

# *Meánscoil na mBráithre Críostaí, Cill Chainnigh* **Christian Brothers Secondary School, Kilkenny.**

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## **Assessment SSE Update: May 2019**

Started the process in Sept. 2015

April 2016, produced report

May 2016, produced plan which included targets for Sept. 2016 – May 2019.

Student survey Jan 2016

Teacher survey May 2017

Student survey April 2018

Student survey May 2019

All subject department plans now include Assessment.

All classrooms have a Mapping My Progress poster.

All classrooms have the Leaving Certificate marking scheme poster.

All teachers are emailed a common coversheet prior to the commencement of in-house exams.

**Target 1: To increase the % of students that say that the marking allocation is almost always on the test page from 30% to 50% by 2019.**

Results of student survey.

Marking allocation is on the test:

Aim: increase this to:		2016	2018	2019
35% in May 2017	Always/Nearly Always	30%	94%	53%
40% in May 2018	Often	46%	4.3%	39%
50% in May 2019	Rarely/Never	24%	2.2%	9%

**\*\*Target has been achieved\*\***

Following the latest survey (May 2019) it was noted that in the initial student survey (Jan 2016) four different options were given as answers whereas in the most recent survey students were only given three possible answers. This may account for the heavily weighted results in the 'often' column. Upon reflection students should have been given both the same questions and possible answers in both surveys.

Results of the teacher survey (May 2017) showed that 59% of teachers always include the marking scheme on the paper

### **Further actions to continue to support SIP:**

- Display Leaving Certificate marking scheme in classrooms
- Use common cover sheet for exams
- Nominate teacher to take responsibility for individual tests
- Put the names of each teachers on the coversheet and \* beside the name of the teacher that compiled the exam.
- Gather and share tests on drive so all can view the marking allocation.
- Display marks clearly on each test

### **Target 2: To increase the percentage of students that say that they almost always use Mapping My Progress in diary from 7% to 40% by 2019.**

Results of student survey

I use the Mapping my progress page in the diary

Aim: increase this to:		2016	2018	2019
20% in May 2017	Always/Nearly Always	7%	52%	28%
30% in May 2018	Often	14%	23.9%	37%
40% in May 2019	Rarely / Never	79%	23.9%	35%

### **Further actions to continue to support SIP:**

- Display Mapping My Progress posters in classrooms
- Encourage all students to use the Mapping My Progress page in their diaries.
- Identify appropriate test results to be recorded in Mapping My Progress charts, (2 or 3 tests)
- Check and Correct work regularly
- Encourage parents to sign tests regularly.

### **Target 3: To provide students with learning opportunities using the techniques which they have identified as the most useful.**

A survey of 3<sup>rd</sup> and 6<sup>th</sup> Year students in Jan 2016 showed that the learning techniques that are most useful are,

- 48% making my own notes
- 41% rereading and practicing
- 33% taking down teachers' notes
- 28% learning by heart

Results of the teacher survey (May 2017) showed that 80% of teachers always or almost always ask students to make their own notes

**Further actions to continue to support SIP:**

- Discuss best note taking and note making practices and decide on which methodologies work best within your department
- Recommend, encourage and implement these techniques within your class
- Encourage and support students to make their own notes
- Encourage brainstorming and a collaborative approach with subject department meetings
- Each subject department to put emphasis on note taking which is shared with students
- Generate electronic versions of notes, links and resources and share them electronically with students (feeds into Managing Myself and Information Skill)
- Encourage students to reply or submit work electronically
- Use a shared drive with students and teachers
- Learning Support teachers are to practice note taking skills with students
- Equip students with the necessary skills to help them to make their own notes.
- Study skills course to encourage good practice.

**Target 4: To provide students with assessment opportunities using the approaches which they have identified as the most motivational.**

A survey of 3<sup>rd</sup> and 6<sup>th</sup> Year students in Jan 2016 showed what motivates them to learn is,

- 43% said class tests
- 42% said homework
- 36% said oral questioning

Results of the teachers' survey showed that,

- 84% of teachers said that they regularly use 40-minute chapter/topic tests as a form of assessment
- 73% use homework as a form of assessment

**Further actions to continue to support SIP:**

- encourage brainstorming and collaborative approach within departments.
- discuss types of assessment which works best for both students and teachers within departments
- continue to give class assessments regularly
- continue to check and correct homework regularly
- generate electronic versions of assessment and marking schemes and share them electronically.

- encourage students to submit work electronically
- gather state exam papers, marking schemes and mocks into a shared drive.
- all in-house tests could be saved to the drive.
- good attendance at school enhances a student's prospects of achieving their full potential in exams. Student attendance is to be monitored in all classes using VSWare and analysed at year head meetings