POLICY OF SCOIL MHUIRE CBS, MARINO		
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1. Purpose

This Homework Policy was developed by the staff of Scoil Mhuire CBS, Marino following extensive consultation with the school's Board of Management, Parents' Association, and Student Council.

In addition to consulting all relevant stakeholders, this policy was written with cognisance of and reference to the following National Parents' Council publications: *Parental Involvement, Engagement, and Partnership in their Children's Education in the Primary School Years* (2019); *Supporting Parents Supporting Children: Homework* (2017). The resultant policy, presented in this document, seeks to provide clarity to the entire school community both about the purpose of homework and our expectations of pupils at each stage of their primary education.

2. Scope

This policy outlines the practices, procedures, and expectations regarding homework for all mainstream pupils in Scoil Mhuire CBS, Marino.

Where mainstream pupils with Additional Educational Needs (AEN) are in receipt of supplementary teaching from a Special Education Teacher (SET), they will be assigned predominantly skills-based homework – aligned to their individual targets – which may fall outside the parameters outlined in this document. While this individualised homework will be assigned by the SET, the Class Teacher will also continue to assign homework. If in these instances the completion of homework is impinging too much on family time, homework assigned by the SET should be prioritised over that assigned by the Class Teacher.

3. Principles

This policy is the result of an extensive consultation which sought to capture the views, experiences, and input of all stakeholders in our school community.

Pupil participation in the development of this policy came via the Student Council, with pupils discussing their experiences in a constructive forum with peers and school management. Pupils were also invited to give feedback on their experiences of homework and contribute to the development of this new policy by making written submissions to the Student Council.

Family participation in the development of this policy came via discussion at Parents' Association meetings and a consultative survey which was issued to the family of each pupil in the school via Aladdin.

In reflecting on: feedback from the school community; their professional knowledge and experiences; and educational research on the impact and purpose of homework, the staff of Scoil Mhuire CBS have developed the following key principles which underpin our approach to homework. In Scoil Mhuire CBS, the homework that is assigned to pupils seeks to:

- encourage habits and behaviours shown to be advantageous to pupils in childhood and beyond
- encourage meaningful conversations within families about pupils' learning and development
- provide families with insight into the significant topics being covered in class
- encourage and facilitate pupils' self-directed learning
- facilitate the development of pupils' organisational skills
- facilitate the development of pupils' research skills

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Homework assigned to pupils, therefore, is limited to: (predominantly) learning and oral homework in English, Gaeilge, and Mathematics; occasional written homework in the form of projects completed over a few weeks; and active homework, which will be designed to coincide with each *Eat a Rainbow* week. To lessen the impact of homework on family time, and so that families can plan their week around pupils' extra-curricular commitments, homework will generally be assigned for the week on Mondays.

4. Key Terms

The following key terms relate to the Gaeilge homework assigned to pupils of Scoil Mhuire CBS. For each key term both the definition and phonetic pronunciation is presented:

Term	Definition	Pronunciation
Obair bhaile	Homework: *Obair* (work) *bhaile* (home)	*ub-ir wal-ya*
Comhrá sa Bhaile	Conversation at home	*co-raw*
Foclóir	Vocabulary or dictionary	*foke-lore*
Frásaí Úsáideacha	Useful phrases	*fraw-zee oo-soy-deacha*
Foclóir & Frásaí	Hardback of vocabulary and phrases	*foke-lore agus fraw-zee*
Na Briathra Rialta	Regular verbs	*na bree-hra reelta*
Na Briathra Neamhrialta	Irregular verbs	*na bree-hra nav-reelta*
Aimsire Chaite,	Past tense	*ime-sher cot-sha*
Aimsir Láithreach	Present tense	*ime-sher loy-her-ock*
Aimsir Fháistineach	Future tense	*ime-sher oish-tin-ock*
Na Forainmneacha Réamhfhoclocha	The prepositional pronouns	*na fur-ann-im-knock-a rayv-uck-lucka*
Mionfhocail	Minor words or link words	*myun-uckil*

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5. Policy

ENGLISH:

READING:

In Scoil Mhuire CBS we are committed to the holistic development of our pupils, integral to which is their development as readers. For children, the significant importance of reading cannot be overstated. Studies consistently reiterate the substantial benefits derived from reading to children, reading with children, and of children becoming readers themselves.

In supporting their literacy development, pupils in each year group will be assigned reading homework each day in order to:

- improve fluidity and fluency
- expand and develop vocabulary
- practise and improve comprehension strategies
- consolidate their phonological awareness, including the ability to recognise, hear, and decode words within sentences
- consolidate their phonetic awareness, including identification of syllables within words, rhyming words, and words with the same initial sound
- develop awareness of basic punctuation: full stops, commas, question marks

The recommended time that pupils at each stage of their primary education spend reading is outlined below:

Primary Stage	Class Level	Recommended Minimum Duration
Stage Two	2nd Class	15 minutes
Stage Three	3rd and 4th Class	20 minutes
Stage Four	5th and 6th Class	25 minutes

In Scoil Mhuire CBS, pupils are encouraged to select and read texts that are appropriately challenging, purposeful, and relevant to their interests. Therefore, while 2nd Class pupils will be assigned specific levelled reading materials, pupils from 3rd to 6th Class will select their own reading materials specific to their interests. When selecting reading materials pupils are encouraged to:

- vary between fiction and non-fiction texts
- apply the *Five-Finger Rule* to ensure the text is accessible

In supporting pupils' literacy development, we request that families:

- actively encourage pupils to read
- listen to pupils read aloud each day
- draw attention to interesting or difficult vocabulary encountered in texts
- use texts as a basis for discussion
  (for example asking the pupil's opinion on what they're reading)
- question pupils on the text they're reading
  (ensuring that pupils are reading for meaning as well as for enjoyment)
- read to or with the pupil each week

SPELLINGS:

While 2nd Class pupils will complete the Jolly Grammar programme started in St Vincent de Paul Infant School, for pupils from 3rd to 6th Class school staff have developed a total of eight groups of spellings which range from common sight words in the initial stages to more complex vocabulary involving prefixes, suffixes, and homophones. Mastering these eight groups of spellings will serve pupils well in their independent writing across all areas of the curriculum.

At the beginning of the academic year, each pupil will be assigned a spelling list based on an initial assessment. Pupils will be expected to learn eight spellings per week from their designated list.

For the first term, pupils at each stage of their primary education in Scoil Mhuire CBS will be explicitly taught strategies for learning spelling. A multisensory approach to learning spelling is advocated, with pupils engaging in a variety of activities including:

- Salt tray writing
- Rainbow writing
- Creating wordsearches and crossword puzzles
- Identification of common prefixes and suffixes
- Mnemonics
- Sentence dictation

When learning and practicing spelling at home, pupils are expected to adopt the following approach:

Look	Look at the word.
Say	Say the word aloud and name each of the letters.
Trace	Trace the word onto your desk or into the air.
Cover	Cover the word with your hand or copy.
Write	Write the word in your copy or whiteboard.
Check	Check to see if you have spelled the word correctly.

While formal spelling tests will not feature in classrooms spellings will be assessed informally by: checking pupils' independent writing; and facilitating peer-assessment for pupils working within the same spelling group.

Families are asked to support pupils' learning by ensuring that pupils are engaging with their spelling homework and conducting weekly mini-assessments (either orally or in writing) at home.

WRITTEN COMPOSITIONS:

In order to reinforce and support their learning in the classroom, and in preparing for the transition to secondary school, pupils in 6th Class can be assigned occasional supplementary written homework. This written homework may consist of drafting, editing, redrafting, or publishing compositions in the writing genre being explored in class. Each genre is explored over a number of consecutive weeks, allowing pupils sufficient time to learn about and

identify the features of the genre before incorporating it into their own writing. Genres explored include: report writing; recount writing; narrative writing; persuasive writing; procedural writing; explanatory writing; and poetry.

GAEILGE:

Gaeilge is an integral part of the history, identity, and culture of Ireland and it is our collective responsibility – as citizens, parents, and teachers – to support our pupils in becoming proficient in the language. Not alone is Gaeilge an important component of our cultural heritage, but it is a compulsory subject in both primary school and secondary school, and a requirement for entry to a number of courses at third level. It is therefore vital that pupils are given every opportunity to develop a positive attitude towards, and a level of proficiency in, the Irish language.

The Gaeilge homework assigned to pupils of Scoil Mhuire CBS therefore seeks to:
- embed Gaeilge as a living language in the home context
- offer pupils the opportunity to use the phrases that have been learned in school
- consolidate and enhance pupils' Gaeilge vocabulary
- enhance pupils' knowledge of the phonics structure of Gaeilge
- enhance pupils' knowledge of grammar
- enhance pupils' confidence in, and motivation to use, the language

While not part of the formal Gaeilge homework assigned to pupils, we recommend that pupils have positive exposure to the language outside the context of education; this can be achieved by watching Irish language programming as a family, or listening to Irish language radio programmes.

COMHRÁ SA BHAILE:

Each September a *Frásaí Úsáideacha* handout will be distributed to parents. This handout will assist families in availing of incidental opportunities to speak as Gaeilge in the home, and should be used as a reference point for pupils' *comhrá sa bhaile* throughout the year.

In addition to consistently revising and practising these familiar phrases, pupils at each class level will formally be assigned a new phrase each week. This phrase – which may be presented in the form of a question and answer – will be related to the theme being explored in class and will give pupils the opportunity to consolidate their learning.

FOCLÓIR:

Each week, pupils at each class level will be assigned vocabulary homework. This learning homework will include:
- vocabulary specific to the theme being explored in class, or
- parts of speech such as verbs, prepositions, conjunctions

While it is not compulsory that pupils learn to spell these words, drawing attention to spelling will increase pupils' phonetic awareness and enhance their ability to pronounce known and unknown words encountered in texts. In addition, drawing pupils' attention to spelling will support them in their writing, both in Scoil Mhuire CBS and as they progress to secondary school.

SCRÍBHNEOIREACHT:

In order to reinforce and support their learning in the classroom, and in preparing for the transition to secondary school, pupils in 6th Class may be assigned occasional supplementary written homework in Gaeilge. This written homework may consist of drafting, editing, redrafting, or publishing compositions in the writing genre being explored in class. As is the case in English, each writing genre is explored over a number of consecutive weeks. Genres explored include: *tuairisc* (report writing); *athchuntas* (recount writing); *scéalaíocht* (narrative writing); *áititheach* (persuasive writing); *nós imeachta* (procedural writing); and *filíocht* (poetry).

MATHEMATICS:

MATH FACTS:

A fluency of math facts – the ability to recall the basic facts in all four operations rapidly, accurately, and effortlessly – is essential. When pupils achieve automaticity, they attain a level of mastery that enables them to retrieve these basic math facts from long-term memory without conscious effort or attention. Through automaticity, pupils free up their working memory and can devote their efforts to problem-solving and learning new concepts and skills (Geary, 1994).

In Scoil Mhuire CBS, pupils at each class level are assigned math facts each week. In supporting pupils with this important learning homework families can:

- use concrete materials to represent the fact
- create a simple diagram to represent the fact
- rainbow write the fact
- play online tables games
- play oral tables games

Other learning homework that may be assigned to pupils throughout the year includes:

- subject-specific vocabulary and phrases
- the properties of 2D shapes and 3D objects
- the sequence for procedures such as long multiplication

Pupils may also be assigned discussion homework on a variety of mathematical topics and concepts including:

- time
- money
- weight
- problem-solving and the application of a problem-solving strategy

Please see Appendix A for an overview of the suggested content for pupils at each stage of their primary education.

EXPLAIN HOW TO…:

In order to reinforce and support their learning in the classroom, pupils may be assigned the task of explaining to an adult *how to* complete a particular operation or task (for example *Show an adult how to subtract a two-digit number from a three-digit number*, or *Explain to an adult how you would find ¼ of a number*). These simple tasks will offer families valuable insight into the topics and concepts being explored in class. They will also allow families to

identify and address any potential difficulties their child may be experiencing, ensuring that the pupil can be supported both at home and in school.

SUMMATIVE ASSESSMENTS:

In each classroom in the school, once a unit of work has been completed pupils will be assigned a short assessment designed to evaluate their knowledge and understanding of the topic. These assessments will be marked by the Class Teacher and sent home with pupils. We request that each of these assessments is signed by an adult, and that families discuss the content of the assessment with pupils. Any corrections required should be completed by pupils under the supervision of their family.

PROJECT-BASED HOMEWORK:

According to research commissioned by the National Parents Council (2019) "Homework should have a clear purpose, be customised to suit students' needs, (and) promote student autonomy" (p. 31). In the development of this Homework Policy the consistent feedback received from pupils, families, and teaching staff alike was that the independent completion of projects is beneficial to pupils for a wide variety of reasons including:

- the development of their research skills
- the development of their organisational and time-management skills
- the development of comprehension skills such as: determining importance; skimming; scanning; summarising; and synthesising
- the development of their digital literacy
- the development of their public speaking skills

Projects will be assigned to pupils at each class level, and will be designed to complement their learning in the classroom. Within the broad parameters of a general topic, pupils will be enabled to pursue an area of independent enquiry that is of particular interest to them. The flexibility inherent in the creation of projects also allows to pupils to pursue their interests in areas such as drawing or the use of digital technologies.

The number of projects assigned to pupils at each stage of their primary education, and the time they will have to complete those projects, is outlined below. For an overview of the school's expectations of pupils during this period of independent enquiry, please see Appendix B.

Primary Stage	Class Level	Projects Assigned	Timeline
Stage Two	2nd Class	Maximum of five projects	Two weeks
Stage Three	3rd and 4th Class	Maximum of five projects	Three weeks
Stage Four	5th and 6th Class	Maximum of four projects	Four weeks

In supporting pupils in the completion of their projects, we request that families:
- engage in conversations about the topic, what the pupil has learned, and what they want to teach their peers
- assist the pupil in finding appropriate source material
  (for example, families could visit the local library to find reference books)
- supervise the pupil's use of digital technologies; encouraging them to be judicious in their selection of sources while discouraging the use of AI or copy-and-paste
- encourage the pupil to summarise the information they have gathered and rewrite it in their own words
- encourage pupils to be creative and expressive, incorporating art or interesting visual elements where possible
- before submission, encourage pupils to self-assess their work using the relevant rubric
- allow pupils to present the completed project to their family

In assessing and providing feedback on pupils' independent projects, the following elements will be considered:
- visual presentation
- structure
- writing conventions
- use of language
- information and research
- oral presentation

The standards expected of pupils at each stage of their primary education are outlined in the rubrics presented in Appendix C.

ACTIVE HOMEWORK:

Physical education – an integral part of a holistic education – provides vital opportunities for pupils' physical, social, emotional, and intellectual development. Children who experience joy through the medium of movement at school and at home are more likely to continue to be active later in life if have the opportunity to practise what they have learned in a wide range of environments. This enables the development of their Physical Literacy, which can be described as "the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life" (IPLA, 2017).

During each school year there will be three designated *Eat a Rainbow* weeks. These weeks will be timetabled to coincide with our return to school after an extended break in order to promote healthy eating choices and provide families with the opportunity to expose their children to a wide variety of fruit and vegetables.

In supporting families to encourage healthy lifestyle choices, homework assigned to pupils during each *Eat a Rainbow* week will focus on physical challenges and physical activities. Where possible, we encourage families to engage in these activities and challenges together: recording their efforts and collectively tracking their progress.

6. Appendices

Below is a non-exhaustive list of the math facts that will be learned by pupils as they progress through the school. Repetition is apparent across each stage of primary education as it is important that pupils achieve automaticity of these math facts.

When pupils are competent in an area they can be suitably extended: for example, tables can be extended to multiplying by corresponding 10s, 100s, 1000s. Similarly, multiplication and division facts can be made more complex by adding decimal places or challenging pupils to beat the clock.

Stage Two 2nd Class	**Stage Three** 3rd & 4th Class	**Stage Four** 5th & 6th Class
Addition tables	Multiplication tables	Multiplication tables
Subtraction tables	Division tables	Division tables
Place value (T & U)	Place value (Th, H, T, U)	Place value (HTh, TTh, Th, H, T, U . 1/10, 1/100, 1/1000)
Number bonds to 10	Skip counting in 3s, 6s, 9s	Fraction, decimal, and percentage equivalence
Number bonds to 20	Learning equivalent fractions with denominators up to 12	Identifying the properties of various 2D shapes
…plus 10	Expressing tenths and hundredths as equivalent fractions and decimals	Identifying the properties of various 3D objects (to include different types of pyramids and prisms)
Doubles		
Skip counting in 2s, 4s, 8s	Properties of 2D shapes	
Skip counting in 5s, 10s	Properties of 3D objects	Identification and definition of different types of angle
Identify & use <, >, =,	Identification of angles	Identification of the parts of a circle
Identification of 2D shapes	Recognising and expressing units of measurement in different forms (for example, expressing cm/m/km in fraction or decimal form)	Recognising and expressing units of measurement in different forms
Identification of 3D objects		
Units of measurement		

APPENDIX B: GUIDELINES FOR PUPILS' INDEPENDENT ENQUIRY

Below is an outline of the school's expectations for pupils' independent enquiry.
It suggested that pupils from **2nd Class – 4th Class** spend **two hours per week** on this work, while pupils in **5th and 6th Class** should spend **three hours per week** working on their independent projects.

Week	2nd Class	3rd & 4th Class	5th & 6th Class
Week One	Select topic and subtopics, for example… Topic: *Japan* Subtopics: *Food & Sport* Begin research Take notes	Select topic and subtopics, for example… Topic: *Egypt* Subtopics: *Religious beliefs & Mythology* Begin research Take notes Begin first draft	Wide ranging general research on the broad area being studied, leading to the selection of focused topic for investigation, for example… Area: *World War Two* Topic: *The Emergency* Draft broad introduction
Week Two	Compile information, drawings, and pictures to create your project Practise presentation with an adult	Compile information, drawings, and pictures to create your project Complete first draft Reread and revise your draft, edit, and begin work on final draft	Identification of areas of focus within the topic, for example… Area: *World War Two* Topic: *The Emergency* Subtopic: *The lives of children in Ireland during the Emergency (including Irish children and children brought to Millisle Farm)* Focused research and note taking on selected topic Keep note of references for reference list

Week Three		Complete final draft Practise presentation with an adult, focusing on: • clear communication • accurate use of key vocabulary • good eye contact • present independently without over reliance on written supports • ability to answer follow-up questions	Complete the first draft and begin the process of revising and editing Keep note of references for reference list Check in with class teacher Begin final draft
Week Four			Publish final draft Complete reference list Practise presentation with an adult, focusing on: • clear communication • accurate use of key vocabulary • good eye contact • presentation without over reliance on written supports • ability to answer follow-up questions

APPENDIX C: ASSESSMENT RUBRICS

STAGE TWO

	Fair	Good	Very Good	Excellent
Visual Presentation	Name of pupil and title of project present Some consideration given to use of colour Some effort to ensure neat and legible handwriting, and / or typed text in clear font Some images present to support text	Name of pupil and title of project present and prominent Visually appealing (some consideration of colour to ensure an eye-catching project) Reasonably neat and legible handwriting, and / or typed text in clear font Some images present to support the text	Name of pupil and title of project present and prominent Visually appealing (very good use of colour to ensure an eye-catching project) Neat, legible handwriting and / or typed text in clear font Relevant images Consideration of page size to ensure it is appropriate for content of project	Name of pupil and title of project present and prominent Visually appealing (excellent use of colour to ensure an eye-catching project) Neat, legible handwriting and / or typed text in clear font Carefully chosen, relevant images present Careful consideration of page size to ensure it is appropriate for content of project
Structure	Information presented requires greater structure	Information is organised into paragraphs with some use of headings	Information is organised clearly using headings and sub-headings Information is presented in paragraphs	Information is organised clearly using suitable headings and sub-headings Information is presented in paragraphs Consideration given to the order in which information is presented
Writing Conventions	Information presented requires end punctuation (full stops and question marks) Information presented requires greater attention to the use of upper and lower case letters Information should be presented in complete sentences Spelling of high frequency words requires revision Some attempt made to record sounds phonetically	Some effort to ensure accurate punctuation (full stops, question marks, exclamation points where appropriate) An attempt to use upper case letters where necessary Information generally presented in complete sentences Accurate spelling of high frequency words Some spelling errors with a genuine attempt made to record sounds phonetically	Punctuation used accurately throughout Generally accurate use of upper and lower case letters Information presented in complete sentences throughout Generally accurate spelling throughout	A variety of punctuation used accurately throughout (full stops, question marks, exclamation points where appropriate) Accurate use of upper and lower case letters throughout Information presented in complete sentences throughout Generally accurate spelling throughout

APPENDIX C: ASSESSMENT RUBRICS

Use of Language	Limited attempt made to present information in pupil's own words Limited use of topic-specific vocabulary	Some effort made to present information in pupil's own words Some use of topic-specific vocabulary Some attempt made to vary sentence length Structure of sentences makes logical sense Conjunctions are present	Information is presented in pupil's own words with an attempt made to include descriptive language Good use of topic-specific vocabulary Varied sentence length Structure of sentences makes logical sense Some attempt made to avoid repetition in sentence openers and use of conjunctions	Information is presented in pupil's own words incorporating descriptive adjectives and verbs, where advantageous Use of topic-specific vocabulary Use of varied sentence length for effect Structure of sentences makes logical sense Varied use of conjunctions throughout
Information & Research	Information presented is a summary of class content	Limited evidence of independent research outside the classroom context Information presented is largely accurate, however some inaccurate information is presented	Some evidence of independent research outside the classroom context Informative educational project is presented	Clear evidence of independent research outside the classroom context Informative educational project is presented
Oral Presentation	Some preparation evident (lots of support required from the project itself) Presented with reduced confidence (little eye-contact & little effort made to face out to audience at times) Little attention paid to volume and tone used throughout presentation Some nerves evident while presenting with frequent pauses and hesitations	Prepared (good knowledge of project content, but support required from the project itself) Presented with some confidence (some eye-contact & facing out to audience at times) Appropriate volume and tone used at times during the presentation Speaking fluidly with only some pauses and hesitations	Prepared (very good knowledge of project content with some support from the project itself) Presented with confidence (very good eye-contact & mostly facing out to audience) Appropriate volume and varied tone used throughout most of presentation Speaking in complete, meaningful sentences throughout most of the presentation	Prepared (excellent knowledge of project content, speaking fluently with minimal support from the project itself) Presented with confidence and competence (excellent eye-contact & facing out to audience) Excellent volume and varied tone used throughout presentation Speaking in complete, meaningful sentences throughout whole presentation

STAGE THREE

	Fair	Good	Very Good	Excellent
Visual Presentation	Name of pupil and title of project present Visually appealing (some consideration of colour to ensure an eye-catching project) Reasonably neat and legible handwriting, and / or typed text in reasonably clear font Some images present to support the text	Name of pupil and title of project present and prominent Visually appealing (good use of colour to ensure an eye-catching project) Neat, legible handwriting and / or typed text in clear font at a suitable size Relevant images present to support the text Consideration given to the selected medium with regard to layout (project is neither overcrowded nor sparse)	Name of pupil and title of project present and prominent Visually appealing (very good use of colour to ensure an eye-catching project) Neat, legible handwriting and / or typed text in clear font at a suitable size Carefully chosen, relevant images present to support the text Careful consideration given to the selected medium with regard to layout (project is neither overcrowded nor sparse)	Name of pupil and title of project present and prominent Visually appealing (excellent use of colour to ensure an eye-catching project) Excellent handwriting and / or typed text in clear font at a suitable size A variety of carefully chosen, relevant images *(photographs, diagrams, illustrations, graphs)* enhance the project and complement the text. Placement of images is carefully considered, and images are clearly labelled Selected medium for presentation of the project has been carefully considered and elevates the experience of the audience. Innovation in design is evident and successfully executed *(for example poster projects might include pockets or pop-up elements, digital projects may demonstrate strong animation or editing skills)*
Structure	Information is presented in paragraphs with some use of headings	Information is organised into distinct sections which have a clear heading and subheadings where applicable Information is presented in paragraphs	Information is organised into distinct sections, each of which has a clear heading and relevant subheadings Information is presented in paragraphs. Paragraphs mostly deal with one clear idea or theme Consideration is given to the order in which information is presented	Information is organised into distinct sections, each of which has precise and suitable headings and subheadings Each paragraph which deals with one clear idea or theme. Consideration given to the order in which information is structured is successful, resulting in a reader-friendly project accessible to the audience and inviting to read

APPENDIX C: ASSESSMENT RUBRICS

Writing Conventions	Some effort to ensure accurate punctuation (full stops, question marks, exclamation points where appropriate) An attempt to use upper case letters where necessary Information generally presented in complete sentences Accurate spelling of high frequency words Some spelling errors with a genuine attempt made to record sounds phonetically	Punctuation used accurately throughout Generally accurate use of upper and lower case letters Information presented in complete sentences throughout Generally accurate spelling throughout	A variety of punctuation used accurately throughout (full stops, question marks, exclamation points where appropriate) Accurate use of upper and lower case letters throughout Information presented in complete sentences throughout Generally accurate spelling throughout	A variety of punctuation used accurately and appropriately throughout (including full stops, question marks, commas, and inverted commas and exclamation points where appropriate) Accurate use of upper and lower case letters throughout Information presented in complete sentences throughout Accurate spelling throughout
Use of Language	Some effort made to present information in pupil's own words Some use of topic-specific vocabulary Some attempt made to vary sentence length Structure of sentences makes logical sense Conjunctions are present	Information is presented in pupil's own words with an attempt made to include descriptive language Good use of topic-specific vocabulary Varied sentence length Structure of sentences makes logical sense Some attempt made to avoid repetition in sentence openers and use of conjunctions	Information is presented in pupil's own words incorporating descriptive adjectives and verbs, where advantageous Very good use of topic-specific vocabulary Use of varied sentence length for effect Structure of sentences makes logical sense Varied use of conjunctions throughout	Information is presented in pupil's own words – incorporating interesting descriptive vocabulary – with an awareness of intended audience Excellent, accurate use of topic-specific vocabulary (where advantageous, a glossary is included) Use of varied sentence length to enhance audience experience Structure of sentences is logical

APPENDIX C: ASSESSMENT RUBRICS

Information & Research	Information presented is a summary of class content Limited evidence of independent research outside the classroom context Information presented is largely accurate, however some inaccurate information is presented	Some evidence of independent research outside the classroom context Informative educational project is presented	Clear evidence of independent research outside the classroom context Informative educational project is presented	Content is clear, accurate, presented in a logical order and shows a thorough understanding of the topic Informative, educational project on a well selected topic, which gives new information to the peer group from a variety of sources An effort to reference multiple sources including books, videos, websites etc…
Oral Presentation	Some preparation evident (knowledge of project content, but support required from the project itself) Presented with some confidence (some eye-contact & facing out to audience at times) Appropriate volume and tone used at times during the presentation Speaking fluidly with only some pauses and hesitations	Prepared (very good knowledge of project content with some support from the project itself) Presented with confidence (very good eye-contact & mostly facing out to audience) Appropriate volume and varied tone used throughout most of presentation Speaking in complete, meaningful sentences throughout most of the presentation	Prepared (excellent knowledge of project content, speaking fluently with minimal support from the project itself) Presented with confidence (very good eye-contact & facing out to audience) Excellent volume and varied tone used throughout presentation Speaking in complete, meaningful sentences throughout whole presentation	Excellent evidence of preparation and practice Pupil presents facts in a well thought out order and makes the presentation entertaining for the audience to follow and be engaged Pupil maintains eye contact throughout the presentation, using project as illustrative point of reference Pupil's voice is clear, engaging and projected. Pupil uses correct inflection and tone to grab audience attention

APPENDIX C: ASSESSMENT RUBRICS

STAGE FOUR

	Fair	Good	Very Good	Excellent
Visual Presentation	Name of pupil and title of project present and prominent	Name of pupil and title of project present and prominent	Name of pupil and title of project present and prominent	Name of pupil and title of project present and prominent
	Visually appealing (very good use of colour to ensure an eye-catching project)	Visually appealing (excellent use of colour to ensure an eye-catching project)	Visually appealing (excellent use of colour to ensure an eye-catching project)	Visually appealing (excellent use of colour to ensure an eye-catching project)
	Neat, legible handwriting and / or typed text in clear font at a suitable size	Neat, legible handwriting and / or typed text in clear font at a suitable size	Excellent handwriting and / or typed text in clear font at a suitable size	Excellent handwriting and / or typed text in clear font at a suitable size
	Relevant images present to support the text	Carefully chosen, relevant images present to support the text	A variety of carefully chosen, relevant images *(photographs, diagrams, illustrations, graphs)* enhance the project and complement the text. Placement of images is carefully considered, and images are clearly labelled	A variety of carefully chosen, relevant images *(photographs, diagrams, illustrations, graphs)* enhance the project and complement the text. Placement of images is carefully considered, and images are clearly labelled in a way that provides additional information *(for example the source)*
	Consideration given to the selected medium with regard to layout (project is neither overcrowded nor sparse)	Careful consideration given to the selected medium with regard to layout (project is neither overcrowded nor sparse)	Innovation in design is evident and successfully executed *(for example poster projects might include pockets or pop-up elements, digital projects may demonstrate strong animation or editing skills)*	Innovation in design is evident and executed to an exceptional standard
			Selected medium for presentation of the project has been carefully considered and elevates the experience of the audience.	Selected medium for presentation of the project has been carefully considered and shows due consideration to the target audience, elevating their overall experience

APPENDIX C: ASSESSMENT RUBRICS

Structure	Information is organised into distinct sections, each of which has a clear heading and relevant subheadings Information is presented in paragraphs Some consideration is given to the order in which information is presented	Information is organised into distinct sections, each of which has clear and suitable headings and subheadings Information is presented in paragraphs. Paragraphs mostly deal with one clear idea or theme Consideration is given to the order in which information is presented, resulting in a reader-friendly project that is accessible to the audience	Information is organised into distinct sections, each of which has precise and suitable headings, and relevant subheadings which are excellently chosen Information is presented in paragraphs, each of which deals with one clear idea or theme Consideration given to the order in which information is presented is successful, resulting in a reader-friendly project accessible to the audience and inviting to read. The structure of the project enhances the audience experience.	Information is organised into distinct sections, each of which has precise and suitable headings. Relevant, carefully-selected subheadings act as suitable signposts, guiding the reader. Information is presented in paragraphs, each of which deals with one clear idea or theme Careful consideration given to the order in which information is presented, resulting in a successful, reader-friendly project accessible to the audience and inviting to read. The structure of the project enhances the audience experience and learning.
Writing Conventions	End punctuation used accurately throughout Generally accurate use of upper and lower case letters Information presented in complete sentences throughout Some spelling errors	A limited variety of punctuation used accurately throughout (including end punctuation and commas where appropriate) Accurate use of upper and lower case letters throughout Information presented in complete sentences throughout Generally accurate spelling throughout	A wide variety of punctuation used accurately throughout (including end punctuation, inverted commas, and commas where appropriate) Accurate use of upper and lower case letters throughout Information presented in complete sentences throughout Accurate spelling throughout	Sophisticated and accurate use of punctuation evident throughout (including varied end punctuation, colons or semicolons where appropriate, commas and inverted commas) Accurate use of upper and lower case letters throughout Accurate spelling of complex vocabulary
Use of Language	Information is presented in pupil's own words with an attempt made to include descriptive language Use of topic-specific vocabulary Varied sentence length Some attempt made to avoid repetition in sentence openers and use of conjunctions	Information is presented in pupil's own words incorporating descriptive adjectives and verbs, where advantageous Good use of topic-specific vocabulary Use of varied sentence length for effect Structure of sentences makes logical sense	Information is presented in pupil's own words – incorporating interesting descriptive vocabulary – with an awareness of intended audience Excellent, accurate use of topic-specific vocabulary (where advantageous, a glossary is included) Use of varied sentence length to enhance audience experience	Information is presented in pupil's own words with a clear awareness of the intended audience Pupil demonstrates an expansive vocabulary, and incorporates topic-specific vocabulary accurately and with ease A glossary of terms is presented (where advantageous) Varied sentence length throughout

APPENDIX C: ASSESSMENT RUBRICS

Information & Research	Some evidence of independent research outside the classroom context Informative educational project is presented	Clear evidence of independent research outside the classroom context Informative educational project is presented	Content is clear, accurate, presented in a logical order and shows a thorough understanding of the topic Informative, educational project on a well selected topic, which gives new information to the peer group from a variety of sources An effort to reference multiple sources including books, videos, websites etc.	Content is clear, accurate, presented in a logical order and shows a thorough understanding of the topic Informative, educational project on an interesting topic worthy of investigation, which gives new information to the peer group Multiple reliable, reputable sources are included in a Reference List, demonstrating to the audience the scope of the pupil's independent research and where they sourced the information presented
Oral Presentation	Prepared (some knowledge of project content with some support from the project itself) Presented with some confidence (limited eye-contact and minimal interaction with audience) Appropriate volume and varied tone used throughout some of presentation An effort to speak in complete, meaningful sentences throughout the presentation	Prepared (good knowledge of project content, speaking fluently with minimal support from the project itself) Presented with confidence (an attempt made to maintain eye-contact and face out towards peer group, limited interaction with audience) Attention paid to volume and varied tone used throughout presentation Speaking in complete, meaningful sentences throughout most of the presentation	Very strong evidence of preparation and practice Pupil presents facts in a well thought out order and makes the presentation entertaining for the audience to follow and be engaged. Pupil maintains eye-contact throughout the presentation and uses their project as an illustrative point of reference Pupil's voice is clear, engaging, and projected. Pupil uses correct inflection and tone to grab audience attention. Pupil speaks in complete, meaningful sentences throughout the presentation with minimal use of filler words *(for example: uh, like, hmm, y'know…)*	Excellent evidence of preparation and practice Pupil presents facts in a well thought out order and makes the presentation interactive and entertaining for the audience. Pupil maintains eye-contact throughout the presentation, looking around the room at all members of the audience as they present. They use project as an illustrative point of reference throughout. Pupil's voice is clear, engaging, and projected. Pupil uses inflection and tone to grab and maintain audience attention. Pupil speaks in complete, meaningful sentences throughout whole of the presentation and doesn't use filler words

7. Approval and Review

This policy was ratified by the Board of Management of Scoil Mhuire CBS, Marino in June, 2023 and will remain in effect for no more than five years.

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Chairperson of the Board of Management   Principal

_____13th June, 2023_____

Date

_____1st September, 2023_____

Effective Date

_____June 2028_____

Review Date