choice.

The role of the Learning and Teaching Coordinator (Assistant Principal II Post)

- Work with Subject Coordinators to develop schemes of work and units of learning in a uniform approach across the school.
- Promote the implementation of strategies developed under our SIP across the entire school in collaboration with (DP and other relevant post holders).
- Work with subject departments to embed the school's assessment policy into schemes of work and develop uniform approaches to feedback across all departments.
- Chair the school's Teaching and Learning Working Group (promoting and trialling methodologies for teaching, learning, assessment, and feedback) and provide a brief report to senior management team following each meeting.
- Liaise with SMT to coordinate more structured use of SDP time and provide a template for intentions and outcomes for SDP meetings.

Other relevant policies:

- Homework Policy
- Inclusion Policy
- Guidance Policy
- Wellbeing Policy
- SSE & SIP

Assessment Policy Team

This policy was drawn up by Angela Kenneally (Learning and Teaching Coordinator) in consultation with Tom Bourke (Deputy Principal), Julieann Cantwell (Programme Co-ordinator), Margaret Walsh (JCSP Co-ordinator), Catherine Forgarty (SEN Co-ordinator), Catriona Fitzpatrick (The Hub Co-ordinator), Joan Martin and Sinead Murphy (Career Guidance Counsellors), Tim Brosnan, Andrias O' Brien, Claire Dunne and Helen Dermody (Teaching Staff).

This policy was adopted by the Board of Management on / /2022.

- This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.
- This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

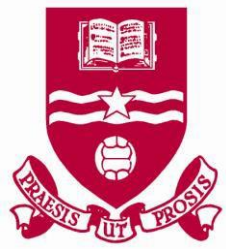
Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: / /22

Date: / /22

Date of next review: September 2023



De La Salle College

Newtown, Waterford



Appendix 1: Assessment Feedback Sheet

Student Name:

Subject:

Teacher:

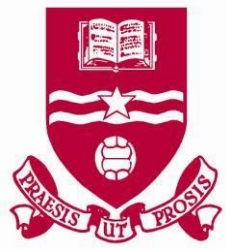
Grade Awarded:

What went well?

Targets to improve:

Student signature: _____

Parent signature: _____ Date: _____



De La Salle College

Newtown, Waterford

Appendix 2: Student Reflection Sheet

Student Name: _____

Subject: _____

Teacher: _____

Grade Awarded: _____

You are the teacher! Look over the completed work and assess how you could improve it. Focus on the agreed success criteria. Write points below.

What went well?

Even better if?

Student signature: _____

Parent signature: _____ Date: _____