



**St Gerald's DLS College
Policy on Assessment**

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1.0: Introduction by the Board of Management

This policy was devised in consultation with all the teaching staff in our school. It was submitted to the Board of Management. It is being reviewed as part of the School Development Planning Process.

In devising this policy, we have given great consideration to the democratic and child centered principles of this school. The establishment of a sound learning environment at school and classroom level is critical to effective learning and teaching.

2.0: School Ethos

“St Gerald’s College, is a Lasallian Centre and the mission of the school is to give a human and Christian education to the young, with special concern for the disadvantaged”.

3.0: What is assessment?

In St. Gerald’s College, *assessment for, as and of learning*¹ refers to the ongoing activities in which teachers, and students are engaged, which provide information to be reflected on and used as feedback to modify and enhance the processes and outcomes of learning.

4.0: Why do we assess?

Assessment is necessary to optimise good teaching practices and learning experiences:

- It enables teachers to gather information about student learning and to use that information to improve the way that they learn
- To allow the teacher to adapt his/her teaching strategies and/or learning activities as appropriate
- To establish baseline data in relation to student attainments in all subjects
- 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 provide parents and students with information regarding the students’ progress
- Assessment information is analysed and used to inform the school improvement plan and to revise and update whole-school improvement targets.

¹ See Appendix I



- The teachers' plans for assessment are in keeping with:
 - Curriculum and NCCA guidelines
 - Requirements for the State Examinations
 - School Self Evaluation Guidelines
 - The whole school approach as outlined in the school's Literacy & Numeracy strategy and action plan in keeping with *Literacy & Numeracy for Learning and Life*
 - New Junior Certificate Reforms

5.0: When/ How do we assess?

5.1: Formative Assessment: Assessment for/as learning

- As part of the learning process, formative assessment is on-going and continuous and is used as an aid to future progress
- Teachers share the learning intention and criteria for success with the student at the beginning of class.
- Students are involved in the assessment of their work and progress through self-assessment and peer assessment.
- Homework is set regularly and teachers comment on the merits of the work and make suggestions for improvement.
- Students are provided with constructive feedback on their learning and learning and teaching are amended in the light of feedback.
- Assessment may be differentiated to suit the needs and abilities of the individual.

5.1: Summative Assessment: Assessment of learning

Summative assessment aims to provide a summary of the achievements of the learner.

- All classes have regular assessments. Teachers may assess students more frequently (at the end of a topic/ chapter for example).
- In- house formal examinations take place in December and May for First, Second, Fourth (Transition Year) and Fifth Years.
- Standardised tests are used where at all possible.
- Third Years and Leaving Certs sit formal examinations in November, Mock examinations in February/March and State Examinations in June.



- The mode of assessment may include: written examinations, practical assessment, oral/aural work.
- Transition Year assessment includes a portfolio of the student's work and achievements during the year.

6.0: Standardised Testing

- Incoming First Years sit a Transition Assessment in May/September consisting of a standardised verbal, non-verbal and numerical test and spatial test. At this time of transition, assessment data are sought from the primary school teachers. These findings enable the school to identify students with particular learning needs.
- Applications for additional resources are made to the SENO and a programme is set in place co-ordinated by the Special Ed team in conjunction with subject teachers.
- Ongoing standardised testing is administered as deemed necessary and in keeping with the school's Action Plan for Literacy and Numeracy.
- Differential Aptitude Tests (DATS) are administered to all Fifth Year students.

7.0: How do we record and report?

- Oral and written feedback is given to the student in class.
- Teacher records student progress in the Teacher Journal.
- The Student Journal is used to share feedback with parents.
- Oral and written feedback is shared with parents at Parent-Teacher Meetings.
- Results of summative assessments are recorded twice a year on the school VShare system and parents receive detailed written reports in January and June.
- Assessment outcomes are systematically analysed by individual teachers and by departments and used to inform subsequent learning experiences for students. Exemplars of work are shared in departmental meetings to help standardise assessment.

8.0: Who is involved in assessment?

- Students – Self-assessment and peer assessment
- Subject teacher ²

² See Appendix II



- SEN teacher – administration of standardised tests and co-ordination of learning support & SEN
- Guidance Counsellor – administration of DATS tests and analysis of State Examination results.
- Year Head -
- Principal/Deputy Principal-
- Parents
- Board of Management

Signed: Brendan Forde

Brendan Forde

Chairperson of BoM

Signed: Daniel Hyland

Daniel Hyland

Secretary of BoM

Date of next review: _____



Appendix I Key strategies that underpin assessment

<i>For</i> learning Formative	<i>As</i> learning Formative	<i>Of</i> learning Summative
Diagnostic, <i>On-going</i> for the purposes of greater learning achievement	Actively involves students <i>during learning</i>	Summative and provides evidence of achievement for reporting <i>after learning</i>
<ul style="list-style-type: none"> • making teacher assessment, student self-assessment, and/or student peer assessment key components of learning • sharing learning intentions and success criteria with pupils • teachers adjust their plans and differentiate instruction in response to formative assessment • discussion and questioning to find out where pupils are at in their learning • agreeing clear objectives with students and providing feedback that helps them to achieve their goals 	<ul style="list-style-type: none"> • enabling students to become adaptable, flexible and independent in their learning and their decision making • self-assessment and the development of self-assessment skills • peer-assessment and the development of peer-assessment skills • providing each student with ideas for adjusting, rethinking and articulating his learning. • provide exemplars and models of good practice and quality of work that reflect curriculum outcomes • have each student focus on the task and his learning (not on getting the right answer) 	<ul style="list-style-type: none"> • teacher assessment to record the achievements of the learner • developing processes that enables students to demonstrate their competence and skills • accuracy, consistency and fairness of judgements based on common assessments • to be used to decide the next step in a student's learning based on prescribed learning outcomes or comparing student achievement to that of others • information on student performance can be shared with parents/guardians, staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to standards and to determine level for State examinations • used for grading and Report Cards



Appendix II Template for Assessment Section of Department Plan

Department:	
When we assess?	
How we assess? <ol style="list-style-type: none"> 1. <i>Formative Assessment</i> (Assessment for learning) 2. <i>Assessment as Learning</i> <ul style="list-style-type: none"> • Self-Assessment • Peer Assessment 3. <i>Summative Assessment</i> (Assessment of Learning) 	
How we report?	
What do we do with the data individually and in Departments?	