



Coláiste Chiaráin, Homework, Assessment and Reporting Policy

Guiding Principles

Coláiste Chiaráin is a Voluntary Co-Educational Catholic Secondary School under the trusteeship of the Diocese of Elphin

In partnership with parents the College strives to educate their children in accordance with the teachings of Jesus Christ and his Church. It aims to foster students' spiritual, moral, intellectual, physical and creative development and thereby develop their full potential.

The ethos of the school, as befitting its origins, is one where Christian values predominate whilst maintaining a deep respect for the diversity of traditions, values and beliefs found in the wider community.

Colaiste Chiarain, Athlone will endeavor to:

- Provide students with a Catholic education that has a sound spiritual, faith, academic and practical content.
- Nourish the building up of a personal relationship with God according to catholic wisdom as lived out in the community of the church.
- Respect and facilitate the spiritual/human development of students from all religious traditions or faith stances. To support this, religion is a core subject to Leaving Certificate and all students follow the Junior Certificate Religious Education Syllabus programme.
- Assist students to reach their full potential by encouraging the talents and gifts unique to each one.
- Develop a sense of self-respect and responsibility among students for themselves and for those whom they can serve, and to foster a sense of community within the school.
- Foster an environment which enables staff and students to promote quality teaching and learning in an atmosphere which is enriching for everybody.

- Inspire students to respect and love their cultural and religious heritage and develop as responsible citizens.
- Encourage students to be creative in their use of leisure through the extra-curricular activities offered.

Homework Policy

Why homework is important:

Homework is a valuable and important part of teaching and learning for the following reasons

- It can develop independent learning and enable students to take ownership of their learning
- It can allow students to reflect on their learning and build self-assessment skills
- It can reinforce work that is done in class and prepare them for further learning
- Classroom assignments, projects and portfolios work can be worked on outside the classroom
- Parental/guardians and others can support students learning
- It can help teachers assess students learning and progress

Types of Homework

Teachers assign homework regularly each week for each class. The nature of the homework will vary between year groups, different classes and topics of study. Homework is not generally set for school holidays. Assessment of homework forms an integral part of the formative assessment of students in Coláiste Chiaráin, with the work assessed or marked as soon as is possible. Assessment of homework may involve peer or self-assessment as well as teacher marking

Homework can be given in many different forms, such as:

- Reading, Writing, Spelling.
- Projects and Assignments – both group and individual. This may involve research, practical activities, model making, collection of information and presentation of work
- Written answers to questions
- Summarising and note taking
- Oral and aural work
- Diary and portfolio work
- Examination preparation and revision

Whole School Approach

The school expects that all homework will be completed on time and to the best of a student's ability. The school supports students with their work in the following ways:

School Journal:

Each student must have a school journal. The journals are not private to students and act as a link between parents / guardians and teachers.

- Every student should bring their journal to all classes and leave it on desk at start of class
- Teachers will assign homework during their class and record it on their board
- Teacher allow time for clarification explanation
- Students are asked to record **all** aspects of homework for every subject. Time is given to record assigned work **before** the end of class.
- Homework is corrected regularly and in a timely fashion.
- Students are encouraged to track their progress in subjects in their School Journal.
- Tutors and/or Year Heads check the journals to ensure homework is being recorded

Differentiation:

Homework can be assigned to students commensurate with their abilities and academic progress. The differentiation of homework can involve:

- Levels of questioning
- Depth of homework answering and expectations
- Extra optional work
- Mixed HL/OL topics or questions
- Summary exercises
- Random topics
- Recording what you don't understand

Study and Homework Skills:

Homework and Study Skills workshops are provided to exam students during the year

Evening and Saturday study sessions are available in school.

Homework club for 1st and 2nd year students is available two evenings per week

Learning support teachers assist EAL and/or SEN students with their homework

The Guidance Department offer Homework and Study modules classes on planning and organisation skills on strategies to improve learning.

Assessment and Reporting Policy

Assessment takes place on an ongoing basis in every classroom during every school day and this document cannot describe in detail the many ways that a teacher and student engages in this process.

Assessment' refers the gathering and interpretation of information related to student learning. It takes the form of **Assessment of Learning** which is summative in nature and provides a 'snapshot' of student attainment and progress at a given time; and **Assessment for Learning** which is formative in nature, and intended to inform teaching and learning, to impact positively on student engagement and to guide student progress.

Aims

The aims of the assessment and reporting policy are:

- To inform parents/guardians and students of progress.
- To encourage students of our school to take responsibility for their education.
- To pursue academic excellence while providing for the holistic education of the students.
- To ensure that the learning process is as interesting and enjoyable as possible to facilitate and encourage a love of learning that will become a lifelong process.
- To encourage parents/guardians to take an active role in, and a shared responsibility for their children's education
- To ascertain appropriate levels for students for State Examinations in Junior Cycle and at Senior Cycle

Formative Assessment:

This involves a range of strategies designed to provide students, teachers and parents with information regarding students' understanding and progress. Its purpose is to use the process of assessment to help learners improve their learning. Its intention is to form, shape or guide the next steps in learning. It is about 'learning to learn.'

Teachers regularly adopt a wide range of strategies aimed encouraging students to become more active and reflective learners, including group and pair work, and practices involving peer and self-evaluation. Such strategies can be differentiated to meet the needs and abilities of the individual particularly as the majority of classes have a mixed ability setting.

Summative Assessment

- Formal exams take place in the school in late November and in May and are coordinated by an Assistant Principal. The exams are timetabled over a period of approximately one week, during which time usual lessons are suspended
- These exams can be written, oral, aural, and practical, according to the requirements of each subject area and are broadly in keeping with the format of State Exam papers. House exams for 1st, 2nd and 5th years will be held during Term 1 and at the end of the school year for 1st and 5th years. Formal 2nd year summer exams will be phased out as the new Junior Cycle specifications are introduced. These will be replaced with in-class assessments

- Students also sit state exams at the end of both years.
- Junior and Leaving Certificate students sit 'Pre' exams in February of their exam year. Such exams are set and corrected externally or internally.
- Transition Years have ongoing assessment in their subjects and modules
- Junior Cycle students complete Classroom Based Assessments in 2nd and 3rd year
- Junior Cycle students complete their Assessment Tasks during 3rd year

Incoming 1st years:

All incoming first years are assessed using CAT4/DRT or other testing instruments. This testing along with other information gathered from primary schools and parents/guardians allows the school to form mixed-ability class groups as well as screen for individual learning needs

Early in their first term, students also currently sit the GRTII Group Reading Test. The results of these tests are made available to teachers and allow individual classroom teachers to make informed decisions about the needs of their students based on ability and potential. This information helps set targets for learning and public examinations and allows us to track student progress in a systematic way.

Structures for resource provision for incoming students are determined by these results and other information received (see SEN Policy for further information)

Student progress is monitored in first year through the delivery of common tests in English, Irish and Maths. This facilitates early intervention with students whose performance and potential are inconsistent and allows procedures to be put in place to rectify this where possible. Where this occurs students, parents and management work together to put plans in place to help students achieve their potential

Where an individual subject teacher has a concern about the performance of a student, procedures are in place to refer them to their Year Head and/or SEN department, where their needs can be determined

Reporting:

Reporting to students and parents/guardians on students' progress is ongoing throughout the year, both informally and formally. Reports provide feedback on students' progress and advice on how to bring their learning forward.

Reports are provided to parents/guardians at:

- Mid-term break (3rd 6th and TY's)
- End of Term1
- Mock examination results
- End of school year
- *Junior Cycle Profile of Achievement* certificates are presented to students upon completion of the Junior Cycle
- Transition Year students are acknowledged at the end of year through awards and presentations at their graduation evening

Reporting Procedures:

All reports are signed off by the Year Head and where necessary further comment may be made on student progress to date. Reports are monitored by Year Heads and other staff within the in-school management team, to track academic progress and address any concerns or issues that may arise.

The results of term tests in November and May are used by teachers to inform their teaching and as indicators of ability and levels in state exams

The results of state exams in each subject, and their comparisons to national trends in achievement are collated each year. Subject departments and individual teachers reflect on these statistics and use the information to guide future planning

Throughout the year teachers may at their discretion choose to contact parents and guardians regarding assessment and student progress either through the student journal or by phone, following discussion with the relevant Year Head.

Junior Cycle Reporting

As part of the requirements of the Junior Cycle, students may produce work themselves and store it online or may have work recorded and stored by their teachers. This occurs as part of CBA 1 and/or CBA 2.

BOM, School Management and teaching staff all have a role to play in the safe recording and storage of student work. Such work will be treated in accordance with the school's Data Protection Policy. Coláiste Chiaráin will retain records and pieces of work, as appropriate, for the purposes of Subject Learning and Assessment Review (SLAR). This information will be stored on our management information system and/or G Suite Drive storage.

The results of the CBA's, following a SLAR meeting, will be reported to parents as they are completed. The Junior Cycle Profile of Achievement (JCPA) will be presented to students once all information is collated and completed.

Parent Teacher meetings are held annually for all year groups.