



Assessment Policy 2019/20

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. The school is mindful of changes to the assessment procedure in place for state examinations, outlined by DES circulars.

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:

1 st Years	-1 hour,
2 nd Years	- 1.5 hours
5 th 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:

- **CAT4:** 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*.

Key dates appendix

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.

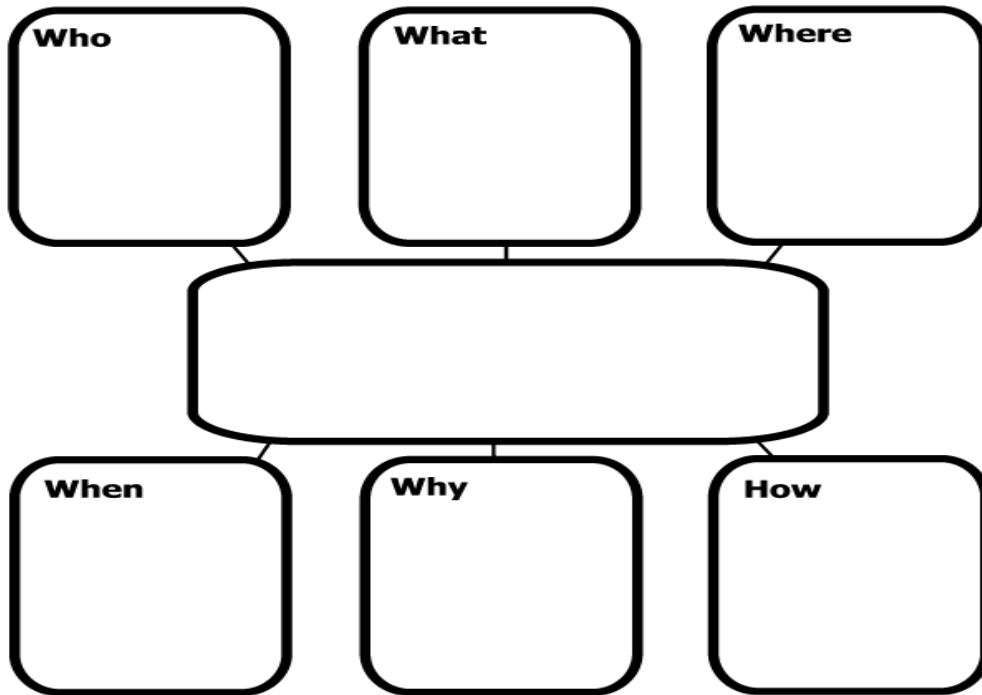
For the students:

- 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:

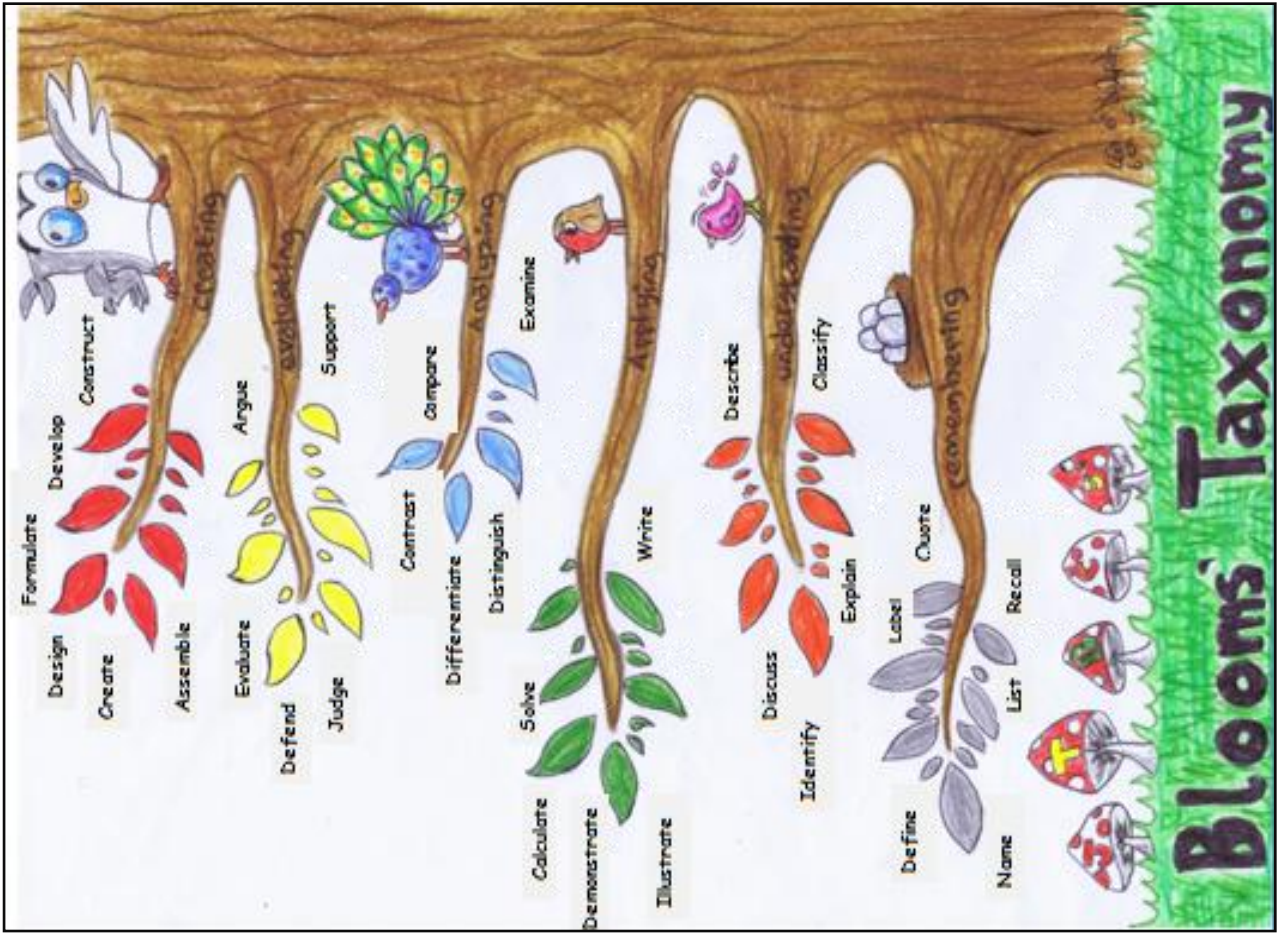


Appendix 2.1: Bloom's Revised Taxonomy




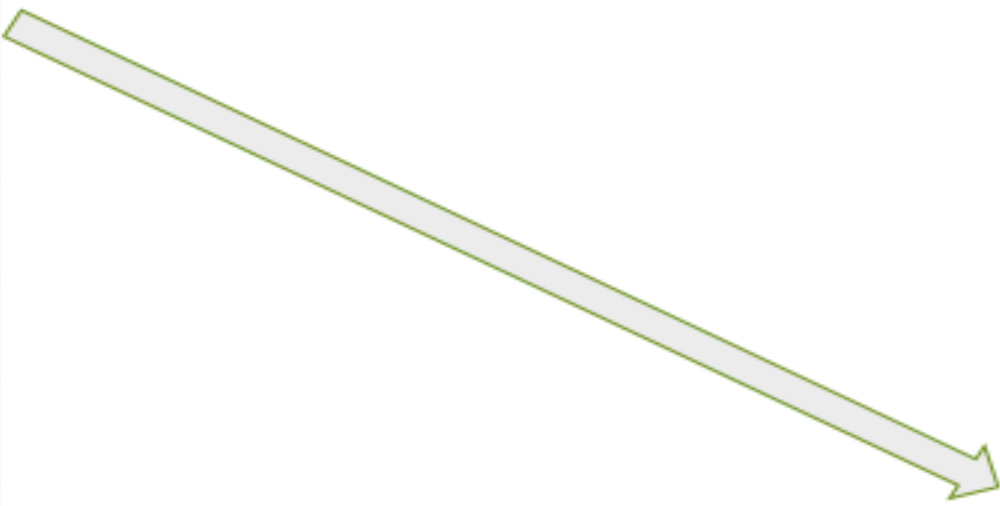
1. Remembering: can the student recall or remember the information? define, duplicate, list, memorize, recall, repeat, reproduce state
2. Understanding: can the student explain ideas or concepts?
3. Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase 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.

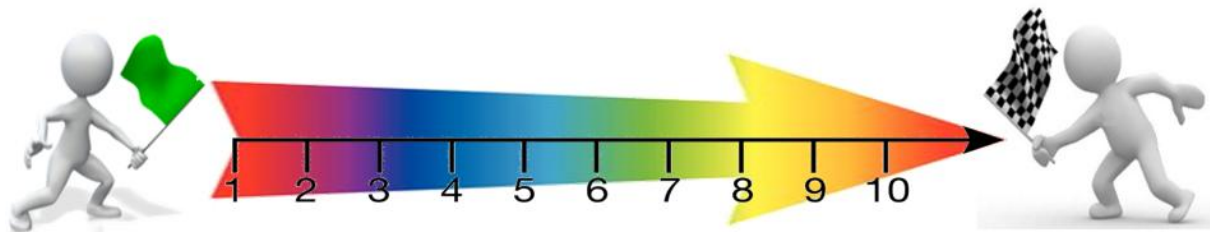
For the school:

- 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:



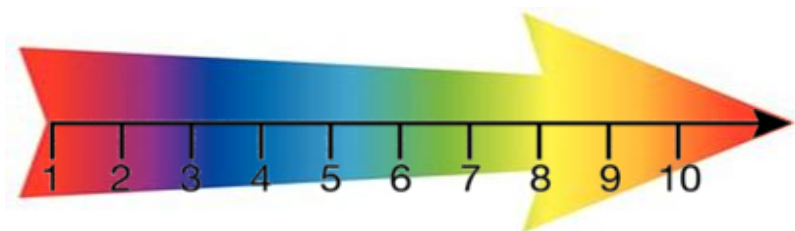
Learning Intention(s):

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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 2019/2020	
Tests: formal examinations in official centres Assessments: completed in class	
AUTUMN	<p>Assessment</p> <ul style="list-style-type: none"> ▪ In class assessment for First Years, Second Years, Fifth Years & TYs, 7th - 11th October 2019 <hr/> <p>Assessment:</p> <ul style="list-style-type: none"> ▪ Mid Term Assessment - Third Years and Sixth Years, wk comm 12th Nov 2019 (Project work will be assessed as part of these exams)
CHRISTMAS	<p>Tests:</p> <ul style="list-style-type: none"> ▪ Christmas Test for Second Years and Fifth Years, 9th – 13th December 2019. ▪ Christmas Test for First Years, TY Subject Portfolio Assessment, 16th – 20th December 2019.
SPRING	<p>Tests:</p> <ul style="list-style-type: none"> ▪ Pre Junior and Leaving Certificate, ending 14th February 2020 <hr/> <p>Assessment</p> <ul style="list-style-type: none"> ▪ March Assessment for Second Years & Fifth Years, 9th – 13th March 2020
SUMMER	<p>Tests:</p> <ul style="list-style-type: none"> ▪ First Year tests, week commencing 27th April 2020 ▪ TY Subjects, Reflective Diary & Portfolio Assessment, 6th – 8th May 2020 ▪ Summer Tests for Second Yr and Fifth Year, ending Friday 29th May 2020
Leaving and Junior Certificate Exams 2020 beginning June 3rd	

Overview of Assessment in Junior Cycle/Certificate

Please note the below dates are subject to change due to changes in the school calendar and booklet availability.

2nd Year

Subject	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May				
English		October Assess. Oral	Halloween Midterm 28 th Oct. – 1 st Nov.	In class - written	Christmas Holidays 23 rd Dec. – 3 rd Jan.			In class - written	6 th -17 th April	CBA 1: Oral Communication (Pres.) 20 th April – 8 th May Preparing and presenting (videod) Presenting 4 th -8 th Must be in class	Result from CBA1		
Irish		October Assess.		Christmas Exam				17 th - 21 st Feb.		March Assess.		Summer Exam	
Maths		October Assess.		Christmas Exam								CBA 1: Research & report 27 th Apr – 15 th May	Summer Exam & Result from CBA1
Business		October Assess.		Christmas Exam				CBA 1: Business In Action 13 th Jan – 7 th Feb, 4 weeks Group research project		Result from CBA1			Summer Exam
Science		October Assess.		Christmas Exam							CBA 1: Extended Experimental Investigation (EEI), 2 nd -20 th March, Research – experiment (must be in class 9 th -13 th) –report (No assess.)		Summer written & Result CBA1
Visual Art		October Assess.		Christmas Exam				CBA 1: Process to Realisation, 6 th Jan – 15 th May Research and developmental work/piece – in class, Theme released January Assessment – Ongoing result from CBA1 (Sketchbook)				Result from CBA1	
M.F. Languages		October Assess.		Christmas Exam						March Assess.		CBA 1: Oral communication 27 th Apr – 15 th May; Preparing and presenting (audio/oral)	Summer Exam & Result CBA1
Home Economics		October Assess.		Christmas Exam				CBA 1: Create textile piece & written account 8-10 wks – 20 th Jan – 3 rd April, No March assessment				Summer Exam & Result CBA1	
History		October Assess.		Christmas Exam				CBA 1: Research & display, 3 rd Feb – 28 th (incl. m/t)			Result from CBA1 - written		Summer Exam
Geography				Christmas Exam				CBA 1: Media event study - report 10 th Feb – 6 th March		Spring Midterm	Result from CBA1 - written		Summer Exam
Music		October Assess.	Christmas Exam – mock CBA				March Assess.		Easter Holidays	CBA 1: Compose & present 4 th – 22 nd May	Result from CBA1 - written		
Technical Subjects		October Assess.	Christmas Exams				March Assess.				Summer Exam		

3rd Year

Subject	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
English			CBA 2: Collection of Texts – in class, basis of assessment task (from Year 2/3) – November assessment part of CBA Collection written	AT 2 nd – 6 th Dec.		Possible Pre CBA 2 Result Entry				State Exam	
Irish		28 th Oct. – 1 st Nov	CBA 1: 4 th – 22 nd Nov., collection of work/Lang. portfolio No Nov. Ass. Comment to be entered			Pre Exam & CBA 1 Result Entry	CBA 2: Oral Pres. 24 th Feb – 13 th Mar., Prep. & present (recorded), Presenting 9 th -13 th Must be in class	AT 16-20 th Mar		State Exam	
Maths			Nov. Assess.			Pre Exam					
Business			No Nov. Asses. - Comment to be entered	CBA 2: Presentation Nov 18 th – Dec 13 th Recorded Oral Pres.	AT 16-20 th Dec.	Pre Exam & CBA 2 Result Entry				State Exam	
Science			Nov. Assess.		CBA 2: Science & Society Invest. SSI Research & Report, 16 th Dec – 17 th Jan	AT 20-24 th Jan.	Pre Exam & CBA 2 Result Entry			State Exam	
Visual Art		CBA 2 (Phase 1) 9 th Sept. – Nov 29 th Communicate & Reflect: Research, experiment & develop – Nov. Assess. - Sketchbook					CBA 2 Result Entry		State Exam Practical – Date TBC		
M.F. Languages		Halloween Midterm.	CBA 2: Collection of Texts – in class, basis of assessment task Nov. Assess.	AT 2 nd – 6 th Dec.		Pre Exam & CBA 2 Result Entry				State Exam	
Home Economics			Nov. Assess.				Pre Exam	Completion of Project Work Pre Practical – Date TBC		State Exam Practical – Date TBC	State Exam
History			Nov. Assess.				Pre Exam				State Exam
Geography			Nov. Assess.				Pre Exam				State Exam
Music			Nov. Assess.				Pre Exam	Pre Practical – Date TBC		State Exam Practical – Date TBC	State Exam
Technical Subjects			No Nov. Assess. – Comment to be entered Technical Graphics Nov. Assess. only				Pre Exam	Completion of Project Work Submission Dates TBC		State Exam Prac. (Metal)	State Exam

Appendix 5: SEC Information about Assessment Tasks Booklets

The dates as set out by the National Council for Curriculum and Assessment (NCCA) for the completion of the Assessment Task (AT). Booklets are outlined below:

English, Science, Business Studies, French, German, Spanish	
Earliest date for commencement of Assessment Task (AT)	6th January 2020
Latest date for completion of Assessment Task (AT)	23rd March 2020
Latest date for receipt of ATs and Form AT1s in SEC.	30th March 2020
Guidelines for completion of AT Booklets	Circular S96/19

Irish and Italian	
Earliest date for commencement of Assessment Task (AT)	6th January 2020
Latest date for completion of Assessment Task (AT)	23rd March 2020
Latest date for receipt of Form AT1s only in SEC.	30th March 2020
Guidelines for completion of AT Booklets	Circular S96/19
<p>ATs for Irish and Italian only to be retained securely in school until the day of the written examination in June 2020. On this day, these ATs should be handed to the Main Superintendent of each respective JC examination centre(s) where it will be associated with the written paper.</p>	

For further information on the arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2019/20, please refer to Department of Education and Skills' Circular Letter 0055/2019 and S96/19.

The Assessment Task Booklet

The State Examinations Commission (SEC) will post the Assessment Task completion booklets to schools on the following dates.

- English and Science AT Booklets will arrive in schools on or before the 19th December 2019.
- Business Studies, French, German, Spanish and Italian AT Booklets will arrive in schools in time for the process to commence on the 6th January 2020.
- Irish AT Booklets will arrive in schools in late January 2020 following publication of the stimulus material by the NCCA.

For information purposes, a specimen of the booklet for English is available at <https://www.examinations.ie/?l=en&mc=ex&sc=at>. The task itself should only be completed using the official booklet.

Guidelines for completing the Assessment Task booklets

See Sec Circular S96/19 for guidelines in completing the Assessment Tasks.

Completed Assessment Task booklets should be retained securely in the schools until the date of the written examinations in June (in the case of JC Irish & Italian) or until they are submitted to the SEC between the 23rd-30th March 2020 (in the case of all other subjects) .

Resources, Stimulus Material and instructions can be found on the NCCA's website: www.curriculumonline.ie/. No Source Materials should be submitted with the Assessment Task Booklet. All answers should be contained in the Assessment Task Booklet – No additional pages should be submitted.

e-Versions of booklets can be requested by the school as deemed appropriate and as stipulated by the SEC.

Appendix 6: Storage/recording of student work for Junior Cycle Framework.

Please be advised that the below procedures are subject to change.

- ✓ Any student work that forms a percentage grade of their terminal result, e.g. the assessment task in English, must be kept by the subject department.
- ✓ All such assessment tasks are to be stored in a filing cabinet in Ita's office until the day of the terminal exam in June.
- ✓ In relation to descriptor modules e.g. for CBA/EEIs, especially those that teachers have been directed to return to the students, the school must keep a sample of these i.e. four per teacher with one from each descriptor level (perhaps the samples that you have chosen for the SLAR meeting). These samples/photocopies of samples are to be collected by the department head and stored in a filing cabinet in I. Browne's office.
- ✓ If a recording takes place, please ensure that the same exam conditions are put in place for each student. Therefore, all students should be recorded. This may differ from suggestions given by input given to subject areas. However, JTBCS has decided that within the school, all students should have identical experiences. This is in the interest of fairness. If you have any difficulty in this regard, please discuss with the Junior Cycle Coordinator and the Subject Department Head.
- ✓ All digital recordings are to be stored on an external hard-drive for each department that will be stored in the filing cabinet in I. Browne's office. No recordings should be stored on a device, especially a personal device of a teacher.
- ✓ All of these recordings are to be backed up on secondary hard drive stored in the filing cabinet in I. Browne's office.
- ✓ Individual teachers may store the CBAs themselves but the school must again retain the samples from each descriptor level (These maybe the samples that were chosen for the SLAR meetings)
- ✓ JTBCS has decided to save such materials until the student has left the school i.e. 3 years. If there are any further directions from the JCT or from your specific subject areas, please inform the JC Coordinator Liz Leahy. This may change due to Data Protection procedures and retention periods.
- ✓ Once the appropriate documentation has been completed (AT1 Forms with teacher signed Approval Forms, counter signed by the Principal), all Assessment Task booklets are submitted to the State Examination Secretary Ms. Berkery who will store all booklets in a secure locked location until they are returned to the SEC between the 23rd and 30th of March. A copy of the AT1 form is retained by the school for our records. An exception report is completed for any student who may not have completed their Assessment Task.



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 2020

Signed: _____ **Date:** _____

Chairperson, Board of Management

Signed: _____ **Date:** _____

Principal