



Gaelcholáiste Charraig Uí leighin Assessment Policy

1. General

1.1 Scope

This policy applies to all pupils, parents/guardians and staff of Gaelcholáiste Charraig Uí Leighin. It applies during the academic year and during State Examinations. This policy was drafted in consultation with all school stakeholders.

1.2 Rationale

This policy recognises each pupil as a unique person and the ways in which pupil learning is assessed. Various assessment methods support the learning and well-being of the child. Assessment is used to give feedback to pupils on how to progress their learning, as a source of feedback for teachers and parents/guardians on pupil learning, and to support each child to reach their maximum potential.

1.3 Links to the School Ethos

Each child is supported to reach their maximum potential in Gaelcholáiste Charraig Uí Leighin. The school uses various methods of assessment to encourage learning and to facilitate the holistic development of each child. Every effort is made to encourage and challenge each child on a daily basis, and assessment plays a central role in this.

1.4 Context

This policy should be read with the school's guiding principles of respect, fairness and integrity in mind, as well as the school's Homework Policy, the Well-being Policy, the SEN Policy and the Code of Behaviour. Schools are obliged to assess pupils regularly, in

accordance with the Education ACT (1998), and to report pupil progress to parents/guardians each term. By fulfilling these requirements, schools use various assessment methods that help give accurate reports on student progress and achievements.

1.5 Definition

The definition of assessment is the process by which evidence of learning is generated, collected, recorded, interpreted, used and reported. Assessment helps to evaluate progress, skill development, knowledge, behaviour and outlooks.

2. Aims of the Policy

The following are the aims of Gaelcholáiste Charraig Uí Leighin with respect to assessment:

- a) To provide the best opportunity to pupils to be successful by using various assessment methods;
- b) To monitor pupil progress;
- c) To recognise when a pupil is not making progress;
- d) To inform parents/guardians and pupils of strengths or difficulties that pupils may have;
- e) To ensure that pupils are participative and connected during classes;
- f) To help pupils become active and involved in their own learning;
- g) For pupils to be sources of learning for each other;
- h) For pupils to be responsible for their own learning;
- i) To enable pupils to accept, understand and apply feedback from teachers;
- j) To enable pupils to reflect on their work;
- k) To assist teachers with short and long-term planning;
- l) To support the School Improvement Plan;
- m) To fulfil the requirements on the school in the areas of Numeracy and Literacy;
- n) To motivate pupils to reach their full potential;
- o) To develop a baseline of student data in the various subjects;
- p) To recognise and recommend suitable levels at which pupils should study various subjects;

- q) To help identify those pupils that may need extra help, and to help the school and/or parents/guardians gather information and data relevant to that pupil when contacting an Educational Psychologist or other organisations;
- r) To assist the school to recognise pupils that may need to be referred to a professional/external organisation for an assessment or a direct intervention.

3.Methods of Assessment

3.1 Assessment for Learning and Assessment of Learning

We understand the importance of knowledge acquisition in preparation for examinations in our Education System, and for Assessment of Learning. However, we recognise that to realise this aim to a high standard, our pupils have to play a central role in the learning process, and must be able to present this knowledge competently and confidently.

On this basis, Gaelcholáiste Charraig Uí Leighin places a strong emphasis on Assessment for Learning regularly in the classroom. Both Assessment for Learning and Assessment of Learning play an important role in education and in classroom and school practices. These are not practices that contradict each other, rather they support and strengthen each other.

3.2 Formative Assessment

Formative Assessment places an emphasis on the active role of the pupil in his/her own learning to support and improve their own learning. Various strategies are used to provide information and feedback to pupils, teachers and parents on understanding and progress of pupil learning. Formative Assessment occurs before, during and after lessons, rather than at the end alone.

3.2.1 Formative Assessment in the Classroom

Strategies

Formative Assessment is used as a tool to improve learning in the classrooms of Gaelcholáiste Charraig Ui Leighin. The following are the strategies used;

- A. Shared Learning Outcomes at the beginning of a Learning Unit;
- B. Shared and explained Success Criteria;
- C. Making examples that satisfy the Success Criteria available;
- D. To help students to recognise the standards that they are attempting to achieve;
- E. To involve students in the assessment of their own learning;
- F. To give feedback so that students understand what needs to be done in order to fill the gaps in their knowledge or understanding;
- G. To instill in students that every student can improve;
- H. To modify teaching in accordance with the results of the formative assessment;
- I. To give recognition to any achievement.

It is understood that not all strategies listed above are suitable to all parts of the curriculum. Therefore, each class teacher chooses the strategies that are most suitable to their particular subject. Teachers use various techniques and IT equipment to apply these strategies, and these can be seen in Appendices 1 and 2.

3.2.2 Classroom-Based Assessment (CBA)

Each Junior Cycle pupil shall undertake CBAs under the stewardship of their teacher, and over a period of time outlined by the NCCA.

Reasons for CBAs

- A. CBAs give pupils an opportunity to demonstrate their skills and understanding in a way that formal assessment does not allow;
- B. CBAs facilitate feedback on pupil progress during and after the process;

- C. CBAs are a central part of continuous assessment and the everyday practice of the classroom;
- D. The tasks involved cover a wide range of activities including presenting, written work, practical activities, design and fabrication, artistic displays, scientific experiments, projects or other suitable tasks.

Subject CBAs

- A. The NCCA, in conjunction with the SEC detail the tasks;
- B. The NCCA will give a timeframe for each CBA;
- C. Each subject under the new Subject Specifications will have two CBAs, one in Second Year and one in Third Year. At present, one of the CBAs is suspended.

Short-Course CBA's

- A. The subject department in the school will detail these tasks;
- B. The school subject department will provide a timeframe for each CBA;
- C. Each Short-Course shall have one CBA;
- D. The CBA shall take place in Third Year.

3.3 Summative Assessment

Summative Assessment involves formal assessment, and takes place at the end of a period of learning such as a Learning Unit, End of Term or End of Year. It gives a summary of pupil attainment.

Summative assessment can be a formal written exam, or a piece of work produced over a period of time. Practical work and investigation are used in some subjects also.

3.3.1 Summative Assessment

	When	1st Year	2nd Year	3rd Year	4 th Year	5 th Year	6 th Year
Class Tests	Regularly	✓	✓	✓	✓	✓	✓
Halloween Exams	The Week prior to Mid-Term			✓			✓
Assessment Task	The NCCA will give a timeframe for each AT			✓			
Christmas Exams	The week prior to the Christmas Holidays	✓	✓		✓	✓	
Pre-Exams	The fortnight before Mid-Term in Term 2			✓			✓
Summer Exams	The week prior to the Summer Holidays	✓	✓		✓	✓	

Assessment Task (AT)

- A. Third Year pupils will undertake the Assessment Task under the direction of their class teacher;
- B. The NCCA detail the written Task Assessment;
- C. The State Examinations Commission mark the Assessment Task;

- D. The Assessment Task involves the learning outcomes from the second CBA, and is completed after the second CBA;
- E. The NCCA provide a timeframe for the Assessment Task;
- F. It helps pupils to focus on the main points of their learning from the second CBA;
- G. It provides an opportunity to pupils to refer to their skills and competencies developed during the CBA's;
- H. It provides pupils with an opportunity to describe ways in which they could apply their learning in new situations.
- I. They are presently suspended.

State Exams

- A. Every child shall undertake a written exam;
- B. Exam Scripts and Assessment Tasks are forwarded to the SEC at Junior Cycle;
- C. Exam Scripts are forwarded to the SEC at Senior Cycle;
- D. The SEC mark these scripts;
- E. Pupils in Gaelcholáiste Charraig Ui Leighin undertake a maximum of 9 subjects at Junior Cycle and 7 subjects at Senior Cycle;

3.3.2 Summative Assessment in Transition Year

	When
Class Test	Regularly
Christmas Exams	The week prior to the Christmas Holidays
e-Portfolio	December and May
C.V.	December and May

Interview	April/May
Summer Exams	The week prior to the Summer Holidays
End of Rotation Exams	At the end of each rotation of Option Subject samplers.

Christmas and Summer Exams

- A. Formal assessment of the following subjects will take place; English, Irish Maths, Spanish;
- B. Formal assessment of any other subject can also take place should it help improve pupil progress;
- C. No exam shall be longer than two hours in duration.

e-Portfolio

- A. Summative assessment of pupil's e-Portfolio's shall take place on two occasions during the year;
- B. The assessment will follow the headings laid out by the Transition Year Committee;
- C. Success Criteria will be shared with pupils at the beginning of the year, and will be regularly referred to during the year.

3.3.3 Additional Assessment Components (AAC)

Additional Assessment Components (AACs) are new, non-written assessment elements being introduced to Irish Leaving Certificate subjects from September 2025, accounting for at least 40% of the final grade. These externally assessed, school-based tasks—such as projects, practical exams, or investigations—aim to reduce pressure from final exams and evaluate skills

like research and application. Bonus marks for completing work in Irish will be awarded for this assessment component also.

- 1) AAC's commenced in certain subjects from Sept 2025 (5th year students) and first apply to exams in 2027.
- 2) They are externally assessed by the SEC.
- 3) Teachers provide oversight and advice to the class while students work on components in class. The AAC must be completed by the student only. Under no circumstances are teachers permitted to assist in completion of this element of assessment.
- 4) Specific rules and procedures for submission will be published by the SEC to ensure work is authentic to the student. The school will fully comply with these rules and procedures.
- 5) For those pursuing subjects outside of school, there are strict guidelines from the SEC regarding completion of coursework. The school advises that students and parents/guardians familiarize themselves with these guidelines.
- 6) It is the student's responsibility to complete the work, and to adhere to the dates associated with each AAC. Subject teachers will provide a timeline for students to assist in completing the work in a timely fashion. It is the student's responsibility to complete this work within this timeline.

4. Roles and Responsibilities

4.1 Pupils

It is each pupils responsibility:

- a) To follow teacher's direction in relation to preparing for exams;
- b) To organise both hard and soft copies of notes provided;
- c) To make the best possible effort to fulfil one's potential;
- d) To manage their time before and during exams;

- e) To develop their Communication and Presentation skills;
- f) To learn how to work with others;
- g) To have a positive, open-minded attitude to be able to evaluate and measure differing opinions;
- h) To be willing to accept feedback from teachers, and to improve the areas of learning suggested by the teacher.

4.2 Parents

It is each Parent's/Guardian's responsibility;

- a) To be involved in your child's learning;
- b) To sign your child's tests;
- c) To sign your child's Dialann on a weekly basis;
- d) To be in regular contact with the Class Tutor and/or Year Head in relation to your child's progress;
- e) To read any information the school sends you in relation to assessment;
- f) To contact Class Teachers to confirm that you have read the directions for CBA's given to you;
- g) To understand and to motivate your child's progress;
- h) To ensure that your child is in school and on time every day;
- i) To be up to date on the changes in both Junior and Senior Cycle;
- j) To regularly check your child's notes and self-organisation;
- k) To make a quiet place available to your child for exam preparation;
- l) To practice Presentation and Communication skills with your child;
- m) To provide every opportunity to your child to learn practical everyday skills at home;
- n) To provide every opportunity to your child to be ready for School and State Exams.

4.3 Teachers

It is each teacher's responsibility;

- a) To measure pupil's progress and to change learning plans as necessary;
- b) To advise and give direction to pupils about exams;
- c) To assess pupils both formatively and summatively to measure the learning needs of their pupils;
- d) To regularly check the organisation of pupil's notes;
- e) To make regular contact with parents regarding their child's progress;
- f) To contact parents regarding CBA's being issued;
- g) To inform Class Tutors, Year Heads and School Management about any child they have concerns about;
- h) To provide opportunities to pupils to develop and use their skills and strengths during assessment;
- i) To give clear and guiding feedback to pupils on how to improve their learning;
- j) To reflect on their own teaching methodologies and learnings;
- k) To reflect on how their pupils learn.

5. Reporting

- a) Reports are forwarded to Parents/Guardians of First, Second, Fourth and Fifth Years in January and in June, and in November and March for Third and Sixth Year students.
- b) The report template is computerized and allows teachers to distinguish levels. A mark and grade are awarded and a comment can be generated from a menu. Alternatively, an original comment can be given.
- c) All reports are signed off by the tutor and the Principal and a general comment may be made on progress to date.

5.1 Subject Learning and Assessment Review (SLAR)

Teachers will share and discuss samples of their assessment of student work and will come to a mutual understanding on the student learning quality in these meetings. This process will help develop a better understanding of the standards and it will ensure continuity in the judgement of student performance.

- A. Each teacher of subjects involved in the teaching and assessment of Classroom-Based Assessments will participate in the SLARs.
- B. An extra hour is to be given to one teacher in each subject in order to prepare for and facilitate each meeting.
- C. The role of the facilitator usually rotates.
- D. The school will set the time of the SLAR, considering the finishing times of the two CBAs.
- E. Teachers will present samples of assessed student work from each achievement band, if possible.
- F. The samples will be annotated clearly with teacher comments.
- G. Samples in which it was difficult to assess student performance will be presented at the SLAR if possible.
- H. Improvement is discussed based on agreement between evidence from student work and the annotated examples provided by the NCCA.

Classroom-Based Assessment Descriptors
Exceptional
Above expectations
In line with expectations

Expectations yet to be met

5.2 Psychometric Testing

The CAT4 tests, or similar, are administered to incoming 1st Year students by the Guidance Counsellors during Spring each year. When the results of the tests become available, the Pastoral Care team consisting of Guidance Counsellors, Learning Support teachers and Class Tutors meet with school management. Students with particular needs are identified. Letters are sent to parents/guardians of students stating the extra resources that **may** be available for those students. When replies are received re extra help and parental permission obtained, a programme is devised by the learning support/resource teacher depending on timetable and availability of learning support staff. IEPs (Individual Educational Plans) are drawn up by the Learning Support Team in conjunction with parents, pupils and school management.

6. Success Criteria

Success criteria are used in the classroom to describe what a successful student effort entails. The success criteria are linked with the learning intentions and it is the teacher and/or student that develop them. They assist the teacher and the student in assessing the standard of student learning. The research demonstrates the following about students who are regularly exposed to the learning intentions and success criteria in the classroom. The students are:

- A. more focused for longer periods of time
- B. more motivated and more active in their own learning
- C. more responsible for their own learning.

This policy was adopted by the Board of Management on October 2nd, 2018.

It was reviewed on May 19th 2026.