

Greenhills Community College
Assessment and Reporting Policy



Greenhills Community College
Limekiln Avenue
Greenhills
Dublin 12

Greenhills Community College

Mission Statement

We, in Greenhills Community College, are committed to providing a comprehensive integrated education that will enable each individual to fulfil his potential in a positive, caring, respectful, learning environment where skills and attitudes for life-long learning are developed. We will promote equality, innovation and partnership in the delivery of our services.

Aims and Objectives

- To foster the growth of the students of the College morally, spiritually, socially, academically, emotionally and physically regardless of their social background, education achievements or intellectual ability.
- To educate students from all beliefs and cultural backgrounds.
- To provide a comprehensive curriculum to assist each student to make the most of their talents, skills and abilities.
- To operate the College as a partnership between the staff, students, parents and the wider community in accordance with the Education Act 1998 and the Education Welfare Act 2000.
- We aim to establish an inclusive work environment free from discrimination in accordance with the Equal Status Act 2000.

Background

Greenhills Community College, an all-boys second-level school, was opened in 1970 to serve the developing area of Southwest Dublin. The college seeks to stimulate and foster the physical, intellectual, moral, emotional and spiritual growth of the students. Parents who choose Greenhills Community College as a second-level school for their children do so in the knowledge that the college will value each student for his own personal gifts. Today the college is up-to-date and is well equipped to meet the challenge of preparing our young people for a successful future. The college is multi-denominational and welcomes students from all religious and cultural backgrounds.

Board of Management:

- Three nominees of Dublin & Dun Laoghaire Education & Training Board
- Two parent representatives
- Two teacher representatives
- Three Community representatives
- The College Principal acts as Secretary to the Board

Current Management Structure:

- Principal: Ms. Noirin Lannon
- Deputy Principal: Ms. Geraldine Leahy
- Assistant Principals:
 - Ms. Regina Beirne
 - Ms. Margaret Brosnan
 - Ms. Mary McMahon
 - Ms. Paula Needham
 - Mr. Ciaran Stone
 - Mr. Tadhg Farrelly

‘Teaching, learning, assessment and reporting are all connected.’

Ongoing Reporting for Effective Teaching and Learning, p. 7

Introduction

Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems. Educational assessment provides information about progress in learning, and achievement in developing skills, knowledge, behaviours and attitudes (NCCA).

Assessment is part of effective teaching and learning and it takes place for the following reasons:

- To monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in progressing the students learning and adapt the teaching and learning strategies as appropriate
- To support student learning through differentiation and help every student to achieve and to realise his potential
- To reinforce the learning carried out in the classroom
- To assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention
- To assess a student's eligibility for additional support and services
- To provide students and parents/guardians with information regarding progress
- To establish baseline data in relation to a student's attainments in certain subjects
- To identify students for levels in Junior Cycle and Senior Cycle
- To inform potential subject choices at Senior Cycle.

This Assessment and Reporting Policy was developed in partnership with all members of the school community of Greenhills Community College. This Policy will play a key role in striving to ensure that each student realises his full academic potential in a learning environment that reflects a culture of partnership between students, parents/guardians and teachers. It recognises the requirement of the school to regularly evaluate students and periodically report the results of the evaluation to the students and their parents/guardians, as set down by the Education Act 1998.

The purpose of assessment is to help the student discover where to go next and help the teacher support that growth. In planning for effective assessment and reporting, teachers in Greenhills Community College will use the Looking at our Schools 2016 document to support their classroom practice. This document will direct the teacher in the planning, preparation and assessment practices that progress students' learning. Subject Specifications, Curriculums and Assessment Guidelines are all key documents in the planning for assessment and reporting.

Reporting aims to support and underpin ongoing learning and assessment, and to be manageable, accessible and effective for the school, teacher, student and parent/guardian (Junior Cycle Framework, 2015).

Rationale

There is a legal obligation on schools to assess the effectiveness of the teaching and learning process and to report learning outcomes to parents/guardians. Principal and teachers shall *'regularly evaluate students and periodically report the results of the evaluation to the students and their parents'* (Article 22 (2(b)), Education Act 1998).

The aims of this policy, therefore, are:

- To facilitate improved teaching and learning in Greenhills Community College
- To evaluate what a student has learned in a particular area
- To provide feedback to students in a timely and constructive manner
- To provide feedback to teachers on the success of particular teaching methodologies in the learning process
- To highlight difficulties and shortcomings in the learning process in order to develop intervention strategies
- To create a consistent and standardised assessment procedure for monitoring and reporting achievement in Greenhills Community College
- To coordinate assessment procedures within departments on a whole school basis
- To develop a whole school approach to assessing students work and recording and reporting of same

- To identify students who may require additional teaching hours and apply to the NCSE if necessary
- To provide baseline data as part of our DEIS planning
- To enable the SEN Coordinator and Examinations Secretary and Guidance to identify students that will require [RACE](#) and apply accordingly
- To identify students who require extension activities such as learning support
- To encourage and increase the skills of self-assessment
- To keep records of attainment that will inform parents/guardians through the school's reporting process
- To measure the progress of students over time
- To raise expectations and standards
- To encourage students to take responsibility of their own learning in order for them to become a driving force in their own education
- To ascertain whether it is appropriate for a student to continue studying in any given subject area
- To facilitate target setting for individual students in the individual subject areas.

Assessment for Learning and Assessment of Learning

This policy covers both assessment for learning and assessment of learning.

Assessment for learning is a continuous process which combines a grade with advice to the student towards further improvement. Assessment of learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of learning. The information gained from this kind of assessment will be used in reporting. Both forms of assessment are invaluable and will be used equally by teachers in Greenhills Community College.

Informal Assessment

The most common forms of assessment used in Greenhills Community College are of an informal nature, and these take place regularly in the classroom. These informal assessments are at the discretion of individual teachers who will use them constructively for learning to take place. Timely feedback and constructive advice are vital components in this process.

Where appropriate to subject areas, teachers will keep records of these assessments to provide an insight into a students' progress over time and to fully inform the learning process.

Informal assessments methods may include:

- Worksheets & written classwork
- Questions and answers in class
- Essays and assignments
- Reading and writing in class
- Sample exam questions
- Projects and Presentations
- Experiments
- Homework: written or learned
- Observations: in class

Types of Assessment

- Formative Assessment
- Summative Assessment
- Classroom-Based Assessments
- Oral and Aural assessments in languages
- Assessment Tasks
- Project Work – Presentations, PowerPoints, Eportfolios, visual displays, posters,
- Practical Exams
- Log Books/Field Study /Field Investigations– Science, History, Geography
- Online assessments – Entrance Exams
- Learning Reflections for all year groups
- Literacy
- Numeracy

Formative Assessment

Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and this is used to adapt teaching to meet

student needs. Assessment for learning covers all aspects of formative assessment but has a particular focus on the student having an active role in his learning in Greenhills Community College.

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. This happens during the learning process in order to allow teachers and students to modify teaching and learning strategies, thereby maximising the potential for meaningful learning. A broad range of evidence and a variety of sources may be drawn upon to achieve this. Formative assessment is intended to complement the use of summative assessment rather than replace it.

Formative assessment:

- helps students to better understand their strengths and weaknesses and to identify target areas that need work through the use of teacher feedback.
- helps teachers recognise where students are struggling and address problems appropriately.

Greenhills Community College endeavours to implement formative assessment. This may involve using some of the following methods:

- Learning Intentions: Teachers will share the learning intentions with students at an appropriate time in each lesson, refer back to them throughout the lesson and again at the end of the lesson where deemed 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.
- 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. 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.
- Self-assessment: Teachers will, from time to time, supervise students to correct their own work, based on the Success Criteria. 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.

- Peer-assessment: Teachers will also, from time to time, supervise students to correct their peer's work, based on success criteria. 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.
- Formative feedback: Teachers, from time to time, will engage in comment-only feedback. It allows both the teacher and the student to identify the next steps in learning. This includes the following:
 - What the student has done well
 - Where the areas for improvement are and
 - How the improvement might be made

Assessment of Learning (AoL)

Summative Assessment

Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the student. Assessment is summative when it is used to evaluate student learning at the end of a period of learning. The purpose is to summarise students' achievements and to determine whether and to what degree, the students have demonstrated understanding of that learning by assessing it against agreed success criteria or features of quality. Summative Assessment is an assessment of the students' learning. The main purpose of summative assessment is to grade and certify students' achievement. Summative assessment is formal in nature.

Where feasible, and as determined by each Department Plan, common assessments across a year group will be used in each subject area. This will provide for increased cooperation and a common benchmark across each subject area.

Methods of Summative Assessment used in Greenhills Community College are:

All years have timetabled examinations in December. Junior Cycle, Leaving Certificate and Leaving Certificate Applied have Mock examinations in early February and state exams in June. Other years have house exams in May.

- End of Unit of Learning/Chapter Assessments—Teachers give regular class assessments in various subjects and results are recorded in the Journal to track academic progress. Results will be returned to students in a timely manner. The results of these assessments will be recorded in the student's journal. Individual class teachers will record them in their own journal.
- The mode of assessment may include written examinations, practicals, aural, oral work, project work, CBAs, assessment tasks.
- Transition Year (TY) assessments may involve the following: external certification, portfolio, oral presentation, and self and peer evaluation.
- Examinations generally follow a similar format to the Junior Cycle and Leaving Certificate Examinations and a marking scheme is clearly identified.
- Mock Examinations are set externally and corrected internally.
- Reports are sent to parents/guardians following examinations.
- The report template is computerised and allows teachers to distinguish levels. A mark and grades are awarded, and a comment can be added by individual teachers.
- Teachers have the option to give a house exam that will be given to students.

Ongoing Assessment

As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they frame, ask and respond to questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically, assessment will be in more structured, formalised settings in order to make decisions on future planning and report on progress. This may involve students doing projects, investigations, case studies and/or tests.

Mock Examinations

These are held for 3rd and 6th Year students during Term 2. The purpose of these is to further prepare students for the Junior and Leaving Certificate Examinations.

State Examinations

Greenhills Community College will ensure that all 3rd, 6th Year and Leaving Certificate Applied students participate, as directed by the State Exams Commission, in the many assessments that make up the Junior Cycle, Leaving Certificate and LCA examinations. These assessments which may include orals, course work, practical work, portfolio work amongst others, will be operated in accordance with the regulations set down by the State Examinations Commission.

The school will apply for [RACE](#) in accordance with the guidelines as set down by the State Examinations Commission. This will be organised by the SEN Coordinator/Department.

Inclusive Assessment

Inclusive assessment practices are a key feature of teaching and learning in schools. Accommodations, for example, the support provided by a Special Needs Assistant (SNA), or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year. Where a student has a specific physical or learning difficulty, reasonable accommodations will be put in place to remove, as far as possible, the impact of the disability on the student's performance in their assessments. Accommodations which enable all students to access learning and assessment are based on specific needs. This may include a reader and a scribe for students during exams. A separate centre may also be provided under certain circumstances.

All forms of assessment above will strive to meet the individual needs and differences of all the students in the classroom when they arise. Individual assessments of students may be carried out in order to refer for further assessment or apply for RACE. Students are told before an individual assessment why they are being assessed before that assessment for:

1. Screening for further assessment and/or
2. RACE Application

Once the accommodation has been granted, teachers are informed, and that particular accommodation can be used for all assessments.

Initial Assessments

As part of the SEN Policy to include Diversity and Educational Needs, incoming first years are asked to take assessment tests. The tests currently used are as follows:

Cognitive Abilities Test 4 (CAT4) is made up of a series of short reasoning tests which assess the student's reasoning abilities in key areas.

- Greenhills Community College uses the digital version of these tests. The results of which will be used to form mixed ability classes in first year.

Maths and Reading Age Tests

- All students in first and second year will be tested to assess their reading and mathematical ages in each academic year.
- The tests used are digital NRG (New Group Reading Test) which assesses the reading age of students and MALT (Mathematics Assessment for Learning and Teaching) for screening, monitoring and tracking progress.

Learning Support Assessments

The CAT Test is usually administered in Term 2 for the incoming First Years in Greenhills Community College.

The results from the CAT Test and the request to parents/guardians to provide any professional reports they have for their son (psychological, occupational, speech and language, behaviour) and past school reports are used for SEN decisions and support timetables.

All TYs will undertake a DATS assessment to assist in their investigation of possible college and career choices, when they proceed in Senior Cycle.

The Psychologist Support Service (DDLETB), in consultation with school management and the SEN Department, may carry out psychological assessments and other assessments on students at different times throughout the year.

Behavioural assessments may be carried out on students presenting with behavioural difficulties and students may be referred to the Care Team.

Students where English is not their first language will be assessed using the: Department of Education Post Primary Assessment Kit and the Cambridge English Test. This is carried out by DDLETB Language Development Officer. This is assisted by Greenhills Community College EAL teacher. Results from these tests will indicate if any additional language support will be required and EAL classes will be scheduled accordingly.

Junior Cycle Assessment

The most significant change in the new Junior Cycle is in the area of assessment. There is a substantial body of research evidence to show that educational outcomes for students can be improved by broadening the approach to assessment. All assessment in junior cycle, formative or summative, moment-in-time or ongoing, SEC, NCCA or teacher-designed, should have as its primary purpose, the support of student learning (Framework for Junior Cycle 2015, p.35). Teachers use the learning outcomes provided by subject, PLUs or short course specifications as a starting point for planning a unit of learning and to develop learning intentions and success criteria to be shared and discussed with their students. These learning outcomes clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities which they have undertaken during the course of junior cycle. As part of their daily practice, teachers continue to assess students' learning by observing and listening as students carry out tasks and by considering how they respond to questions. All subjects are assessed under new subject specifications. From June 2022 all subjects will be examined by the State Examinations Commission (SEC). The state exams will be no longer than 2 hours, the results will form a part of the Junior Cycle Profile of Achievement (JCPA). This offers students a more complete report on progress throughout the Junior Cycle.

The JCPA will also include descriptors awarded for levels of achievement in classroom-based assessments, short courses and other learning experiences. The Assessment Task mark will be included in the final examination grade and both are graded by the SEC. The grading of new subjects will be as follows in State Exams:

Grading of the Final Examination

- Distinction $\geq 90\%$ to 100%
- Higher Merit $\geq 75\%$ and $< 90\%$
- Merit $\geq 55\%$ and $< 75\%$
- Achieved $\geq 40\%$ and $< 55\%$
- Partially Achieved $\geq 20\%$ and $< 40\%$
- Not graded $\geq 0\%$ and $< 20\%$

Classroom Based Assessments (CBAs)

CBAs have been introduced to allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally assessed examination. CBAs will be used in the assessment of learning in subjects and in short courses. CBAs will be assessed by the individual class teachers. Students will undertake two CBA in all subjects. CBAs will be facilitated by the individual class teacher, in second year and in third year. The CBAs will be at a common level.

The assessments associated with CBAs will cover a broad range of activities including oral tasks, written work of different types, practical or designing and making tasks, artistic performances, scientific experiments, projects or other suitable tasks. In the case of a small number of subjects (Art, Music and Technology Subjects), the second structured Classroom-Based Assessment will involve practical work, or the creation of an artefact or a performance (Framework for Junior Cycle 2015, p.38).

Assessment of this practical work will be marked by the State Examinations Commission, together with accompanying written evidence, where appropriate CBAs will be undertaken by students within class time to a national timetable.

In April 2021, revised arrangements for the completion of Classroom-Based Assessments for students in 2nd year in 2020/2021 (cohort of students 2019 – 2022) were provided. Each student must complete a minimum of one CBA in each subject and one CBA in each short course. Students from this cohort will not be required to complete Assessment Tasks. School management, following consultation with relevant teachers (and where feasible, discussion with students), have autonomy to decide whether to complete one or two CBAs in each subject.

There will be some exceptions to the choices made by schools:

- to ensure assessment of oral communications skills, students must complete CBA 2: Communicative Task in Irish and CBA 1: Oral Communication in Modern Foreign Languages;

- as they are linked in each case with the final examination in the subject, students studying Visual Art, Applied Technology, Engineering, Graphics and Wood Technology must complete CBA 2.

Marking of CBAs

There are four descriptors of achievement for classroom-based assessment as follows:

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

Teachers develop an understanding of the above descriptors by attending Subject Learning Assessment Review (SLAR) meetings.

Subject Learning and Assessment Review meetings (SLARs)

On completion of the CBAs, subject teachers will engage in Subject Learning and Assessment Review meetings (SLARs) in order to assess the CBAs. All teachers of each subject involved in teaching and assessing the Classroom-Based Assessments in the school will engage in Subject Learning and Assessment Review meetings where they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning. The students' teachers will assess the work completed and the outcomes will be reported to the students. When assessing the level of student achievement in a CBA against the learning outcomes, subject teachers will use 'on-balance' judgement in relation to the features of quality, which are set out in the four level descriptors: Exceptional, Above Expectations, In Line with Expectations, Yet to Meet Expectations.

The SLAR meetings play a key role in helping teachers to understand standards and expectations. Teachers come together to discuss the quality of the students work.

The descriptors from CBA1 and CBA2 will be communicated to students and parents/guardians after the SLAR meeting.

The descriptors will also be included on the Junior Cycle Profile of Achievement (JCPA).

Assessment Task (AT)

The written Assessment Task, marked by the SEC, relates to the learning outcomes of the second Classroom-Based Assessment. The written Assessment Task may require the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment. The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the SEC for marking along with the script for that subject in the state-certified examination. Marks for the Assessment Task in each subject will be incorporated into the presentation of the grade for that subject (Framework for Junior Cycle 2015, p.38).

Assessment and Reporting on Students' Learning – Junior Cycle 2021

In May 2020, adjustments were made to the number of classroom-based assessments (CBAs) that current third-year students were required to complete. The revised arrangements require that each student must complete only one CBA in each subject rather than the usual two. As Junior Cycle State Examinations will not be completed by third-year students, Assessment Tasks are not required for any subject in 2021.

Level 2 Learning Programmes (L2LPs)

Ongoing classroom assessment practices are of crucial importance in supporting student learning and promoting student achievement in Greenhills Community College. Ongoing assessment involves practice that is both formative and summative.

The assessment generated by L2LP Priority Learning Units is classroom-based. Over the three years in junior cycle, students assemble evidence of their learning in a portfolio. Students submit this portfolio to their teachers and the students' work is assessed and reported on. The JCPA documents the achievement of the student in PLUs, as reported by the school.

Portfolios provide students with concrete evidence of their progress and achievements, which they discuss, review and share with teachers, parents/guardians and peers. Portfolios can exist in hard copy and/or electronic form. An electronic portfolio, also known as an e-portfolio or digital portfolio, is a collection of a student's work created using word processing and other multimedia presentations.

Examples of types of evidence of learning that might be included in the portfolio are:

- written work (stories, letters, poetry)
- project work and/or work in visual arts
- charts, diagrams, photographs
- video recordings of the learner's participation in an activity, event or achievement
- recordings of musical work.

On completion of a learning programme, students are expected to present evidence that they have successfully achieved the elements and learning outcomes pursued. The evidence can be presented in any of the forms or media above. Features of Quality, which are the criteria through which the student's work will be assessed will accompany the evidence of learning.

The evidence of learning gathered in the L2LP portfolio will be presented for the Junior Cycle Profile of Achievement (JCPA). The learning recognised in the JCPA will be broadly aligned with Level 2 of the National Framework of Qualifications (NFQ). The JCPA will be issued by the Greenhills Community College. Additional guidance for schools and teachers on the gathering of evidence for PLUs and the revised assessment and reporting of L1LPs and L2LPs for current 3rd year students (2020-2021) is available here.

Junior Cycle Profile of Achievement (JCPA)

The JCPA will capture student achievements in a number of assessment elements undertaken over the three years of Junior Cycle, including the grades in the State Certified Examinations at the end of the three-year programme. It will also report on students' achievement in CBAs in subjects and short courses and in Level 2 Learning Programmes (L2LPs)

The JCPA also provides an opportunity for comments on students' achievement, participation or progress in other areas of learning that may have been included in the school's Junior Cycle programme, for example, participation in Green Schools or the Eco Club, member of the Student Council, Enterprise Club or various sports teams.

The JCPA will provide an opportunity for every student to have their own particular strengths and engagement in areas of school life, other than the traditional academic areas, recognised

and affirmed. The JCPA will be issued to students and their parents/guardians before the end of the first term following the completion of the Junior Cycle. See Appendix I for Assessment Arrangements 2021.

JCSP

Students participating in the JCSP (Junior Certificate School Programme) follow the same subject specifications/syllabuses and are assessed in the Junior Cycle/Certificate examinations. They gain a Junior Certificate outlining their achievements in the subjects taken but, in addition, they receive the Student Profile, which outlines the skills, knowledge and achievements that they have attained during the course of the programme. The JCSP places a strong emphasis on short term goals and the development of basic skills, in particular literacy and numeracy, which are relevant to many areas of the curriculum and are important for managing daily life, both inside and outside school. A further emphasis is placed on the development of the student's personal and social skills, which enhance self-esteem and the ability to relate well to other people.

On completion of the Junior Cycle, students can progress to the Transition Year, the Leaving Certificate, the Leaving Certificate Vocational Programme or the Leaving Certificate Applied.

Senior Cycle

Assessment at senior cycle takes different forms and can be used in a variety of ways. Assessment can and should be supportive of learning. Formal assessment in senior cycle, as used to test and certify achievement, is managed through the State Examinations, administered by the State Examinations Commission (SEC). A broad range of assessment methods are used across the range of Leaving Certificate subjects, including oral and aural examinations, coursework and practical examinations.

At the end of senior cycle, students in Greenhills Community College who have followed the Leaving Certificate (Established) take the Leaving Certificate examination. Student achievement in this examination is directly linked to processes of selection for courses of study in further and higher education. In addition to the examinations taken by other students in Greenhills Community College, students who follow the Leaving Certificate Vocational Programme take an examination paper and submit a portfolio in the Link Modules and attend

for interview. Students in Greenhills Community College who follow the Leaving Certificate Applied programme take a final examination in six subjects and also accumulate credits over the two years of study from key assignments, attendance and task interviews.

Students in Greenhills Community College can study their subjects at higher level or ordinary level. Levels are based on previous results and levels taken at Junior Cycle. Parents/guardians may consult with the school as appropriate. Students are encouraged to take Higher level and can only change with permission from parents and the Principal.

See Appendix I for A Guide to State Examinations and Accredited Grades for Leaving Certificate 2021.

LCVP

The LCVP (Leaving Certificate Vocational Programme) is a Leaving Certificate with a focus on enterprise and preparation for working life. This two-year programme combines the academic strengths of the Leaving Certificate with a focus on self-directed learning, enterprise, work and the community. Assessment is at a common level. On completion of the programme, students must present evidence in relation to the specific learning outcomes. The evidence will be provided in the form of a:

- Terminal Examination Paper – 40% of total marks (May of final year of the LCVP)
- Portfolio of Coursework – 60% of total marks (Completed by April and includes an interview)

Grades awarded are:

- Distinction (80 – 100%)
- Merit (65 – 79%)
- Pass (50 – 64%).

LCA

The Leaving Certificate Applied programme is a two-year Leaving Certificate programme aimed at preparing students for adult and working life.

The two-year programme consists of four half-year blocks called sessions. Achievement is credited in each session. Courses are offered in three main areas: Vocational Preparation; General Education; and Vocational Education.

Assessment (LCA)

Assessment takes place on the completion of modules and includes seven tasks. There is also a final examination in each of the following areas:

- English and Communication
- Two vocational specialisms
- Mathematical Applications
- Language
- Social Education

Students in Greenhills Community College who successfully complete the programme are awarded a Leaving Certificate from the Department of Education. The certificate is awarded at three levels: Pass; Merit; and Distinction.

See Appendix I for State Examinations and Accredited Grades - Arrangements for Leaving Certificate Applied 2021

Ongoing Reporting in Greenhills Community College

Reporting is the part of the assessment process that provides feedback in support of student learning. There is strong evidence that when reporting on progress is done effectively students feel involved in their learning, are helped to see how well they are progressing and how they can improve. Reporting goes beyond giving marks and grades; it is an important way of sharing progress between teachers, students and parents/guardians.

Effective reporting practice is sensitive to the self-esteem and general wellbeing of all students while providing honest and constructive feedback. Reporting needs to focus on learning and progress and so build on the ongoing feedback students receive in class about their learning throughout the school year. Teachers are encouraged to use the teacher

journal, the excel document, student journal, and our VSWare software system to keep records and report progress on assessment.

Ongoing reporting on student progress can take a variety of forms in Greenhills Community College:

- Informal, oral and written feedback
- Student Journal
- Parent/guardian teacher meetings
- Discussions with class teacher/tutor/Year Head/SEN Coordinator
- Learning logs, diaries, reflections
- End of topic/term/year reports
- Communication and engagement with parents/guardians via telephone, post, twitter
- Students' learning progress and achievement in subjects and short courses
- Engagement with the learning behaviours and dispositions of students
- Student participation and achievement in extra-curricular activities
- The results of classroom-based assessments (CBAs)
- Areas such as punctuality, behaviour and attendance

Reporting of assessment should enable parents/guardians

- To be involved in their child's learning
- To understand and encourage the progress their child is making
- To check their child's progress throughout their time in Greenhills Community College

There are different methods whereby the results of formal and informal assessments will be reported to parents/guardians:

- Student Journal – students will record all continuous assessment results in their journals for all subjects. The teacher may communicate the outcome of any assessment to the parents/guardian of a student by writing a note and the Academic Tracker in the students' journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.

- Direct Contact - the teacher may decide as they see fit in consultation with the Year Head to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student.
- Signature of Parent/Guardian on Assessment – the teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.
- Parent Teacher Meetings – there are Parent Teacher Meetings for all Year Groups throughout the academic year. At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students, that generates an accurate picture of the student’s progress.
- Written reports for First, Second, TY and Fifth Years– Formal written reports are posted to the parents/guardians of students on two occasions during the academic year, January and May.
- Parents/guardians of 3rd and 6th will also receive a Christmas Report in January, but will then receive another report in Term 2 with the results of their Pre Junior and Pre Leaving Cert Exams. 3rd and 6th Year parents/guardians do not receive a Summer Report.

Students are expected to treat all of the above forms of assessment and reporting with respect. Any student who willingly fails to participate fully, or who acts in a disrespectful way towards any form of assessment and reporting in the school will be dealt with in line with the Code of Behaviour.

School Reports

A school report is an official document completed by a student’s teachers and signed by the Principal/Deputy Principal setting out the achievement and progress of a student in all subject areas at particular stages of the academic year. The report is addressed to a student’s parents/guardians but will be written in a manner that is easily understood by the individual student. A school report complements the ongoing assessment of a student by their teachers that takes place regularly during the academic year, for example, correction of homework, classroom assessments.

School reports will be issued as follows:

- January (1st Year to 6th Year) - grade and comment from December exams.

- June (1st Year, 2nd Year, Transition Year and 5th Year) - grade and comment from June exams.

Junior Cycle 2021

Guidelines for Schools on Assessment and Reporting on Students' Learning – Junior Cycle 2021 issued by the Department of Education on March 9th state that the school will issue a School Report detailing the learning achievements of the student. Greenhills Community College has the autonomy to choose the format of the school report that will be used and issued to students. A link to the relevant supports for reporting are provided in Appendix I.

Approved by the Board of Management following a consultation process with the Student Council, PTA Committee and Teaching Staff: _____2021

Appendix I

Assessment Arrangements 2021

1. Assessment Arrangements 2021
2. A Guide to State Examinations and Accredited Grades for Leaving Certificate 2021
3. A Guide to State Examinations and Accredited Grades for Leaving Certificate 2021
4. State Examinations and Accredited Grades - Arrangements for Leaving Certificate Applied 2021
5. Guidelines for Schools on Assessment and Reporting on Students' Learning – Junior Cycle 2021
6. Assessment and Reporting on Students' Learning – Junior Cycle 2021
7. Examinations 2021 Update
8. Revised arrangements for the completion of Classroom Based Assessments for students in 2nd year in 2020/2021 (cohort of students 2019 – 2022) April 2021