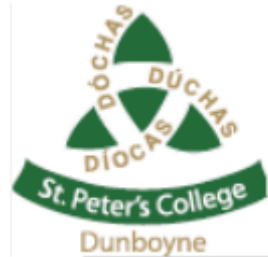


St. Peter's College
Dunboyne, Co. Meath
71950F



St Peter's College
Assessment Policy

Review Date: April 2029

Signed: *Maria Murphy*

(Chairperson of the Board of Management)

Date: 13th April 2026

Introductory Statement

This Assessment Policy was developed in partnership and consultation with all members of the school community including students, staff, and parents/guardians. This Assessment Policy was developed to outline the different types of Assessment that takes place in our school. This policy will enhance communication on all aspects of assessment for all members of the school community. **The purpose of this policy is to ensure that assessment practices in St Peter's College are fair, inclusive, transparent and support high-quality teaching and learning for all students.**

School Mission Statement

Dóchas – hope in the future of our school community

Dúchas – faithfulness to our collective heritage and culture

Diocas – diligence and commitment towards our learning and teaching

St Peter’s College aims to develop all the abilities of our students in order that they realise their full potential and use their talents for the service of others. We also aim to encourage self – confidence and self-esteem in a happy atmosphere and structured environment. This Assessment Policy will play a key role in ensuring that each student realises their full potential while a student in this school.

Characteristics of Good Practice in Assessment	
Promotes and Supports Learning	<ul style="list-style-type: none"> • Identifies what students know, understand, and can do • Enables consistent monitoring of student progress • Identifies individual learning styles and strengths and challenges • Encourages Progression in learning
Informs Teaching	<ul style="list-style-type: none"> • Assists lesson planning and informs review of content and skills • Promotes a variety of teaching methodologies • Enables consistent monitoring of teaching progress • Encourages self -reflection
Is both Formative and Summative	<ul style="list-style-type: none"> • Promotes a shared learning culture & provides clear and effective feedback • Diagnoses learning difficulties • Measures student performance • Identifies clear and shared targets for student progress • Promotes differentiation by outcome • Informs subject choice and career decision making • Provides effective and progressive student records & informs regular reporting to Parents/Guardians
Uses appropriate and diverse strategies	<ul style="list-style-type: none"> • Is both formal and informal & accommodates a variety of learning styles • Tests a range of skills • Encourages effective and standardised marking procedures • Is both quantitative and qualitative & is carried out in a range of contexts
Recognises ALL pupil progress and achievement	<ul style="list-style-type: none"> • Rewards progress, effort, and achievement • Fosters motivation and promotes a commitment to learning • Creates opportunities for self-direction & fosters self-esteem and social development
Develops the capacity for Self Assessment	<ul style="list-style-type: none"> • Shares learning outcomes and assessment criteria & gives sensitive and constructive feedback • Supports students in self and peer assessment activities • Engages students with realistic target setting
Fosters a shared involvement and responsibility between School and Home	

What is Assessment?

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning in individuals, groups or systems which relies on several instruments and methods.

This policy covers Assessment for Learning (Formative Assessment), Assessment of Learning (Summative Assessment) and Assessment Instruments/tests for Guidance and for additional and special educational needs (SEN). An explanation of each of these is outlined in this policy document.

Type of Assessment	Carried out by
Assessment for Learning (Formative Assessment)	All Teaching Staff
Assessment of Learning (Summative Assessment)	All Teaching Staff
Assessment Instruments/Assessments for Guidance (CL 0001/2023) ¹	Guidance Department &/or SEN Department

¹ <https://www.gov.ie/en/circular/11e67-advice-on-the-use-of-assessment-instrumentstests-for-guidance-or-for-additional-and-special-educational-needs-sen-in-post-primary-schools/>

Assessment for Learning (Formative Assessment) is ongoing and provides evidence of and for progression in learning. It supports learning through providing feedback, highlighting success, and highlighting areas for improvement.

Carried out by	Some Examples in the Classroom
All Teaching Staff	<ul style="list-style-type: none"> o Learning Intentions/Outcomes o Success Criteria o Wait time o Questioning o Worksheets, Homework & classwork o Reading and writing in class o Essays and assignments o Sample exam questions o Observations in class o Presentations o Practical work o Research o Discussion and debate o Self-Assessment o Peer Assessment o Comment only Feedback e.g. Two Medals and a Mission o Delay the Grade

	o Classroom Based Assessments for Junior Cycle (CBAs)
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Assessment of Learning (Summative Assessment) is carried out at the end of a period of learning and is used to measure performance and clearly identifies a standard of student achievement.

Carried out by	Some Examples in the Classroom
All Teaching Staff	<ul style="list-style-type: none"> o End of Unit/Chapter Class Exams o Christmas Exams o Summer Exams o Mock Examinations o State Examinations o Assessment Tasks for Junior Cycle (ATs)
<p>All students will sit common level exam papers during Christmas and Summer House exams. All students in a year group will be marked following a common marking scheme. This marking scheme will be produced in tandem with the examination paper.</p>	

Assessment Instruments/tests for Guidance and for additional and special educational needs (SEN).

o During your child’s education in St Peter’s College they will have the opportunity to engage in a wide range of assessment activity as part of normal teaching and learning.

o Other specialist tests may also be administered to support your child’s educational development and learning as well as their career development. Examples of such tests are outlined below.

o There may also be occasion to administer tests on an individual basis to your child to support their learning, progress, and achievement. Such tests will only be administered following consultation with parents/guardians. All assessment lists are subject to change

Type of Assessment	Carried out by	Some Examples in the Classroom
Assessment Instruments/tests CL 0001/2023	SEN Guidance Departments	<ul style="list-style-type: none"> o Pre -Entry/Post Entry to Post Primary School Assessment Tests o Standardised Ability Assessments, Standardised Attainment/Achievement Assessments o Diagnostic Assessments o Guidance Interest Assessments

Assessment	Test Type & Components	When	Purpose	How
CAT 4	Ability Verbal, Non-Verbal, Mathematical	Before November of first year	<ul style="list-style-type: none"> o To plan and support mixed ability teaching. o To screen for 	Online Group

	Spatial reasoning.		potential learning difficulties.	
WIAT III - T	Attainment Reading Written Language Mathematics Oral Language	1 st Year Term 1 3 rd years Oct - Jan	o Race – Reasonable Accommodation in State Exams o Irish exemptions	Paper and pen 1:1
DASH	Handwriting Fine Motor Precision	3 rd years Oct - Jan	o Race	Paperand-pen 1:/Group1
WRAT3	Attainment Word accuracy Reading Comprehension Reading speed Single word spelling	1 st Year	o Race – Reasonable Accommodation in State Exams o Irish exemptions	Paperand-pen 1:1
Star Reading	Attainment Tracks reading progression	1 st Years identified by SEN team	To support reading skills and literacy development	Online Group
Career Fit Series	Combined Occupational Interest and Aptitude Generates 16 optimal careers for the more practical student	All 5th Year (LCE & LCA)	Supports vocational guidance, career investigation and transition to further and higher education and training	Online Group Results shared with students
DAT for Guidance	Differential Aptitude Tests Verbal reasoning, Numerical reasoning, Abstract reasoning, Perceptual speed + accuracy, Mechanical reasoning,	5 th year (LCE) as required	Supports vocational guidance, career investigation and transition to further and higher education and training	Online Group Results shared with students

	Space relations, Spelling + language usage			
EAL Language Proficiency Test	English Language Proficiency	All incoming students presenting with English language difficulty	Supports appropriate EAL provision	Paper and-pen Group

Definition of Assessment Instruments for the purposes of this policy

St Peter’s College recognises that information from ability tests, attainment tests, teacher observations, the Education Passport, the Student Support File, parental reports as well as the views of the student are important aspects of a thorough assessment. This evidence based approach facilitates the identification of individual students’ strengths, interest, values, motivation and learning needs and helps to inform the actions and interventions that best address those needs.

Results of any one standardised test are not used in isolation, nor used as baseline data for predicting student’s future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students.

Defining Ability and Achievement tests

Ability tests are designed to establish what a student can know, while achievement tests measure what is known and has been learned or achieved to date.

A **standardised ability test** is designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure what a student can know rather than what is known.

A **standardised attainment test** (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students’ knowledge and skills in literacy and numeracy, and to determine progress in these areas.

On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student’s learning strengths and needs.

A **diagnostic test** is designed to provide specific information about a student’s strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts.

In addition, guidance counsellors may use the outcomes of ability, interest, values and motivation tests to guide and to support students' decision-making regarding subject choice and senior- cycle programme options and to support their career development, including planning for further and higher education, training, apprenticeships and the world of work.

Using Assessment Instruments within the Guidance and SEN Departments of St Peter's College

<p>Rationale for using Assessment Instruments in our School</p>	<p>Information garnered from various assessment practices including ability and achievement tests, and further information gathered through the administration of diagnostic tests provide a detailed view of a student's learning strengths and needs.</p>
<p>How will Informed Consent be obtained?</p>	<p>Information is provided to parents and students regarding the purpose of the assessment and with whom the assessment results may be shared and why.</p> <p>The consent of parents (for students under 18 years of age) and assent of students over 18 is obtained in advance of the assessment instrument being administered, in line with the school's assessment and data protection policies.</p>
<p>Selection of Assessment Instrument</p>	<p>Assessments instruments are selected for use in St Peter's College based on the suitability, reliability and validity of the instrument and resulting data. It is ensured that the versions in use are the most up-to-date and appropriate for administering to the specific student cohort.</p> <p>St Peter's College considers the qualifications required to administer, score, interpret and provide feedback on the test prior to selection.</p> <p>The National Educational Psychological Service (NEPS) provide information and advice on the use and appropriateness of certain assessment instruments/tests.</p> <p>St Peter's College engages with the relevant primary and post-primary schools to inform decisions around the selection and timing of assessments for students new to post-primary education or transferring from another post primary. The Student Support File and the Education Passport are key elements in supporting the sharing of relevant data, including</p>

	assessment results, as students transfer from primary to post-primary school.
Administration of Assessment Instrument: Where Assessments will take place?	<ul style="list-style-type: none"> o The SEN Department o The Guidance Department inc. offices o Computer classrooms
Administration of Assessment Instrument – Under what conditions will Assessments take place	As directed by the test developers
Administration of Assessment Instrument: Names of suitably qualified staff administering the Assessment Instruments	<p>Some assessments, such as standardised group achievement tests, may be administered by subject teachers, under the supervision of a suitably qualified person.</p> <p>Other tests are administered and interpreted by appropriately qualified personnel depending on the nature of the instrument used.</p> <p>St Peter’s College complies fully with the test publisher on the specific qualifications required for each instrument used.</p> <p>The administration of ability tests in schools is restricted to appropriately trained personnel.</p>
Provision of Feedback to Parents/Guardians/Students <i>Students who turn 18 years old during their time in school must give written permission for their parents to access their information from that point.</i>	<p>St Peter’s College ensures that appropriate, accurate and constructive feedback is provided in a timely manner to students and parents by appropriately trained personnel, (guidance counsellors or other suitably trained teachers.)</p> <p>Students are provided with the opportunity to explore their assessment results in the context of the educational options available to them in the school and to inform their future educational and vocational development, career choices and decision making.</p> <p>Students and parent/Guardian(s) are made aware of the limitations of the results of standardised tests during this discussion and the importance of other factors including the students’ interests, motivation, talents and experiences, and information available from other sources.</p>
Interpretation of results	In planning interventions to meet a student’s needs, the results of any one standardised test is used in conjunction with other information available on the student. The results of any one test are not used as baseline data for predicting a student’s future achievements, or for solely informing decisions

	regarding the provision of interventions or targets within learning plans for students.
GDPR & Storing of Assessment Data	St Peter's College ensures full compliance with all requirements of current GDPR legislation, and is cognisant of GDPR data processing and retention requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data is used, the retention of the data and where the data is stored i.e. within or outside the EU.
Race	Since 2019 it is no longer necessary to administer cognitive ability assessments for the purpose of RACE. Any changes to this will be included in the annual SEC document: <i>Reasonable Accommodations at the Certificate Examinations SEC</i>

Whole School Roles and Responsibilities for Assessment	
SLT	<p>Use assessment procedures and processes to drive whole school improvement by:</p> <ul style="list-style-type: none"> o Ensuring that all teachers know what is expected of them in assessing students o Helping teachers make well-founded judgements about students' attainment and progress o Monitoring that assessment for learning is a key factor in planning for teaching and learning o Monitoring the accuracy of the information provided to parents about their child's attainment and progress o Tracking the attainment and progress of individual/groups of students over time o Using assessment information when planning staff training and CPD o Comparing the progress made by different groups of students to ensure that no group is disadvantaged o Ensuring flexibility in assessment expectations facilitating individual departments to adopt processes that are most conducive to progress in their particular subject o Ensuring students are supported in making informed curriculum choices o Using assessment and monitoring to ensure that the curriculum meets the needs of students

	<ul style="list-style-type: none"> o Ensuring that any pedagogical developments in assessment practice are implemented where appropriate <ul style="list-style-type: none"> o To provide as much resources as possible during house exams to provide special centre facilities for students with additional needs and provide access to assistive technology •
Ceannaire	<ul style="list-style-type: none"> o Monitoring the accuracy of the information provided to parents about their child's attainment and progress o Tracking the attainment and progress of individual/groups of students over time o Comparing the progress made by different groups of students to ensure that no group is disadvantaged o Ensuring students are supported in making informed curriculum choices o Using assessment and monitoring to ensure that the curriculum meets the needs of students o Liaise with SLT and/or SEN Department regarding student progress o Report to Parents/Guardians as required
Subject Coordinator	<ul style="list-style-type: none"> o Lead subject teachers in planning assessment opportunities for students o Lead subject teachers in preparing standardised assessment/common exam papers at Christmas & End of year.
Subject Teacher	<ul style="list-style-type: none"> o Liaise with Year Head and/or SLT and/or SEN Department regarding student progress o Prepare assessment opportunities for students o Mark and evaluate assessments from students in a positive, accurate, meaningful, and diagnostic way o Compile and maintain individual student records via Compass or other media o Provide constructive feedback to students o Report to Parent/Guardian as required
Student	<ul style="list-style-type: none"> o Understand that everyone has the potential to learn and succeed o Accept responsibility for learning & value learning o Help foster a positive learning environment through positive behaviour o Set personal goals and targets for learning o Active engagement in learning activities o Preparation for Assessments o Act on feedback provided on learning o Ask for support and help
Parent/Guardian/ or student over 18 years old	<ul style="list-style-type: none"> o Support their child in interpreting the results of Assessment o Affirm the positives and encourage their child to ask for help and support around challenges o Support their child's learning by attending & contributing positively at Parent-Teacher meetings

	o Schedule meeting with school personnel if concerned about their child's progress
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Reporting to Parent/Guardian(s) on Student Progress following Assessment Processes				
Type of Assessment	Formative or Summative	Scheduled Dates for Assessments in School	Results available to Parent/Guardian(s) on/from	Access to Report on Compass
CAT4	Ability	Before November of first year	January of first year	Yes
Christmas Report 1 st , 2 nd , 4 th , 5 th	Summative	Last six school days before Christmas holidays	15 working days from return to school in January	Yes
Mock Examinations 3 rd & 6 th	Summative	Two weeks before February midterm	JC 15 working days from return after February midterm LC dependent on external correctors	Yes
Summer Reports 1 st , 2 nd , 4 th , 5 th	Summative	Last six school days before Summer holidays	15 working days following the end of the school term	Yes
JCPA	Formative or Summative	Assorted dates 2 nd & 3 rd Year	Autumn post exams	No

<p>Benefits of Reporting on Assessment Processes to Parent/Guardian(s)</p> <ul style="list-style-type: none"> o Enables Parents/Guardians to be involved in their child's learning o Provides an overview for the Parent/Guardian regarding how their child is progressing o Provides opportunities for Parent/Guardian to reaffirm progress and hard work by their child o Enables Parent/Guardian to discuss education/career paths with their child and assist them in working towards the next stage of the educational path/career o Highlights any challenges which their child may be encountering and can open a discussion on additional supports their child may need o May encourage Parent/Guardian to schedule additional meetings with the school to support their child in reaching their potential o Enables Parent/Guardian to monitor and track the progress during the transition period from primary to post primary schooling
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Assessment for Class Placement

Junior Cycle Subjects

All Junior Cycle subjects are common level except Irish, English and Maths.

Students are in mixed ability English classes throughout Junior Cycle.

Irish and Maths are banded in second year or third year based on a review of previous formative and summative assessments. Parents will be asked for permission to move their child to an ordinary level class if that is deemed most appropriate from this review.

Senior Cycle Subjects

All senior cycle subjects are taught in mixed ability groups except for Irish, English, Maths and Modern Foreign Language (French, German, Spanish) where the subjects are banded.

The placement of a student in a Higher or Ordinary Level class is based on:

Irish – a review of JC result, JC formative and summative assessments, TY engagement and participation if applicable.

English – two assessment pieces given early in fifth year, a review of JC result, JC formative and summative assessments, TY engagement and participation if applicable. Students are automatically placed into ordinary level English at Leaving Cert if they sit Ordinary for Junior Cycle examination.

Maths – Students who achieve a Junior Cycle Higher Merit or Distinction in maths are placed in Higher level LC classes automatically. For students who wish to follow the higher level course but achieved a merit or less, there will be a review of JC formative and summative assessments, TY engagement and participation if applicable prior to final placement.

Modern Foreign Language – Students at Leaving Cert are divided into 2/3 mixed ability classes which will all follow the Higher Level course. The pace of the classes may differ to accommodate the learning needs of students. The course content is differentiated for those students following the Ordinary Level course.

Monitoring and Tracking Student Performance

Parent Teacher Meetings provide Parent/Guardian/Student over 18 years of age, with an opportunity to meet with their child's teacher(s) to obtain an update on their progress in the class/subject(s). The teachers in St Peter's College maintain records of attendance, formative feedback, summative feedback and results of assessments for each student throughout an academic year and the parent teacher meeting provides all with an opportunity to determine how the student is progressing both academically and socially and what challenges they may be facing.

The Parent Teacher meeting provides the teacher(s) with an opportunity to hear more about the student from a parent's perspective and this can assist in differentiating support for the student going forward.

Processes and procedures for Parent Teacher Meetings in St Peter's College

o The schedule of Parent Teacher Meetings is outlined in the school journal and is available to all partners at the beginning of the school year

The format of the Parent Teacher Meeting will be confirmed two weeks in advance. Parents will be informed which teachers are scheduled (bookings are made via Compass) or unscheduled (parents queue to meet with the teacher).

If a teacher is unable to attend a Parent Teacher meeting, they will complete a PTM report on Compass to share details

If a parent is unable to meet a teacher at the Parent Teacher meeting, the parent should contact the main office and request one of the following options;

- Phone Call/Teams Call
- In person meeting
- Compass Comment

The teacher will revert to the parent within four weeks.

o Reminder texts regarding Parent Teacher Meetings are sent 2 days before the event

o Parent/Guardian(s) are requested to bring a copy of their child's teachers to the PT meeting

o Parent/Guardian(s) are encouraged to have a copy of the child's most recent school report

o Parent Teacher Meetings commence at 4.15 PM and end at 6.45 PM

o All Students except first years are encouraged to attend the PT meeting with their Parent/Guardian

o Please be mindful that the time available for individual meeting is limited as each teacher has many students. Should there be a particular issue that you wish to discuss with a teacher/SEN coordinator/guidance counsellor at the school an additional appointment may be scheduled by contacting the school office at stpeterscollege@lmetb.ie

o After the meeting Parent/Guardian(s) are encouraged to spend time with your child highlighting the positive feedback you received and discussing the challenges remaining.

o Please remind your child of the supports available to them in school and that everyone is working together to ensure they can get the best outcome from their time in school in order that they can progress to the next stage of their education and/or career

Ratification and Communication

This policy was ratified by the Board of Management on 9th December 2024

Implementation and Review – SLT

This policy will be reviewed by the Board of Management in December 2027