



**Villiers School  
Assessment  
Policy**



## **1. Mission Statement**

Villiers provides a broad and balanced education within a caring community. Our aim is to develop life and learning skills in order to face the challenges ahead with awareness and integrity.

### **Villiers School Ethos**

Villiers School is a privately endowed, Co-educational, Boarding and Day School. The School maintains religious values in line with Protestant Traditions and as set out in the Scheme dated 21st December 1889 under the Educational Endowments (Ireland) Act 1885. The philosophy of this school is such that it recognises, supports and endeavours to accommodate the right of the student to learn in an educationally conducive environment, regardless of innate ability, family/ social circumstances or religious affiliation. Villiers endeavours to educate students within the Church of Ireland / Presbyterian traditions however we also welcome members of other faiths. Villiers aims to ensure that the educational, emotional, spiritual, psychological and moral welfare of each individual student is provided for, while encouraging at all times the co-operation and assistance of parents /guardians of the students. Such aspirations are reflected in the structures and order of the School and are safeguarded by a Board of Governors nominated by the local Church of Ireland and Presbyterian Churches.

This ethos creates a very caring and highly academic environment for your child. This is in keeping with the tradition of Villiers School as founded under the will of Hannah Villiers in 1821.

## **2. Villiers school learner profile**

The aim of education is to prepare students for the wider world so that they can participate and fully, both collaboratively and independently, in the local and international community. At Junior Cycle, all students work towards the Junior Certificate. Following on from this, almost all students will participate in Transition Year (which includes our Independent Transition Year Programme). In Senior Cycle most Villiers students will sit the Leaving Certificate. Developing on this, the aim of the International Baccalaureate Diploma Programme is to develop internationally-minded individuals who embrace their shared humanity and collective guardianship of the planet, so as to create a better and more peaceful world.

As educators we aim to instill the following learning skills:

- **ENQUIRERS**



Nurturing and developing skills for enquiry and research, both independently and cooperatively.

- **KNOWLEDGEABLE**

Developing theoretical understanding and knowledge, across a wide variety of disciplines, which impact on both a global and local level.

- **THINKERS**

Developing critical and creative thinking skills in order to analyse and act, in an ethical and rational manner, upon complex issues.

- **COMMUNICATORS**

Increasing competency and confidence in expressing opinions in more than one language. Developing the ability to listen to others and to share ideas and collaborate on projects.

- **PRINCIPILED**

Take responsibility for our actions and the consequence of them, thereby ensuring that we respect the dignity and rights of others.

- **OPEN-MINDED**

Develop an appreciation and understanding of the culture, values and traditions of others, in addition to our own.

- **CARING**

Demonstrate empathy, compassion and respect for those around us and ensure that we impact those we interact with in a positive manner.

- **RISK-TAKERS**

Embrace challenges with determination and prudence, working both independently and collaboratively to develop ideas and strategies.

- **BALANCED**

Strive for balance academically, physically, emotionally and spiritually.

- **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



- **LEADERS**

Take initiative when we see problems and cooperate with others to both motivate and facilitate change and guidance when needed.

- **STEWARDS**

Strive to make a positive difference so that the world we inhabit progresses into a more equitable and nonviolent place.

### **3. Rationale and statement of purpose**

The purpose of the Assessment Policy is to outline the Assessment procedures for students in Villiers School. Villiers assessment is used to monitor progress in subject areas; to identify and allow for early interventions when necessary; to evaluate the effectiveness of teaching methodologies; to help inform students' choices of subjects and levels; to encourage students to set high targets for themselves and to become more proactive in their own learning.

Assessment is used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, CBAs, Assessment Tasks, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher.

A distinction is often made between *summative* assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and *formative* assessment, aimed at identifying the learning needs of students and forming part of the learning process itself. Although these two functions are apparently quite distinct, the same assessment instruments can often be used for either purpose, the difference lying in the way the outcomes of the assessment are interpreted and applied (Black, 1993a; Wiliam and Black, 1996).

(IBDP Assessment Principles to Practice, 2004, p. 3)

#### **Junior Cycle**

At present Junior Cycle students are assessed at the end of Christmas and summer terms. Progress is monitored approximately every six weeks in between examination times using a system of effort marks which are posted home to parents and guardians. Individual subject teachers and departments also administer formative and summative assessments as per individual subject plans and in line with good practice. A selection of individual subjects also require project, practical and/ or portfolio work in line with Department and curriculum guidelines.

The current Junior Certificate programme is in the process of being replaced by the Junior Cycle Framework.

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Circular 79/2018 states:

*“The Framework for Junior Cycle has introduced a new dual approach to assessment that supports student learning over the three years of Junior Cycle. This dual approach reduces the focus on one externally assessed examination as a means of assessing students and increases the prominence given to classroom-based assessment and formative assessment. This change of emphasis arises from an acknowledgement that students learn best when teachers provide feedback that helps students to understand how their learning can be improved.*

*All assessment for Final Examination purposes remains externally devised and assessed by the SEC.*

*For subjects, the new assessment arrangements include formative assessment that is ongoing. More information on assessment is available on the NCCA website at <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting>*

*Subjects with new specifications are assessed through two Classroom-Based Assessments (generally one in second year and one in third year), reported on to parents/guardians and students by the school, an Assessment Task (devised by the NCCA and marked by the SEC) in each subject, and a Final Examination set, held and marked by the SEC. The combination of the Assessment Task and the Final Examination, marked and awarded by the SEC, will generate a grade. Slightly modified assessment arrangements will apply in Visual Art, Music, Home Economics, and the Technology subjects.*

*Classroom-Based Assessments (CBAs) 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. They are used in the assessment of learning in subjects and in short courses. CBAs are assessed by the students’ teachers and reported on to students and parents/guardians during junior cycle and in the JCPA.*

*To support teachers in assessing students’ Classroom-Based Assessments, teachers engage in Subject Learning and Assessment Review meetings. At these meetings, teachers share and discuss representative samples of students’ work and build a common understanding about the quality of their students’ learning.”*

### **Transition Year**

Transition Year (TY) is a stand-alone year which focuses on the process of learning as distinct from content. ITY is a development on Villiers existing TY programme and is a fusion of both IB and TY principles and programmes. In TY and ITY the emphasis is on formative assessment, allowing for a variety of assessment methods including but not limited to portfolio work, project work, design and presentations, journals and interviews. Please see individual subject outlines for individual subject assessment requirements.

(See NCCA, 2008, *Developing Transition Units: Draft Handbook for Schools*)



## **Senior Cycle**

Prior to offering the IBDP, all senior cycle Villiers' students completed the Leaving Certificate. Students are assessed at the end of Christmas and summer terms in form 5 and in November and February of form 6. These exams are designed to reflect the summative nature of Leaving Certificate examinations as a whole but are in-house and do not contribute to an external qualification. A selection of individual subjects also require project, practical, oral and/ or portfolio work in line with Department and curriculum guidelines which do contribute to students' overall Leaving Certificate qualification.

In addition students in Forms V and VI will have assessment reports 2-3 times per year. These are normally sent out termly at mid points and are based on class tests and progress with classwork and assignments.

## **In-House Exams**

### **Rationale**

Practice at sitting exams in a formalised setting is seen as a very important part of a student's bank of academic skills. Assessment of learning or attainment is also an integral part of a child's formal education. A policy on in-house exams will clearly be of benefit to academic procedures in operation in Villiers. Please see separate policy for IB examinations.

### **Goals/ Objectives**

We hope to provide an assessment system that is fair and mirrors, as far as is practicable, the State Exams.

- To enable pupils to complete the cycle of their academic development;
- To help pupils develop the skills of an independent learner;
- To enable all aspects of the curriculum, as far as is practicable, to be tested in a controlled environment;
- To provide educational experiences not possible outside of school;
- To provide students with a formalised setting where they can be tested on their level of attainment;
- To help students develop good exam habits for the future;

### **Procedures and Practice**

In order to obtain the optimum benefit, students are expected to participate actively in the education process, working to the best of their ability at all times. They are expected to be in attendance during all exams. They are expected to be on time with all appropriate pens, pencils, instruments and other materials for the exam in question. All exams should be completed during the time allotted and to the best of each student's ability. Answer booklets and other



relevant answering paperwork should be presented neatly and in accordance with each teacher's specific instructions.

In-house exams are regarded as an essential part of a student's commitments and are timetabled accordingly. It helps pupils to develop a sense of achievement as it provides an opportunity to measure each student's level of attainment. Each student is required to know when and where each of their exams will be.

Sitting exams will involve the following:

- Being prepared. (see policy on Homework )
- Adhering to the Code of Conduct during House Examinations. (see Appendix 1)
- Third form sit exams in late October and Sixth form will sit exams in early November,
- First, Second and Fifth form will sit exams in the final weeks of term one.
- Third and Sixth form will sit Mock Exams in the week and a half before mid-term of second term.
- First, Second and Fifth form will sit formal exams before Christmas break and in the final week of term three.
- All teachers will be involved in the examination process as per their individual time table.
- As per requirement of students with specific educational needs exams will be sat, as far as is practicable, with the assistance of Subject teachers, Resource and Learning Support teacher, EAL teachers and Special Needs Assistances (SNAs).

### **Roles and Responsibilities/Implementation**

#### **Students**

It is the individual responsibility of each student to adhere to the code of conduct as laid out in Appendix 1.

#### **Teachers**

It is the individual responsibility of each teacher to follow exam procedure as laid out in Appendix 2.

It is the individual responsibility of each teacher to have set, typed and copied their exam and filed their exam paper twenty four hours in advance of the time-tabled exam. Copies of exams should be checked for clarity of print on both sides of the page.

Exam papers, teacher envelopes and rolls are to be collected from the exam coordinator.

Teachers are to check that books, copies etc. that may interfere with the integrity of the exam which is about to take place is not within the reach of the student (see Appendix 2).

Teachers are expected, as far as is practicable, to be in the assigned exam centre in advance of the start time of the exam and have the exam papers distributed by the start time of each exam.

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Correction of exam papers is the responsibility of the respective subject teachers. Individual results are recorded on ePortal in the Assessment section. The grades and marks are to be accompanied by a comment. These reports are then posted to the parents/guardian. The reports are discussed with students and can be discussed with parents during parent teacher meetings or by appointment. These reports are accessible to all teaching staff who have access to the ePortal facility. Reports are then used for planning, for the individual student, by subject departments and for School Self Evaluation (SSE).

### **Co-ordinators**

Following the agreement of a full school schedule which is set out in May, the co-ordinator of in-house exams perform the list of responsibilities so as to ensure the orderly and timely execution of exams. She sets exam time-tables in co-operation with whole school. Collect, secure and monitor exam papers and stationary. Is available throughout the exams to coordinate and liaise with other coordinators and school bodies as per whole school approach. A full set of these responsibilities are listed in Appendix 4.

### **Monitoring**

In –house exams are monitored by Co-ordinators, teachers, Special Needs Assistants, parents, Form Tutors and by students themselves.

### **Review**

Date for review May 2021.

### **Sources**

Previous In-house exam Policy 13/03/09, 03/10/11  
Circulars 15/2017, 79/2018  
Junior Cycle Journal  
Senior Cycle Handbook  
Teacher's Diary  
Parents Handbook  
RACE Guidelines  
General Instructions for Superintendents. DES  
IBDP Assessment Principles to Practice, 2004





## Appendix I

### Conduct of Students during In-house Examinations

1. It is each student's **own responsibility** to note carefully the days and hours, as fixed on the timetable, for the examinations in the subjects in which the student intends to present himself/herself.
2. Full school uniform must be worn during all examinations.
3. No correction fluid allowed.
4. Students are required to be seated in the examination hall at least five minutes before the time stated in the timetable for all exams.
5. Students will be responsible for making their own arrangements to ensure timely attendance at the examination centre.
6. No student will be admitted to the examination centre in any paper after thirty minutes of the time for that paper have elapsed. They must report to the office.
7. No student may be authorized to leave the examination hall until the expiration of the full time for that examination session.
8. A student may not be permitted to leave the hall and re turn during the examination period unless the Superintendent is satisfied that the student's need to leave the hall is genuine, (e.g. because of illness, urgent need to visit the toilet, etc.). A student who leaves the hall during any period of examination shall not be re-admitted during that period unless the student has been in the care of a Supervising teacher or, failing that, in the care of a Special Needs Assistant, during the entire period of the absence.

The student must hand the answer book and examination paper to the Superintendent on leaving the hall; the Superintendent should record on the cover of the answer book the time of departure from and return to the hall and the reason for the absence; the time lost by the student may not be compensated for at the close of the examination period Excepting Special Accommodations apply.

9. A student may not leave the examination hall before the expiration of any period of examination.
10. A student must occupy during the entire examination the place first assigned to him/her by the Superintendent, unless otherwise directed by the Superintendent.
11. A student should raise his/her hand if he/she wishes to attract the attention of the Superintendent during the examination. It is the student's responsibility to ensure that he/she brings to the attention of the Superintendent if he/she has not been provided with the correct examination paper at each examination that he/she is due to take.



12. The student's name, form and teacher's name should be entered on every answerbook, A3, graph, or isometric paper used.
13. Students should not commence writing until instructed to do so by the Superintendent.
14. Students will bring their own clean copy of *Formulae and tables* booklet as printed by the State Examinations Commission.
15. **A student shall not have within his/her reach**, while in the Examination Hall—
  - a. any book or paper (save the examination paper, and such answerbooks, etc., as shall have been supplied to him/her by the Superintendent); or
  - b. any memorandum, notes or mobile phone, electronic address book, databank, etc, except a calculator as permitted under the regulations or bilingual translation dictionary where its use has been approved.
16. In the case of Art examinations of a practical nature (i.e. drawing, craftwork), students are permitted to bring such materials into the Examination Hall as may be notified to schools by the Subject teacher.
17. **A student shall not**, while in the Examination Hall—
  - a. **use, or attempt to use**, any book, memorandum, notes or paper (save the examination paper and such answerbooks, etc., as shall have been supplied to him/her by the Superintendent and a bilingual translation dictionary where its use has been approved. **See Appendix 3**); or
  - b. aid, or attempt to aid, another student; or
  - c. obtain, or attempt to obtain, aid from another student or Superintendent; or
  - d. Communicate, or attempt to communicate, in any way, with another student within the centre or by electronic means with a person outside the centre.
18. A student
  - a. shall not write on the examination paper (except where answers are to be written on part of the examination paper itself e.g. in Mathematics) or Mathematical tables or on any of the mathematical instruments brought with him/her; except where a student uses a highlighter pen or underlining as an aid to interpreting the examination paper.
  - b. shall not write in his/her answerbook anything that is not directly connected with the subject matter of the questions to be answered;
  - c. shall not remove from the answerbooks or test paper any leaf or part of a leaf;
  - d. shall not take out, or attempt to take out, of the examination hall, any answer books, whether used or unused,
  - e. shall not damage the examination hall or its furniture.



19. At the conclusion of the examination each student who has not already done so should immediately close his/her answerbook(s) and remain in his/her seat until the Superintendent has collected the answerbook(s) and test paper(s).
20. A student shall, in all matters relative to the examination, submit to, and obey, the directions of the Superintendent.
21. In those subjects in which there is more than one paper, a student must take all the papers in a subject from one level, e.g. all papers at Ordinary Level or all at Higher Level. He/she may not be supplied with, or allowed to see, the papers in more than one level in the same subject.
22. Each student presenting himself/herself for examination in Construction Studies, DCG, or in Technical Graphics is required to bring with him/her a drawing board, T-square, scales, set squares, protractor, compass, pencil, eraser and drawing clips or tape (or as stated by his/her subject teacher.)
23. Students may use mathematical drawing instruments for all examinations. The use of science stencils is permitted for the examinations in the Science subjects.
24. The use of string, thread, a magnifying glass and an opisometer is permitted for the examination in Geography.
25. The use of calculators is allowed in all examinations, subject to the following:
  - (a) The School will not supply calculators to students and examination centres will not be responsible for the provision of calculators or batteries.
  - (b) The proper working condition of the calculator is the responsibility of the student. No allowance will be made for battery or other calculator failure during the examination.
  - (c) Calculators must be silent and must not require the use of an external power supply.
  - (d) Calculators may not be borrowed from other students during the examination.
  - (e) Programmable calculators are not allowed. The term "programmable" includes any calculator that is capable of storing a sequence of keystrokes for later retrieval and execution. It also includes calculators into which a formula or other such expression can be entered by the user. However, the facility to store numbers in one or more memory locations, or to execute procedures that cannot be modified by the user, does not render a calculator programmable.
  - (f) Graphics calculators are not allowed except for IB candidates
  - (g) Calculators with any of the following facilities are not allowed:
    - data banks
    - dictionaries
    - language translators
    - text retrieval
    - capability of remote communication.
  - (h) Students must indicate on their answerbooks the make and model of any calculator(s) used in the examination.



26. Students are not allowed to take an instruction manual into the examination centre. This includes instructions printed on the cover of the calculator.
  
27. This rule does not allow a student to bring into the examination centre any device that would be otherwise prohibited. In particular, mobile phones, electronic organisers or similar devices are not permitted under any circumstances.
  
28. A student may be expelled from the examination hall if his/her behaviour is such as to jeopardise the successful conduct of the examination. Submission of material of a pornographic nature or any other offensive material or the inclusion of any cash/cheque in the script may result in the examination in all subjects being disallowed.
  
29. Where the Supervisor forms the view that there has been a violation of these Rules, s/he should inform the Form Tutors and it will be for the Discipline Committee to decide on the penalty to be applied.



## Appendix 2

### Procedures For Teachers

#### Before:

1. Record the time required for each exam to be schedules on the hard copy provided by the Exam Co-ordinator.
2. Set and type exam paper and marking scheme.
3. Make sufficient copies for each class set.
4. Check these copies are complete and legible.
5. Completely fill the cover sheet for the brown envelope and attach firmly to the closing-side of the envelope.
6. Place the exams and completed envelopes in the appropriate drawer in the exams filing cabinet.
7. Collect Roll and Exam bundle for their assigned centre as per exam supervision rota.
8. Be in the assigned exam centre prior the exam start time for each assigned supervision times.

#### During

1. Briefly remind students of their responsibilities during the exams (see Appendix 1) and draw their attention to any notices that have been posted.
2. Hand out the exam paper first.
3. Hand out the answer books where necessary (check the brown envelope).
4. Instruct students to clearly mark their name, form and teacher's name on their exam paper and on their answer book, A3, graph and isometric paper where appropriate.
5. Inform students of any misprints or defects to exam papers from the List of Corrections.
6. Any misprints or defects not listed please note onto the relevant teacher's brown envelop and if necessary ask 'the runner' to consult with the relevant teacher where possible.
7. Take a roll by following the instructions on the envelope.
8. Note any students that are absent onto the relevant brown envelope.
9. Give your full attention to superintending.
10. Collect completed exam (exam paper and answer book) starting 30minutes before the end of the exam time.
11. Mark off the students name on the appropriate brown envelopes.
12. Remove any unused answer books and return to the exam table in the staff room..
13. Remove any unused A3, graph or isometric paper and return it to the exam table in the staff room.
14. Allow the student to study for the next exam but do not allow the students to leave the hall.
15. Ensure no student leaves the exam centre until all exams are accounted for.

#### After

1. After students have left the exam centre return brown envelops to the relevant teacher's pigeon hole.
2. Return the roll to exam desk.

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3. Correct exams according to the marking scheme prepared.
4. Be mindful when transporting exam envelopes that carry student lists and grades
5. Fill reports on ePortal.
6. Discuss results in accordance with subject plan.



Appendix 3

**Use of Bilingual Dictionaries**

The Class teacher, in consultation with the EAL coordinator, will inform Superintendents in each case where a candidate has been allowed to use a bilingual dictionary by putting a note on the envelope cover. Where this is the case, the Superintendent must check before the beginning of each examination that any dictionary brought to the Examination Centre by such a candidate conforms to what is specified below:

- (a) Candidates may use a bilingual dictionary between the candidate's mother tongue and English or Irish (e.g. Russian-English-English-Russian) but not a monolingual one (e.g. a Russian dictionary where words are explained in Russian).
- (b) The candidate may use such a bilingual dictionary in all examinations except
- an examination in the candidate's mother tongue
  - an examination in Irish
  - an examination in English
  - an examination in a language closely related to the candidate's mother tongue.
- (c) The bilingual dictionary used must not contain same-language explanations or definitions.
- (d) The use of an electronic dictionary, glossary, wordlist or translator is not permitted.
- (e) The dictionary used must not contain any additional personal annotation added by a user.
- (f) Where, during an examination, a candidate is found to be in possession of a dictionary/wordlist/glossary which does not conform to what is specified above, the Superintendent should act in accordance with the instructions that apply where a candidate is found to be in possession of unauthorized books or notes during an examination. (see Appendix 1).



Appendix 4

**Schedule of Assessment 2018-19**

**Term 1 Summative and Formative Assessments.**

Oct Form VI Assessments  
Oct Form V Assessments  
Oct Form I, II & III Effort Marks  
Oct Form III Exams  
Nov Form VI Exams  
Nov Form III Reports  
Nov Forms VI Reports  
Nov Forms I & II Effort Marks  
Nov Form III Parent-Teacher Meeting  
November – December

**Term 2 Summative and Formative Assessments**

January- April –CBAs and Assessment Tasks  
Jan Form V Reports  
Jan Form I Reports  
Jan Form II Reports  
Jan Parent-Teacher Meeting  
Jan Form I Parent-Teacher Meeting  
Feb Form II Parent-Teacher Meeting  
Feb Mock Exams, Forms III & VI  
Feb Form IV Reports  
Mar Form III Reports  
Mar Form VI Reports  
Mar Forms I, II, V Effort Marks  
Mar Form IV Parent-Teacher Meeting  
Mar Latest date for Completion of Assessment Tasks  
Apr Form V Assessment  
Apr Latest date for award of provisional descriptors by the teacher  
Apr Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher

**Term 3 Formative and Summative Assessment**

May Forms III & VI Progress Reports  
May Scholarship Exam  
May Forms I, II, V Summer Exams  
June SEC Exams begin.  
June Reports Due Forms I, II, V

***(Last updated June 2019 to reference Circular Letter 0079 /2018. Specific dates will be available each year when the school calander is finalised. Dates may be subject to change and variation)***





Appendix 5

Please record the time required for your exam, your name opposite and the number of class sets you have for each subject.

Christmas Exams

Information request for time per subject and number of classes for correction.

Subject	IB1	Time required	Teacher	Number of classes
English A Language & Literature; Language A: Self-Taught Literature				
French B; German B				
English B; Japanese Ab Initio				
History; Business				
Biology				
Chemistry				
Maths				
Visual Arts				
Irish				
Subject LC 1 5 <sup>th</sup> form		Time required	Teacher	Number of classes
Irish				
English				
Maths				
French				
German				
Spanish				
Japanese				
History				
Geography				
Biology				



Chemistry			
Physics			
Agricultural Sc			
Applied Maths			
Religious Education			
Home Economics			
Music			
Business Studies			
Economics			
Accounting			
L.C.V.P			
Technology			
Technical Graphics			
Construction Studies			
Physical Education			



## Second years

Please record the time required for your exam, your name opposite and the number of class sets you have for each subject.

Subject JC/Junior Cycle	Time required	Teacher	Number of class sets
Irish			
English			
Maths			
French/German			
History			
Geography			
Science			
Religious Education			
Home Economics			
Music			
Business			
Spanish			
Technology			
Technical Graphics			
Art			



## First years

Please record the time required for your exam, your name opposite and the number of class sets you have for each subject.

Subject JC/Junior Cycle	Time required	Teacher	Number of class sets
Irish			
English			
Maths			
French/German			
History			
Geography			
Science			
Religious Education			
Home Economics			
Music			
Business			
Spanish			
Technology			
Technical Graphics			
Art			



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This policy was reviewed and ratified by the Board of Management on May 29<sup>th</sup> 2019. Next review date June 2122.

Signed:

Chairperson, Board of Management

Signed  
Headmistress