

CLONFERT COLLEGE

Assessment and Reporting Policy

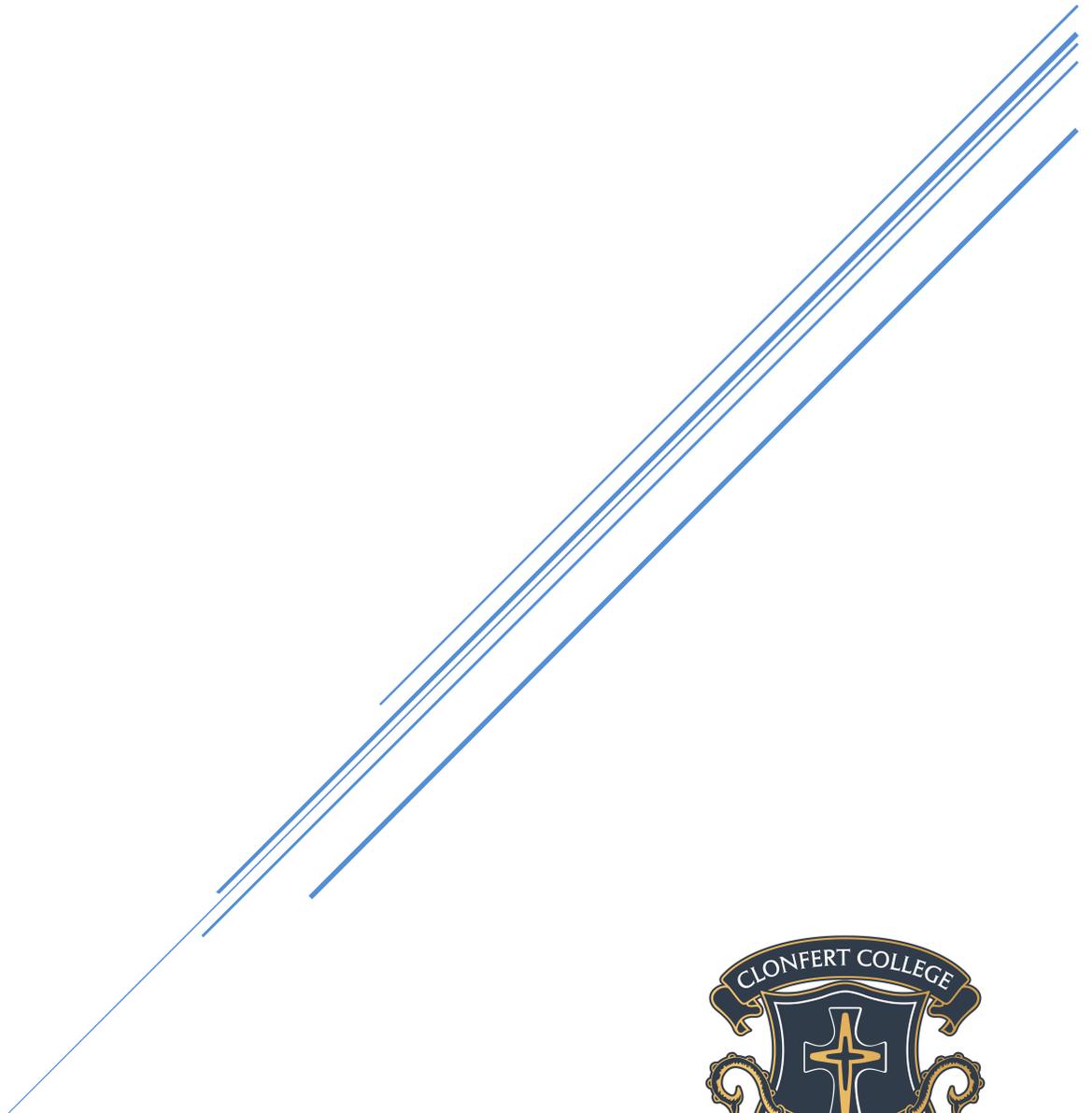


Table of Contents

Clonfert College Mission Statement	2
Policy Rationale & Scope	2
Policy Aims	2
Principles of Assessment	2
Formal Assessment	2
Formal Assessment Calendar	3
Exam Classes	3
Feedback Practices	4
Homework Guidelines	4
Reporting to Parents/Guardians	4
Roles and Responsibilities	4
Inclusion & Additional Needs	5
RACE Accommodations.....	5
Exam Re-Sits	5
Signing Out	6
Exam Misconduct	6
Policy Monitoring	6
Policy Ratification and Review:	6
Appendix 1: Assessment Types.....	7
Appendix 2: What Effective Feedback Looks Like	9

Clonfert College Mission Statement

At Clonfert College our Catholic faith guides us in building a learning community where each person feels supported in their pursuit of excellence. We are committed to offering a nurturing, holistic education, which allows students to thrive in a safe, welcoming atmosphere of love, compassion, and respect. Guided by the teachings of Jesus, we foster a joyful, inclusive community where every student is valued and encouraged to reach their full potential. Our mission is to promote equality, kindness, and fairness, while encouraging a deep sense of care for self, for others and for God's creation. With faith as our foundation, we strive to form young people who will lead with integrity, serve with compassion, and contribute positively to our community and the world.

Policy Rationale & Scope

This policy sets out Clonfert College's approach to assessment, feedback, homework, and reporting. It aims to ensure that assessment is timely, consistent, fair, and supportive of student progress across all year groups. The policy provides clear expectations for students, teachers, and parents/guardians, and it aligns with Department of Education requirements, Junior Cycle and Senior Cycle Frameworks, and Clonfert College's ethos. It applies to all students, including those in Junior Cycle, Transition Year, Senior Cycle, and Special Classes (L1LP/L2LP).

Policy Aims

The aims of this policy are to establish coherent assessment practices that reflect curriculum learning outcomes; to provide a balance between formative and summative assessment (see Appendix 1); to ensure that feedback is timely, constructive, and meaningful; and to define clear expectations for homework and independent study. It also aims to ensure that reporting mechanisms provide parents and guardians with accurate and useful information while supporting inclusion and appropriate accommodations for students with additional needs.

Principles of Assessment

Assessment in Clonfert College will be guided by the principles of fairness and consistency, ensuring that all students are assessed under transparent and equal conditions. It will balance formative assessments, which guide student improvement, with summative assessments, which record achievement. Assessments will be student-centred, aligned with curriculum learning outcomes, and designed to promote engagement and reflection. Inclusion will be central, with differentiated approaches to meet the diverse needs of learners.

Formal Assessment

Formal assessments will be scheduled three times yearly, roughly every 11 weeks. Junior Cycle and Senior Cycle students will also complete Mock or pre-examinations in Term 2. Departments may organise additional class-based assessments to track progress. Transition Year students will be assessed primarily through portfolios, project work, and reflective activities. Students completing L1LP and L2LP programmes will be assessed through continuous, outcomes-based approaches, in line with programme requirements.

Formal Assessment Calendar

	Term 1	Term 2	Term 3	Feedback and Reporting
First Year	20-24 October No exams in taster subjects	2-6 February (In-Class)	18-22 May	3 Formal Reports and 1 PT Meeting
Second Year	20-24 October	2-6 February (In-Class)	18-22 May	3 Formal Reports and 1 PT Meeting
Third Year	20-24 October	2-6 February Mock Exams		2 Formal Reports and 1 PT Meeting
Transition Year	24-28 November		20-24 April	2 Formal Reports and 1 Display Evening
Fifth Year	20-24 October	9-13 February (In-Class)	18-22 May	3 Formal Reports and 1 PT Meeting
Sixth Year	20-24 October	3-13 February Mock Exams	State Exams	2 Formal Reports and 1 PTS Meeting
LCA1	24–28 November		18-22 May	2 Formal Reports and 1 PT Meeting
LCA2	24–28 November	9-13 February Mock Exams	State Exams	2 Formal Reports and 1 PTs Meeting

If a subject has a Classroom Based Assessment (CBA) during the Assessment Period, the subject department may choose to substitute the assessment with the CBA. This decision must be agreed at department level at the start of the year. This will be explained to students.

No homework will be assigned to classes during the Term 2 Assessments

Exam Classes

Students in 3rd Year, 6th Year and LCA2 will complete Mock Examinations as part of their formal assessment cycle. For 2025/2026, these examinations are externally corrected and moderated, ensuring that students receive accurate and objective feedback that reflects the standards expected in the State Examinations. To maintain the integrity of the process, Mock papers are selected at random by the external providers. As a result, different classes within the same year group may complete different versions of the examination. Students are required to pay for the cost of the papers and corrections, and details of the fee will be issued by the Exam Secretary well in advance to allow sufficient time for payment. Payment can be made in full or in instalments through Compass Pay. Once the corrected scripts are returned, the subject teacher will also review them and provide additional feedback through the school reporting system. This combined approach gives students a valuable experience of exam conditions and marking standards, supporting their preparation for the State Examinations in June.

Feedback Practices

Feedback will be timely, specific, and constructive, highlighting strengths, areas for improvement, and next steps. Teachers will be encouraged to provide feedback in a range of formats, including oral, written, and digital. Students should be given opportunities to reflect on and act upon the feedback they receive. Parents and guardians will access formal feedback through school reports and the Compass platform.

Appendix A provides an outline of what effective feedback looks like.

Homework Guidelines

Homework is intended to consolidate classroom learning and to develop independent study skills. At Junior Cycle, students should expect to spend approximately one to one and a half hours to two and a half hours on homework each evening. In Transition Year, homework will focus more on research, project-based learning, and experiential assignments. Senior Cycle students should typically complete two to three hours of independent study per evening. For students in L1LP and L2LP programmes, homework will be tailored to individual learning needs, with a focus on practical skills and reinforcement.

The below is a guideline for students and their parents/ guardians in relation to Homework.

	Mid-Week	Weekend
First Year	1-1.5hrs	1-1.5hrs
Second Year	1.5-2 hrs	1.5-2hrs
Third Year	2–2.5hrs	2-2.5hrs
Transition Year	Project Based Tasks	Project Based Tasks
Fifth Year	2.5hrs	2.5hrs
LCA1	Project Based	Project Based
Sixth Year	2.5-3hrs	2.5-3hrs
LCA 2	Project Based	Project Based
Special Classes	Conversations about Learning	Conversations about Learning

Prescribed homework will not be assigned during school holidays / mid-term breaks where possible.

Reporting to Parents/Guardians

Reports will be issued to parents and guardians via Compass 3 times yearly. Reports will contain information on academic progress, attendance, and teacher comments. Parent-Teacher Meetings will take place once annually for each year group, providing an additional opportunity for discussion. Ongoing communication will also be available through Compass and direct contact with subject teachers or Year Heads.

Feedback will be provided using a formal school report and this will be completed within three weeks of the conclusion of the assessments (See Appendix 2).

Roles and Responsibilities

Teachers are responsible for setting and assessing student work and providing appropriate feedback in line with this policy.

Year Heads will monitor student progress, make a comment on all form reports. liaise with teachers, and communicate with parents and guardians where necessary.

The Senior Leadership Team (Principal and Deputy Principals) will oversee implementation and ensure consistency.

Parents and guardians are expected to support homework and engage with feedback. It is important for parents/ guardians to ensure that adequate time and space is made available for his/her child to complete the assigned homework task.

Students are encouraged to take ownership of their learning by acting on feedback and completing homework regularly.

Inclusion & Additional Needs

Clonfert College is committed to inclusive education. All assessment, homework, and reporting will be mindful of the needs of students with additional educational needs. Reasonable accommodations will be applied in line with Department of Education and State Examinations Commission guidelines. Differentiated homework and assessment will be provided where necessary, and specific provision will be made for learners undertaking L1LP and L2LP programmes.

RACE Accommodations

During term examinations, the RACE (Reasonable Accommodations at Certificate Examinations) arrangements are supported in line with the practices of the State Examinations Commission, though adapted to the school's internal setting and resourcing available. The AEN Department plays a central role in identifying students who require support and in putting in place as many accommodations as possible, within the limits of available resources. Accommodations may include the provision of a reader, a scribe, access to a word processor or assistive technology and potentially the use of a shared centre. While every effort is made to replicate official arrangements, it is important to note that the range of supports may be more limited during in-house exams, and adjustments are applied in a fair and consistent manner to ensure all students have the opportunity to demonstrate their learning to the best of their ability.

Exam Re-Sits

House exam re-sits will only be permitted where a student provides appropriate medical certification and where the timetable allows for rescheduling. In cases where medical certification is not provided, a subject teacher may, at their discretion, allow the student to complete the assessment. In this instance the subject teacher will organise delivery of the exam script to the student's exam centre for administration at a time that works in House Exam scheduling. Furthermore, the student should be aware that they will receive feedback on their performance but may not be awarded a grade, as the assessment will not have taken place under formal exam conditions. For Mock Examinations, medical certification is required for any re-sit. Where this is provided, the Exam Secretary will make every effort to arrange a time for the student to complete an alternative paper during a free period.

Signing Out

Students are strongly discouraged from signing out during the school day, as it disrupts learning, reduces valuable teaching time, and impacts the overall running of the school. Signing out will not be permitted while formal examinations are in progress, and exam centres will not be disrupted to allow students to leave. Students will only be permitted to leave at the designated break times. In cases where a student must leave, a parent/guardian is required to come into the school building to sign them out in person and must also record the absence on Compass. This procedure ensures the safety and accountability of all students while on school grounds.

Exam Misconduct

Any form of misconduct during examinations is regarded as a very serious offence. This includes, but is not limited to possession of unauthorised materials (such as notes, mobile phones, smartwatches, or electronic devices), communicating with others, copying or attempting to copy, disruptive behaviour, plagiarism, or failure to follow the instructions of the exam supervisor.

In the case of Mock Examinations, any student found engaging in misconduct will have their paper withheld and it will not be sent away for external correction, forfeiting the exam fee. The incident will be recorded on Compass, and the student will not receive a grade on their school report. The same rules apply to House Examinations. In all cases, the student will be referred to their Year Head, and appropriate sanctions may be imposed in line with the school's Code of Behaviour.

Policy Monitoring

This policy will be reviewed as necessary. Feedback was gathered from staff, students, and parents as part of the consultation process. Adjustments will be made in response to Department of Education circulars, curriculum reforms, and the evolving needs of the school community.

Policy Ratification and Review:

This policy will be reviewed annually and updated where necessary.

Adopted by board of management on 17 November 2025

Signed by the Chair on behalf of the board of Management

Signed: *Eileen O'Brien*

Date: 17th November 2025

Appendix 1: Assessment Types

Formative Assessment: Supporting Continuous Progression

1. Purpose

Formative assessments are an integral part of the learning process for both teachers and students. Their primary purpose is to inform planning, monitor learning, and promote progression. Here is how you can integrate formative assessments effectively:

2. Some Examples of Formative Assessments

1. Diagnostic Questions:

Purpose: Identify students' prior knowledge and misconceptions.

Implementation: Begin lessons with thought-provoking questions.

Benefits: Tailor your teaching approach based on their responses.

2. Exit Tickets:

Purpose: Gather feedback at the end of a class.

Implementation: Ask students to summarize key concepts or reflect on their learning.

Benefits: Insights for adjusting future lessons.

3. Quizzes and Quick Checks:

Purpose: Regularly gauge understanding.

Implementation: Use digital tools for instant feedback.

Benefits: Real-time insights into student comprehension.

4. Observations and Discussions:

Purpose: Evaluate student application of concepts.

Implementation: Engage in classroom discussions, group work, and peer interactions.

Benefits: Adjust teaching methods based on observations.

5. Self-Assessment and Peer Assessment:

Purpose: Encourage student reflection and peer feedback.

Implementation: Students evaluate their own progress and provide constructive input to peers.

Benefits: Fosters metacognition and ownership of learning.

6. Graphic Organisers or Concept Maps:

Purpose: Visual representation of knowledge.

Implementation: Students summarise information using the graphic organiser.

Benefits: Provides a structure to disjointed information

3. Some Strategies for Effective Formative Assessment

Timelines: Conduct formative assessments frequently during regular classes. Immediate feedback enhances learning.

Feedback: Provide specific, actionable feedback. Focus on strengths and areas for improvement.

Adjust Instruction: Use formative insights to adapt teaching methods. If students struggle with a concept, revisit it, or try a different approach.

Student-Centred Approach: Tailor assessments to individual needs. Recognise that each student's learning journey is unique.

Success Criteria: Suggest ways to attain learning outcomes. Examples include a sequence of instructions, a list of prompts or a checklist.

Summative Assessment: Evaluating Students' Learning

1. Purpose

Comprehensive Evaluation: Summative assessments provide a review of students' learning at the end of an instructional unit. They allow teachers to gauge how well students have understood the material and achieved learning objectives.

Informing Instructional Decisions: By analysing results, teachers can make informed decisions about effectiveness of their teaching methods, and individualised support for students.

Quality Improvement: Summative assessments illustrate areas where students excel and areas that need improvement.

2. Some Examples of Summative Assessments

- Formal Class Assessments:
 - October, February, Summer Assessments
 - Mock Exams
 - Mock Practical and Oral Examinations
- State Certificate Examinations:
 - Junior Certificate (JC)
 - Leaving Certificate (LC)
 - Leaving Certificate Applied (LCA)
 - Leaving Certificate Vocational Programme (LCVP)

3. Balancing Formative and Summative

Importance: Both types of assessment contribute to student motivation and learning.

Feedback: Regularly provide constructive feedback to students.

Adjust Instruction: Use formative insights to adapt teaching methods.

Holistic View: Consider the whole student experience, not just exam results

Appendix 2: What Effective Feedback Looks Like

Effective feedback is central to supporting student learning and achievement. It should be timely, constructive, and actionable, enabling students to reflect on their progress and identify next steps. The following principles outline what effective feedback looks like in Clonfert College:

1. Timely

Feedback should be provided as soon as possible after the learning activity or assessment. Timely feedback helps students to make immediate improvements and prevents misconceptions from becoming ingrained.

2. Specific

Effective feedback goes beyond a grade or a general comment. It highlights particular strengths in the student's work and identifies specific areas that need further development.

3. Constructive and Balanced

Feedback should motivate and encourage students by acknowledging what they have done well, while also challenging them to address gaps or misconceptions. A balance of praise and guidance helps maintain student confidence.

4. Focused on Improvement

Feedback should give clear direction on how students can improve. This may include re-drafting a piece of work, engaging in further practice, or applying a new strategy.

5. Interactive

Students should have opportunities to respond to feedback. This might involve peer or self-assessment, teacher-student dialogue, or revisiting tasks with improvements.

6. Accessible

Feedback should be expressed in language that students can understand. It should be age-appropriate, clear, and free from unnecessary jargon.

7. Varied in Form

Feedback may be written, oral, or digital. Teachers are encouraged to use a range of feedback methods, such as annotations, one-to-one discussions, audio feedback, or digital comments on Compass.

