



PRESENTATION SECONDARY SCHOOL, BALLYPHEHANE

Tel: 021-4961765/4961850 Fax: 021/4961767
Email: admin@presballyphehane.com
Facebook: @presballyphehane Web:
www.presballyphehane.com

Principal: Mr. Barry O'Shea

Deputy Principal: Ms. Gillian Murphy

Assessment and Change of Level Policy

Mission Statement

Presentation Secondary School strives for excellence in a Christian environment.

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.

Why assess?

Assessment is part of good teaching and learning and takes place for the following reasons:

- To monitor a student's progress and 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 to adapt her/his teaching strategies and/or learning activities as appropriate.
- To provide the students and parents with information regarding progress.
- To establish baseline data in relation to a student's attainments in certain subjects.
- 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 agency for assessment or direct intervention.

Legislation:

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

Rationale:

Presentation Secondary School, Ballyphehane recognises the importance of assessment across the whole student body, standardised, formative and summative. This policy aims to formalise 'testing' across departments and to aid the tracking of student's attainment as they progress through Presentation Secondary School, Ballyphehane .

The following is a list school policies, practices and activities that are particularly relevant to the Assessment & Change of Level Policy:

- Mission statement
- The School Care Team
- Code of Behaviour
- Special Educational Needs Policy
- DEIS Plan
- Teaching and Learning Team
- Academic Monitor

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.

Formative Assessment:

Definition

Formative assessment involves a range of strategies designed to give students, teachers and parents, feedback about students' understanding of elements of their learning in courses.

Presentation Secondary School, Ballyphehane Protocol:

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 may be awarded at the discretion of the Teacher and may be returned, either with the initial work, or may be given at a later date.

Assessment work may be differentiated depending on the needs and abilities of the individual students.

Summative Assessment:

Definition

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

Presentation Secondary School, Ballyphehane Protocol:

Third Year, LCA1 (French), LCA 2 and Sixth Year students have pre examinations usually in February and the certificate exams in June. They also sit formal school exams in Term 1.

All year groups have summative exams in December and May. They also have in-class formative exams throughout the year such as at midterm.

TYs and LCAs are assessed in a variety of ways at varying intervals: student self-assessment, project work, written exams, oral presentations etc. Please see individual Programme Plans for further details.

The mode of assessment may include: written examinations, practicals, aural and/or oral work and Assessment For Learning (*AFL)

Each Subject Department sets out examinations in the most appropriate format.

Pre exams are set. 3rd Year exams are corrected internally, 6th Year and LCA2 exams are corrected externally. All summative assessments are co-ordinated by a Post Holder.

*Assessment For Learning

At the heart of assessment for learning is the concept that students who truly understand and are involved in their learning have accelerated rates of achievement. Assessment-capable students know what they need to learn, where they are with that learning and what their next learning steps are. To create the dynamic in the classroom that enables students to take charge of their learning, teachers need to have, or to develop, a genuine view of both the students and of themselves as learners. They must build their own capacity for "Learning to learn".

AFL is based on the concepts:

1. Providing effective feedback to students.
2. Students' active involvement in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. Recognising the profound influence of assessment on students' motivation and self-esteem - both crucial influences on learning.
5. Ensuring pupils assess themselves and understand how to improve.

Reports:

Reports for Third and Sixth Year Students are forwarded to Parents/Guardians, following house exams and following the pre Exams.

Reports for all years are forwarded to Parents/Guardians in January and to non exam classes in June.

The reports template is computer generated (except TY & LCA) and allows Teachers to distinguish levels. A mark and grade are awarded and an individual comment is given.

The school report generates an absence/days missed report.

Reports are checked by the Year Heads and are signed off on by the Principal.

Student Tracking:

Prior to entrance to Presentation Secondary School, Ballyphehane all incoming First Years sit standardised tests.

In February/March, the following tests are administered to Incoming First Years;

1. CAT4 - Cognitive Ability Testing.

In September, the following tests are administered to First Years;

1. WRAT4 – Spelling, Comprehension
2. PPADE - Literacy
3. PDST Maths Competency Test

Standardised/ Psychometric Testing*: Specific tests may vary

In Jan/Feb, the following test will be administered to 4th Years;

1. "My Future choice" aptitude & interest assessment for Guidance.

The Academic Monitor system is put in place by Third and Sixth Year Heads. Throughout the year teachers meet exam year students as their academic monitors to track and monitor their progress.

These tests, along with Teacher-led exams and DEIS data will help the school to determine several things, including;

- Those students with Special Educational Needs.
- Areas where a student may display a Specific Learning Difficulty.
- An area where a student excels.
- To help initiate the creation of an SSP (Student Support Plan) The SSP will be drawn up by the SEN Team in conjunction with parents and school management.
- A student's attainment and progression in subject areas.
- How Students make informed decisions with regard to subject choice.
- Habits and systems with regard to exam performance.
- To establish if students need to apply for Reasonable Accommodation (RACE) for state exams.
- DARE - Disability Access Route to Education applications will be supported for individuals.

Changing Levels for the Certificate Examinations

Presentation Secondary School, Ballyphehane School Policy

All Students will be encouraged to attempt at higher level until the pre Examinations* in the year of the Certificate Examination. Students will be informed of this from first year onwards. Levels will be agreed with the students and permission to change levels will only be granted following the procedures below.

*This is with the exception of Students doing practical subjects where the practical element of the exam is completed before the pre exams

Procedures to change levels:

- Following the pre Examination the student will first meet with the teacher to discuss changing level for a certificate examination.
- The subject teacher may recommend a change in level of examination. He/She will consult with the parent. The parent must give their permission in writing. A Change of Level form is completed by the subject teacher and handed to the Year head and submitted to the principal. This form is placed in the student file.
- All LC students may meet with the Guidance Counsellor to discuss the implications of changing levels.

- A decision will then be made by the student and parents/guardians, in consultation with the teacher and school management, as to whether the student should change level.
- Students will be discouraged from changing levels on the day of the examination unless it is an exceptional circumstance.
- JC examination students may only change level with the written permission of the Deputy Principal/Principal.
- JC examination students must have decided on the level that they will sit BEFORE the state examinations. This date is set by the Department of Education and Skills.
- Presentation Secondary School, Ballyphehane recognises the right of LC examination students to change levels on the day of the examination in June.

Review and Evaluation:

This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents on request.

A copy of this policy will be made available to the Department and the patron if requested.

This policy will be reviewed by the Board of Management in 2024 or sooner if deemed necessary.

Signed: _____

F.J. Steele
Dr. F.J. Steele (Chair)

Date: _____

02 - 05 - 23