



# Assessment, Homework and Reporting Policy

Approved by the Board of Management on

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## Table of Contents

<b>Introduction and Rationale</b> .....	<b>4</b>
<b>Relationship to Mission Statement and Ethos</b> .....	<b>4</b>
<b>Aims and Objectives</b> .....	<b>4</b>
<b>The purpose of Assessment</b> .....	<b>5</b>
<b>Roles &amp; Responsibilities</b> .....	<b>6</b>
Classroom Teachers .....	6
Year Heads.....	6
Heads of Departments .....	7
Senior Leadership.....	7
Guidance Counsellors.....	7
Inclusion Coordinator/AEN department .....	7
Examinations Secretary/ State Examinations Aide .....	8
Parents/Guardians .....	9
Students .....	9
Formative Assessment .....	10
Summative Assessment .....	10
In-class tests.....	10
House Exams.....	10
State Exams.....	10
Standardised Testing.....	11
Special Educational Needs: .....	11
<b>Junior Cycle Assessment:</b> .....	<b>12</b>
<b>Classroom Based Assessments (CBAs)</b> .....	<b>12</b>
The Subject Learning and Assessment Review (SLAR) Meeting:.....	12
<b>Assessment Task:</b> .....	<b>13</b>
<b>The Final Junior Cycle Assessment</b> .....	<b>13</b>
<b>Wellbeing Assessment</b> .....	<b>13</b>
<b>Levels</b> .....	<b>14</b>
<b>Extension Tasks</b> .....	<b>14</b>
<b>Level 1 and Level 2 programmes for students</b> .....	<b>14</b>
Level 1 Learning Programme (L1LP) .....	14
Level 2 Learning Programme (L2LP).....	15
<b>General Assessment Guidelines</b> .....	<b>15</b>
<b>Tracking of student progress</b> .....	<b>15</b>
<b>Guidelines for Absenteeism</b> .....	<b>16</b>

Assessment in the Event of Student Absence:.....	16
Absence in Relation to Classroom Based-Assessments, Assessment Tasks and Final Examinations for Junior Cycle .....	16
<b>Academic Honesty/Misconduct/Integrity .....</b>	<b>17</b>
Plagiarism.....	17
Collusion.....	17
Use of Artificial Intelligence .....	18
<b>Protocols and discipline procedures .....</b>	<b>18</b>
<b>Reporting.....</b>	<b>18</b>
Direct Contact: .....	18
VSWare .....	18
Signature of Parent/Guardians on Assessment: .....	19
Parent/Guardian/Teacher/Student Meetings:.....	19
<b>Classroom Based Assessment (CBA) Reporting .....</b>	<b>19</b>
<b>House Exam reports .....</b>	<b>19</b>
1st, 2nd & 5th Year Reporting.....	19
<b>Transition Year Reporting.....</b>	<b>19</b>
<b>TY Portfolio: .....</b>	<b>19</b>
3 <sup>rd</sup> & 6 <sup>th</sup> Year Reporting .....	19
Leaving Certificate Applied Reporting.....	20
<b>Guidelines for Homework.....</b>	<b>20</b>
Homework Expectations .....	20

## Introduction and Rationale

Feedback and assessment are an integral part of teaching and learning in Clonturk Community College. This policy will outline Clonturk's structure for assessment and feedback, which in turn aids and enhances the teaching and learning experience for both students and teachers. It is recommended that all teachers follow this policy to ensure standardisation across all subject departments.

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].

The National Council for Curriculum and Assessment (NCCA) reporting booklet 'Ongoing Reporting for Effective Teaching and Learning' advises schools to ensure:

*A whole-school policy on assessment appropriate to the curriculum and our students has been developed and is implemented consistently and that it ensures the assessment calendar is organised to maximise the manageability and impact of assessment events'.*

Teachers in Clonturk use a variety of assessment forms. All are seen as essential and will be used as appropriate by teachers in this school. Teachers will use their professional judgement and expertise to apply the appropriate assessment methods for their students.

Our assessment strategies will facilitate target setting for individual students in their individual subject areas in line with Continuum of support.

## Relationship to Mission Statement and Ethos

Clonturk Community College is a co-educational second level school under the patronage of City of Dublin ETB in partnership with Educate Together. The school provides equality-based, child-centred education. This policy reflects the school pillars as identified by students, teachers and parents. These are Kindness, Respect, Pride and Ambition. The priority in Clonturk Community College is to ensure a safe, positive, supportive and optimal educational environment for all. In line with the democratic principles on which Clonturk Community College was founded, this Policy has been formulated with thorough consultation and input from students, parents and staff. This policy is subject to periodic review through the appropriate channels such as Student Council, Staff Meetings, Parents/Guardians/Teachers Association, and the Board of Management. Assessment in Clonturk places the student at the centre of the learning process allowing for innovative and differentiated teaching methodologies.

## Aims and Objectives

The primary aims and objectives of the policy are:

- To facilitate improved teaching and learning.

- To define different types of 'assessment'.
- To outline the reasons for assessment.
- To outline assessment practices associated with Junior Cycle.
- To identify the parties involved in assessment and the roles of same.
- To identify procedures for students who are absent for assessments.
- To outline the forms of Summative Assessment employed in Clonturk Community College.
- To outline the forms of Formative Assessment employed in Clonturk Community College.
- To outline a consistent and standardised assessment procedure for monitoring and reporting achievement in the school.
- To support the co-ordination of assessment procedures within subject departments and on a whole-school basis.
- To outline our whole-school approach to assessing students' work and recording and reporting of same.

## The purpose of Assessment

The term "Assessment" is defined as the gathering and interpretation of information related to a student's learning abilities, learning attainment, learning strengths and learning needs. Assessment is part of effective teaching and learning, and it 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 students' learning and to adapt teaching strategies and/or learning activities as appropriate.
- to reinforce the learning carried out in the classroom.
- to provide students and parents with information regarding progress.
- to establish baseline data in relation to a student's attainments in certain subjects.
- to identify appropriate levels for students in Junior Cycle and Senior Cycle.

A whole-school approach to professional development and capacity-building is essential in order to develop and maintain effective assessment practice which supports students' learning. Examples of such practice include but are not limited to:

- Shared learning intentions.
- Effective questioning.
- Formative feedback.
- Students reflecting on their learning.
- Linking learning outcomes to assessment.
- Co-constructing success criteria.

## Roles & Responsibilities

### Classroom Teachers

Responsible for:

- a. Familiarising themselves with assessment procedures and requirements. For example, deadlines set out by the State Examinations Commission for CBAs, orals, practicals, projects work, etc.
- b. Monitoring and assessing student learning on an ongoing basis through formative and summative assessment.
- c. Keeping record of students' results and making these available to relevant personnel where appropriate by updating the relevant reporting/tracking software (VShare/SchoolWise).
- d. Differentiating for students as appropriate.
- e. Setting and marking in-class assessments on a regular basis.
- f. Setting and coordinating winter and summer examinations in collaboration with subject department members.
- g. Marking winter and summer examinations and making the results of these available to parents on VShare, at parent/guardian/student/teacher meetings, etc.
- h. Completing VShare reports for parents in an informative and individualised manner. Comments should highlight areas of strength as well as tips for improvement.
- i. Providing clear formative feedback to students in the classroom in relation to how they can improve their performance in line with Continuum of Support.
- j. Setting targets in line with the Continuum of Support.
- k. Ensuring that the correct number of mock exam papers are ordered for students in their classes, organising these and correcting of same for 3<sup>rd</sup> year.
- l. Facilitating CBAs (classroom-based assessments), ATs (assessment tasks) and any project-based coursework for all their students where appropriate.
- m. Engaging in the SLAR (Subject Learning and Assessment Review) process where appropriate.
- n. Collating and recording CBA results in the format identified by the Junior Cycle Coordinator.
- o. Ensuring that students are aware of relevant assessment dates.

### Year Heads

Responsible for:

- a. Liaising with management and teachers where appropriate e.g. target setting.
- b. Reminding students of upcoming deadlines for assessments.
- c. Supporting teachers regarding student absences from assessments.
- d. Contacting home when required.

### Heads of Departments

Responsible for:

- a. Coordinating the review of departmental procedures and criteria used for assessment throughout the year with department members.
- b. Ensure standardised assessments are taking place, where possible.
- c. Sharing all relevant assessment dates with department members when they are made available.
- d. Nominating one teacher to act as SLAR facilitator as outlined in Circular Letter 0015/2017 (See Appendix 1).
- e. Documenting minutes of department meetings.
- f. Reviewing State Examination Results with national averages.
- g. Tracking student attainment across all levels.

### Senior Leadership

Responsible for:

- a. Supporting teachers in carrying out their roles.
- b. Overseeing the completion of school reports.
- c. Setting dates for completion of same.
- d. Organising training and support for staff in areas related to assessment when required.
- e. Overseeing the organisation of Parent/Guardian/Student/Teacher Meeting appointments.
- f. Making Contact with SST & Year Heads when required.
- g. Regular meetings with AEN Anchors.

### Guidance Counsellors

Responsible for:

- a. Organising the CATs (Cognitive Abilities Tests) for incoming 1st Year students in conjunction with the AEN (Additional Education Needs) department.
- b. Administering and collating the results of the CAT Tests in conjunction with the AEN department.
- c. Reviewing the CAT Feedback before it is issued to Parents/Guardians
- d. Conducting of psychometric testing.

### Inclusion Coordinator/AEN department

Responsible for:

- a. Organising the CAT Tests for incoming 1st Year students in conjunction with the Guidance Department.

- b. Organising and administering WIAT III (Welscher Individual Attainment Test) for students identified by teachers.
- c. Organising and administering Post Primary Assessment and Diagnosis in English for first year students. Providing feedback to staff regarding associated needs.
- d. Organising DOTs for students of second year each year.
- e. Updating the AEN register to inform teaching and learning.
- f. Updating the Continuum of Support to inform teaching and learning.
- g. Creating Individual Learning Plans (ILPs) for students with AEN in collaboration with teachers, AEN Anchors, ISTs (Inclusion Support Teachers) and ISAs/SNAs (Inclusion Support Assistants/Special Needs Assistants).
- h. Ensuring that appropriate supports are in place for students e.g. word processor, scribe, etc.
- i. Liaising with parents regarding students' progress/ supports in place.
- j. Liaising with the NCSE, State Examinations Commission (SEC) regarding RACE (Reasonable Accommodations at Certificate Examinations) to ensure materials/ supports are available for students who require them.
- k. Overseeing the supports in place for students.
- l. Liaising with staff and management where appropriate.
- m. Monitoring of student progress in learning support classes using relevant testing instruments.
- n. Ensure guidelines are followed in recommending students for the L2LP (Level 2 Learning Programme) and L1LP (Level 1 Learning Programme).

#### Examinations Secretary/ State Examinations Aide

Responsible for:

##### Examinations Secretary:

- a. Assisting the Deputy Principal in the production of the student exam timetables for winter and summer exams.
- b. Assisting the Deputy Principal in the production of the staff supervision timetables for winter and summer exams.
- c. Collaborating with teachers regarding deadlines for submission of exams to central area.
- d. Organising exam materials, stationary, etc.
- e. Liaising with Heads of Departments in ordering mock examinations and materials.
- f. Informing teachers of assessment deadlines.
- g. Review and distribution of exam rules, timetable, examination procedures with students and staff.
- h. Ordering of mock exams for 3<sup>rd</sup> and 6<sup>th</sup> year.
- i. Arranging the outsourced correcting of 6<sup>th</sup> year mock exams.

##### State Examinations Aide:

- a. Distributing state exam materials e.g. P2 forms, coursework details to relevant teachers.
- b. Work with the relevant year heads to ensure all SEC documents necessary are completed by all students.



- c. Distributing exam numbers to students.
- d. Collecting exam materials from teachers and issuing them to the State Examinations Commission as required.
- e. Collecting student's signatures on exam related materials where appropriate.
- f. Maintaining the State Exam Folder for the Principal.
- g. Coordinating the viewing of scripts prior to the appeals process.

### Parents/Guardians

Responsible for:

- a. Engaging in active and positive communication with teachers when necessary and appropriate.
- b. Supporting teachers in their work to help students achieve their full potential.
- c. Being actively involved in their child's education.
- d. Ensuring that their child completes all work assigned.
- e. Checking their child's results online. Monitoring their child's progress.
- f. Attending their child's parent/guardian/student/teacher meetings.
- g. Supporting any recommendations for applications made by SST for NCSE, RACE, DARE or HEAR within the timeframe set out.
- h. Informing the school of any educational/psychological reports and providing copy of same.
- i. Engaging with any temporary strategies or interventions implemented by the school. E.g. signing the journal in the evenings to help with organisation and homework practices.

### Students

Responsible for:

- a. Putting in their best possible effort required for their classwork, homework, projects, CBAs, ATs, state exams, in-class assessments and house exams, etc.
- b. To take note of and implement feedback given by teacher. Students should write oral feedback into their copies.
- c. Completing all work assigned by their teachers within the designated timeframe.
- d. Revising course content on an ongoing basis.
- e. Following the advice and guidance of teachers as to how to best achieve their potential.
- f. Attending their parent/guardian/student/teacher meetings.
- g. To attend school each day.
- h. To be on time every morning and to each class throughout the day.

## Formative Assessment

Formative assessment, often referred to as “**Assessment for Learning**” is a continuous process which provides the student with advice on how to further improve. Formative assessment can come in the form of classwork, homework, discussions and oral questioning. Formative assessment and formative feedback should be happening in an informal manner in every class. Feedback can be written or oral. Students should record all oral feedback in their copies.

## Summative Assessment

Summative assessment, often referred to as “**Assessment of Learning**” is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of learning, or at the end of a term (summer and winter assessments). The information gained from this kind of assessment will be used in reporting.

Summative Assessment is an assessment of the students’ learning. The main purpose of summative assessment is to grade and certify students' achievement. Summative assessment is formal in nature

Methods of Summative Assessment used in Clonturk are:

<h3>In-class tests</h3>
End of Unit/Chapter Tests– Individual subjects will assess students based on the student support calendar published each year. Subject departments may decide to administer further tests on completion of units of work or chapters. These tests may take the form of formal tests but may also be longer pieces of work completed over a period of time. Some subjects may require the tests to have a practical aspect to them. The results of these tests will be recorded on Schoolwise.
<h3>House Exams</h3>
1st , 2nd and 5th Years will sit their Winter Exams in November and their Summer Exams at the end of May. A special Exam timetable will be drafted by the Deputy Principal following consultation with Examinations Secretary and AEN anchors.  LCA students will sit in-class tests/tasks during this period.  In-Class tests and/or teaching will take place for all 3rd and 6th Year students in each individual subject.
<h3>State Exams</h3>
The school will strive to ensure that all 3rd, 6th Year students, including Leaving Certificate Applied, participate - as directed by the State Exams Commission - in the many

assessments that make up the Junior Certificate, Leaving Certificate and Leaving Certificate Applied exams. These assessments including orals, course work, practical work, portfolio work, will operate in accordance with the regulations set by the State Examinations Commission. The school will apply for RACE, Dare and HEAR in accordance with the guidelines as set by the State Examinations Commission

### Standardised Testing

#### **First Year Students:**

Incoming 1st Years will undertake standardised assessments which will provide baseline data and may be used as a basis to form mixed ability 1st Year classes. This assessment will offer an early indicator to the school of a student's potential.

The CAT IV will be administered during November Assessments of their first year in Clonturk. In addition to this, all 1st Years will be screened by the Learning Support Department to investigate the possible provision of additional help where necessary. Referrals can be made to the Student Support Team as appropriate.

#### **Second Year:**

Drumcondra Online Testing (DOTs) Post Primary Literacy and Numeracy attainment tests are carried out in second Year.

#### **Transition Year:**

Transition Year students complete psychometric testing during the winter assessments. This is administered by the guidance department.

#### **Fifth Year:**

All 5th Years will sit D.A.T.s (Differential Aptitude Tests) to assist in their investigation of possible college and career choices. Furthermore, it will assist with making RACE (Reasonable Accommodations at Certificate Examinations) applications if necessary.

### Special Educational Needs:

Behavioural assessments may be carried out on students presenting with behavioural difficulties and students may be referred to other specialists, e.g. Speech and Language, Occupational Therapy through the National Behaviour Support Service. A referral to the Student Support Team can be made if a student is thought to be struggling or underperforming.

The AEN team will carry out attainment tests where appropriate or at the request of parents. Any Educational Psychological Assessment must be arranged by parents privately. The AEN department will liaise regularly with the National Council of Special Education and our Special Educational Needs Officer (SENO) for advice when necessary.

Students where English is not their first language will be assessed using the Department of Education & Skills Post Primary Assessment Kit and the Cambridge English Test. Results from

these tests will indicate if any additional language support will be required and EAL classes will be scheduled accordingly.

## Junior Cycle Assessment:

The Framework for Junior Cycle (2015) emphasises the importance of valuing, acknowledging and affirming all students' learning opportunities and experiences during the three years of junior cycle.

The assessment procedures at Junior Cycle value the different aspects of students' learning and the range of approaches, both formative and summative, that generate evidence of this learning.

There are 3 strands to Junior Cycle Assessment: Classroom Based Assessments, Assessment Tasks and Final Assessment.

### Classroom Based Assessments (CBAs)

CBAs were introduced to allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally-assessed examination. Students will undertake two Classroom-Based Assessments facilitated by their teacher, usually one in second year and one in third year (this is not the case for all subjects).

The assessments associated with CBAs will cover a broad range of activities including oral tasks, written work of different types, practical or designing and making tasks, artistic performances, scientific experiments, projects or other suitable tasks depending on the subject in question. In the case of a small number of subjects, (Visual Art, Music, Home Economics and the Technology subjects), the second CBA will be linked to practical work, or the creation of an artefact or a performance for the final practical examination. The CBA is marked by the class teacher and the final artefact, practical work, or performance is marked by SEC. CBAs will be undertaken by students within class time following the school timetable and fit into the schedule of dates set out by the NCCA. Each subject department will collaboratively set the timeframes and expectations so that there is a uniform experience across classes. This will be shared with students in advance of starting the CBAs. The nationally set Features of Quality will be shared with students before the commencement of the CBA. It will be made clear to all students what is expected of them in order to achieve each descriptor. In this vein, teachers and students will work collaboratively to co-create success criteria in preparation for the CBA.

### The Subject Learning and Assessment Review (SLAR) Meeting:

Subject Learning and Assessment Review meetings should take place no more than a month after completion of the CBA. They enable teachers to collaboratively reach consistency in their judgments of student work against standardised, nationally-set Features of Quality. Teachers are informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the NCCA.

Grade Descriptors:

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

### Assessment Task:

The written Assessment Task, marked by the SEC, will be specified by the NCCA and will relate to the learning outcomes of the second Classroom-Based Assessment. The written Assessment Task may require the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment. It may facilitate the student in highlighting key learning gained by the student as they undertook the Classroom-Based Assessment in question. The written Assessment Task may also provide an opportunity for students to refer to skills and competencies that were developed and to describe ways in which their learning might be applied to future situations.

The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the SEC for marking along with the script for that subject in the state-certified examination. Marks for the Assessment Task in each subject will be incorporated into the presentation of the grade for that subject.

There is no Assessment Task in Visual Art, Music, Home Economics and The Technology subjects. Students in these subjects sit a final practical exam instead.

The Assessment Task takes place over a minimum of 80 minutes.

The Assessment Task is to be submitted to the State Examinations Commission for marking as part of the state-certified examination.

It will go towards determining the final result awarded by the State Examinations Commission.

The Assessment Task is at a Common Level and the questions posed will take into account the broad cohort of students taking the assessment.

### The Final Junior Cycle Assessment

The final examination will be:

- ✓ No longer than two hours duration.
- ✓ Taken in a maximum of ten subjects only.
- ✓ Available at a common level apart from English, Mathematics and Irish where there will be two levels (higher and ordinary).
- ✓ Assessed by SEC using the following set of grades: Distinction, Higher Merit, Merit, Achieved, and Partially Achieved.

### Wellbeing Assessment

Student wellbeing is assessed on an ongoing basis through the wellbeing subjects (SPHE, CSPE, PE and Student Enrichment) and wellbeing programmes (Friends for Life, Bullet Journaling, Mindfulness, or similar). Student wellbeing is prioritised across all of student life in Clontarf. Tracking of the development of student wellbeing skills takes place through the 'Skilly' Programme.

## Levels

First year students complete a common level winter and summer assessment in all subjects.

Students will continue to sit most subjects at Common level under the new Junior Cycle course. The exceptions to this include Maths, Irish and English that are sat at Higher or Ordinary level.

On entering second year, students are currently divided into Higher and Ordinary level classes in Maths and Irish where possible. In some incidences, where numbers do not allow for this, mixed ability classes are formed.

At Leaving Cert level, as students enter fifth year, they are currently divided into Higher and Ordinary level classes in English, Maths and Irish where possible. This is due to the fact that the higher and ordinary courses cover different content. Levels in other subjects are decided as the course progresses through 5<sup>th</sup> and 6<sup>th</sup> year.

These decisions are made in consultation with parents, guidance counsellors, year heads, teachers, students and other relevant stakeholders.

For guidelines on change of level, please see subject choice policy

## Extension Tasks

Teachers provide students with extension tasks in some lessons. These may be offered in class if a student completes work early or they may take a task home with them to complete prior to the following lesson. These tasks extend learning beyond the classroom e.g. researching a topic, creating a model, etc. These types of tasks challenge and encourage students to complete extra work in order to maintain interest and further their own learning.

## Level 1 and Level 2 programmes for students

The Level 1 Learning programme (L1LP) and Level 2 Learning programme (L2LP) are programmes designed for students who are unable to access the Level 3 Junior Cycle Curriculum. Students with mild to moderate learning difficulties are encouraged to access all mainstream subjects initially. They may continue with these to exam level and/or access junior cycle L2LP/L1LP. Evidence-based decisions will be made on a case-by-case basis in consultation with the student and their parents/guardians. The decision would require evidence of the student under-performing in first year, despite differentiated teaching methodologies and supplementary support. Students wishing to access L1/L2LP must be registered by the 1<sup>st</sup> week of October in second year.

Students who sit the L2LP programme at Junior Cycle may be best suited to achieve through the Leaving Certificate Applied Programme where offered. Please see Senior Cycle Programmes Policy for further information.

Attainment is monitored regularly, and short-term interventions are put in place as determined by the Student Support Team.

## Level 1 Learning Programme (L1LP)

Students taking an L1LP are likely to be at an early stage of cognitive development. Some students may also have an identification of a learning disability which falls in the range of low moderate to severe and profound from an educational or clinical psychologist. Consultation involving

parents/guardians, schools and other professionals working with the student will determine the suitability of the L1LP for the student.

### Level 2 Learning Programme (L2LP)

The Level 2 Learning Programme (L2LP) is a junior cycle programme designed for students with General Learning disabilities in the low mild to high moderate range of abilities. These students will benefit from an L2LP as it purposely focuses on development and learning in such areas as: elementary literacy and numeracy, language and communication, mobility and leisure skills, motor-coordination and social and personal development.

## General Assessment Guidelines

The form that these informal and formal assessments will take, are dependent on the subject area being assessed and will vary from subject to subject.

All forms of assessment above will strive to meet the individual needs and differences of all the students in the classroom when they arise. Classroom strategies such as differentiated assessment, visual aids, hearing aids, spelling waivers, increased time and dictionaries amongst others, may be used from time to time, as determined by the individual subject teacher. Separate centres will be created for summative Winter and Summer Assessments, where possible. Students with access to these centres are assigned as per the inclusion policy.

Common assessments must be used across a year group in each subject area. This will provide for increased cooperation and a common benchmark across each subject area and allow for effective tracking to take place.

Students are expected to treat all of the above forms of assessment with respect. Any student who willingly fails to participate fully, or who acts in a disrespectful way towards any form of assessment in the school will be referred to the relevant staff member. Misbehaviour will be dealt with in line with the Code of Positive Behaviour.

## Tracking of student progress

In line with the assessment calendar, teachers will keep records of formative assessments using SchoolWise to provide an insight into a student's progress over time and to fully inform the learning process.

Student progress and attainment is collated and monitored on our academic tracking software 'Schoolwise'. Year Heads and AEN anchors work together to identify any students who may need additional support. Data from Schoolwise is used to inform the Continuum of Support.

Heads of Departments complete an annual review of Junior Cycle and Leaving Certificate state exam results and compare to national averages.

## Guidelines for Absenteeism

### Assessment in the Event of Student Absence:

The Junior Cycle and Leaving Certificate programmes present a large number of assessment events. It is likely, that on occasion, circumstances will result in student absences during these times. Students and parents/guardians should make every possible effort to minimise such occurrences.

To allow for planning essential appointments, Clonturk CC shall provide dates of assessment events as they become available.

Parents/guardians should schedule essential appointments outside of school time, ideally on Fridays after school. Parents/guardians are advised not to schedule appointments during the times of assessment events.

In the case where illness precludes a student from engaging with an assessment event, a catch-up session may be offered to students who provide a medical certificate. This is in keeping with the practice of state examinations.

In exceptional circumstances where a student is precluded from engaging with a house exam, parents/guardians should contact the exams secretary. A digital copy of the exam may be sent so that it can be sat and supervised under exam conditions at home. The parent/guardian should sign the exam to state that it was supervised and timed appropriately. If the assessment is returned to the teacher by the end of the assessment week, the teacher will correct it. Beyond this date, assessments will be corrected at the discretion of the teacher. Where a student is absent and cannot avail of an at-home exam, an average of previous grades or the last summative assessment completed is used for reporting purposes.

For in-class assessments, the decision to provide repeat opportunity is at the discretion of the class teacher who has organised the assessment.

### Absence in Relation to Classroom Based-Assessments, Assessment Tasks and Final Examinations for Junior Cycle

Where it arises that a student does not submit any work for the Classroom-Based Assessment, a descriptor cannot be awarded, as there is no work to discuss against the Features of Quality. In such cases, 'Not reported' will be selected when inputting reports on VShare and for the JCPA.

At the beginning of the CBA process, teachers will advise students of the timeframe the school is using, the specific timeslot each individual student has, and the features of quality given for each subject. Students will also be made aware that if they miss their slot without providing certified reason, it will not be graded.



In addition to teachers notifying students of their allocated times and dates, teachers will consult the Learning Support Register and speak with any students whom they feel may struggle to complete the CBA. Students may be provided with additional opportunities and appropriate support.

Teachers will note any students who have provided a certified absence. These students are then taken aside in class, while the rest of the group completes another activity, and completes their CBA. This is all done with the subject teacher remaining in the room.

Parents/guardians will be notified if their child is not willing to complete their CBA within the above parameters, during week two of the timeframe. The child will be given a final opportunity to complete their CBA in week three and, if they still refuse, a final letter/text/call will be sent home informing home that all avenues have been exhausted to aid their child in completing their CBA, that the student has refused to complete it and will therefore not be graded for this aspect of their Junior Cycle assessment.

Students will also be made aware that if they miss the time set out for completing their Assessment Task or final examination without a certified absence, it may not be submitted to, or graded by, the State Examinations Commission. Teachers will consult with tutors, year heads and parents on this matter.

## Academic Honesty/Misconduct/Integrity

In line with the school's pillars, students are expected to respect members of the school community; show kindness to each other and their teachers; take pride in their work; and to be ambitious in their efforts towards success. Clonturk takes a strong stance on academic misconduct as articulated below.

Academic misconduct is defined as any action, or attempted action that undermines academic integrity and that may result in an unfair advantage or disadvantage for any other student in the school or wider society. Academic misconduct can take many forms and can sometimes occur inadvertently, so it is important to develop an understanding of the various types.

### Plagiarism

Plagiarism is when a person presents the work or ideas of someone else as their own. There are two main types of plagiarism in schools:

- Copying the work of another student, e.g. homework or exam answers and presenting it as their own work.
- Copying work from another source, e.g. a website, and presenting it as their own work.

### Collusion

While Clonturk promotes a largely collaborative learning environment, from time to time, assignments and exams are set with the intention of assessing individual understanding and mastery of course content. 'Collusion' or 'undisclosed collaboration', refers to two or more students working on an assignment that is meant to be completed individually. You can, and are encouraged to study together and discuss ideas, but make sure that when you submit an individual assignment, that you do it by yourself.

## Use of Artificial Intelligence

The use of artificial intelligence tools to generate or complete assignments without explicit teacher permission is strictly prohibited. AI tools include, but are not limited to auto-generators, language models, and any software designed to produce academic work on behalf of the student. If a teacher allows the use of AI tools for an assignment, it will be clearly communicated in the assignment instructions. Students must seek and obtain explicit permission before incorporating AI tools into their work.

## Protocols and discipline procedures

Breaches of academic integrity in the classroom will be dealt with by the class teacher and will be escalated as appropriate in line with the Code of Positive Behaviour.

Students who are caught communicating or cheating in a house exam setting will have their script removed and it will be passed to the Exams Secretary. Discipline procedures will be applied as appropriate, in line with Code of Positive Behaviour. The student may not have their exam marked. The student may be permitted to sit the exam at a later date subject to teacher/supervision availability. Repeated violations will be subject to more serious consequences, up to and including suspension, in line with the Code of Positive Behaviour and Suspensions and Exclusions Policy.

## Reporting

Reporting of assessment should enable parents:

- To be involved in their child's learning.
- To understand and encourage the progress their child is making.
- To check their child's progress throughout their time in Clonturk CC.

There are different methods whereby the results of formal and informal assessments will be reported to parents/guardians, as outlined below.

**Direct Contact:** the teacher may decide, as they see fit, to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student. A class teacher may phone a parent/guardian if they feel the student is struggling or not progressing with class or homework. The class teachers will work with parents/guardians and the student themselves to put a support plan in place. A referral may be made as appropriate.

**VSWare:** Parents/Guardians will be provided with access to their child's account on the school's management system VSWare. This will allow parents to view reports in relation to their child's academic performance, attendance and behaviour. Parents/guardians will receive a formal report from all subject teachers following winter and summer assessments. These reports will usually consist of a grade or junior cycle descriptor as well as comment-based feedback about how they are progressing and where they should focus for improvement.

**Signature of Parent/Guardians on Assessment:** the teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.

**Parent/Guardian/Teacher/Student Meetings:** there are Parent/Guardian/Teacher/Student Meetings for all Year Groups throughout the academic year. At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students. These assessments should generate an accurate picture of the student's progress. Tutor meetings generally focus on wellbeing, whereas teacher meetings focus on both wellbeing and academic progress.

### Classroom Based Assessment (CBA) Reporting

Teachers will submit CBA results on the SchoolWise system. Feedback will be provided in class.

### House Exam reports

#### 1st, 2nd & 5th Year Reporting

Formal written reports are published on VShare and posted (if requested) to the parents/guardians of students on two occasions during the academic year, depending which year group they are in. 1st, 2nd, 5th Year and LCA students' parents/guardians will receive their Winter Report in December before the Christmas holidays, and their Summer Report during the last week before the Summer holidays.

### Transition Year Reporting

Transition year students sit Winter exams in English, Irish, Maths and their Modern Foreign Language as per the assessment calendar. Students will receive a progress report in their other subjects.

In addition, students ongoingly work on their Transition Year portfolio. Students are required to complete a formal interview where they must present on their portfolio. This interview usually takes place in early May with their class tutor.

### TY Portfolio:

The TY portfolio is a digital collection of work and reflection pieces that depict the Student's Journey through Transition year. The TY Portfolio consists of a variety of items to include:

- Work complete in each subject area/module.
- Reflections on learning, events, guest speakers, workshops, trips, projects, work experience, etc.
- TY students are awarded credits by subject teachers each semester.

### 3<sup>rd</sup> & 6<sup>th</sup> Year Reporting

Parents/guardians of 3<sup>rd</sup> and 6<sup>th</sup> will receive a Winter Progress Report in December, but will then receive another report in April with the results of Mock Junior or Mock Leaving Cert Exams. 3<sup>rd</sup> and 6<sup>th</sup> Year parents/guardians do not receive a Summer Report.

Junior Cycle Profile of Achievement (JCPA): The JCPA will capture student achievements in a number of assessment elements undertaken over the three years of junior cycle, including the grades in the state certified examinations at the end of the three-year programme. It will also report on students' achievements in CBAs, and short courses, and in Level 2 Learning Programmes (L2LPs) and Level 1 Learning Programmes (L1LPs) as appropriate. The JCPA also provides an opportunity for comments on students' achievement, participation or progress in 'other areas of learning' that may have been included in the school's junior cycle programme. The JCPA will provide an opportunity for every student to have their own particular strengths and engagement in areas of school life, other than the traditional academic areas, recognised and affirmed. The JCPA will be issued to students and their parents before the end of the first term following the completion of the Junior Cycle

### Leaving Certificate Applied Reporting

5<sup>th</sup> Year LCA students sit in-house winter and summer exams in all examinable subjects. The remainder of subjects will report on progress. The Modern Foreign Language is not assessed in the summer assessments as they will sit their State Exam in June.

6<sup>th</sup> Year LCA 6 students will sit in-house winter and mock exams in the same manner as traditional Leaving Certificate students. Exams are administered in examinable subjects, and progress reports are provided in remaining modules.

## Guidelines for Homework

Homework forms an integral part of the learning experience for each student at Clonturk Community College. Careful cooperation between students, teachers, tutors, year heads and parents is essential. In order to reach their full potential, students must develop a regular study and homework routine from the very beginning of first year. The range of homework activities may include written exercises, learning work, reading, research, oral work, revision exercises, preparation, projects, etc.

Homework serves a number of functions:

- It consolidates and reinforces learning and understanding on tasks/ topics completed in the classroom.
- It encourages students to develop the skills, confidence, self-discipline and motivation needed to study at home.
- It extends learning completed in the classroom e.g. extension tasks, research.
- It keeps parents informed on the work being completed by their child at school.
- It allows teachers to understand how well students have grasped new concepts.
- It allows the teacher and students to identify the next steps in learning.

### Homework Expectations

- Students are expected to complete homework to the best of their ability and on time.
- Students who miss class for school activities are expected to catch up on classwork and homework by contacting a classmate and completing the work on time to the best of their ability.
- Students are discouraged to have part time jobs during the school terms, particularly in 6<sup>th</sup> year.
- Students should record all pieces of homework carefully in their journal during each class. Teachers will also keep a record of homework on OneNote.

- Students should complete homework on the night they receive it.
- Students are encouraged to check with teachers how long a piece of homework should take in each subject.
- Students should follow the timing guidelines outlined below and refer the matter to their tutor should these times become unrealistic, or if there are concerns around underperformance or stress.

1st year	1 hour - 1.5 hours per night
2nd year	1.5 hours - 2 hours per night
3rd year	2 hours - 2.5 hours per night
TY	Homework/ study times may vary depending on project work, but students are expected to maintain good habits over this year.
5th year	2.5 hours - 3 hours per night
6th year	3 hours to 3.5 hours per night