



Assessment Policy 2018/19

John the Baptist Community School

Assessment Policy

Assessment Policy Statement:

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

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

This Assessment Policy outlines the importance of assessment and the key role students, parents/guardians and staff play in supporting this policy document.

Aims of the Policy: This Assessment Policy aims to:

1. Explain the rationale and importance of assessments.
2. List the different types of assessments.
3. Detail the annual schedule of assessments.
4. Detail the reporting procedures post assessments.

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. Methods include examinations, homework, class work, projects, and written, oral and aural work. This list is not exhaustive.

Rationale for Assessment:

Assessment is an essential part of good learning and teaching for the following reasons:

- To improve the learning outcomes of the students.
- To reinforce the learning carried out in the classroom.
- To provide the students, teachers and parents/guardians with information regarding progress.
- To involve students in their own learning.
- To act as an incentive for students in the learning process.
- To encourage and facilitate student ownership of their own learning and progress

- To be motivated to achieve their full potential.
- To strengthen their questioning capabilities through the use of effective questioning and reflection strategies.

The above list is not exhaustive.

Assessment should enable teachers to:

- To reinforce the learning carried out in the classroom.
- To evaluate what a student has learned in a particular area and to provide feedback regarding progress to students in a timely and constructive manner.
- 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 his/her teaching strategies and / or learning activities as appropriate.
- To monitor a student's progress.
- To encourage self directed learning
- To ensure that students know how to improve the standard of their work e.g. success criteria
- To establish baseline data in relation to a student's attainments in certain subjects.
- To fulfil the course requirements in certain subjects.
- To identify students for levels in Junior Cycle and Senior Cycle.
- To evaluate their learning and teaching styles and learning outcomes.
- To review and change practice.
- 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 raise expectations and standards.

Reporting of assessment should enable parents/guardians:

- To be involved in their child's learning.
- To monitor, understand and encourage the progress their child is making and to provide the parents/guardians with information regarding this progress.
- To be equipped with necessary information to further their child's progression.

Our assessment policy at JTBCS covers both assessment **of** learning (summative assessment), assessment **for** learning (formative assessment) and assessment **as** learning. Assessment of learning is assessment for accountability purposes, to determine a student's

level of performance on a specific task or at the conclusion of a unit of learning and teaching. The information gained from this kind of assessment will be used in reporting to students themselves and their parents/guardians. Assessment for learning and assessment as learning are part of a continuous process which may combine a grade with advice to the student towards further improvement. All forms of assessment are invaluable, and will be used by teachers in this school.

Formative Assessment:

Definition:

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. It typically involves qualitative feedback for both student and teacher which focus on content and performance. JTBCS has adopted an Assessment for Learning (AFL) and an Assessment as Learning (AAL) approach to its formative assessment.

The purpose of formative assessment 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.' It provides feedback for teachers during the learning process so that subsequent learning activities and experiences can be modified. It moves the focus away from achieving grades and onto learning processes. This results in increasing self-efficacy and improved intrinsic motivation. Feedback has a central role in formative assessment in JTBCS.

Principles of good feedback practice:

- It clarifies what good performance is (goals, criteria, and expected standards etc.).
- It facilitates the development of self-assessment in learning.
- It provides high quality information to students about their learning.
- It encourages teacher and peer dialogue around learning.
- It encourages the recognition of strengths and motivations
- It promotes positive self-esteem.
- It provides opportunities to close the gap between current and desired performance.
- It provides information to teachers that can be used to help shape teaching.

The above list is not exhaustive.

Formative assessment involves a range of strategies designed to give students, teachers and parents/guardians' feedback about students' understanding of elements of their

learning in courses. An outline of some of the embedded Assessment for Learning (AFL) strategies is given in the Staff journal and also in the student journal. Formative assessment strategies help students identify their strengths, weaknesses and target areas that need work in order to encourage progress. They also help teachers recognise where students are struggling and so address problems immediately.

Assessment for Learning:

In JTBCS, we feel that assessment should support learning, as well as measure the outcomes. Effective assessment for learning enables students to understand how to improve their work by:

- Helping them to understand the learning outcomes and assessment criteria before an assignment is begun.
- Discussing with them what they have done well and what they could improve on.
- Discussing with them how to improve their work.
- Making available examples of work which meet the criteria so they can see how to improve their own work.
- Focusing on how students learn as being central to classroom practice.
- Being a part of effective planning.

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.

Teachers at JTBCS have adopted and implemented a number of AFL strategies, questioning strategies and reflection strategies such as success criteria, to reinforce learning and teaching. These are outlined below. We recognise, however, that the professional judgement and discretion of the teacher to adapt the methodologies to suit the particular demands of the subject and to the requirements of the students.

We consider the following to be key classroom practices and strategies to be supportive of AFL:

- **Positive classroom culture:**

A positive classroom culture and ethos, which encourages students to think and talk about their learning, and which provides a safe place for open, honest and respectful discussion.

- **Sharing of Learning Outcomes with students:**

Learning outcomes, when shared with students at the beginning of each lesson and referred to throughout and at the end of the lesson, will help to clarify what the student was supposed to have learned and will assist both teachers and students in determining the levels to which the outcomes have been achieved.

- **Identifying and sharing of success criteria:**

Identifying and sharing the success criteria is used to assess how well the learning outcome has been achieved. Teachers are aware that it is important to share this information with students at the start of an assignment so that they will be in a better position to know what is expected of them. Success criteria, shared with the students in advance, illustrates to students how to recognise success and how their work will be assessed. The students themselves can also use the success criteria to self-assess and re-draft their own work as part of the assessment process. Students may also be encouraged to think about and develop their own success criteria, either individually, in pairs or in small groups.

- **Peer Assessment and Self-Assessment:**

Self-assessment involves students looking at their own work in a reflective way, identifying aspects of it that are good and that could be improved upon. This facilitates the setting of personal learning targets for themselves. Self-assessment involves metacognition, the process of being aware of and reflecting on one's own learning, with the aim of improving the level of thinking and learning occurring. Self-assessment can be used by students of all ability levels and in all areas of learning. The results of the student's self-assessment (for example: learning logs, portfolios, pieces of writing) can be shared with his/her parents/guardians. This can give parents/guardians more information about their student's learning from the student's own perspective.

Peer assessment empowers students to reflect on and evaluate each other's work in a purposeful and meaningful way. Teachers will, when deemed appropriate, supervise students to correct their own or their peer's work, based on a list of criteria for success. The students may write down how they can improve. This may be completed in a separate section of their copy, similar to a reflective journal or on the mini-white boards. A number of strategies are used to facilitate this, such as the reflection arrow, the tweet board, the mini white boards, 3-2-1 strategy etc. Both self-assessment and peer assessment are central to encouraging students to become instructional resources for each other and becoming owners of their own learning.

- **Effective feedback:**

This is essential for students to understand how well they are learning and to identify the next steps in their learning. The teacher is often the person who is best placed to

give focused feedback and support to the learner, but the learner can gain important insights into their own learning by reviewing or assessing their own work or by getting feedback from fellow classmates.

- **Comment-Only Marking (including 3-2-1):**

Teachers will periodically engage in comment-only feedback. This will include 3 things: what the student has done well, possible areas for improvement and how the improvement might be made. This allows both teacher and student to identify the next steps in learning.

- **Effective Questioning and reflection:**

Effective questioning and reflection applies to both the teachers and the students in the school. Questioning and reflection skills (student to teacher/ teacher to student/ student to student) stimulate thinking and reflecting on learning. John the Baptist Community School promotes effective questioning and reflection as part of SSE and have adopted and embedded many strategies into our classroom practice including Blooms Taxonomy, 5W's and one H, tweet boards, reflection arrow, de Bono's Thinking hats, and 3, 2,1.(See the appendix for more detail).

Questioning strategies:

At John the Baptist Community School, we have developed our AFL policy to include the implementation of effective questioning strategies. Effective questioning serves as a means of deepening the thinking and learning of our students, enabling students to embrace their role in learning as self-directed learners and improving the learning outcomes for our students. Questioning strategies are an important part of developing higher order thinking skills and to encourage students to think systematically and critically, to be creative, to be adaptable and flexible to new information and to encourage them to ask meaningful questions about topics. The implementation of effective questioning strategies, have significant positive impacts on teacher practice, student learning experiences and the school as a whole. Some effective questioning strategies include Blooms Taxonomy, 5W's and one H, De Bono's Thinking hats, tweet boards, and 3, 2,1. (See the Appendix for more detail).

Reflection strategies:

As part of our assessment for learning policy, as well as assessment as learning, we encourage the implementation of a number of effective reflection strategies. Our focus on reflection is based on the belief that reflection on thinking and learning can transform

experience into genuine learning opportunities, based on meaning making and facilitate the development of understanding. Reflective learning is the process of examining and exploring an issue of concern, caused by a learning experience, that creates and clarifies meaning for the learner and which results in a changed understanding. We believe that by reflecting on their learning, and making it explicit in the learning and teaching which happens in the classrooms at JTBCS, that students will gain a greater understanding of what they know/understand, what they do not know/understand and what they need to learn. It is only by reflecting that students can connect the parts of what they've learned and establish how they can progress to further deepening that understanding.

The implementation of effective reflection strategies benefits greatly the learning and teaching occurring in JTBCS for teachers, students and the school as a unit. Many reflective practices are central to learning and teaching in JTBCS, including the reflection arrow, the Tweetboard and the 3,2,1 strategy (See Appendix).

Summative Assessment:

Definition:

Summative assessment refers to the assessment *of* the learning and summarises the development of learners at a particular time. After a period of work, the learner sits a test or completes an assignment which the teacher marks and assigns a score. Summative assessments will have a marking scheme developed that:

- Reflects the learning outcomes expected of the learner.
- Is appropriate to the learning outcome level being tested.
- Is planned reliable, valid and authentic.
- Contains a range of questions to test learning outcomes.
- Is based on good assessment practice.
- Reflects possible questions that occur in state exams.

General guidelines:

- Student work in JTBCS is assessed on a regular basis.
- Summative assessments will take place on a planned and regular basis.
- Class tests are conducted at the discretion of the teacher. Students may have assessments at the end of a topic. This may take the form of a class test or a homework exercise on the entire topic e.g. a past Leaving Certificate question.
- All students are assessed formally at least twice yearly at November/Christmas and Summer. The nature of this assessment varies from year to year such as in T.Y.
- Pre-examinations take place during the month of February. Pre-Examinations are designed externally and corrected either by the teacher themselves or externally.

- All forms of assessment will strive to meet the additional needs of students in the classroom when they arise. Classroom strategies such as differentiated assessment, visual aids, hearing aids, spelling waivers, increased time and dictionaries amongst others, may be used from time to time, as determined by the individual subject teacher.
- Where feasible, and as determined by each department plan, all examination papers will be compiled collaboratively by each Subject Department. Where feasible, tests shall be common to all students within the same level. Fairness prevails and equal opportunities apply to all students. This will provide for increased cooperation and a common benchmark across each subject area. The subject department agrees a common marking scheme for the common formal exams. Moreover, Subject Departments are requested to choose one common paper from one company for Pre-Examinations, to ensure the smooth running of such examinations.
- Assessments will reflect the programmes and subjects learning outcomes as outlined in the appropriate syllabi.
- Students are expected to treat all of the above forms of assessment with respect. Any student who willingly fails to participate fully, or who acts in a disrespectful way towards any form of assessment in the school, will be dealt with accordingly.
- The results of tests are recorded in the Teachers journal and the results of formal exams are entered onto computerised report sheets and sent to parents/guardians/guardians. The results of class tests may occasionally be recorded in the students' journal for countersigning by parents/guardians/ guardians.
- Corrected exams are returned to students after the exams when deemed appropriate, and the teacher and students review any problem. Such feedback and opportunity to reflect upon the actions taken and results given, is vital for student learning, and hopefully should ensure improved learning in the future. First Years can view their exam scripts as corrected exams can be retained by teachers and management to aid in the assignment of students to classes in subsequent years.
- Reports are forwarded to Parents/guardians/Guardians of all years in December; Junior Certificate and Leaving Certificate in February/March and to First, Second, TY and Fifth Years in June. The report template is computerised and allows teachers to distinguish levels. A mark and grade are awarded where appropriate and a comment can be generated from a given menu, including amendments for the New Junior Cycle and Leaving Certificate grading systems. Parents/guardians of Transition Year and LCA students receive a progress report from teachers during the year.
- The results of in-house and state exams are discussed among department members with the view to learning from the past and identifying areas of difficulty for the students, in addition to allowing comparisons and evaluation with national results. This informs the SWOT analysis in the subject department Plan.
- A full list of the assessment dates for 2017/2018 is available in the Appendix.

Forms of Assessment:

Many forms of assessment are used at JTBCS.

1. Informal Assessment

The most common forms of assessment used in the school are of an informal nature, and these take place regularly in the classroom. These informal assessments are at the discretion of individual teachers who will use them constructively for learning to take place. Timely feedback and constructive advice are vital components in this process. Where appropriate, teachers will keep records of these assessments to provide an insight into a student's progress over time and to fully inform the learning process.

Informal Assessments methods include:

- Worksheets & written class work.
- Questions and answers in class.
- Essays & assignments.
- Reading & writing in class.
- Sample exam questions.
- Homework – written or learned.

2. Formal Assessment

There are many types of formal assessments that take place in the school environment.

(I) Monthly/End of Topic Test:

These forms of assessments will be conducted at the discretion of the teacher on a monthly or end of topic basis. These formal tests are a vital component in providing feedback to teachers, students and parents/guardians, on the level of each student's attainment and learning in that specific subject area. Constructive feedback will be given by teachers to students who partake in these tests, and the results of these tests will be used in the school's formal reporting structure where appropriate.

(II) House Exams – 1st, 2nd and 5th Years will sit in-class assessments in October and *Christmas Exams* in December and their *Summer Exams* in late April/May. The duration of the Christmas and summer exams vary but shall normally be as follows:

1st Years -1 hour,

2nd Years - 1.5 hours

5th Years - 2 hours.

These exams are of a very serious nature, and this is recognised by students, parents/guardians and teachers alike. The purpose of these exams is to measure student learning and attainment in each subject area, and to give students experience in sitting formal exams similar in nature to the state exams. All house exams will follow the same

operating rules as state exams. The results of these *Christmas Exams* and *Summer Exams* will be reported in the *Christmas Reports* and *Summer Reports* respectively. Continuous assessment in the subject area leading up to these exams may also be reported, at the discretion of the teacher and where deemed appropriate, in the *Christmas Reports* and *Summer Reports*.

3rd Year students will sit midterm assessments in November. 6th Year students will undertake formal midterm assessment, including of practical work, in November. These exams will be based on comprehensive Junior Certificate, New Junior Cycle and Leaving Certificate course content covered to date in each subject area. 3rd and 6th *Christmas Reports* will include the results of these Exams. 3rd and 6th Year students will undertake Pre Junior and Pre Leaving Certificate Exams in February each year to prepare them for their state exams in June. These pre exams are seen as being very beneficial to the students in measuring their progress in their Junior Certificate and Leaving Certificate years. Students will gain valuable experience in time management and answering technique through sitting these exams. The results of these exams will form the basis for the Pre Junior Certificate and Pre Leaving Certificate Reports sent out in April (the timing of such reports may vary with the academic calendar from year to year). 3rd Year and 6th Year students do not sit any formal house exams at the end of May, and do not receive a Summer Report.

Transition Year students do not sit any formal state or house exams in the school. Their Christmas and Summer Reports are based on continuous assessments in the classroom as determined by their individual subject teacher. They will have formal assessments of their reflective diaries and subject portfolios biannually and on a more informal basis. As Transition Year is focused on experiential learning and personal development, the forms of assessment used may vary from the standard practices used in other years.

III. State Exams – The school will strive to ensure that all 3rd and 6th Year students participate, as directed by the State Exams Commission, in the many assessments that make up the Junior Certificate, New Junior Cycle and Leaving Certificate exams. These assessments which may include orals, course work, practical work, portfolio work amongst others, will be operated in accordance with the regulations set down by the State Examinations Commission. The same is true for L.C.V.P. and Leaving Certificate examinations.

IV. Other Assessments –

Psychometric Tests:

The following test is administered to incoming First Years students by the SEN Department:

Woodcock Johnson Battery of tests.

When the results of the tests become available appropriate action is taken in line with S.E.N. Policy. Students with numeracy and/or literacy issues are identified and applications made to the DES for resource hours where necessary. Standardised numeracy and literacy scores for each incoming First Year student are gathered from the feeder primary schools in advance of their attendance at second level. Each student's scores from primary and secondary school tests are compiled on a spread sheet by class. This information is available to each class teacher of First Years to facilitate differentiation in terms of teaching approaches. It is also used for academic monitoring purposes where the academic progress of the student is tracked during each academic year by the Year Head, Deputy Principal and Principal.

When the results of the tests become available:

- Guidance Counsellors meet with the Learning Support teachers.
- Students with particular needs are identified.
- Letters are sent to parents/guardians/guardians of students stating the extra resources that may be available for those students.
- When replies are received regarding extra help and parental permission obtained, a programme is devised by the learning support/resource teacher depending on timetable and availability of learning support staff.
- IEPs (Individual Educational Plans) re drawn up by the Learning Support/Resource/Willow Team in conjunction with parents/guardians and school management.

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

RACE: Reasonable accommodations are prepared every year for students in 3rd and 6th Year.

The following tests are administered if necessary:

- **CAT3:** Cognitive Abilities Test
- **WRAT:** Wide Range Achievement Test

Assessment and Reporting:

There are different methods whereby the results of formal and informal assessments will be reported to parents/guardians.

Student Journal: The teacher may communicate the outcome of any assessment to the parents/guardians/guardian of a student by writing a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.

Direct Contact: The teacher may decide as they see fit to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student through the Year Head.

Signature of Parent on Assessment: The teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.

Parent Teacher Meetings: There are Parent Teacher Meetings for all Year Groups throughout the academic year. At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians/guardians of individual students, that generates a accurate picture of the student's progress.

Written reports: Formal written reports are posted to the parents/guardians/guardians of students on two occasions during the academic year, depending which year group they are in 1st, 2nd, Transition Year and 5th Year parents/guardians/guardians will receive their *Christmas Report* in January, and their *Summer Report* during the Summer holidays. Parents/guardians/guardians of 3rd and 6th will also receive a *Christmas Report* in December, but will then receive another report in April with the results of their Pre Junior and Pre Leaving Certificate Exams. 3rd and 6th Year parents/guardians/guardians do not receive a *Summer Report*.

The Changing Nature of Assessment – the New Junior Cycle:

Grading at First Year/Second Year/Third Year – Junior Cycle & Junior Certificate

At present, a dual form of assessment is required at Junior level: the new descriptors for Junior Cycle and the existing Junior Certificate grades for all other subjects. This format of grading will continue to apply until 2021 when the last of the Junior Certificate examinations are terminated.

In the Junior Certificate, candidates will continue to achieve grades of A, B, C etc. to NG based on marks achieved a total of 7 grades. In class, teachers may employ a number of assessment strategies which may include a grade, percentage and/or a comment as deemed appropriate.

Assessment practices for Junior students have changed dramatically under New Junior Cycle reforms. For those subjects who are following new Junior Cycle subject specifications, the following assessment practices are in place:

- Comment only marking with descriptors is integral to assessment for the Junior Cycle.:

In First Year, students will be given a comment using the summative grade descriptors of Distinction, Higher Merit, Merit, Achieved, Partially Achieved, and Not

Graded, a total of 6 grade descriptors. These can be equated to grade points/percentages (see table)

Junior Certificate			Junior Cycle	
Level	Percentage	Grade Descriptor	Percentage	Grade Descriptor
Higher, Ordinary, Foundation/ Ard, Gnath, Bonn	≥ 85 to 100	A	≥ 90 to 100	Distinction
	≥ 70 and < 85	B	≥ 75 and < 90	Higher Merit
	≥ 55 and < 70	C	≥ 55 and < 75	Merit
	≥ 40 and < 55	D	≥ 40 and < 55	Achieved
	≥ 25 and < 40	E	≥ 20 and < 40	Partially Achieved
	≥ 10 and < 25	F	≥ 0 and < 20	Not Graded (NG)
	≥ 0 and < 10	NG		

In Second Year, a combination of assessment descriptors are used.

- ✓ Class Based Assessments (C.B.A.s), which are substantial bodies of work for which a descriptor given will appear on the student's Junior Cycle Profile of Achievement (JCPA). Classroom Based Assessments (C.B.A.s) are marked using the following descriptors: Exceptional, Above expectations, In line with expectations, and Yet to meet expectations. Please note that CBA descriptor only apply to CBA work to be submitted.
- ✓ All non C.B.A. materials and work is assessed using the summative descriptors of Distinction, Higher Merit, Merit, Achieved, Partially Achieved, and Not Graded (see table).

In Third Year, a combination of assessment practices are again used.

- ✓ Class Based Assessments (C.B.A.s), which are substantial bodies of work for which a descriptor given will appear on the student's Junior Cycle Profile of Achievement (JCPA). Classroom Based Assessments (C.B.A.s) are marked using the following descriptors: Exceptional, Above expectations, In line with expectations, and Yet to meet expectations. Please note that CBA descriptor only apply to CBA work to be submitted. Please note that the term may vary across subjects.
- ✓ All non C.B.A. materials and work is assessed using the summative descriptors of Distinction, Higher Merit, Merit, Achieved, Partially Achieved, and Not Graded (see table).
- ✓ An Assessment Task specific to each subject, worth 10%, is completed by all students in Third Year. This Task is based on C.B.A. work and is completed in school over a number of days. The A.T. is collected by the class subject teacher. Such scripts are then stored in a secure location and submitted with the student's

terminal written examination in June. This is then corrected by the State Examinations Commission and forms part of their final summative grade.

- ✓ Students sit a terminal exam which is graded by the State Examinations Commission, using summative grade descriptors of Distinction, Higher Merit, Merit, Achieved, Partially Achieved, and Not Graded.

- Both the old and the new grading systems will appear side-by-side on the Statements of Provisional Examination Results issued by the SEC and on the final Junior Certificate Profile of Achievement (JCPA) which will be generated by schools and were issued for the first time in respect of the 2017 examinations. The JCPA will include details of the final grades awarded by the SEC following the conclusion of the Junior Certificate/Cycle appeals process.

Appendix



Appendix 1: Glossary of Abbreviations

Glossary of Abbreviations

- AFL – Assessment for Learning
- AOL – Assessment of Learning
- AAL – Assessment as Learning
- DES – Department of Education and Science
- NEPS – National Educational Psychological Service
- SEN – Special Educational Needs
- SSE – School Self Evaluation

Appendix 2: Effective Question Strategies

The implementation of effective questioning strategies should:

For the teacher:

- To raise awareness of questioning amongst the teachers here in JTBCS. To encourage them to think about their own questioning and the thoughts and assumptions that underpin it; why we question, the depth of the questions asked and implications of wait time on the depth of student responses.
- To encourage teachers to recognise how to more effectively use questioning as a pedagogical strategy to advance student thinking, learning and achievement in JTBCS.
- To encourage teachers to use questioning strategies (the 5W's and one H strategy, Blooms Revised Taxonomy and de Bono's Thinking Hats) as conceptual frameworks for developing and implementing educational objectives to achieve deeper learning in their students.
- To encourage teachers to encourage their students to think about questioning and to generate their own questions.
- To promote a questioning ethos in the school and staffroom and encourage an atmosphere of reflection, open discussion and sharing of practice amongst colleagues.

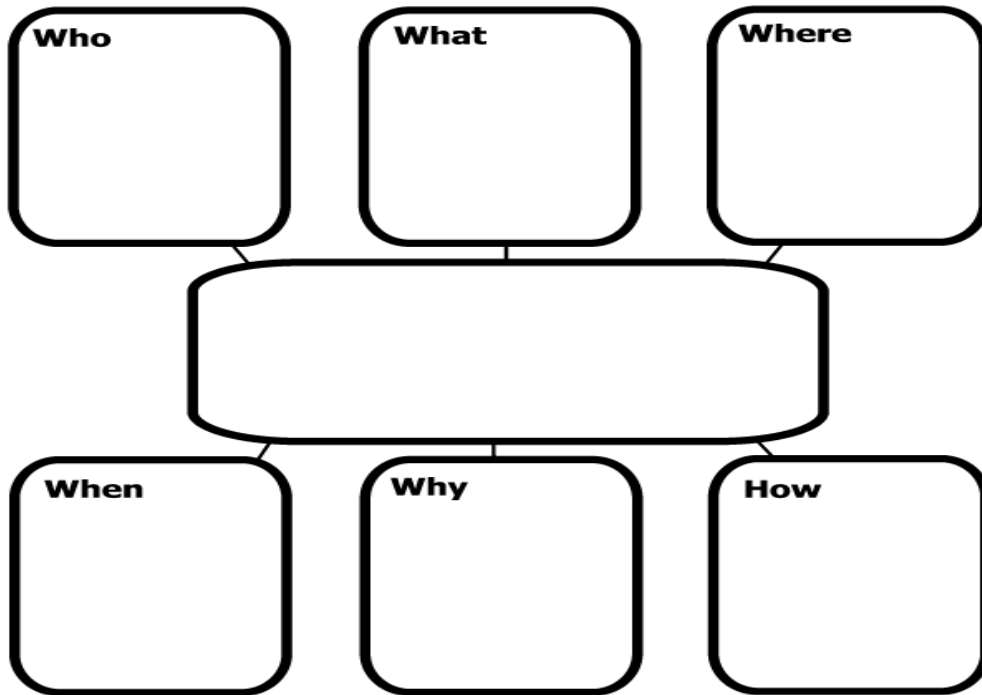
For the students:

- To explicitly raise awareness of questioning amongst the students. To encourage them to think about their own questioning, why they ask questions, the depth of the questions asked and implications of these considerations.
- To strengthen their questioning capability through the use of effective questioning strategies and to deepen their learning experience as a result.
- To encourage students to generate their own questions.
- To encourage the development of smart thinkers who understand the way they learn, who view questioning as intrinsic to this learning and who see the value of questioning in their deepening understanding.

For the school:

- To instil a questioning ethos in our school.
- To share best practice and sharing of ideas – culture of collaboration.

Examples of questioning strategies:

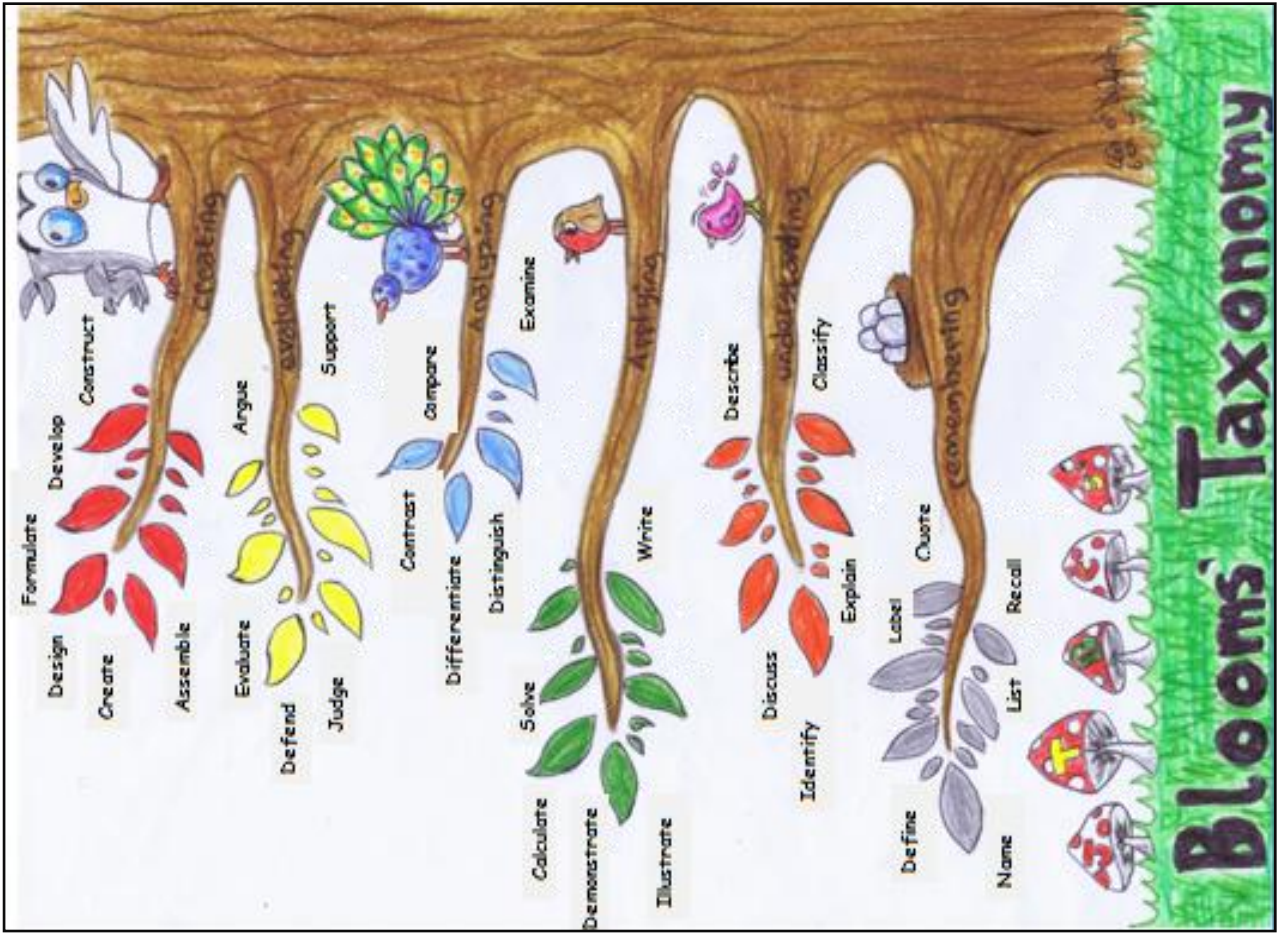


Appendix 2.1: Bloom's Revised Taxonomy




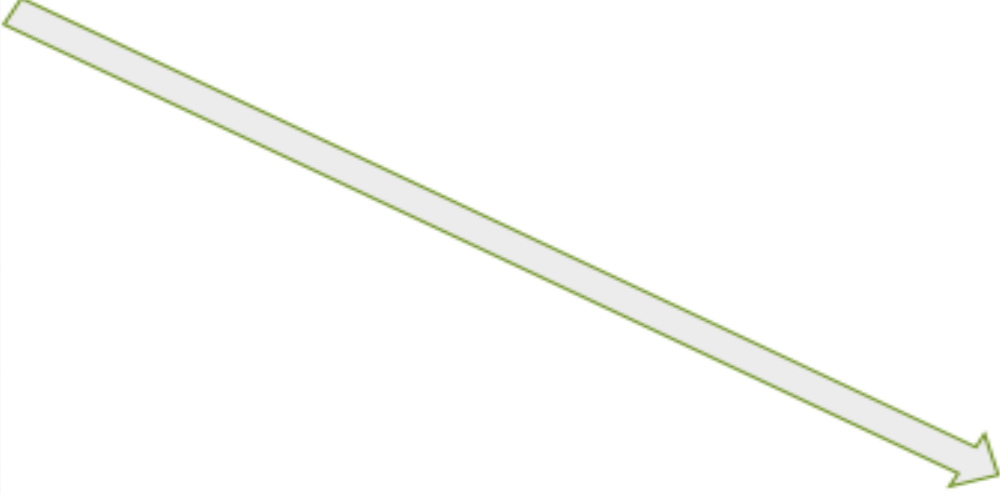
1. Remembering: can the student recall or remember the information? define, duplicate, list, memorize, recall, repeat, reproduce state
2. Understanding: can the student explain ideas or concepts?
3. Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase Applying: can the student use the information in a new way?
4. Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write. Analyzing: can the student distinguish between the different parts?
5. Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
6. Evaluating: can the student justify a stand or decision? appraise, argue, defend, judge, select, support, value, evaluate.
7. Creating: can the student create new product or point of view? assemble, construct, create, design, develop, formulate, write.

When teachers question as above, they can ascertain how students are progressing which assists in identifying the next steps in learning.



Blooms Taxonomy



	Is/ Does	Has/ Was	Can	Should	Would/ Could	Will	Might
Who							
What							
Where							
When							
Why							
How							

Appendix 3: Effective Reflection Strategies

The implementation of effective reflection strategies should:

For the teacher:

- To raise awareness of reflection amongst the teachers here in JTBCS. To encourage them to think about the provision of opportunities for reflection in their own classrooms and in the learning opportunities that arise.
- To encourage teachers to recognise how to more effectively use reflection as a pedagogical strategy to advance student thinking, learning and achievement in JTBCS.
- To encourage teachers to use reflective strategies (the reflection arrow, 3-2-1, Tweet poster, and explicit learning intentions) as conceptual frameworks for developing and implementing educational objectives to achieve deeper learning in their students.
- To encourage teachers to encourage their students to think about reflection and how reflecting on their own thinking and learning can help their own understanding, meaning-making and progression.
- To promote an atmosphere of reflection, open discussion and sharing of practice amongst colleagues.
- Teachers will become more aware of the value and function of reflection, both on what and how their students learn. They will reflect on their own beliefs regarding the value of reflection in the learning and teaching in their own classrooms, and of the opportunities that may be planned for to provide windows of reflection in the learning experiences they plan. They will also consider the implication of the wait time they allow for student responses, and the implications these have on the depth of student thinking and learning.

For the student:

- To explicitly raise awareness of reflection amongst the students. To encourage them to think about the importance and benefit of reflection in their thinking and learning and of specific strategies that may be used to guide their reflection.
- To strengthen their reflective capability through the use of effective strategies and to deepen their learning experience as a result.
- To encourage the development of smart thinkers who understand the way they learn, who view reflecting on what and how they learn as intrinsic to this learning and who see the value of it in their deepening understanding.

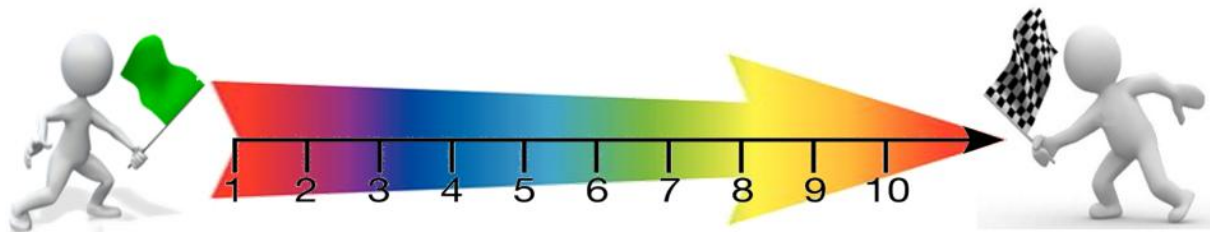
For the school:

- To instil a questioning ethos in our school.
- To share best practice and sharing of ideas – culture of collaboration.

Examples of reflection strategies:

REFLECTION

NUMBER LINE



3•2•1

3

List 3 things you remember from the lesson

2

Give 2 examples of what you have learnt

1

Write 1 question you have

Success criteria template:

Learning Intention:

Success Criteria:

I must:



I should:



I could:



Reflection:



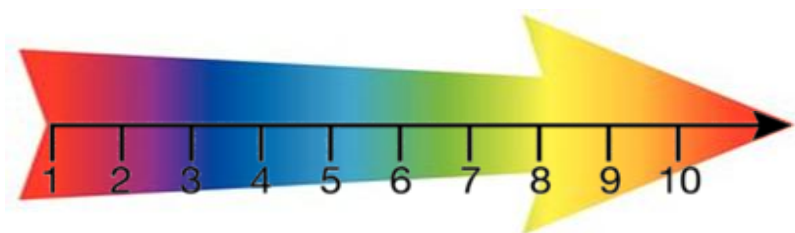
Learning Intention(s):

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Success Criteria

I Must	I Should	I Could

Reflection



Appendix 4: Formal Assessment Timetable

The following is a list of the formal assessments which occur throughout the year:

Dates and deadlines for practical elements of exams, and for tasks for L.C.A. and L.C.V.P. will be available as the year progresses.

Tests/Assessments 2018/2019		
	Tests: formal examinations in official centres Assessments: completed in class	Results entered by:
AUTUMN	Assessment <ul style="list-style-type: none"> ▪ In class assessment for First Years, Second Years, Fifth Years & TYs, 8th - 12th October 2018 	Oct 26th
	Assessment: <ul style="list-style-type: none"> ▪ Mid Term Assessment - Third Years and Sixth Years, wk commencing 12th Nov. 2018 (Project work will be assessed as part of these exams) 	Nov 30th
CHRISTMAS	Tests: <ul style="list-style-type: none"> ▪ Christmas Test for Second Years and Fifth Years, 10th - 14th December 2018. ▪ Christmas Test for First Years, TY Reflective Diary, Subjects & Portfolio Assessment, 17th - 21st December 2018. 	Jan 11th Jan 17th
SPRING	Tests: <ul style="list-style-type: none"> ▪ Pre Junior and Leaving Certificate, ending 16th February 2019 	Mar 23rd
	Assessment <ul style="list-style-type: none"> ▪ March Assessment for Second Years & Fifth Years, 11th - 15th March 2019 	Mar 29th
SUMMER	Tests: <ul style="list-style-type: none"> ▪ First Year tests, week commencing 29th April 2019 ▪ TY Subjects, Reflective Diary & Portfolio Assessment, 7th - 10th May 2019 ▪ Summer Tests for Second Yr and Fifth Year, ending Friday 31st May 2019 	May 18th May 24th June 8th
Leaving and Junior Certificate Exams 2019 beginning June 5th 2019		



Assessment Policy

Reviewed by:

- Assistant Principals
- Parent Association
- Teachers
- Student Council Members
- Presented to the Parent Association

Ratified by the B.O.M on:

Review Date: September 2019

Signed: _____ **Date:** _____

Chairperson, Board of Management

Signed: _____ **Date:** _____

Principal