



Coláiste Pobail Bhun Clóidí
Bunclody Community College

Sráid na nGael, Bun Clóidí, Co. Loch Garman Y21 FW99

Irish Street, Bunclody, Co. Wexford Y21 FW99

Príomhoide/Principal: 053 93 77590

bunclodycc@wwetb.ie | www.bunclodycc.ie

Príomhoide/Principal: Dr. James Trimble

Leas-Phríomhoide/Deputy Principal: Ms. Sandra O'Toole



wwetb

Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
Waterford and Wexford
Education and Training Board



Bunclody Community College
Learning, Teaching and Assessment and Reporting Policy

School: Bunclody Community College

Roll No.: 71620H



wwetb

Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
Waterford and Wexford
Education and Training Board



Rialtas na hÉireann
Government of Ireland



Amia chomhiústiú ag
an Aontas Eorpach
Co-funded by the
European Union

WWETB is co-funded by the Government of Ireland and the European Union.

Registered Charity Number 20083281

wwetb.ie

Section 1

- 1.1 Bunclody Community College Mission Statement
- 1.2 Policy Rationale
- 1.3 Our Teaching and Learning Aims

Section 2

- 2 Looking at Our Schools 2022 – A Framework for Post-Primary Schools
- 2.1 Effective Teaching and Learning
- 2.2 Teachers Individual Practice
- 2.3 Teaching Styles
- 2.4 Effective Preparation
- 2.5 Schemes of Work (SOW)
- 2.6 The individual needs of Learners
- 2.7 Assessment, Recording and Reporting

Section 3

- 3. Monitoring and Review
- 3.1 Learning and Teaching Subject Department Meetings
- 3.2 Subject Department Evaluation -this is not done but I am proposing it going forward?
- 3.3 Student Outcomes and Progress
- 3.4 Student Voice

Section 4

- 4. Assessment and Reporting
- 4.1 Our Assessment and Reporting Aims
- 4.2 Effective assessment at Bunclody Community College
- 4.2.1 Formative Assessment at Bunclody Community College
- 4.2.2 Marking and Feedback
- 4.2.3 Summative Assessment at Bunclody Community College
- 4.5 Assessment at Junior Cycle
- 4.5 Junior Cycle Reporting

Section 5

- 5. Leadership, learning, teaching and assessment
- 5.1 Senior Leadership Team at Bunclody Community College
- 5.2 Board of Management of at Bunclody Community College

Section 6

- 6. Ratification of this policy

Appendices

1.1 Bunclody Community College Mission Statement

"We endeavour to provide a quality education to all our students in a caring, disciplined and respectful environment. We aim to prepare students for life and responsible citizenship and motivate them towards the achievement of their full potential".

As part of a group of schools under WWETB, our school is multi-denominational and co-educational. Our school welcomes and celebrates every individual and their unique values. Five key values underpin our school's ethos. These are:

- Excellence in Education
- Care
- Equality
- Community
- Respect

This school and our students promote the core values of WWETB schools daily through its classroom activities, extra-curricular activities, and our links with the broader community. We encourage students to display and promote these values in their everyday school lives. These fundamental values underpin the school community and make it a better environment for everyone to be part of.



We aim to ensure that these core values are in place where students feel at ease and cared for, enabling them to relate to one another and to staff in an open, respectful and trusting manner.

1.2 Policy Rationale

At the heart of exemplary learning and teaching is our belief in the concept of lifelong learning and that learning should be a rewarding and enjoyable experience for all. Through our teaching we equip students with the skills, knowledge and understanding to prepare them for the challenges and opportunities of life in the 21st century. It is acknowledged that while most learning takes place within lessons, there are significant opportunities for learning outside of the classroom.

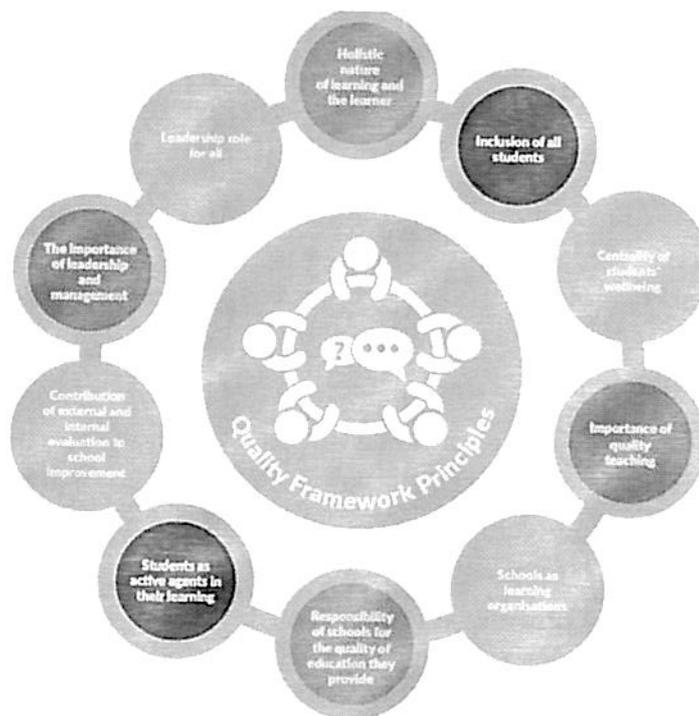
All staff have a professional duty to strive to evaluate and improve their own practice. This means understanding both the teaching and learning process and building on students' skills, knowledge, and understanding. Teachers are leaders of the learning environment, facilitating all students to reach their full potential. To promote the learning process for teachers, a well-developed CPD programme provides opportunities for the development of, amongst other things, pedagogical skills.

1.3 Our Teaching and Learning Aims:

- To provide a safe and stimulating learning environment that supports both students and teachers in their educational journey.
- To set high expectations for all students, encourage them to raise their aspirations and support the continuous improvement of teaching and learning standards.
- To enable students to reach their full potential by offering varied and challenging learning experiences that cater to different learning styles.
- To deliver a broad, balanced, and relevant curriculum that motivates, engages, and challenges students, while also preparing them with the skills they will need beyond school.
- Through the school self-evaluation process, to identify standards within each of the four domains of Teaching and Learning as outlined in Looking at Our School 2022 and move practice to highly effective. Each year, the School DEIS Plan will outline targeted areas for development.

To achieve the above aims, this policy has been developed, incorporating the standards as identified in the Looking at our Schools 2022 document.

2 Looking at Our Schools 2022 – A Framework for Post-Primary Schools (LAOS) was published by the Department of Education to underpin both school self-evaluation and school inspections. The idea of the framework is to provide standards that can help us to assess how good practice is and more importantly to point the way towards improvement where needed. Ten key principles underpin: A Quality Framework for Post-primary Schools 2022.



2.1 Effective Learning and Teaching

LAOS Standards incorporated		
1.	Students experience opportunities to develop the skills and attitudes necessary for lifelong learning.	Domain 2 – Learner Experiences
2.	Students grow as learners through respectful interactions and experiences that are challenging and supportive.	Domain 2 – Learner Experiences
3.	Students enjoy their learning, are motivated to learn and expect to achieve as learners.	Domain 1 – Learner Outcomes

Effective teaching is practiced by people who can be very different from one another. However, at Bunclody Community College

- we place a huge emphasis on establishing and maintaining good quality relationships which we believe is crucial to successful learning;
- We know what kind of people our learners are;

- We talk regularly with learners about their learning and listen to them. Therefore, we understand what they are thinking;
- At Bunclody Community College teachers develop a climate in the classroom that supports effective learning and teaching and reflects the characteristic Spirit of the school.

2.2 Teachers Individual Practice

LAOS Standards incorporated		
1.	The teacher has the requisite subject knowledge, pedagogical knowledge, and classroom management skills.	Domain 3 – Teachers' Individual Practice
2.	Students experience opportunities to develop the skills and attitudes necessary for lifelong learning	Domain 2 – Learner Experiences
3.	Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Domain 1 – Learner Outcomes

- Effective teaching relies upon excellent subject knowledge.
- The learning environment, the resources, and the planning influence the success of the learning outcomes.
- Teachers bring their own personal style, can use different teaching strategies, and reflect on how they teach and the methods they use most effectively.

2.3 Teaching Styles

Teachers at Bunclody Community College have a responsibility to use strategies which:

- Show enthusiasm for their subject and learning.
- Vary teaching styles and allow students to learn in their preferred styles, i.e. visual, auditory, or kinesthetic.
- Allow students to work independently and collaboratively, in order to contribute to one another's learning.
- Demonstrate and reinforce consistent classroom procedures.
- Encourage students to demonstrate their skills through a variety of different mediums.
- Use others to deliver parts of the lesson (e.g. team teaching, other students, outside agencies).

2.4 Effective Preparation

LAOS Standards incorporated

1.	The teacher selects and uses planning, preparation, and assessment practices that progress students' learning.	Domain 3 – Teachers' Individual Practice
2.	The teacher selects and uses teaching approaches appropriate to the learning intentions and the students' learning needs.	Domain 3 – Teachers' Individual Practice
3.	The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary.	Domain 3 – Teachers' Individual Practice
4.	Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum	Domain 1 – Learner Outcomes

No single style or approach to classroom organisation is universally best; however, effective planning and management are essential. We believe that all teaching should be of the highest quality, enabling every student to make significant and rapid progress, academically, socially, emotionally, and in relation to any specific needs or individual targets. This is achieved through lessons that:

- Enable students to make clear progress in their learning.
- State learning intentions and differentiated success criteria explicitly.
- Begin promptly and maintain pace and challenge throughout.
- Use effective questioning to direct and challenge students.
- Incorporate strategies to summarise learning and help students understand how to improve.
- Foster higher order thinking skills such as creativity, analysis, problem-solving, decision-making, and application.
- Are differentiated by task, resources, outcomes, and/or method to meet varying needs.
- Use stimulating resources, including digital tools, appropriately differentiated for students.

2.5 Schemes of Work (SOW)

LAOS Standards incorporated		
1.	Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.	Domain 4: Teachers' Collective / Collaborative Practice
2.	Teachers contribute to building whole-staff capacity by sharing their expertise.	Domain 4: Teachers' Collective / Collaborative Practice

3.	Teachers value and engage in professional development and professional collaboration.	Domain 4: Teachers' Collective / Collaborative Practice
4.	The teacher selects and uses planning, preparation, and assessment practices that progress students' learning.	Domain 3: Teacher's individual practice
5.	Students attain the stated learning outcomes for each subject, course, and programme.	Domain 1: Learner Outcomes
6.	Students grow as learners through respectful interactions and experiences that are challenging and supportive.	Domain 2: Learner experiences
7.	Students engage purposefully in meaningful learning activities.	Domain 2: Learner experiences

Subject Departments have the responsibility to:

- Develop schemes of work which enable teachers to plan curriculum delivery and enable students to progress effectively.
- Schemes of work are there to support teachers to deliver the curriculum and provide consistency of experience for students. They are not, however, intended to stifle teacher individuality and creativity.
- Lessons must include formative and summative assessment opportunities for each Unit of Learning. Summative assessment at the end of each term should align with the school's assessment calendar.
- Home learning opportunities are in place to support high quality teaching and learning and complement the lesson.
- Subject Plans are compiled by each subject department for each year group and uploaded onto the Bunclody Community College Teachers Microsoft Teams School plan.

2.6 The individual needs of Learners

LAOS Standards incorporated		
1.	The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary.	Domain 3: Teachers' Individual Practice

Teachers should:

- Be aware of the specific learning needs of their students, e.g. gifted and talented, those with specific or general learning difficulties, consult with the AEN Co-Ordinator, VSware AEN tab and the Class Tutor / Year Head.
- Work with Learning Support Teachers, Special Needs Assistants, team teachers and other adults to ensure students are best supported in their learning.
- Use Individual Educational Plans or Student Support plans via VSware.
- Allow open communication between the parent / guardian and the teacher.

2.7 Assessment, Recording and Reporting

LAOS Standards incorporated		
1.	The teacher selects and uses planning, preparation, and assessment practices that progress students' learning.	Domain 3: Teachers' Individual Practice
2.	Students reflect on their progress as learners and develop a sense of ownership and responsibility for their learning.	Domain 2: Learner Experiences
3.	Students attain the stated learning outcomes for each subject, course, and programme.	Domain 1: Learner Outcomes
4.	Students demonstrate the knowledge, skills, and understanding required by the post-primary curriculum.	Domain 1: Learner Outcomes
5.	Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.	Domain 4: Teachers' collective/collaborative practice

Teachers have a responsibility to:

- Set and mark work, classwork and homework, regularly.
- Use the analysis of assessment data to inform their teaching and support students' progress
- Use student data, in particular through the Athena programme to ensure students are working to their full potential and set targets to achieve this.
- Inform parents and appropriate staff within the school of student progress by regularly reviewing student grouping to promote effective learning.

3. Monitoring and Review

Monitoring of teaching and learning takes place throughout the year and is reviewed at the end of the academic year. The aim is to:

- Identify and share good practice through discussion and observation.
- Evaluate the quality of teaching in line with LAOS statements of highly effective practice and set targets for improvement.
- Track progress on teaching and learning issues identified in the Deis Plan.
- Identify key aspects of teaching and learning for development by departments and for the whole school.

All monitoring of teaching and learning at Bunclody Community College is conducted in an effective and efficient professional manner. The purpose of monitoring teaching and learning is to support school improvement; it is about celebrating and informing others about existing strengths and about recognising areas that require development and improvement.

Methods for monitoring teaching and learning over time include for example:

- Teaching and learning subject department meetings
- Subject Department Evaluation
- Student outcomes and progress
- Student voice

3.1 Learning and Teaching Subject Department Meetings

Subject department meetings provide an essential forum for teachers within the same discipline to collaborate regularly on improving teaching and learning. These meetings focus on reviewing classroom practices, curriculum delivery, and student learning outcomes. The process typically includes:

- **Sharing best practice:** Teachers exchange effective strategies, resources, and approaches to enhance classroom teaching.
- **Analysing student performance:** Reviewing assessment data to identify trends, strengths, and areas requiring improvement.
- **Collaborative planning:** Aligning lesson plans and methodologies to ensure consistency, coherence, and progression across year groups.
- **Professional development:** Identifying training needs and opportunities to strengthen subject-specific pedagogy and expertise.

The aim is to create a structured, collaborative environment that supports continuous improvement in teaching and learning over time.

3.2 Subject Department Evaluation -this is not done but I am proposing it going forward?

- Subject department evaluations are conducted annually under the leadership of the Head of Department.
- These evaluations are aligned with the DEIS plan to ensure consistency with whole-school priorities.
- All departments will complete a standardised evaluation template to promote uniformity across subjects. While the evaluation process is consistent, areas for development identified in each department's action plan may vary according to subject-specific needs.

3.3 Student Outcomes and Progress

Assessment provides the evidence needed to document and validate that meaningful learning has occurred in the classroom. It also assists in developing the rationale for the choice of teaching methodologies used in the classroom.

- Through formative and summative assessment, both teachers and students at Bunclody Community College are provided with opportunities to reflect on their teaching and learning.
- Students are helped understand their strengths and challenges and reflect on how they need to improve over the year.
- A focus is placed on the process of learning and how results occur as opposed to the result.

3.4 Student Voice

Student voice is welcomed at Bunclody Community College. This approach can provide further information in the form of a learner lens for teachers to reflect on and to act where appropriate. Student feedback is used to improve teaching and learning across all subjects, and the focus is not on individual teacher practices.

- Students are given opportunities to provide their views on teaching and learning in the classroom either verbally with their teachers or through feedback forms
- Students are involved in evaluating their own learning.
- Students may speak informally with teachers about what is working well / not well for them in terms of teaching and learning.

4. Assessment and Reporting

Bunclody Community College strives for exemplary learning and teaching, supported by effective assessment processes to improve the life chances of all students. Quality assessment systems promote effective learning and positive impact of teaching.

4.1 Our Aims

The Assessment Policy at Bunclody Community College aims to:

- Provide clear guidelines on the school's approach to assessment.
- Involve the learners so that students are aware of the criteria by which they are assessed and that they are provided with constructive feedback so that they can learn more effectively.
- Inform teachers' forward planning which personalises students' future learning.
- Integrate into lesson Plans.
- Provide meaningful information for parents.
- Be manageable within existing resources and time.
- Use a wide variety of assessment techniques.
- Be reviewed and monitored regularly.

4.2 Effective assessment at Bunclody Community College

- Ensures assessments are strategically planned and are defined by students by shared and challenging success criteria. This success criteria leads to the formation of clear learning intentions within schemes of learning.
- Ensures that teachers plan formative and summative assessment opportunities; summative assessment should align where possible with the school's summative exam calendar.
- Ensures Teachers actively respond to student's dynamic progress in learning through the assessment of prior learning, ongoing learning, and end of topic learning;
- Ensures Assessment methods should be personalised and adapted for all students;
- Must be meaningful and manageable;
- Must raise aspirations and encourage students to work hard;
- Must encourage students to think hard about their learning and respond with perseverance to feedback
- They must encourage students to take responsibility for becoming increasingly independent and autonomous learners.

Effective Assessment at Bunclody Community College takes three forms:

Formative Assessment	Summative Assessment	Standardised Summative Assessments
<p>The goal of formative assessment is to <i>monitor student learning</i> to provide ongoing feedback that should be used by teachers to improve and adapt their teaching and by students to improve their learning. The general goal of formative assessment is to collect detailed information that can be used to improve teaching and student learning while it is happening.</p> <p>Examples of formative assessment include verbal feedback, written feedback, questioning, modelling, self-assessment, peer assessment, recap tests, etc.</p>	<p>The goal of summative assessment is to <i>evaluate student learning</i> at the end of a unit/topic by comparing it against targets, as set out in the Academic Mentor meeting.</p> <p>Examples of summative assessments include progress check assessments, end of year exams, short end topics, or unit.</p>	<p>These take the form of national tests at Junior Cycle and Leaving Certificate level.</p>
<p>Formative assessments are <i>for learning</i>, while summative assessments are <i>of learning</i></p>		

4.2.1 Formative Assessment at Bunclody Community College

The goal of formative assessment is to monitor student learning, to provide ongoing feedback that can be used by teachers to validate their teaching and by students to improve their learning.

When conducting formative assessment teachers are encouraged to think about the following questions:

- What will this assessment tell me about a student's knowledge and understanding of a topic, concept, or skill? Is knowledge/ skills secure to move on?
- How will I communicate my feedback to students so that they know what to do to improve?
- How will I ensure my approach to formative assessment is inclusive of all abilities in my classroom?

- How will I use the information I gain from formative assessment to inform my planning for future lessons?
- What follow up action do I need to take to plug any gaps in knowledge?

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, e.g., homework and classwork.

Its purpose is to use the entire process of assessment to help students improve their learning. It is formative because its intention is to form, shape, or guide the next steps in learning. It is about 'learning to learn'. We recognise, however, that not all aspects of this approach are of benefit in all curriculum areas, and the discretion of the teacher is advised to adapt the theory to suit the demands of the subject.

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. Assessment of work may be differentiated to suit the needs and abilities of the individual student.

Bunclody Community College, uses the following AFL strategies will be used:

- **Sharing of Learning Intentions with students:** Teachers will share the learning intentions with students at the beginning of each lesson/where deemed necessary and refer to them during questioning throughout the lesson and at again at the end of the lesson if necessary. This will help to clarify what the student was supposed to have learned and will assist both teachers and students in determining the levels to which the outcomes have been achieved.
- **Sharing Features of Quality/Success Criteria:** Teachers will tell students in advance of a piece of work what exactly they will be looking for when assessing it. This is known as WIN (What I Need). Teachers are aware that it is important to share this information with students beforehand so that they will be in a better position to know what is expected of them. They can also decide how far they want to push themselves.
- **Peer Assessment and Self-Assessment:** Teachers will, occasionally, supervise students to correct their own or their peer's work, based on a list of criteria for success. Following such methods, teachers will encourage students to reflect on their work and write down how they can improve and assist them in achieving it.

We consider the following to be key classroom practices and strategies needed for effective Formative Assessment:

- a positive classroom culture and ethos, which encourages students to think and talk about their learning, and which provides a safe place for open, honest, and respectful discussion;
- questioning skills (student to teacher/ teacher to student/ student to student), which stimulate thinking and reflecting on learning and explicit teaching of how to consciously

reflect on what one knows and how to make an evaluative comment on it (Bloom's Taxonomy).

- frequent identification and review of learning intentions through teacher-directed discussion, clearly defining learning intentions and success criteria thereby empowering students and enabling them to take responsibility for their learning
- A recognition and acknowledgement of the purpose and importance of collaboration between home and school in the student's learning process. This may be facilitated by various means, including web resources.

An assistant principal meets with each student a number of times in the year to discuss their academic progress, using the data collected from teachers/reports, CAT scores, and using Athenia Tracker software.

4.2.2 Marking and Feedback

Success criteria/learning intentions (as stated above) must be clear for marking and feedback to be effective.

Marking has two purposes:

1. Students should act on feedback: This is achieved through the following method:

Comment-Only Marking: Teachers will periodically engage in comment-only feedback: This will include 2 things:

- What went well (WWW) -STAMP
 - Even better if (EBI) -STAMP
2. Teachers should use marking to inform future planning and teaching.
 3. Formative feedback is provided to Parents/Guardians for each subject on end of term reports and on request using a student academic report form.

4.2.3 Summative Assessment at Bunclody Community College

Summative Assessment refers to the assessment of learning and aims to summarise the achievements of the learner.

- All years have a summative assessment at the end of term 1 (Christmas) and at the end of each academic year
- Junior Cycle and Leaving Certificate will have mock Junior and Leaving-Cert exams. These exams will take place after in February.
- Teachers give regular class tests in various subjects, and results are recorded in the School Journal to track progress.

- The mode of assessment may include written examinations, practical, aural, and/or oral work.
- Examinations follow a similar format to the Junior and Leaving Certificate Examinations, and a marking scheme is clearly identified.
- Subject Departments will have a common exam across all classes and teachers until Higher / Ordinary Level is specifically identified.

4.5 Assessment in the New Junior Cycle

- Each subject will be examined by the State Examinations Commission (SEC) in June of third year.
- Each subject exam paper will be no longer than 2 hours.
- Irish, English and Mathematics can be taken at either Higher or Ordinary Level. All other subjects are taken at a common level.
- The results will form part of each student's Junior Cycle Profile of Achievement (JCPA), which will offer a more complete report on progress during junior cycle.
- An Assessment Task is completed for each subject in school, and the mark will be included in the final examination. Both are graded by the SEC.

4.5 Junior Cycle Reporting

- Students will receive a Junior Cycle Profile of Achievement (JCPA) following completion of Junior Cycle.
- The results from the Junior Cycle State examinations will form part of the JCPA.
- The grading of subjects is as follows for Junior Cycle State Exams:

Descriptor	Grade Range
Distinction	≥85% to 100%
Higher Merit	≥70% and <84%
Merit	≥55% and <69%
Achieved	≥40% and <54%
Partially Achieved	≥20% and <39%
Not Graded	≥0% and <19%

- The JCPA will also include descriptors awarded for levels of achievement in classroom-based assessments, short courses, other learning experiences, and the Wellbeing Programme.
- Classroom Based Assessments:
Classroom-Based Assessments in all subjects will be specified at a common level and marked by the teacher following a SLAR meeting with subject department teachers.

CBA's will be undertaken by students within class time. The CBA window in each subject is planned at school level with the Junior Cycle Co-Ordinator and subject convenor to ensure that deadlines do not clash, and the workload for students is unmanageable. When assessing the level of student achievement in a Classroom-Based Assessment the Features of Quality, are used to assign one of the following four descriptors:

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

4.6 Assessment at Transition Year

Assessment in Transition Year is designed to reflect the holistic and experiential nature of the programme, focusing on personal development, skill acquisition, and active learning rather than solely on traditional examinations. Various assessment methods are used to ensure that pupils engage meaningfully with the curriculum and demonstrate learning in diverse ways.

Key Components of Assessment:

1. **Modular Assessment-** Each subject or module is assessed at the end of its designated period. Teachers use a range of strategies such as short written tasks, presentations, practical demonstrations, and reflective journals to evaluate pupil progress. This approach promotes continuous engagement and provides timely feedback.
2. **Project Work-**Project-based learning is central to Transition Year. Pupils undertake individual and group projects that encourage research, creativity, and collaboration. Projects are assessed on criteria such as planning, execution, originality, and presentation. Emphasis is placed on process as well as product, fostering critical thinking and problem-solving skills.
3. **End-of-Year Evaluation-**While formal examinations are not the primary focus of Transition Year; an end-of-year assessment may be conducted to consolidate learning. This can include written exams, portfolio reviews, or comprehensive presentations. The aim is to provide pupils with an opportunity to reflect on their achievements and prepare for senior cycle expectations.

Overall Approach: Assessment in Transition Year prioritises formative feedback and pupil self-assessment. It values effort, participation, and personal growth alongside academic achievement, ensuring that pupils develop confidence and transferable skills for future learning. All TY students receive a certificate, and it is based on the assessment rubix/markings scheme appendix 1. This reflects all aspects of performance, e.g., participation, community involvement, attitude, and application across all classes/modules.

4.7 Senior cycle reporting

Leaving Certificate Marking System

The Leaving Certificate uses an 8-point grading scale introduced in 2017, replacing the old 14-point scale. Grades are awarded at Higher Level (H) and Ordinary Level (O), based on percentage marks see appendix 2.

Marking Schemes:

All Leaving Certificate subjects are marked according to official State Examinations Commission (SEC) marking schemes, which are published after the exams. These schemes outline detailed criteria for awarding marks in written papers, practicals, and oral components. Teachers use these schemes for mock exams to ensure consistency with national standards.

5. Leadership, learning, teaching and assessment

5.1 Senior Leadership team at Bunclody Community College

The Senior Leadership Team at Bunclody Community College is committed to fostering excellence in teaching and learning. To achieve this, the following actions will be undertaken annually, where possible:

1. Professional Development- Management will actively support teachers in accessing the training and resources they need to enhance their professional practice and fulfill their roles effectively.
2. Broad Curriculum Access-Students will be provided with access to the widest possible curriculum, ensuring diverse opportunities for learning and personal growth.
3. Consistency in Teaching-The College is committed to promoting consistency in teaching approaches across subject departments, ensuring a cohesive and high-quality learning experience for all students.
4. Quality Assessment and Reporting-We pledge to maintain high standards in teaching, learning, assessment, and reporting, ensuring that feedback is meaningful and supports continuous improvement.

6. Board of Management at Bunclody Community College

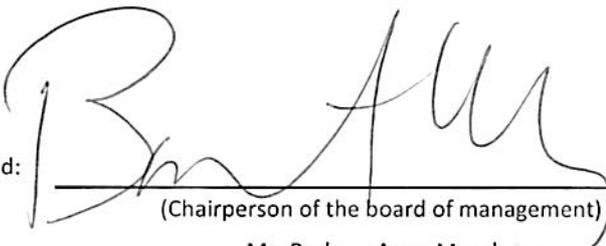
The Board of Management sets priorities and targets for improving teaching and learning at a whole school level. These priorities are informed by a range of factors, including evidence from quality assurance processes, progress monitoring, behaviour tracking, and staff collaboration. Whole-school targets are identified in the DEIS plan.

The Board of Management will:

1. Ensure that all students have access to a broad and balanced curriculum tailored to their individual needs and abilities.
2. Set high expectations for student progress and the quality of teaching across the school.
3. Establish and implement robust practices and procedures for assessing, recording, and reporting on student progress.
4. Analyse, interpret, and evaluate data on student performance against set targets and external benchmarks.
5. Develop the capacity of teachers by enabling and empowering them to lead in these areas, ensuring effective devolved leadership throughout the organisation.
- 6.

7. Ratification of this policy

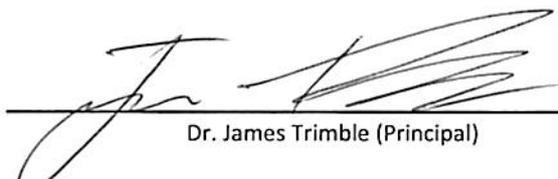
This policy was ratified by the Board of Management of Bunclody Community College.

Signed: 

(Chairperson of the board of management)
Ms. Barbara Anne Murphy

Date:

27/4/25

Signed: 

Dr. James Trimble (Principal)

Date:

27/4/2025

Appendix 1

Sample TY Overall Assessment (This may be reviewed during the year)	
	Percentage
Attendance and Punctuality <i>Taking account of communication in relation to attendance</i>	15%
Application (Total 30%) <i>Participation and effort in all your modules</i>	30%
Portfolio (Total 10%)	10%
End of Year TY Interview	10%
Work Experience <i>Work Experience Paperwork, Work Diary, Employers Reports etc</i>	20%
TY Co-curricular <i>Participation in TY trips, workshops, outdoor pursuits etc</i>	5%
TY Specific Extra Opportunities	5%

Participation in extra TY opportunities that you can opt into e.g. Gaisce, TY competitions, extra work experience etc	
General Extra Curricular Opportunities <i>Taking up opportunities to be part of the wider school community and take on leadership roles e.g. Amber Flag, Wellbeing Committee, SVP, Sports teams, School of Sanctuary, Student Council, choir etc</i>	5%
Total	100%
Awards 85% – 100% = distinction 75% - 84% = Higher merit 60% - 74% = Merit 40% - 59% = pass 0% - 39% = participation	

Appendix 2

Leaving Certificate Marking System

Grade	Percentage Range	Higher Level Points	Ordinary Level Points
H1/O1	90–100%	100	56
H2/O2	80-89%	88	46
H3/O3	70-79%	77	37
H4/O4	60-69%	66	28
H5/O5	50-59%	56	20
H6/O6	40-49%	46	12
H7/O7	30-39%	37	0
H8/O8	29% or less	0	0

Bonus Points:

Students who achieve H6 or higher in Higher Level Mathematics receive an additional 25 bonus points for CAO (college entry) purposes. For example, an H5 in Higher Level Math's earns 56 points + 25 bonus = 81 points.