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## St. Angela's School

### Assessment and Reporting Policy

**Mission Statement:** St. Angela's School is a girls' Catholic school which aims to cherish the uniqueness of each individual and develop her to her full potential, in the spirit of the Ursuline ethos.

#### **Rationale:**

There is a legal obligation on schools to assess the effectiveness of the teaching and learning process and to report learning outcomes to parents/ guardians – "Principal and teachers shall regularly evaluate students and periodically report the results of the evaluation to the students and their parents" Article 22 2(b), Education Act 1998.

St. Angela's School recognises the value of parents, teachers and students working in partnership to ensure that the best possible outcomes can be achieved for students.

The quality framework in Looking at Our Schools and the School Self-Evaluation process facilitates the opportunity to focus on continuous improvement in teaching and learning.

#### **Definition of assessment:**

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

#### **Aims:**

Assessment and Reporting are integral parts of effective teaching and learning and take place regularly for the following reasons:

- To inform students and their parents/ guardians of progress in learning.
- To allow teachers to identify the next steps in progressing students' learning.
- To allow students to reflect on and evaluate their own learning and work towards improving achievements and grades.
- To assist students to understand how they learn and to encourage them to take personal responsibility for their learning.
- To identify appropriate subject levels for students in Junior and Senior Cycle.
- To identify students who may be in need of additional supports.

## Types of Assessment:

### 1. Summative Assessment

Summative assessment refers to the assessment of learning and it aims to provide a summary of the achievements of the student. The results generally take the form of a grade, percentage, or descriptor. This helps to identify gaps in learning and informs teachers, students and parents of how learning is progressing.

Students will have a minimum of three assessments per term per subject. House exams take place in November for 2<sup>nd</sup> and 5<sup>th</sup> Years, February - Pre Exams for 3<sup>rd</sup> and 6<sup>th</sup> Years and May/June for 1<sup>st</sup>, 4<sup>th</sup> and 5<sup>th</sup> Years. The State Examinations begin in June.

### Junior Cycle Grade Descriptors

<i>Grade Descriptor</i>	<i>Overall Percentage</i>
Distinction	≥ 90 to 100
Higher Merit	≥ 75 and < 90
Merit	≥ 55 and < 75
Achieved	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40
Not Graded (NG)	≥ 0 and < 20

### Leaving Cert Grades and Points System

Percentage	Higher	Higher Points	Ordinary	Ordinary Points
90 – 100%	H1	100	O1	56
80 – 89.99%	H2	88	O2	46
70 – 79.99%	H3	77	O3	37
60 – 69.99%	H4	66	O4	28
50 – 59.99%	H5	56	O5	20
40 – 49.99%	H6	46	O6	12
30 – 39.99%	H7	37	O7	0
0 – 29.99%	H8	0	O8	0

### Leaving Certificate Applied Grades

Level	Marks and Credits Required
Pass	60-69% (120-139 credits)
Merit	70-84% (140-169 credits)
Distinction	85-100% (170-200 credits)

### Leaving Certificate Vocational Programme

Level	Marks and Points
Pass	28
Merit	46
Distinction	66

### Percentage and Points Awarded

Level	Marks	Points
Pass	50-64%	66
Merit	65-79%	46
Distinction	80- 100%	28

# St Angela's TY Profile of Achievement



**Student Name:**

## Academic and Vocational Development

As part of my Transition Year I have...

- Attended at least two **workshops**. 2 Credits   
 \_\_\_\_\_
- Completed a **short course/programme** at school. 3 Credits   
 Title \_\_\_\_\_
- Presented a project in either **Art/Music/Drama/ICT/History/Religion/Guidance**. 2 Credits   
 Piece \_\_\_\_\_ Presented to \_\_\_\_\_
- Completed a **geographical investigation** on a Field Trip. 2 Credits
- Completed and presented **my CV** to a prospective employer. 2 Credits
- Completed a **mock interview**. 2 Credits
- Completed two weeks of **work experience and submitted diary**. 5 Credits   
 Venue \_\_\_\_\_

**Total Credits: /16**

## Core Subjects (to be completed by teachers)

- Participation and progression in Maths. **0-5 Credits** \_\_\_\_\_
- Participation and progression in English. **0-5 Credits** \_\_\_\_\_
- Participation and progression in French. **0-5 Credits** \_\_\_\_\_
- Participation and progression in Irish. **0-5 Credits** \_\_\_\_\_
- Completed and presented Main Project. **0-10 Credits** \_\_\_\_\_

**Total Credits: /30**

## Participation in School Life

As part of my Transition Year I have...

- Been a member of a school **team or club or committee**. 2 Credits
- Represented the school** in a competition. \_\_\_\_\_ 2 Credits
- Taken part in a **fundraising event**. \_\_\_\_\_ 2 Credits
- Taken part in an **enterprise activity**. 2 Credits   
 Activity \_\_\_\_\_ Role \_\_\_\_\_
- Helped organise a **school event** 2 Credits   
 Event \_\_\_\_\_ Role \_\_\_\_\_
- Participated in a **Well Being event**. \_\_\_\_\_ 2 Credits

**Total Credits: /10**

## 2. Formative Assessment

The goal of formative assessment is to monitor student learning, to provide ongoing feedback that can be used by teachers to improve their teaching, by students to improve their learning and by parents to improve their understanding of their child's learning in school.

The following classroom practices and strategies enable effective formative assessment:

- Reflection exercise, Group and Self
- Safe learning environment, courtesy & respect, positive body language
- Organised classrooms, clear board work
- Homework on board
- Literacy visuals
- Interaction with teacher, team teaching
- Independent learning and self-directed learning
- Differentiation
- Group work
- Active listening
- Active learning with clear learning intentions
- Variety of teaching methodologies, including use of I.T
- Peer assessment & dialogue
- Success criteria clearly explained

St. Angela's uses a range of formative assessment strategies including:

- Exit notes
- White boards
- Kahoot Traffic lights
- Retrieval tasks
- Placemats
- Hotseat
- Blockbuster
- Soft ball
- Flickers
- Mind Maps
- Oral recap of previous lessons through differentiated questioning
- Red ball game
- Written recap of previous lessons through retrieval practice worksheets
- Use of differentiated lower, higher, and open-ended questions
- Observation of pair and share or other group work
- Use of Traffic Lights in the school journal
- Use of graphic organisers, SQ3R, making the Little Book
- Tests using multiple choice, matching terms with pictures or explanations

- Portfolio/project work to include research on internet and newspapers
- Table Quizzes designed by the students or online via quizlet
- Anticipation exercises and student self-reflection.
- Microsoft Teams-Forms
- Show Me Boards
- Conver-stations
- Give 1 Get 1
- Formative Marking Code

### 3. Classroom Based Assessments and Assessment Tasks

The Junior Cycle outlines key educational changes that the Department of Education and Skills put in place for students in the first three years of their post-primary education. One of the most notable changes was the introduction of Classroom-Based Assessments (CBAs) and Assessment Tasks for each subject studied by students. The CBAs offer a broad and balanced educational experience for each student.

Students undertake a CBA in each subject, facilitated by their teachers throughout their Junior Cycle. There are normally **2 CBAs to be completed per subject** (1 in second year and 1 in third year). They take place during normal class time during a designated 3-to-4-week window. A schedule is drawn up within the school and shared to ensure there are not too many CBAs taking place at any given time.

CBAs are graded using the “on- balance” descriptors *Exceptional, Above Expectation, In Line with Expectation* and *Yet to Meet Expectation*. These are assigned using designated Features of Quality provided by the NCCA.

There is an **Assessment Task (AT)** in 3rd year, taken after and associated with CBA2. It is a focused reflection on what the student learned while undertaking CBA2. This AT is held by the school and included with the Junior Cert exams to be corrected by the State Exams Commission. It is allocated 10% of the subject marks and the Junior Certificate exam in June, makes up the other 90%.

The CBA descriptors appear on the students Junior Cycle Profile of Achievement (JCPA) certificate along with the students Junior Cycle results, Other Areas of Learning (IT/ research skills, presenting skills etc. learned) and Other Areas of Wellbeing (Mental/ physical activities such PE and CSPE action projects etc.). This certificate is designed to give a broad picture of the students` learning journey over the Junior Certificate years. It is awarded in 4th year once all areas for the certificate have been collated by the school.

### 4. Informal Assessment

Informal assessments are used as a valuable part of the teaching and learning process. These include:

- Differentiated questioning
- Presentations

- Project work
- Group work
- Reflection
- Evaluation and Feedback

## 5. Entrance Tests and SENCO tests ( Special Educational Needs Coordinators)

Assessment	Reporting
<p><b>1<sup>st</sup> Years – Cognitive Abilities Test (CAT4).</b> The SEN Dept. uses the results from the CAT4, which is administered by the Guidance Dept. CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides an analysis of potential student achievement. The SEN Dept. uses these scores as one means of identifying students who may benefit from SET and/or other supports.</p> <p><b>Post-Primary Assessment &amp; Diagnosis – English (PPAD-E) Standardisation.</b> PPAD is administered to some students who have been identified as struggling in Irish or other subjects in the first term. Irish exemptions might be then granted and supports put in place for these students.</p> <p>Individual Education Plans (IEPs) are created as a result of CAT, interviews, visits with the primary school and parental meetings. Targets are set for the first term. IEP are reviewed and new targets set for the second half of the year.</p> <p>Ongoing assessment happens throughout the year in consultation with each student’s teachers. Term reports are analysed and, if possible, SET supports are put in place to enhance the learning of each SET student.</p>	<p>Parents/guardians of students identified as possible candidates for SET and/or other supports are consulted before SET or other supports are allocated to a student. Information and recommendations are reported to the parents/guardians and to the Care Team.</p> <p>Parents are asked to contribute to IEP targets. Parents are informed of results of PPAD, decisions are then made if to seek /not seek an Irish exemption. Parents are asked to review IEP at the end of term one and inform the SENCO of any priorities that are needed to be set for the second term. SENCO phones parents at times to inform them of the progress of some students.</p>

<p><b>4<sup>th</sup> Years</b> – In some instances, the SEN Dept. receives referrals from the Guidance Dept after the Guidance Dept. administers the <b>Differential Aptitude Tests (DATs)</b>. A referral is a request for further investigation and possible support.</p> <p>The DATs are taken by Transition Year students and are used as a supplementary tool in helping them to make their subject choices for Senior Cycle. Scores on these tests can be used to produce a profile showing a student’s strengths and weaknesses. This information can be used in subject choice selection and course and career choice. The DATs consist of seven subtests: Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, Mechanical Reasoning, Perceptual Speed and Accuracy, Spelling and Language Usage.</p>	<p>Parents/guardians of any student who is referred to the SET Dept are consulted before SET or other supports are allocated to a student and permission from the parent/guardian is required if further testing is recommended. Recommendations and information about a student who is referred are reported to the parents/guardians and Care Team.</p>
<p><b>All years--Dyslexia Screening. The Dyslexia Screening Test (Pearson)</b> is used for identification of students at risk having dyslexia. Students are referred to the SEN Core team by parents/guardians, teachers, tutors, year heads, guidance counsellors and principals.</p>	<p>Parents/guardians of a student who is referred to the SET Dept for dyslexia screening are consulted and parental/guardian permission is required prior to assessment. Recommendations and information about a student who is referred for screening are reported to the Care Team. Also, if a student is identified as being “at risk” of having dyslexia, the student’s name—with consultation with and permission from the parent/guardian--is put forward to the relevant Deputy Principal for possible assessment by the school’s NEPS psychologist. Additionally, with permission from the parent/guardian, the student is informed, in which case the assessment findings, learning preferences and study techniques are discussed.</p>
<p><b>All years--The scheme of Reasonable Accommodations at the Certificate Examinations (RACE)</b> facilitates access to the certificate examinations by candidates who would have difficulty in accessing the examination or communicating what they know to an examiner because of a physical, visual, hearing and/or learning difficulty.</p>	<p>Parents/guardians of students who are referred to the SET Dept for RACE are consulted prior to assessment and an</p>

<p>Applications are made for Reasonable Accommodations for Certificate Examinations (RACE) provision for students with SEN sitting a Junior Certificate or Leaving Certificate Examination. The following are some of the accommodations available to the students which are applied for by the RACE Coordinator (post holder and member of the SEN Core Team) and Deputy Principal as per circular criteria: Reader, Scribe, Reader and Scribe, Tape Recorder, Special Centre or Shared Special Centre, Spelling and Grammar Waiver in the language subjects, Use of Assistive Technology. RACE applications are submitted to the State Examinations Commission (SEC). The SEC determines whether or not accommodations are granted on an individual basis.</p> <p>The SEN Department follows the SEC's instructions when assessing students for the purpose of RACE applications. <b>One or more of the following assessments may be used for this purpose:</b> "The following tests should be used by teachers to establish a candidate's standard score in reading and must be administered individually. Any subtest selected from the following tests must relate to single word reading and not reading fluency/accuracy/comprehension. • Wide Range Achievement Test 5 (WRAT-5) or • Wechsler Individual Achievement Test III (WIAT-III) or • Woodcock Reading Mastery Test 3rd Edition or 42 • Woodcock-Johnson IV Tests of Achievement 2014 or • Diagnostic Reading Analysis (3rd Edition (DRA 3) or • Adult Reading Test 2nd Edition (ART 2) 2. The following tests should be used by teachers to establish a candidate's standard score in spelling and must be administered individually: • Wide Range Achievement Test 5 (WRAT-5) or • Wechsler Individual Achievement Test III (WIAT-III) or • Woodcock-Johnson IV Tests of Achievement or • SPaRCS Test 3. The following standardised tests should be used, where applicable, by schools to explore a candidate's Writing Speed. They must be administered individually to establish the writing speed in words per minute. (Please note, for the purpose of RACE, only administration of the Free Writing component is required in order to achieve a word per minute score) • Detailed Assessment of Speed of Handwriting 2007 for Age Range 9 to 16:11 (<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>) • Detailed Assessment of Speed of Handwriting 2011 for Age Range 17 to 25 (<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>) <b>This is not an exhaustive list. Please refer to Circular Letter 0067/2020 for additional suitable tests."</b> (Source: "Reasonable Accommodations at the 2023 Certificate Examinations: Instructions for Schools," SEC, pages 41-42)</p>	<p>application is made on behalf of the certificate candidate, with the parent's/guardian's permission.</p> <p>Recommendations and information about students who are referred for RACE are reported to the Care Team.</p> <p>Supports are put in place where possible to offer practice for the supports that have been granted to exam students.</p>
<p><b>All years - Special Education Teaching (SET) classes.</b> Students in SET classes are assessed in a variety of subjects on an ongoing basis through in-class tests and assignments.</p>	<p>Teachers report to parents/guardians on student progress in school term reports.</p>

<p><b>All years - English as an Additional Language (EAL)</b></p> <p>It is the policy of St Angela's to use the <b>NCSE's EAL Assessment Toolkit</b> for each EAL student at the beginning of each year to assess a student's English levels for Reading, Writing, Listening and Speaking. Each student's results are recorded and held on a secure server, only accessible by the EAL department. The Assessment Toolkit is available at: <a href="https://ncca.ie/media/3306/eal-fv_1.pdf">https://ncca.ie/media/3306/eal-fv_1.pdf</a> Testing is completed at the start and end of each qualifying year (or whenever the student arrives at our school and is identified as possibly needing EAL assistance). Each set of tests uses a different data set. Progress is updated after each testing session. Results, at each stage, are saved and discussed with relevant management/teachers, as the need arises.</p> <p><i>Note: with the incoming Ukrainian student population, our principal and the EAL dept have decided that these students do not need to complete the rigorous EAL Assessment Toolkit to minimise the testing process while allowing the students to integrate into their classes and school community, while also facilitating the student's management of their Ukrainian schoolwork. In these cases only, Ukrainian students will complete the shorter, but still qualifying, Oxford Placement Test to determine their level of English.</i></p> <p><u>Identification of EAL students:</u> Students can be referred for EAL testing in several different ways. The list below is not exhaustive but indicates the most common ways that St Angela's can assess for an EAL need.</p> <ol style="list-style-type: none"> <li>1. Referral from management after a new student interview.</li> <li>2. Referral from staff completing 1<sup>st</sup> year interviews.</li> <li>3. Referral from teachers of any year (especially 1<sup>st</sup> years).</li> <li>4. Verbal score analysis from CAT4 Entrance Exams.</li> <li>5. Referral from Guidance Counsellor.</li> </ol>	<p>Once a referral is made, a letter is sent home with the student asking parent/guardian to give permission for the student to opt in or out of the EAL programme. Once this is completed, and the parent/guardian has opted in, the testing process begins.</p> <p>Assessment results, at each stage, are saved and discussed with relevant management/teachers and parents/guardians, as the need arises.</p> <p><u>Parent/Guardian Updates</u> Due to the nature of EAL students and in many cases the lack of English that a parent/guardian has at home, parent/guardian updates are on a case-by-case basis. Most of the communication between the school and the EAL student's parent/guardian is via the relevant DP and the student's school reports. When the need does arise for further communication between parent/guardian and school, this is completed via an in-school meeting with the student, her parent/guardian, the DP and the EAL teacher.</p>
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## 6. Differential Aptitude Test (D.A.T.s)

D.A.T.s cover several areas, is performed under strict conditions and is strictly timed. The test can be useful to help students:

- Choose among educational and career options based on strengths and weaknesses
- Help student understand why they do well or poorly in certain subjects
- Can suggest new career options not previously considered
- Change or raise educational and career aspirations

They cannot however, pinpoint one specific career or one specific subject that a student should pursue. Under no circumstances should the score be interpreted as final indisputable evidence of an individual's characteristics. They provide only one small part of information needed to help an individual make informed and realistic decisions and cannot be judged in isolation from other aspects of a person's character including interests, goals, personality, values, family, and environmental influences.

Other factors that can also influence an individual's scores are: a hearing, visual, or physical disability or a poor command of English, as well as poor health or fatigue or an emotional disturbance on the day. In addition, an individual can lose their place on the answer sheet, may not be interested in cooperating with the exercise, or indeed, may simply be in bad humor on the day. Finally, it needs to be remembered that an individual can have an aptitude for a particular area but have no interest in it, and conversely, may have a low aptitude in an area and an extreme interest or liking for it. Percentile and Stanine When a student takes a test the results produced are raw scores, these scores have very little meaning unless you know how this score relates to the total possible score.

Therefore, percentiles and stanines are used to give meaning to these raw scores. A percentile score indicates the percentage of candidates who fall below a particular raw score; for example, if a student score falls at the 90th percentile, it means their score is better than 90% of the students upon which norms are based (not their fellow classmates), or they are in the top 10% of students.

In St. Angela's we administer the DAT's to all Transition Year students over 2 days in November. Interpretation of the results are given to all students. It can be a helpful tool for students when choosing subjects for Leaving Certificate and in choosing courses in 6<sup>th</sup> yr. The overall experience of sitting this aptitude test is very important as many professions require prospective employees to undertake an aptitude test.

### APTITUDES / CAREERS / SUBJECTS

- a) **Verbal Reasoning:** This test measures the ability to reason with words, to understand and use concepts expressed in words. This skill is important in academic courses, in jobs requiring written or oral communication and in jobs involving high levels of authority and responsibility such as:

Business, Education, Social Science, Marketing, Journalism, Psychology, Law, Media, Human Resource Management, Auctioneering, Librarian, Speech Therapy, Public Relations, Advertising, Civil service, Foreign Affairs, Author, Proof Reader, Salesperson, Linguist, Politics, Management, Science.

Consider the following subjects: Languages, History, Geography, Biology, Physical Education, Home Economics, Religious Education, Music, Art, Business, Economics, LCVP, Politics and Society

- b) Numerical Reasoning:** This test measures the ability to perform mathematical reasoning tasks. This strength is generally important in schoolwork especially for fields such as:

Maths, Chemistry, Physics, Accountancy, Computer, Applications, Laboratory Technician, Computer Science, Systems Analyst, Market Research, Information Systems, Engineering, Valuer, Air Traffic Controller, Buyer, Design, Auditor, Tax Consultant, Actuary, Insurance Broker, Statistician, Bank Official, Finance/ Investment.

Consider the following subjects: Accounting, Physics, Chemistry, Biology, Applied Maths, Maths

- c) Abstract Reasoning:** This test is a non-verbal, non-numerical measure of reasoning power. It tests the ability to see relationships among objects, patterns, diagrams, or designs. This skill is useful in careers requiring the person to see relationships between objects in terms of their size, shape, position and quantity such as:

Maths, Computers, Animation, Design, Architecture, Mechanic, Art, Construction, Photography, Carpentry, Conservation, Law, Forensic Scientist, Laboratory Technician.

Consider the following subjects: Art, Chemistry, Biology, Physics, Applied Maths, Physical Education, Music, History, Computer Science, Technology, DCG.

- d) Perceptual Speed & Accuracy:** This test measures speed and accuracy in perceiving and marking simple letter and number combinations. Important in paperwork in school, offices, laboratories, stores, warehouses and wherever records are made or filed or checked. Sometimes a low score on this test may indicate a great emphasis on accuracy rather than genuine lack of ability to work rapidly such as:

Clerical Secretary, Coding, Quality Control, Market Research, Computer Programmer, Banking, Personal Assistant, Insurance, Researcher, Proof Readers, Analysis of Scientific / Technical Data, Assembly Work, Legal Executives

This is applicable to all subjects and is very useful when managing time in examinations.

- e) Mechanical Reasoning:** This test measures the ability to understand the basic mechanical principles of machinery, tools and motion and the laws of everyday physics. Students who do well in this test tend to find it easy to learn how to repair and operate complex devices. Areas to Consider are:

Mechanic, Electrician, Carpentry, Machine Operative, Machinery Engineer, Construction Manager, Aircraft Engineer, Quality Control, Maintenance Workers, Marine Engineer, Assembly Workers

Consider the following subjects: Physics, Applied Maths, Construction Studies, Engineering, Technology, DCG, Agricultural Science

- f) Space Relations:** This test measures the ability to visualise, to think in three dimensions or to picture mentally the size, shape and position of objects when shown only two-dimensional pictures or pattern. This skill is vital in order to understand technical drawings such as:

Architects, Fashion Design, Architectural Technicians, Interior Design, Engineers, Industrial Design, Creative Artists Stage / Set Designers, Photographers, Town Planner, Hairdressers, Designers, Jewelry Designers, Surveyors, Technical Illustrator, Animators

Consider the following subjects: Art, Engineering, Home Economics, Construction, Geography, DCG.

**g) Spelling:** This is an important skill in school and college work and in jobs requiring written reports such as:

Public Relations, Business Executive, Advertising Copy, Managerial Posts, Media Editors, Print Journalism, Script Writers, Authors, Civil Service, Librarians, Reviewers, Media Researchers, Proof Readers

Applicable to all subjects.

**Language Usage (Grammar):** This test measures how well one can distinguish between correct and improper grammar, punctuation, and wording of sentences such as:

**h)** Teaching, Administration, Civil Service, Secretary, Public Relations, Politician, Advertising, Librarian, Script Writer, Editors, Reviewer Writer, Media / Presenter Journalist, Researcher, Proof Reader.

Consider the following subjects: Languages, History, Geography, Business, Economics, LCVP, Physics, Chemistry, Biology, Agricultural Science, Physical Education, Home Economics, Religious Education, Politics & Society.

## 7. Reflection

With reflection students: -

- become more active agents in their learning.
- become more aware of the knowledge and skills they have developed.
- identify strengths and areas for development.
- are encouraged to think more creatively, imaginatively, and resourcefully.
- gain greater understanding of themselves and how they learn.
- take more responsibility for their learning.

The Learning and Teaching Committee meet regularly to continue to promote reflection. Reflection is regularly on Staff Meeting Agenda.

*'Student Reflection' Sheet* (copy in Student Journal) contains prompt questions to help students begin the reflection process. Questions include simple sentences like: "Before I couldn't ... now I can...."

*Self-Directed Learning Student Reflection Sheet* (Copy in Student Journal) is used for reflection before / after class assessments. It encourages students to set personalised targets, share their experiences and identify any areas they need help in. The structure of the different questions recognises that students have different learning styles and learning experiences in class.

Use of *'My Progress Chart'* allows students to keep a written record of their achievements in class assessments for all subjects. This encourages students to take more responsibility for their learning, set realistic targets and identify their strengths and areas for development as learners.

*'Christmas Test Reflection Sheets'* are used following formal, timetabled Christmas Exams. Subject teachers provide students with the opportunity to give feedback and to plan their future learning.

*Surveys on Reflection* are carried out regularly to include all stakeholders.

## **Reporting:**

Guiding principles of reporting

- Encourage authentic engagement with parents.
- Provide opportunities for students through feedback to reflect on their learning.
- Value the professional judgements of teachers.
- Use the language of learning to provide effective feedback.
- Be manageable and not take time away from learning and teaching.
- Clearly communicate students' progress in learning.
- Provide information on a broad range of achievements.
- Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach.

Informal reporting on student progress may include the following:

- Informal oral and written feedback
- Feedback on punctuality, behaviour and attendance
- Notes in student journal
- Parent/ teacher meetings
- Student reflection sheets
- Communication and engagement with parents/ guardians
- Use of organisational aide
- Referral to SET or Guidance Departments

Students receive two formal school reports per year, the first at the end of term 1 and the second at the end of the final term. 3<sup>rd</sup> and 6<sup>th</sup> Years also receive the results of their Pre-Exams. Transition year students receive reports at the end of each module.

Parents may access these reports on VShare or in hard copy on request.

Reports provide a mark, grade and level at which the subject is taken. Formative constructive comments from individual subject teachers are also recorded.

## **Ratification**

This policy was ratified by the Bord of Management of St. Angela's School on 9/5/23

Signed : Aidan M. Grath

Chairperson of the Board of Management