



Lucan Community College Assessment and Reporting Policy

Last Updated:

Date Approved by the BOM:

Signed: _____
(Chairperson)

Assessment and Reporting Procedures

1.1 Rationale

Section 22 of the Education Act, 1998, states that the principal and teachers in a school shall

- encourage and foster learning in students
- regularly evaluate students and periodically report the results of the evaluation to the students and their parent/guardians

In Lucan Community College we endeavour to meet the needs of all by “identifying, expressing and realising personal skills, talents, interests and values as well as encouraging students to achieve the highest possible results in public and other examinations.” (School Mission and Aims). Values/ETBI Ethos

A clear assessment and reporting procedure supports this aim.

1.2 Scope

This document outlines the current assessment and reporting procedures in Lucan Community College. It includes the pre-induction assessment of incoming first year students, the formal and informal assessment of students in each year group and the formal and informal feedback provided to parent/guardians and students.

1.3 Types of Assessment

Assessment takes place on an ongoing basis in every classroom during every school day and this document cannot describe in detail the many ways that a teacher and student engages in this process. Appendix 3¹ outlines some of the more coordinated assessment processes that take place throughout the school year.

1.4 Pre-induction Assessment

Students offered a place in the school are brought in for assessment in early February. The details of the assessment process are described in Appendix 4.² The purpose of the assessment is to create a range of results to show students attainment regarding numerical ability and verbal reasoning, and Gaeilge, except where the student has an exemption from the study of Gaeilge. These results along with information received from parent/guardians and primary teachers are used to place students in mixed ability class groupings, with additional support available where needed.

1.5 Informal Assessment

Informal assessment involves observing and interacting with the students during the lesson and providing opportunities for the teacher and student to evaluate progress. This takes place on an ongoing basis in the classroom and may involve recording progress in the student’s journal (for example a behaviour note, test result, homework note), in the teacher’s journal or on the online student information management system.

1.6 Formal Assessment

Appendix 1³ outlines the school calendar of formal assessment and reporting undertaken by the school. The coordination of all formal exams that take place in the hall or gym is a special duties post. Duties of the post-holder are described in detail elsewhere but include:

- creating a timetable of exams (times, classes, venues).
- creating a timetable of supervision for exams.
- organising centres for students who are granted Reasonable Accommodation in Certificate Examinations (R.A.C.E.)
- ensuring the necessary stationary is available for exams.
- organising a process for the collection of examination papers.
- organising the ordering of and the process for correction mock examination papers.

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³ Page 5

- assisting in the smooth running of the examination.
- liaising with the Pastoral Care Team regarding students who may be fasting during examination periods.

1.7 Summative and Formative Assessment

While the value of both forms of assessment is recognised, each has its own strengths and challenges. Appendix 3 outlines some further approaches to assessment utilised in the school, including assessment for learning strategies.

Summative Assessment: Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.⁴

Formative Assessment: Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.⁵

Examples of Formative Assessments used include:

- Student presentations: examples include poster presentations, oral presentations, project presentations.
- The use of learning outcomes and success criteria
- Technology: Teachers and students engage with blended learning via online learning platforms including Microsoft 365. This has enhanced opportunities for formative assessment through use of forms, surveys, quizzes etc.
- Peer- and self-assessment are utilised to tap into the valuable feedback from peers and judgements on one's own performance. The development and usage of rubrics, through Microsoft 365 Assignments feature, are being trialled by subject departments, to enhance student self-assessment.
- Other assessment for learning strategies. For example:
 - Traffic Lights, where the use of green, orange and red cards enable students to show their understanding of some aspect of the teaching and learning to the teacher.
 - Think/Pair/Share
 - Exit Tickets
 - Mini whiteboards
 - Placemats.

1.8 State Examinations

Lucan Community College offer students the Junior Cycle(JC), Leaving Certificate (LC), Leaving Certificate Applied (LCA) and Leaving Certificate Vocational Programme (LCVP). Each programme is examined by the State Examinations Commission⁶ Depending on the programme and subject, students are assessed by means of:

- terminal written examination
- Classroom Based Assessments (CBA's)⁷ and Assessment Tasks (ATs)⁸ in Junior Cycle
- completed written project
- oral language examination
- interview on completed task (LCA)
- continuous assessment by teacher (LCA assignments)

⁴ <https://ncca.ie/en/junior-cycle/assessment-and-reporting/glossary/>

⁵ Ibid

⁶ <https://www.examinations.ie/>

⁷ Classroom-Based Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal examination. Classroom-Based Assessments, facilitated by the classroom teacher, are undertaken by students in a defined time period, within class contact time and to a national timetable

⁸ The Assessment Task is a written task completed by students during class time, and is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes of the second Classroom-Based Assessment.

- completed practical project
- practical examination (e.g. Music, Home Economics, Art, Engineering etc.)

Leaving Certificate oral language examinations are usually held in March/April. Practical examinations are held between March and May. Full details of the relevant dates for each year are available at <https://www.examinations.ie/>. Results for all Leaving Certificate, Leaving Certificate Applied and Leaving Certificate Vocational Programme candidates are issued in August and for Junior Cycle candidates in September.

To assist students in their preparation for the State Examinations students are given Mock written, oral and practical examinations. See details in Appendix 1.

1.9 Reporting

In building a process of effective reporting, Lucan Community College aims to ensure that the students' learning and achievement are clear to all and that parents/guardians are actively engaged in the student's learning on an ongoing basis and of their student's care needs. This can be best achieved by providing clear feedback on a student's learning. When this occurs, it creates an opportunity for discussion and engagement between the student, parents/guardians and teacher on the next steps required to support and improve learning. Staff are engaged in consultation on the reporting deadlines.

1.10 Reporting to students

A considerable amount of the school's reporting to students happens through the normal subject-by-subject monitoring and assessment of class-work and homework. Typically, this kind of feedback to students tends to be:

- Oral: where the teacher responds to the questions or answers of students, or where the teacher responds to classroom or homework assignments, or where the teacher draws attention to the quality of student involvement in classwork. Focused oral formative feedback can make a powerful impact on the learner.
- Marks or grading: where the teacher offers measurement of student achievement in tests or homework assignments. While reliance on marks or grades does little to improve learning, such records can provide an accurate measurement of achievement.
- Written comment: where the teacher offers formative feedback on student assignments. It is recognised that the quality of the feedback given to students is more significant than the frequency of reporting.

1.11 Reporting to parents/guardians

Reporting to parents/guardians on the progress of students is a crucial part of the relationship between school and parents/guardians. The value of regular discussions, both formal and informal, between parents and teachers cannot be overemphasised. Lucan Community College reports to and encourages feedback from parents/guardians in the following ways:

- The issuing of formal reports after the first and third term for most year groups, and additional online formal reports at other times, where deemed appropriate (see Appendix 1 for current timetable for issuing formal reports). Teachers enter a mark, grade and comment for each student in their class. Where a student is absent for a formal assessment, the teacher will base the assigned grade or comment on the student's prior work. Specific report templates are designed for students of Leaving Certificate Applied and Transition Year due to the different structures involved in these courses.
- The school uses a school management system to report online to parents/guardians. There is a section in the Student Journal for the parent/guardian to acknowledge and comment on the school report.
- Parents/Guardians of Leaving Certificate Applied students receive a certificate stating their cumulative results to date at the end of each of the four sessions.
- Oral and/or written feedback is provided at a once yearly parent/guardian-teacher meeting for all years, except Transition Year. These meetings provide an opportunity to nominate areas that need specific attention and to indicate what needs to be done by teacher, parent/guardians and students to improve student performance.

Guidelines for Communication at Parent/Guardian -Teacher meetings are available for assisting both parents and teachers.

- The TY achievement night and 6th Year graduation night celebrate the achievements of the students. All students receive a folder of certificates, and students who have excelled in certain academic and other fields receive awards.
- Communication with parent/guardian on matters to do with academic progress.
- Teachers make themselves available to parents/guardians who wish to make an appointment through the office, to discuss a student's progress.
- We encourage input from parents/guardians on appropriate policy/procedural issues (e.g. homework, parent/guardian-teacher meetings) through the medium of the Parents' Association or appropriate channels.

Guidelines for reviewing the structure of our report template are included in Appendix 2.

Appendix 1: Timetable for Formal Assessment and Issuing of Formal Reports to Parent/Guardian

Calendar	Year/Programme groups assessment	Type of exam	Reports issued	Rationale
October	5 th Year Midterm Assessment	Class based tests or continuous assessment.	November	To encourage students to return to good habits of examination preparation after the broad learning experiences undertaken in Transition Year. No class tutor comment on this report.
November	3 rd and 6 th Year Christmas Assessment	Class based tests or continuous assessment.	December	To give students a benchmark for how well they are preparing for the State exams in June.
December	1 st , 2 nd , 5 th Year Christmas Assessment	Class based exams for 1 st Year (timetable to ensure good spread over the examination period) Formal exams in hall/gym ⁹ for 2 nd and 5 th Year	January	Formal assessment on learning in 1st term. Provide summative assessment in exam subjects and formative comment. Additional formative comment from class tutor on student progress in all subjects.
	Mid-Year Transition Year Assessment	Class based exams in English, Irish, Maths, MFL Remaining subjects are project based assessments.		Reports include knowledge, skills and attitude headings to provide a summary of students' achievement and progress in the various classes and subjects.
January/February	End of Module (1/3) for Leaving Certificate Applied students (5 th / 6 th)	Assignments and tasks have been completed in the half year preceding the end of module.	February. Report includes comment and statement of completion or non-completion of relevant tasks and assignments as well as overall comment from tutor. DES Certificate showing cumulative results.	To give students a statement of their progress in attaining credits and support student engagement.

⁹ Ibid

Calendar	Year/Programme groups assessment	Type of exam	Reports issued	Rationale
January/February	Mock Practical Examinations 3 rd and 6 th Years	Practical in workshops.	March/April – usually 3 weeks after completion of exams.	To give students a benchmark for how well they are preparing for the State exams in June and to provide practice of State Examination conditions.
January/February	Mock Examinations (externally corrected)	Formal exams in hall/gym ¹⁰	As part of overall Mock results.	To give students a benchmark for how well they are preparing for the State exams in June and to provide practice of State Examination conditions.
January/February	Mock Language Oral Examinations for 6th years	Language teachers give all 6th years a mock oral examination.	As part of overall Mock results.	To better prepare the students for their State Oral examination and to provide practice of State Examination conditions.
February	Pre-induction assessments for incoming 1 st Years	Paper based or online Interviews with parent/guardians to gather and give information.	Information regarding subject options, class placement and book list is provided during June	Allows for the placing of students into mixed ability class groupings and to offer each student the supports they need during their time in our school.
March/April	Oral Language State Exams for 6 th Years	Students are examined on a range of general topics, and prescribed material in Gaeilge and German, for up to 15mins. ¹¹	August -State Examinations Commission issue results.	Part of the State Examinations process to assess student oral language proficiency.
April/May	Practical State Exams for JC and LC	Practical application of subject.	August (LC) / September (JC) -State Examinations Commission issue results.	Part of the State Examinations process to assess student practical application proficiency.
May	End of year TY Assessment	Class based exams or continuous assessment; Interview on portfolio of learning compiled by students.	Reports include knowledge, skills and attitude headings. Students also receive a folder on TY achievement night including certificates of achievement.	To provide a summary of students' achievement and progress in academic work, work experience, and the broad spectrum of educational experiences offered during Transition Year.

¹⁰ Subject to Public Health Advice

¹¹ Curricular and non-curricular languages, where applicable, may be examined during this period. LC students can nominate non-curricular languages for oral examination through the Leaving Certificate Candidate Self Service Portal (CSSP) e.g. Russian, Polish, Japanese, Spanish, Lithuanian, Italian and Mandarin Chinese.

Calendar	Year/Programme groups assessment	Type of exam	Reports issued	Rationale
May/June	End of Module (2 / 4) for Leaving Certificate Applied students (5 th / 6 th)	Assignments and tasks have been completed in the half year preceding the end of module.	May/June. Report includes comment and statement of completion or non-completion of relevant tasks and assignments as well as overall comment from tutor. DES Certificate showing cumulative results.	To give students a statement of their progress in attaining credits.
May	1 st , 2 nd and 5 th Year Summer Assessment	Class based exams for 1 st Year (timetable to ensure good spread over the examination period) Formal exams in hall/gym ¹² for 2 nd and 5 th Year. 2 nd Year students complete CBAs /Exam /Both. ¹³	June	Formal assessment on learning in 1st term. Provide summative assessment in exam subjects and formative comment. Additional formative comment from class tutor on student progress in all subjects.
	End of Year Transition Year Assessment	Interview Journal Compilation Portfolio of Project Work Class based exams or continuous assessment.		To provide a summative assessment on overall contribution, attendance/punctuality, work experience, voluntary /community work, progress in academic work and the broad spectrum of educational experiences offered during Transition Year.
June	3 rd and 6 th Years	State aural and written examinations. Details on http://www.examinations.ie	Leaving Cert – August Junior Cycle - September	To provide certification for students who have completed the Junior Cycle or Leaving Cert (including LCVP, LCA) programmes.

¹² Ibid

¹³ Subject departments decide reporting content (CBA/Exam/Both), in relation to dates in 2nd Year CBA calendar e.g. MFL CBA in May – report on CBA only / Gaeilge – no CBA until 3rd Year – report on exam only.

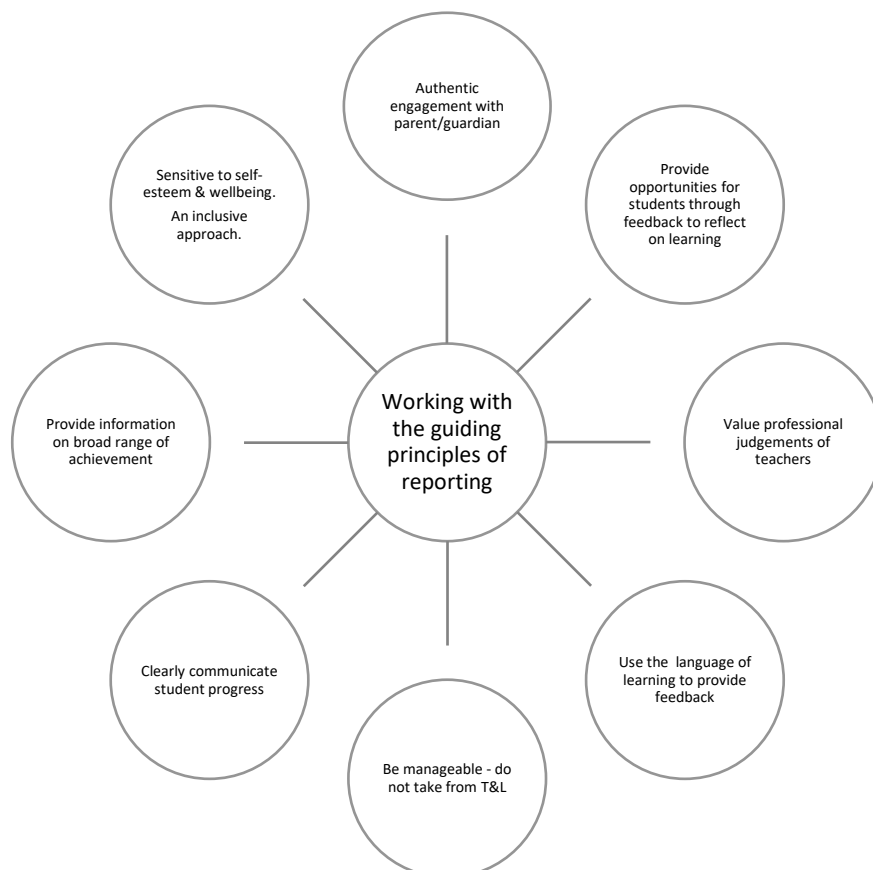
Appendix 2: Reviewing our Report Structure

In an effort to make the report structure meaningful for parent/guardians, students and teachers alike, the following points (will be considered when reviewing our Report Structure.

- Reports are positive in tone, recognising students' strengths and interests.
- Reports use a wide variety of styles and content - commenting on attitudes, values, skills and knowledge. They use the language of learning to provide effective feedback.
- Reports use plain language, so that they are easily understood.
- Reports include explanations of symbols or grading codes.
- Reports include explanation of assessment methods.
- Reports contain descriptive statements of student achievement -
- Reports clearly communicate students' progress in learning and provide information on a broad range of achievement
- Reports are sensitive to the self-esteem and general wellbeing of students, and take an inclusive approach.¹⁴

We aim, through engagement with appropriate CPD and resources e.g. Junior Cycle Training, to:

- involve parents/guardians and students more extensively in the reporting process. Section available in student journal for reflection by stakeholders.
- provide increased opportunities for students through feedback to reflect on their learning.
- improve alignment of changes in reporting practices to changes in assessment practices.
- develop time-efficient and manageable reporting arrangements that not only provide information to parents/guardians, but also motivate students.¹⁵



¹⁴ NCCA Reporting Guidelines (March 2018) available [here](#)

¹⁵ NCCA Review of reporting in Irish Post Primary Schools (2015) available [here](#)

Appendix 3: Approaches to Assessment

Assessment is an integral part of teaching and learning and, as such, it is used to support and improve learning by helping learners and teachers to identify next steps in their learning. In this sense, the most valuable assessment takes place at the site of learning, where learners receive support and guidance.

Learning is best supported in the classroom context, when clear goals are established between teacher and learner, and when images of successful learning can be shared by reference to those goals. The process of providing effective feedback to learners is supported through the statements of learning outcomes in syllabus documents at both Junior and Senior Cycle.

This appendix outlines a variety of approaches to assessment and the professional learning communities in Lucan Community College, who work collaboratively to explore and develop assessment techniques. Different strategies are appropriate for different situations and the teacher will choose methods that best suit their subject and their learning outcomes for the lesson.

In Lucan Community College we recognise the value of the following aspects of assessment.

- Learning intentions and success criteria
- Effective questioning
- Assessment for Learning (AFL)
- Students reflecting on their learning
- Learning outcomes¹⁶

We actively promote and facilitate 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.

Our assessment practices are influenced by our engagement with professional learning communities, which support our SSE focus¹⁷ of active student engagement. Some of the professional learning communities¹⁸ operating in Lucan Community College include:

Active Learning in STEM: active learning process allows students a way to discover concepts on their own and to build those frameworks with a more lasting structure than just passively receiving the information through lecture format. Another benefit to active learning is the social environment that is created.

Blended Learning and Modern Foreign Languages (MFL): Blended learning is an approach that takes into account different learning styles and combines different learning environments in a flexible, integrated and complementary way in order to help, support and enhance learners' diverse needs and provide a successful, efficient and enjoyable learning experience.

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn, including students with disabilities. UDL aims to improve the educational experience of all students by introducing more flexible methods of teaching, assessment and service provision to cater for the diversity of learners in our classrooms. This approach is underpinned by research in the field of neuroscience, and is designed to improve the learning experience and outcomes for all students.

Global Citizenship is about teaching and learning through a global justice lens. It enables students to:

- explore the knowledge, skills, attitudes and values necessary to become global citizens
- cultivate the key skills at Junior and Senior Cycle
- take action for a more just and sustainable world

¹⁶ NCCA Focus on Learning available [here](#)

¹⁷ 2022 - 2023

¹⁸ 2021-2022

Information Literacy is the ability to find, evaluate, organise, use, and communicate information in all its various formats, most notably in situations requiring decision making, problem solving, or the acquisition of knowledge. These skills are essential for both Junior and Senior Cycle students.

Magenta Principles refers an approach to teaching based upon the premise that learning should be both exciting and engaging. It is underpinned by the belief that:

- Learning is the consequence of thinking... therefore it is the teacher's job is to get students to think
- Language is central to thinking... therefore it is the teacher's job is to get them to talk
- Learning is an active process... therefore it is the teacher's job to get them doing.

Appendix 4: DRAFT Guidelines for assigning students to classes in first year. (Pre-Induction Assessment)

The objective of the assessment tests are to support division of the incoming students into classes of mixed ability (as per Department of Education guidelines), and to try to identify any underlying educational needs that the incoming student may have, so that the relevant supports can then be put in place to support the student once they enter the school.

These assessments have been specifically chosen to enable the relevant personnel to baseline new students, giving us a whole view of student academic abilities, attainment, potential, and possible areas requiring support. The assessments can be used to monitor progress during the 1st Year.

Students complete short tests in numerical ability and verbal reasoning. They are additionally given a test to ascertain their reading age and proficiency in Gaeilge. ¹⁹

Feedback about student ability is also sought from parents/guardians, via an online survey, and from the student's primary school.

¹⁹ Students with Department of Education exemption from the study of Irish do not complete this test.

References

The following documents and websites were widely used in the writing of this document:

NCCA. Junior Cycle. Accessed at: <https://curriculumonline.ie/Junior-cycle/> :National Council for Curriculum and Assessment.

NCCA. Assessment and Reporting. Accessed at: <https://ncca.ie/en/junior-cycle/assessment-and-reporting/> :National Council for Curriculum and Assessment.

NCCA. Junior Cycle Wellbeing Guidelines. Accessed at: <https://ncca.ie/en/resources/wellbeing-guidelines-for-junior-cycle/> :National Council for Curriculum and Assessment.

NCCA. Senior Cycle Subjects and Frameworks: Accessed at: <https://curriculumonline.ie/Senior-cycle/> :National Council for Curriculum and Assessment.

NCCA. Senior Cycle Curriculum Developments. Accessed at: <https://ncca.ie/en/senior-cycle/curriculum-developments/> :National Council for Curriculum and Assessment.

With thanks to all those members of the staff who provided information to include in this document.