



Assessment Policy

Whole School Policy on Assessment	
School Name	St Pauls Community College
Date of Ratification of Policy by Board of Management	10 th June 2025
Date of Scheduled Review of Policy by Board of Management	May 2026

Introduction
This Assessment Policy was developed in partnership and consultation with all members of the school community including students, staff, and parents/guardians. This Assessment Policy was developed to outline the different types of assessment that take place in our school. This policy will enhance communication on all aspects of assessment for all members of the school community.

Relationship of Assessment Policy to Core Values
St Pauls Community College is a multi-denominational, co-educational school under the patronage of the Waterford and Wexford Education and Training Board (WWETB).

Characteristics of Very Good Practice in Assessment	
Promotes and Supports Learning	• Identifies what students know, understand, and can do. • Enables consistent monitoring of student progress. • Identifies individual learning styles, strengths, and challenges. • Encourages progression in learning.
Informs Teaching	• Assists in lesson planning and informs review of content and skills. • Promotes a variety of teaching methodologies. • Enables consistent monitoring of teaching progress. • Encourages self-reflection
Is both Formative and Summative	• Promotes a shared learning culture and provides clear and effective feedback. • Diagnoses learning difficulties. • Measure student performance. • Identifies clear and shared targets for student progress. • Promotes differentiation by outcome. • Informs subject choice and career decision making. • Provides effective and progressive student records & informs regular reporting to Parents/Guardians
Uses appropriate and diverse strategies	• Is both formal and informal & accommodates a variety of learning styles. • Tests a range of skills. • Encourages effective and standardized marking procedures. • Is both quantitative and qualitative & is carried out in a range of contexts
Recognises all pupil progress and achievement	• Rewards progress, effort, and achievement. • Fosters motivation and promotes a commitment to learning.
	• Creates opportunities for self-direction and fosters self-esteem and social development.
Develops the capacity for Self-Assessment	• Shares learning outcomes and assessment criteria & gives constructive feedback. • Supports students in self- and peer assessment activities. • Engages students with realistic target setting.

Fosters a shared involvement and responsibility between School and Home

What is Assessment?

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document academic readiness, learning progress, skill acquisition, or educational needs of students.

Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning in individuals, groups or systems which relies on several instruments and methods.

Types of Assessment at St Pauls Community College

This policy covers Assessment for Learning (Formative Assessment), Assessment of Learning (Summative Assessment) and Assessment Instruments/tests for Guidance and for additional and special educational needs (AEN).

An explanation of each of these is outlined in this policy document.

Type of Assessment	Carried out by
Assessment for Learning (Formative Assessment)	All Teaching Staff
Assessment of Learning (Summative Assessment)	All Teaching Staff
Assessment Instruments/Assessments for Guidance (CL 0001/2023)	Guidance & AEN Department

¹ <https://www.gov.ie/en/circular/11e67-advice-on-the-use-of-assessment-instrumentstests-for-guidance-or-for-additional-and-special-educational-needs-sen-in-post-primary-schools/>

Assessment for Learning (Formative Assessment)

Assessment for Learning (Formative Assessment) is ongoing and provides evidence of and for progression in learning. It supports learning through providing feedback, highlighting success, and highlighting areas for improvement.

Carried out by

All Teaching Staff

Examples in the Classroom

- o Learning Intentions/Outcomes
- o Success Criteria
- o Wait time
- o Questioning
- o Worksheets, Homework & classwork
- o Reading and writing in class
- o Essays and assignments
- o Sample exam questions
- o Observations in class
- o Presentations
- o Practical work
- o Research
- o Discussion and debate
- o Self-Assessment
- o Peer Assessment
- o Comment only on Feedback e.g. Two stars and a wish
- o Classroom Based Assessments for Junior Cycle (CBAs)

Assessment of Learning (Summative Assessment)

Assessment of Learning (Summative Assessment) is carried out at the end of a period of learning and is used to measure performance and clearly identify a standard of student achievement.

Conducted by

All Teaching Staff

Examples in the Classroom

- o End of Unit/Chapter Class Exams
- o Winter Exams
- o Spring Exams
- o Summer Exams

	○ Mock Examinations (Pre-Leaving Cert & Junior Cert) ○ State Examinations
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Assessment Instruments/Tests		
Assessment Instruments/tests for Guidance and for additional and special Educational needs (SEN). ○ During your child's education in St Pauls CC, they will have the opportunity to engage in a wide range of assessment activity as part of normal teaching and learning. ○ Other specialist tests may also be administered to support your child's educational development and learning as well as their career development. Examples of such tests are outlined below. ○ There may also be occasions to administer tests on an individual basis to your child to support their learning, progress, and achievement. Such tests will only be administered following consultation with parents/guardians.		
Type of Assessment	Conducted by	Examples in the Classroom
Assessment Instrument s/ Tests CL 0001/2023	AEN/Guidance Dept	○ Pre -Entry/Post Entry to Post Primary School Assessment Tests ○ Standardised Ability Assessments, Standardised Attainment/Achievement Assessments ○ Diagnostic Assessments ○ Guidance Interest Assessments

Assessment	Test Type & Components	When	Purpose	How
CAT 4	Ability Verbal, Non-Verbal, Mathematical Spatial reasoning.	Prospective 1st Year Feb prior to entry	To plan and support mixed ability teaching. To screen for potential learning	Digital

		2 nd Yr (Monitor progress)	difficulties. Monitor Progress - repeat	
		4 th Yr	Subject choice going into 5 th Yr	
WIAT III - T	Attainment Reading Written Language Mathematics Oral Language	3rd Year	Race - Reasonable Accommodation in State Exams Irish exemptions	Paper & Pen 1:1 When req
DASH	Handwriting Fine Motor Precision	3rd years Oct - Jan	Race- Reasonable Accommodation in State Exams	Paper & Pen 1:1/ Group

NGRT	Reading Comprehension Sentence completion	Entrance for prospective incoming 1 st Years - Feb prior to Entry	To plan and support mixed ability teaching. To screen for potential learning difficulties.	Digital
MALT 12	Maths	Optional - screening for support	To plan and support mixed ability teaching. To screen for potential difficulties with numeracy.	Paper & Pen
WRAT 5	Attainment Word accuracy Reading Comprehension Reading speed. Single word spelling.	3rd Year	Race - Reasonable Accommodation in State Exams Irish exemptions	Paper-and-pen 1:1

REACH+	Guidance dept	5 th year 6 th year	Supports vocational guidance, career investigation and transition to further and higher education and training	Online Group Results shared with students
EAL Language Proficiency Test	English Language Proficiency	All incoming students - English as 2 nd language	Supports appropriate EAL provision	Paper-and-pen Group
In House Exams	Pre-Exams JC & LC All Years 1 st – 6 th	February Summer Winter Spring	Academic sit-down exams	Pen/paper Collective and 1:1 AEN students

³ Use is paused subject to a [Data Sharing Agreement compliant with the Act between WWETB and the ERC](#).

Definition of Assessment Instruments for the purposes of this policy

St Pauls CC recognises that information from ability tests, attainment tests, teacher observations, the Education Passport, the Student Support File, parental reports as well as the views of the student are important aspects of a thorough assessment. This evidence-based approach facilitates the identification of individual students' strengths, interest, values, motivation and learning needs and helps to inform the actions and interventions that best address those needs.

Results of any one standardised test are not used in isolation, nor are they used as baseline data for predicting student's future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students.

Defining Ability and Achievement tests

Ability tests are designed to establish what a student can know, while achievement tests measure what is known and has been learned or achieved to date.

A standardised ability test is designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure what a student can know rather than what is known.

A standardised attainment test (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas.

On foot of information gathered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

A diagnostic test is designed to provide specific information about a student's strengths and needs in some aspects of learning, for example, word identification skills or understanding of number concepts.

In addition, guidance counsellors may use the outcomes of ability, interest, values and motivation tests to guide and to support students' decision-making regarding subject choice and senior- cycle programme options and to support their career development, including planning for further and higher education, training, apprenticeships, and the world of work.

Using Assessment Instruments within Guidance and AEN	
Rationale for using Assessment Instruments in our School	Information garnered from various assessment practices including ability and achievement tests, and further information gathered through the administration of diagnostic tests provide a detailed view of a student's learning strengths and needs.
How will informed Consent be obtained?	Information is provided to parents and students regarding the purpose of the assessment and with whom the assessment results may be shared and why. The consent of parents (for students under 18 years of age) and assent of students over 18 is obtained in advance of the assessment instrument being administered, in line with the school's assessment and data protection policies.
Selection of Assessment Instrument	Assessments instruments are selected for use in St Pauls CC based on the suitability, reliability and validity of the instrument and resulting data. It is ensured that the versions in use are the most up-to-date and appropriate for administering to the specific student cohort. St Pauls CC considers the qualifications required to administer, score, interpret and provide feedback on the test prior to selection. The National Educational Psychological Service (NEPS) provides information and advice on the use and appropriateness of certain assessment instruments/tests. St Pauls CC engages with the relevant primary and post-primary schools to inform decisions around the selection and timing of assessments for students new to post-primary education or transferring from another post primary. The Student Support File and the Education Passports are key elements in supporting the sharing of relevant data, including assessment results, as students transfer from primary to post-primary school.
Administration of Assessment Instrument: Where Assessments will take place (location in the school)?	The AEN Department The Guidance Department inc. offices Computer classrooms
Administration of	As directed by the test developers

Assessment Instrument - Under what conditions will Assessments take place	
Administration of Assessment Instrument: Names of suitably qualified staff administering the Assessment Instruments	Some assessments, such as standardised group achievement CBA's - by subject teachers. The administration of ability tests (e.g. dyslexia screening) in schools is restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing, including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback. In the case of psychometric instruments of general ability (and individually administered achievement tests), such personnel will be qualified guidance counsellors or teachers of special education with appropriate qualifications to administer specific tests. School personnel engage in on-going training and continuing professional development.
Provision of Feedback to Parents/Guardians/Students	St Pauls CC ensures that appropriate, accurate and constructive feedback is provided in a timely manner to students and parents by appropriately qualified personnel, (guidance counsellors or other suitably qualified teachers.) Students are provided with the opportunity to explore their assessment results in the context of the educational options available to them in the school and to inform them about their future educational and vocational development, career choices and decision making. Students and parent/Guardian(s) are made aware of the limitations of the results of standardised tests during this discussion and the importance of other factors including the students' interests, motivation, talents, and experiences,

	and information available from other sources.
Interpretation of results	In planning interventions to meet a student's needs, the results of any one standardised test are used in conjunction with other information available on the student. The results of any one test are not used as baseline data for predicting a student's future achievements, or for solely informing decisions regarding the provision of interventions or targets within learning plans for students.

GDPR	St Pauls CC ensures full compliance with all requirements of current GDPR legislation and is cognizant of GDPR data processing and retention requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data is used, the retention of the data and where the data is stored i.e., within or outside the EU.
Storing Assessment Data	St Pauls CC ensures full compliant with all requirements of current GDPR legislation, and is cognizant of GDPR data processing and retention requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data is used, the retention of the data and where the data is stored i.e., within or outside the EU.
Race	From 2019 it is no longer necessary to administer cognitive ability assessments for the purpose of RACE. Any changes to this will be included in this policy document

Whole School Roles and Responsibilities for Assessment

SLT	Use assessment procedures and processes to drive the whole school improvement by: ○ Ensuring that all teachers know what is expected of them in assessing students. ○ Helping teachers make well-founded judgements about students' attainment and progress. ○ Monitoring that assessment for learning is a key factor in planning for teaching and learning. ○ Monitoring the accuracy of the information provided to parents about their child's attainment and progress. ○ Tracking the attainment and progress of individual/groups of students over time. ○ Using assessment information when planning staff training and CPD. ○ Comparing the progress made by different groups of students to ensure that no group is disadvantaged. ○ Ensuring flexibility in assessment expectations facilitating individual departments to adopt processes that are most conducive to progress in their subject. ○ Ensuring students are supported in making informed curriculum choices. ○ Using assessment and monitoring to ensure that the curriculum meets the needs of students. ○ Ensuring that any pedagogical developments in assessment practice are implemented where appropriate
Year Head	○ Monitoring the accuracy of the information provided to parents about their child's attainment and progress. ○ Tracking the attainment and progress of individual/groups of students over time ○ Comparing the progress made by different groups of students to ensure that no group is disadvantaged. ○ Ensuring students are supported in making informed curriculum choices. ○ Using assessment and monitoring to ensure that the curriculum meets the needs of students. ○ Consult with SLT and/or SEN Department regarding student progress. ○ Report to Parents/Guardians as required.

Subject Teacher	○ Consult with Year Head and/or SLT and/or AEN Department regarding student progress. ○ Prepare assessment opportunities for students. ○ Mark and evaluate assessments from students in a positive, accurate, meaningful, and diagnostic way. ○ Compile and maintain individual student records. ○ Provide constructive feedback to students. ○ Report to Parent/Guardian as required
Student	○ Understand that everyone has the potential to learn and succeed ○ Accept responsibility for learning & value learning ○ Help foster a positive learning environment through positive behaviour ○ Set personal goals and targets for learning ○ Active engagement in learning activities ○ Preparation for Assessments ○ Act on feedback provided on learning ○ Ask for support and help
Parent/Guardian	○ Support their child in interpreting the results of Assessment ○ Affirm the positives and encourage their child to ask for help and support around challenges ○ Support their child's learning by attending & contributing positively at Parent-Teacher meetings ○ Schedule meeting with school personnel if concerned about their child's progress

Reporting to Parent/Guardian(s) on Student Progress following Assessment Processes

Type of Assessment	Formative or Summative	Scheduled Dates for Assessments in School	Results available to Parent/Guardian(s) on/from	Access to Report on VSWare
Entrance Exams	Summative	February – 6 th Class incoming	Where AEN is needed Parents interview in May	Yes
Winter Report	Summative	Late November	Dec	Yes
Mock Examinations	Summative	Feb	February/March	Yes
Summer Reports	Summative	May	June	Yes
CBA	Summative & Formative	Assorted dates 2 nd & 3 rd Year	VSWare – ongoing through 2 nd /3 rd yr	No
Student Progress Report conducted by Year Head	Formative	As requested by Parents/Guardians	At a meeting with Year Head and Parent/Guardian	Written Report provided during meeting with Parent/Guardian

Benefits of Reporting on Assessment Processes to Parent/Guardian(s)

- o Enables Parents/Guardians to be involved in their child's learning.
- o Provides an overview for the Parent/Guardian regarding how their child is progressing.
- o Provides opportunities for Parent/Guardian to reaffirm progress and hard work by their child.
- o Enables Parent/Guardian to discuss education/career paths with their child and assist them in working towards the next stage of the educational path/career.
- o Highlights any challenges which their child may be encountering and can open a discussion on additional supports their child may need.
- o May encourage Parent/Guardian to schedule additional meetings with the school to support their child in reaching their potential.
- o Enables Parent/Guardian to monitor and track the progress during the transition period from primary to post primary schooling.

Monitoring and Tracking Student Performance

Parent/Student/Teacher Meetings

Parent Teacher Meetings provide Parent/Guardian with an opportunity to meet with their child's teacher(s) to obtain an update on their progress in the class/subject(s). The teachers in St Pauls CC maintain records of attendance, formative feedback, summative feedback and results of assessments for each student throughout an academic year and the parent teacher meeting provides all with an opportunity to determine how the student is progressing both academically and socially and what challenges they may be facing.

The Parent Teacher meeting provides the teacher(s) with an opportunity to hear more about the student from a parent's perspective and this can assist in differentiating support for the student going forward.

Processes and procedures for Parent Teacher Meetings in St Pauls CC

- o Parent Teacher Meetings are held once per year for each Year Group. (3rd/6th Yr are held twice each per academic year)
- o The schedule of Parent Teacher Meetings is outlined in the school journal and is available to all partners at the beginning of the school year
- o Reminder texts regarding Parent Teacher Meetings are sent 2 days before the event
- o Parent/Guardian(s) are encouraged to have a copy of the child's most recent school report
- o Parent Teacher Meetings commence at 4PM and end at 6.45 PM
- o Students are encouraged to attend all or part of each PT meeting with their Parent/Guardian
- o Please be mindful that the time available for individual meeting is limited as each teacher has many students, should there be a particular issue that you wish to discuss with a teacher/AEN coordinator/guidance counsellor at the school an additional appointment may be scheduled by contacting the school office at stpaulscc@wwetb.ie
- o After the meeting Parent/Guardian(s) are encouraged to spend time with your child highlighting the positive feedback you received and discussing the challenges remaining.
- o Please remind your child of the supports available to them in school and that everyone is working together to ensure they can get the best outcome from their time in school in order that they can progress to the next stage of their education and/or career.

Date Ratified by BOM:

Signed: _____

Signed: _____

Chariperson of BOM

Principal

