



Pobalscoil na Rosann
An Clochán Liath, Co. Dhún na nGall

The Rosses Community School
Dungloe, Co. Donegal

ASSESSMENT POLICY 2012/2014

Dated: May 2012

To be reviewed: May 2014

Rationale: - "Overall the purpose of assessment is to improve standards, not merely to measure them"

"The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils"

The Rosses Community School is committed to assessment in conjunction with the curriculum, NCCA guidance and the National Literacy and Numeracy strategies.

Aims of the policy

- To provide clear guidelines on the school's approach to assessment.
- To establish a coherent approach to assessment across all faculties.
- To provide a system which is clear to students, staff and parents.
- To provide a system in conjunction with national strategies and policy formation.

Introduction

Assessment is a term which encompasses a wide range of activities, formal and informal, summative and formative.

Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. However there is research evidence to suggest that formative assessment or assessment for learning (AFL) has an impact on motivation and attainment. The following guidance is an attempt to:

- minimise the need for summative assessment.
- provide a structure which students recognise.
- provide a policy which is realistic and attainable for teachers in terms of workload.



Formal Assessment

As stated previously, teachers are constantly monitoring student understanding and progress through questioning, discussion and observation. What follows is an attempt to quantify formal assessment.

- Students' books should be marked at regular intervals, as agreed by subject departments and school body. Feedback from students suggest that they lose interest in their written work if teachers do not collect and mark it.
- Exceptional effort and attainment should be rewarded using the school's reward system. (e.g. the award of a Certificate of Merit).
- Comments should be made on class work and homework.
- Every half-term, more detailed comments should be made highlighting:
 - i) what the student has done well
 - ii) suggesting what needs improvement
 - iii) explaining how (AFL)
- Depts. may wish to produce end of unit/end of module tests and record marks for these centrally (summative assessment). This type of test is useful to inform teachers of progress and understanding. However, research suggests that students do not learn from tests which take place at the end of the process.
- Teachers are responsible for recording marks or comments for students' work regularly, either electronically or on paper, in accordance with the school policy (even though these might not be written on the students' work) to ensure that written evidence is available to inform discussions with parents.
- Students' work should be marked at regular intervals where appropriate.
- Students should be given regular verbal feedback on their progress and suggestions to improve.
- Staff may prefer to mark using assessment criteria set out in specifications or to indicate the grade which work at this level would be likely to gain.
- Every half term, feedback should be more formalised. Links with potential J.Cert/L.Cert grades should be made, bearing in mind all aspects of a student's work – written and oral, and to ensure students are performing in line with their ability and potential.
- Grades should be recorded on e-portal each term to facilitate monitoring by Heads of Year.



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| QUALITY PERSPECTIVE 1 | Curriculum delivery and teachers' practice |
| EVALUATION THEME 1.4 | Assessment |
| EVALUATION CRITERIA | |
| <i>Whole-school assessment policy</i> | <ul style="list-style-type: none"> • The school has a written policy on assessing and reporting on students' progress • The assessment policy takes account of curriculum and NCCA guidelines and the National Literacy and Numeracy Strategy |
| <i>Subject-specific assessment</i> | <ul style="list-style-type: none"> • Subject plans include an outline of the practices and procedures involved in the assessment of written and non-written skills, knowledge and understanding • Subject plans include analyses of students' performances in state examinations and this analysis informs teaching and learning |
| <i>Assessment in practice</i> | <ul style="list-style-type: none"> • A range of assessment approaches including assessment for learning (AfL) and assessment of learning (AoL) is used to evaluate students' understanding and progress and achievement of expected learning outcomes in each curricular area • Assessment modes include state examination requirements when appropriate. • Students are involved in the assessment of their work and progress through self-assessment and/or peer assessment • Students' work, including non-written and written work, is regularly monitored and corrected • Students are provided with constructive feedback on their learning and teaching and learning are amended in the light of feedback • Teachers check students' understanding during and at the end of lessons • Standardised tests when available and are used as required |
| <i>Assessment records</i> | <ul style="list-style-type: none"> • The gathering of information on students' learning is timely and happens at regular intervals • Teachers' and school assessment records are useful and easy to interpret |



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| <p><i>Communication of progress</i></p> | <ul style="list-style-type: none"> • Meaningful information regarding student progress is effectively communicated to parents at suitable intervals • Students are provided with meaningful feedback on their work to improve their learning • Information regarding student progress is shared with relevant staff members as necessary |
| <p><i>Analysis and use of assessment information</i></p> | <ul style="list-style-type: none"> • Assessment information is analysed and used to <ul style="list-style-type: none"> ○ inform teachers' setting of learning targets and learning activities for individuals, groups, the whole class ○ inform the school improvement plan and to revise and update whole-school improvement targets |

| <i>Evaluation Methods</i> | <i>Evaluation Tools</i> |
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| <ul style="list-style-type: none"> • Audit of the school assessment policy • Review of current assessment records • Review of students' copies and files • Review of subject plan • Analysis of student performance in state examinations • Eliciting the views of students and parents | <ul style="list-style-type: none"> • NCCA subject syllabus and guidelines • Checklist (subject plan, assessment records) • Checklist (students' copies and files) • Questionnaires (student and parent) |