Assessment & Reporting Policy

Portumna Community School

Characteristic Spirit and Objectives of Portumna Community School

As a co-educational, multi-denominational, post primary school with a strong Christian ethos, Portumna Community School seeks to build on the characteristic spirit of our patrons, The Diocese of Clonfert & Galway and Roscommon ETB. Portumna Community School was formed upon the ideals of its pioneering schools, St Brigid's Vocational School and Portumna College to be inclusive and cater for all in our school community as set out in The Deed of Trust and Model Lease for Community Schools for the purpose of contributing towards the spiritual, moral, mental and physical well-being of the community.

Portumna Community School is dedicated to providing holistic education where the potential and uniqueness of each student is fostered and celebrated. We encourage all our students to achieve as much as their natural ability makes possible, whilst contributing to the school ethos and characteristic spirit through mutual respect, integrity, positive relationships, collaboration and engagement.

As part of a wider local community, Portumna Community School students are encouraged to develop not only as strong individuals but also as members of a strong school community; embracing citizenship and taking their place among a vibrant and often challenging society.

The staff of Portumna Community School will provide excellence in teaching and learning, while promoting individual talents and gifts by both challenging and supporting students.

Definition of Assessment:

The term "Assessment" refers generally to the gathering and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and learning needs.

Aims of Policy:

This policy sets out to:

1. Explain the rationale and importance of assessments

2. Highlight the different types of assessment that take place in the school (formative and summative)

3. Outline the annual schedule of assessments (summative)

4. Indicate the reporting procedures adopted post assessments

Overall Rationale for Assessment

Assessment is an essential part of good teaching and learning for the following reasons:

1. Assessments enable the teacher to monitor a student's progress and make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in advancing the students learning and adapt teaching strategies and learning activities as appropriate.

2. Assessments reinforce the learning carried out in the classroom.

3. They provide the students and parents/guardians with information regarding progress.

4. They establish baseline data in relation to a student's attainments in certain subjects.

5. They help to identify appropriate subject levels for students in Junior and Senior Cycles.

6. Assessments help identify students who may need additional support and services and to inform consultations with the NEPS psychologist where necessary.

7. They assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention.

8. They assist the school management team in identifying students, subjects, classes and areas of the curriculum that require further timetabled support.

9. Assessments play an important role in subject choice, career guidance and progression to third level and further education.

Assessment and the Student

Assessment should enable all students to:

1. Improve their levels of achievement;
2. Become actively involved in their own learning;
3. Be motivated to achieve their full potential.

Portumna Community School continue to encourage teacher's professional development in the areas of assessment and reporting. This learning is shared with staff through staff meetings, subject department meetings and at teaching & learning school development planning meetings. These professional development hours can be put towards Croke Park hours.

Why Assess?

- to monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning.
- to provide students and parents with information regarding progress and meeting targets.
- to establish baseline data in relation to a student's attainments in certain subjects.

- to assess a student's eligibility for additional support and services.

Types of Assessment

- o **Formative** – Questioning, Observation, AFL
- o **Summative** - Exams, Class Tests
- o **Diagnostic** – CAT 4 (Level E), NGRT, WIATT III-T, CAT 4 (Level F/G)

Legislation

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement.

Assessments

Formative Assessment:

Definition:

Formative assessment involves a range of strategies designed to give both students, teachers and parents' feedback about students' understanding of elements of their learning in courses. The aim is to improve learning.

Portumna Community School has adopted the Assessment for Learning (AFL) approach to formative assessment. Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process. Its purpose is to use the whole process of assessment to adapt teaching to meet student needs and help learners improve their learning.

It is formative because its intention is to form, shape or guide the next steps in learning.

The process permits teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for Learning covers all of the aspects of formative assessment but has a

particular focus on the student having an active role in his/her learning. It is about 'learning to learn'. We recognise, however, that not all aspects of this approach are of benefit in all curriculum areas and the discretion of the teacher is advised to adapt the theory to suit the particular demands of the subject. The use of Assessment for Learning strategies allow the teacher to continuously assess their students and ensure that learning is at the optimum level.

An example of AFL used here in Portumna Community School; the class teacher gives students the opportunities to self/peer assess their own work or their peer's work. This allows students to identify gaps in their own learning and give and receive positive feedback to and from their peers.

Other examples of Assessment for Learning strategies which can be used are:

- Learning Intentions and Homework given at the beginning of lessons
- Criteria for success- co-creation with students
- Questioning techniques
- Wait time after asking questions
- Summarising/Reflection at the end of the lesson
- Comment only marking
- Beginning the next lesson with a recap
- Pair/Group Work
- Setting targets
- In-class Peer Assessment
- Use of Microsoft Teams to upload class notes, assignments, success criteria, exemplars and solutions/mark schemes
- The use of Class Assessments ie; class tests) for every year group (excl. TYs) (teacher discretion). These Class Assessment Results are recorded by the teacher in their journal and or using the class assessments tool on VSware. Formative feedback, verbal and or written is given to students on their piece of work, test etc. We encourage students to record this oral feedback on their work.
- Formative Feedback is recorded on VSware for parents/guardians to engage in their child's learning at the following times during the school year.

Assessment of Non-written aspects of Subjects:

An increasing number of subjects have elements which are examined at certificate level by non-written methods e.g. Practical Subjects, Language subjects, History and Geography at Leaving Certificate level. Students will be given a percentage of marks in their house exams in relation to these non-written elements where appropriate. Teachers will assess students by project work or class questioning during the term or the submission of a project at the end of term.

Summative Assessment: (Summary of House Exams)

Definition:

Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner.

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether, and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

House Exams & Duration

Year	In addition to House Exams	Exams	Time of Year	Duration	Location
1st	Class Assessments @discretion of teacher)	House Exams	Week 10/ Week 20/ Week 30	40 mins-1hour	Base Class Rooms
2nd	Class Assessments (@discretion of teacher) CBA	CBAs House Exams	Throughout the year* Week 10/ Week 20/ Week 30	40 minutes hour – 1 hr 20 mins 1hr-2hr	Classroom Official Exam Centre
3rd	Class Assessments @discretion of teacher) CBA	CBAs House Exams Mocks	Throughout the year* Week 10/ Week 20	In line with SEC spec 1 – 2 hours	Classroom Official Exam Centre

				2 hours - In line with State exam times	Official Exam Centre
		Junior Cycle		2 hours - In line with State exam times	As per State exam locations
TYs		Complete assignments/modules/projects during each block rotation 10/20/30. These contribute towards the result awarded for each session. The year is broken into three sessions.			
5th	Class Assessments (@discretion of teacher)	House Exams	Week 10/20/30	2 hours	Classroom/Official Exam Centre-week 30
5 LCA	1 Task Session 1 2 Tasks Session 2 Personal Reflection Task Key Assignment	House Exams Irish/German Assessment Tasks	Week 10 Week 30- End of Year 1	1-2 hours As per State exam times	Official Exam Centre Official Exam Centre
6th	Class Assessments (@discretion of teacher)	House Exams Mocks	Week 10 February- Week 20	2 hours In line with State exam times	Official Exam Centre Official Exam Centre
6 LCA	3 Tasks Session 3 Personal Reflection Task	House Exams Mocks 6 subjects assessed	Week 10 Week 20 (Mocks)	1- 2 hours In line with State exam times	Official Exam Centre Official Exam Centre

* Over the two-year period Junior Cycle students complete 1 or 2 CBAs and Assessment Task depending on the subject requirements. These may form part of results inputted for Class Assessments

In line with best practice common assessments are recommended across all subjects for week 10/20/30 house assessments

Assessments (Common) should be differentiated based on students' needs

****Please allow for reasonable accommodations when assessing****

Framework for Junior Cycle (2015)

The Framework for Junior Cycle (2015) emphasises the importance of valuing, acknowledging and affirming all students' learning opportunities and experiences during the three years of Junior Cycle. The new assessment procedures at Junior Cycle value different aspects of students' learning and the range of approaches, both formative and summative, that generate evidence of this learning by students.

Classroom-Based Assessments (CBAs)

o They contribute to and build on the use of formative assessment in the classroom happen during normal class time.

o They resemble the learning that happens on a daily basis

o They capture the knowledge and skills that are not easily assessed in a timed pen and paper type examination.

o The class teacher assesses them at a common level.

o There are two CBAs for each subject; the first one in 2nd year and a second one in 3rd year (changes have been made in line with Circular Number: 0076/2020)

o They are assessed through pen and paper assessment, self-peer assessment, portfolios, journals, observations, exhibitions, oral presentations, experiments, interviews and projects.

Achievement in CBA's are reported on using the following descriptors:

o Exceptional

o Above expectations

o In line with expectations

o Yet to meet expectations

SLAR (Subject Learning and Assessment Review Meeting)

A SLAR (Subject Learning and Assessment Review Meeting) meeting takes place after each CBA. Teachers share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each SLAR will be subject specific, last 2 hours and will be facilitated by a teacher of the subject.

The purpose of the SLAR is to:

- o Develop a collegial professional culture

- o Ensure consistency and fairness

- o Build confidence about the judgements that teachers make

Assessment Task

The Assessment Task will be completed during class time under the supervision of the teacher and will take place over two lesson periods. The Assessment Task script is sent, along with the final assessment at the end of third year, to the State Examinations Commission (SEC) to be marked. It accounts for up to 10% of the State-Certified Examination and is incorporated into the grade that a student receives for their final SEC examination.

Level 2

Level 2 is offered in school for a small minority of students. They complete a portfolio over three years from learning objectives from the Level 2 curriculum.

Transition Year Assessment

Transition Year students are assessed through a credit system.
Breakdown of the credits are as follows

Transition Year Credits

Student Name	
Total Credits	100
Overall Grade	Participation (<64 Credits)
	Merit (65-78 Credits)
	Honours (79-89 Credits)
	Distinction (90-100 Credits)

Core & Subject Sampling Credits

Subject	Credits	Result
English	3	
Irish	3	
Maths	3	
Art	3	
Business	3	
Career Guidance	3	
Engineering	3	
European Studies	3	

Subject	Credits	Result
French	3	
German	3	
Geography	3	
Graphics & Construction Studies	3	
History	3	
Home Economics	3	
Information Technology	3	
Music	3	
Physical Education	3	
Religion	3	
Chemistry	3	
Personal Development	3	
Physics	3	
Bio/Ag	3	
Woodwork	3	
Tutor/E Portfolio	5	
Final Portfolio Interview May	10	
TOTAL	**84**	

Specific Project/Competition Credits

Subject		Credits	Result
Art	Project	4	
History	Project/Model making	3	
Music	Project/Musical	3	
Competition Involvement	Junk Kouture/BTYS/Scifest/Angus	4	
Information Technology	Web Design	2	
TOTAL		**16**	

TY Allocation of credits

- Credits (3 Max) are distributed by taster teachers at the end of a 9/10 week block of teaching. Added on VSWARE

- Core subjects teachers give their credits (Max 3) at the **end of the year** based on evidence of work from students. (VSWARE)

- For week 10/20/30 assessments teachers provide a progress comment (**all subjects**) and assessment grade for English, Irish and Maths. (Again, this assessment grade can be given based on a project or piece of work rather than a summative end of term exam)

TY Portfolio Interview

These interviews are conducted by TY teachers of the last two weeks of the school year based on the following template

Interview format

1. General interview questions relating to their Transition Year experience.
2. Students will discuss 2 projects they have worked on during the year.

	Teacher name	Credit	Comment:
		1-10	
1			_____ has engaged well with all aspects of the TY programme and enhanced his interpersonal skills.
2			_____ has engaged well with the TY programme and has participated well with TY projects.
3			_____ has excellent communication skills and has demonstrated a mature approach to all aspects of the TY programme.
4			_____ has engaged very well with all aspects of the TY programme and has greatly enhanced her interpersonal skills.

Credit Guidelines	
Excellent	9-10 credits
Very Good	7-8
Good	5-6
Fair	3-4
Poor	1-2

Sample Questions

Interviewers should use their own discretion in posing questions appropriate to the student interviewed. To support the interviewer, sample questions are provided below.
(10-15 mins per student sufficient)

__General__

- What goals did you set for yourself during the year? Did you achieve these q goals?
- What in your opinion was your best work? Why?
- In what ways did you challenge yourself this year?
- How did you cope personally throughout lockdown?
- Do you feel like you gained any life lessons throughout the year?
- Did you develop any new hobbies/skills throughout the year?
- Are you a more confident person because of your Transition Year experience?
- What skills do you have now that you did not have last September?
- What advantages do you have as you embark on your 5th year over incoming 3rd years?
- Are you a more confident person because of taking part in Transition Year?

- Are you better with deadlines because of Transition Year?
- Can you communicate more effectively because of Transition Year? Why?
- How have you supported your wellbeing over TY?

Projects
- What projects did you volunteer for? – Name them and describe the content of the projects
- What projects did you complete for science? Describe it
- Tell me about your History Project?

Group Projects/Mini Companies
- How do you get on with your mini-company project? What about communication and PR?
- What difficulties did you encounter doing a group project?
- In the group project, had you any problems with motivation? Who did what?
- Did you divide out the jobs according to the skills available within the group?
- What did you base your website design on?

Competitions
- What competitions did you take part in?
- What skills have you learned from taking part in the enterprise competitions?
- Did you apply to complete the Gaisce Award? What are you doing for each component?

ePortfolio
- Have you written up all your items in your Portfolio?
- Do you think the portfolio is a good idea?
- How do you think the portfolio could be made more effective?

Work experience and Module related questions
- Did you gain any work experience throughout the year?
- What did you do for you community involvement
- Tell me about the skills you learned in your Outdoor Education?

Your Work
What two pieces of work have you chosen to present to me?

End of year reporting procedure for TY

- Students receive a certificate of achievement based on their credit allocation

- Students also receive any other certificates for completion of courses/competitions during TY

- Yearhead overall comments provided on VS Ware

Leaving Certificate Applied Assessment (LCA)

LCA Modes of Assessment

The LCA assessment is based on:

Satisfactory completion of modules

- Evidence of completion of 4 key assignments for each module
- One credit per course module in which there is a final exam
- Two credits per course module in which there is no final exam

90% attendance   **worth 62 Credits (31%)**

This section is recorded in school by subject teachers who submit records for each session to the LCA coordinator who uploads them to the SEC online entry system. All evidence and records are kept in house.

LCA tasks   **worth 70 Credits (35%)**

LCA students undertake 7 tasks which are assessed through an interview by an external examiner. These tasks account for 10 credits each, totalling 70 Credits (35%)

- o Vocational Preparation
- o Vocational Education (x2)
- o General Education
- o Contemporary Issue
- o Personal Reflection
- o Practical Achievement

Final Examinations   **worth 68 credits (34%)**

- o English & Communication
- o Vocational Specialisms 1-Horticulture & Agriculture
- o Vocational Specialisms 2-Engineering/Hair & Beauty
- o Language Year 1 Irish
- o Language Year 2 German or Spanish
- o Social Education
- o Mathematical Applications

Leaving Certificate Applied Grading System

Leaving Certificate Applied is graded on a Pass, Merit or Distinction basis. Students who achieve less than 120 or leave the program early will receive a record of experience. The grading is determined by the awarding of credits in subjects.

The **credit breakdown** is as follows: Pass   120 - 139 Credits.

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Merit   140 - 169 Credits.

Distinction   170 – 200 Credits.

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<u>Students with Special Educational Needs</u>

Within Portumna Community School formal and informal diagnostic assessment (see SEN policy), take place throughout the academic year.

Psychometric Tests

The following tests are administered to 1st Year students by the Guidance Counsellor and members of the SEN Department.

- CAT4
- CAT 4 Level F/G
- NGRT

CAT 4

The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

While many tests focus on a child's attainment in core subjects, CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability). This assessment is carried out in May prior to 1st year students commencing that August/September.

NGRT

The New Group Reading Test (NGRT) enables you to assess students' reading and comprehension skills in a single test – helping to identify those students who may need further support.

Results of these assessments are reported back to parents after the assessments are complete using a specific template explaining the results. This assessment is carried out in September of 1st year.

When the results of the tests become available:

- Parents Reports are issued-CAT4 and one to one meetings are available at the request of the parent/guardian.
- The SEN team meets to identify students in need of extra support. The WIAT may also be carried out at this stage.
- Students who score below the 10th percentile in one of the above tests are offered support.
- Students identified as having possible needs requiring further investigation are referred to the National Educational Psychological Service (NEPS) Psychologist. Parents are involved in this referral and subsequent assessment if assessment is recommended. Students may also be referred to the Community OT or other services/external agencies if needed.

CAT4 Level F/G

Carried out by the Guidance/SEN Team who assess 3rd Yr/Transition Year (TY) students in October. This assessment helps to guide students who are making decisions about senior cycle subjects. Together, the Guidance Counsellor along with the student and parents use the results of these assessments to make an informed decision in relation to subjects the student has a strong aptitude for. The results of the test are forwarded to parents/guardians.

RACE Assessments and Students with SEN

From time-to-time testing may take place in support class in order to set up a Student Support Plan, investigate an Irish exemption, investigate if a child needs to be referred to NEPS or OT for an outside assessment or apply for RACE. Along with reading records and writing samples, the following tests may be used;

- **WIAT III Teacher's edition:** an application is made to the Department of Education and Skills with regard to accommodations for the Junior Certificate, Leaving Certificate and Leaving Certificate Applied exams based on the SEC criteria for RACE using the WIAT III Teachers. The WIATT III Teachers assessment is used to assess single word reading test and spelling.

- **DASH (Detailed Assessment of Speed of Handwriting) 9 years to 16 years 11 months**, is used to assess handwriting speed is also used for students who need an application made for the use of a Word Processor or a Scribe.

- **DASH (Detailed Assessment of Speed of Handwriting) 17+ years**, is used to assess handwriting speed is also used for students who need an application made for the use of a Word Processor or a Scribe.

Along with the above testing if further testing is required we will try to facilitate.

Psychological/Medical Reports

All class teachers are aware of students who have Psychological/Medical reports and implement the recommendations in assessing students.

Outside Agencies

Throughout the year, the SEN Coordinator /ASD coordinator/SST Team members may meet with National Educational Psychological Service (NEPS), Visiting Teacher Service for the Visually and Hearing impairments, Occupational Therapists (O.T), Speech and Language Therapist (SLT), Physiotherapist, Psychologists from Children's Services, CAHMS, Family Support Centres, School Completions Officer and home. Ongoing observations take place to monitor the students' progress.

Reporting:

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

a) **Student Journal** – the teacher may communicate the outcome of any assessment to the parent/guardian of a student by writing a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.

b) **Direct Contact** - the teacher may decide as they see fit to contact the parent/guardian (in advance consultation with the YH) directly with respect to the outcome of any assessment undertaken by a student.

c) **Signature of Parent on Assessment** – the teacher may send the corrected assessment home with the student to be viewed and signed by the parent/guardian.

d) **Parent-Teacher Meetings** – there are Parent Teacher Meetings for 1st, 2nd, 3rd, Transition, 5th, LCA & 6th Year students 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.

e) **Formal reports** are available to the parents/guardians on three occasions during the academic year following assessment at week 10, 20 and 30 of the Academic Year. These reports are available on VSWare.

f) **CAT4/NGRT** parents reports will be issued as well as individual meetings if parents so wish to explain results in detail.

Junior Cycle Profile of Achievement (JCPA)

Student achievements are now reported to students and parents/guardians on the Junior Cycle Profile of Achievement (JCPA). The JCPA will capture the different assessment elements undertaken over the three years of Junior Cycle, including the grades which are issued by the State Examinations Commission (SEC). The JCPA captures any combination of the following: CBA's, Short Courses, State Certified Examination (including the Assessment Task), L2LP, L1LP, Wellbeing and Other Areas of Learning.

Policy Adoption and Review

This policy was ratified by the Board of Management of Portumna Community School on - _____ and will be due for review during the school year _2022/2023_____.

Dissemination and Publication

This policy will be made available to school personnel and published on the school website.

Appendix 1:

Preparing for Classroom Based Assessments (CBA's) in Portumna Community School

Preparing for Classroom Based Assessments (CBA's) in Portumna Community School		
STUDENT	**TEACHER**	**PARENT**
Be aware of the CBA dates and format (school journal/ subject teacher). Be in attendance for each class, where possible, the same as every other school day.	From First Year plan collaboratively with your department colleagues to provide opportunities for students to engage with the relevant skills and knowledge that will be required for CBA's.	Be aware of the CBA dates (school journal/ subject teacher/school website/calendar). Make sure your son/daughter attends each class, as normal.

If you are going to be absent for any reason it is your responsibility to inform your teacher in advance, if possible, and up to you to catch up on work missed. CBA deadlines cannot be extended to accommodate any classes that were missed as a result of your absence. You must use the feedback your teachers have given you to help develop the necessary knowledge and skills to complete your CBA. You must make sure you are fully aware of the features of quality and the format before you begin your CBA. If unsure please clarify with your subject teacher. You must meet all CBA deadlines and work submitted must be your own.	Be aware of the CBA windows and inform your students of same. Discuss the features of quality with your department colleagues and translate then them into language that is accessible to all students taking part in the CBA. Communicate same with your students before they begin their CBA. Discuss the format of the CBA with your colleagues and students prior to commencing the CBA. This information can be found in your Assessment Guidelines. Provide students with ongoing feedback throughout the CBA window. Set a deadline that is common across the subject department.	Make yourself aware of the title, format and deadline of the CBA. Encourage your son/daughter to take responsibility for her/his own work and learning throughout all of her units of learning and during the CBA's.

During Classroom Based Assessments (CBA's) in Portumna Community School		
STUDENT	**TEACHER**	**PARENT**
Attend all classes. Work to the best of your ability. Use teacher feedback	Provide ongoing formative feedback to students. Collaborate with colleagues.	Ensure your son/daughter's full attendance and clarify any absence.

to guide you through the CBA. Use the features of quality to complete your CBA. Communicate with your subject teacher and other students (if working as part of a group). Submit your own work using the format outlined and the deadline date advised by the subject teacher.	Adhere to deadlines set by the subject department. Make local arrangements to accommodate students as required	Encourage your son/ daughter to work independently and produce their own work

After Classroom Based Assessments (CBA's) in Portumna Community School		
Student	**Teacher**	**Parent**
Continue to use formative feedback to improve knowledge and skills in the subject area	Correct CBA work in accordance with the features of quality and award provisional descriptors. Show evidence of correction/feedback on the students work, where applicable.	Discuss the descriptor awarded and formative feedback with your son/ daughter. Encourage your son/daughter to use the feedback to help move her learning forward

| | Submit material for the SLAR meeting as requested by the facilitator.

Adhere to deadline dates in relation to samples of work, SLAR meeting and date for awarding final descriptor.

Attend the SLAR meeting, collaborate with colleagues and award final descriptors.

Collate exemplar material for continued professional development and collaboration within subject departments.

Report the descriptor and feedback to parents, students and management.

Return CBA's to students with appropriate feedback | |
|---|---|---|

Appendix 2: Feedback from staff meeting on 17/5/2022

1. Please give examples how as a department you have developed a common approach to the use of oral and written feedback e.g: target-based feedback.

- One to one oral feedback & general class feedback
- Comments-Identify strengths and areas for development
- 1 star , 2 wishes or 2 stars 1 wish approach
- Directly written into work/homework
- Assessment folders per courses/year
- Oral feedback between tasks/during/end
- CBA feedback (VArt) given orally for individual students to write up themselves
- Continuous oral feedback
- Comments on VSWare

- Same comments (template) circulated at meeting (subject) before reports go home
- Team teaching
- Based on success criteria, co-created with students & teachers
- Feedback directly relates to the learning outcomes for that ½ term-as per dept. plan
- Template for project feedback
- Using journal to input assessment results
- CBA: Teacher meets student and gives feedback individually to the student, shows student the success criteria
- Reporting home: written reports using the JC reporting comments incorporating SLO
- 2 stars and 1 wish incorporated into the lesson
- Feedback on the agenda at our dept. meetings
- PCLM for senior English (develop students awareness of marking scheme)

2. In line with best practice common assessments are recommended for term tests, please discuss as a department how you can progress your departmental approach to common assessments.

- We do common assessments for all assessment points (Dept. meeting 2/3 weeks before, collaborative approach to assessment building)
- Sharing of samples of assessments amongst department
- Common schemes of work, common projects and common assessments
- Stay in line with department plans so on target at end of term with the same material assessed
- Mixed ability questioning in line with learning outcomes
- Common paper given for end of term assessments
- Differentiate assessments of students with educational need by grading them on what they have answered
- Different elements of assessment used e.g. project work/written/oral
- Common assessment used for every assessment in RE-need to improve on common differentiation methods for assessments
- Common tests given
- Dept. planning to decide content covered and assessment topics
- Shared assessment rubrics for 2 teacher year groups (V.Art)

- Share the workload in designing assessments-upload to SharePoint
- Department meetings with a focus on planning assessment

3. Differentiation....can you give examples of how your department differentiates assessments based on individual student's needs.

- Different levels of questions based on students ability
- Use of Think Pair Share
- Kahoot/Quizlet apps used
- Project work/Practical work
- Key Words
- Wait Time
- Use of simplified language
- Seating plan/groupings
- Blooms Taxonomy Questioning
- Integrated Formative Assessments
- Practical Demonstrations
- Visual Aid
- Lesson Plans projected = lesson sequencing
- Reduced questions on test (shorter tests)
- Same test (different making scheme)
- Less questions on the paper
- Other methods of assessment being used-observation/effective questioning/homework/Cooking-practical based/mini projects
- Reduction of questions-allows extra time
- Use of AT type assessments
- Provided assistance with reading
- Take into account any reasonable accommodations where possible when assessing
- Personalised marking scheme is used for some students
- Spelling waiver if applied if applicable
- Different grading criteria
- Layered questioning
- Differentiation by choice of question student does

- Allocating of extra time for proof reading, comprehension etc.
- Different types of questions to assess same outcome, to suit different types of learner//learning style
- Through class based questions-basic to advanced (Blooms)
- Different use of language on assessment