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Assessment and Reporting Policy

School Name: Rice College, Ennis, Co. Clare

Address: New Road, Ennis, Co Clare. V95 FV10

Details: Rice College is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education and is a co-educational school.

School Management: The Board of Management of Rice College is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement:

Rice College is operated according to the religious and educational philosophy of the Edmund Rice Schools Trust Charter (ERST).

We strive to live up to Christian values and show genuine concern for our school community.

Our core aims are to provide a broad and comprehensive education and to recognise the needs and develop the talents of each person.

We strive to enrich all those with whom we are privileged to come in contact, we strive to succeed.

Ethos:

Inspired by the vision of Blessed Edmund Rice, the Christian Brother School gives priority to education in a living faith whereby students grow to appreciate the life and mission of Jesus Christ with a view to being committed to the world as he was. He has a special concern for the poor and underprivileged. His aim was to develop a curriculum which promotes the harmonious growth of the whole person.



Legislation:

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents/guardians. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement. The school is mindful of changes to the assessment procedure in place for state examinations, outlined by DES circulars.

This Assessment Policy outlines the importance of assessment and the key role students, parents/guardians and staff play in supporting this policy document.

Aims of the Policy:

This Assessment Policy aims to:

1. Explain the rationale and importance of assessments.
2. List the different types of assessments.
3. Detail the annual schedule of assessments.
4. Detail the reporting procedures post assessments.

Definition:

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. Methods include examinations, homework/home learning, written, oral and aural work and digital platforms e.g. OneNote and Teams. This list is not exhaustive.

Rationale for Assessment:

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

- To continuously strengthen the quality of teaching and learning.
- To inculcate in our students a positive attitude towards learning.
- To improve the learning outcomes of the students.
- To measure and evaluate the progress of a student in a particular area of learning over time.
- To develop in our students a culture of lifelong learning.
- To provide the students, teachers and parents/guardians with information regarding progress.
- To equip students with the skills necessary to manage and take ownership of their own learning journeys.
- To identify students' levels for state examinations and act as an incentive for students in the learning process.
- To strengthen their questioning capabilities through the use of effective questioning and reflection strategies.
- To deepen learning and to develop critical thinking skills.
- To provide students with opportunities for effective feedback from teachers and peers to develop their thinking and learning.
- To identify students who require additional supports and services such as learning support.



- To highlight difficulties and shortcomings in the learning process which will inform intervention strategies.
- Plays an important role in subject choice, career guidance and progression to third level and future education.

The above list is not exhaustive.

Assessment should enable teachers to:

- Reinforce the learning carried out by students.
- Evaluate what a student has learned in a particular area and to provide feedback regarding progress to students in a timely and constructive manner.
- Provide the teacher with information to make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in progressing the student's learning and adapt their teaching strategies and / or learning activities as appropriate.
- Monitor a student's progress.
- Encourage self-directed learning.
- Ensure that students know how to improve the standard of their work through e.g. success criteria, peer discussion and review.
- Establish baseline data in relation to a student's attainments in certain subjects.
- Fulfil the course requirements in certain subjects.
- Identify students for levels in Junior Cycle in Irish, English and Maths and all Senior Cycle subjects.
- Evaluate the effectiveness of their learning and teaching methodologies in achieving the learning outcomes.
- Review and change practice.
- Assess a student's eligibility for additional support and services and to inform consultations with the NEPS psychologist where necessary.
- Assist in the identification of students who may need to be referred to an outside professional agency or person for assessment or direct intervention.

Reporting of assessment should enable Parents/guardians to:

- Be involved in their child's learning.
- Monitor, understand and encourage the progress their child is making and to provide the parents/guardians with information regarding this progress.
- Be equipped with necessary information to further their child's progression.

Our assessment policy at Rice College covers both assessment **of** learning (summative assessment), assessment **for** learning (formative assessment) and assessment **as** learning. Assessment of learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of learning and teaching. The information gained from this kind of assessment will be used in reporting to students themselves and their parents/guardians. Assessment for learning and assessment as learning are part of a continuous process which may combine a grade with advice to the student towards further improvement. All forms of assessment are invaluable and will be used by teachers in this school.



Types of Assessment

1. Formative Assessment:

Definition:

The goal of formative assessment is to monitor student learning and to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. It typically involves qualitative feedback for both student and teacher which focus on content and performance. Rice College has adopted an Assessment for Learning (AFL) approach to its formative assessment.

The purpose of formative assessment is to use the whole process of assessment to help learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning. It is about 'learning to learn.' It provides feedback for teachers during the learning process so that subsequent learning activities and experiences can be modified. It moves the focus away from achieving grades and onto learning processes. This results in increasing self-efficacy and improving intrinsic motivation. Feedback has a central role in formative assessment in Rice College.

Principles of good feedback practice:

- It clarifies what good performance is (goals, success criteria, and expected standards etc.).
- It facilitates the development of self-assessment in learning.
- It provides high quality information to students about their learning.
- It encourages teacher and peer dialogue around learning.
- It encourages the recognition of strengths and motivations.
- It promotes positive self-esteem.
- It provides opportunities to reflect on their learning and to identify gaps between current and desired performance.
- It provides information to teachers that can be used to help shape teaching.

(The above list is not exhaustive.)

Formative assessment involves a range of strategies designed to give students, teachers and parents/guardians' feedback about students' understanding of elements of their learning in courses. Formative assessment strategies help students to reflect and identify their strengths, weaknesses and target areas that need work in order to encourage progress. They also help teachers recognise where students are struggling and enable the teacher to develop an intervention to address the problems.



Assessment for Learning (AFL):

In Rice College, we feel that assessment should support learning, as well as measure the outcomes. Effective assessment for learning enables students to understand how to improve their work by:

- Helping them to understand the learning outcomes and assessment criteria before an assignment is begun.
- Discussing with them, what they have done well and what they could improve on.
- Making available examples of work which meet the criteria so they can see how to improve their own work.
- Informing the teachers on how students learn, and this can be central to classroom practice.
- Being a part of effective planning.

In line with the demands of the syllabus in each curriculum area, teachers assign regular home-learning and comment on the merits of work and make suggestions for improvement. Grades/marks are avoided, wherever possible, when returning the initial work, but may be given at a later date. Assessment work may be differentiated to suit the needs and abilities of the individual.

Teachers at Rice College have adopted and implemented several AFL strategies, questioning strategies and reflection strategies such as success criteria, to reinforce learning and teaching. We recognise that the professional judgement and discretion of the teacher may be used to adapt and adopt the methodologies to suit the particular demands of the subject and the requirements of the students.

Classroom Practices and Strategies Supportive of AFL:

Positive Classroom Culture:

A positive classroom environment, culture and ethos, which encourages students to think and talk about their learning, and which provides a safe and secure place for open, honest and respectful discussion.

Sharing of Learning Intentions with Students:

Learning Intentions, when explicitly shared with students at the beginning of each lesson clarifies the goals and places the lesson in its context. The teacher may refer to these learning intentions throughout and at the end of the lesson. This will help to clarify if the student has achieved the desired outcome. This will assist both teachers and students in determining the levels to which the outcomes have been achieved.

Identifying and Sharing of Success Criteria:

Identifying and sharing the success criteria is used to assess how well the learning outcome has been achieved. Teachers are aware that it is important to share this information with students at the start of an assignment so that they will be in a better position to know what is expected of them. Success criteria, shared with the students in advance, illustrates to students how to recognise success and how their work will be assessed. The students themselves can also use the success criteria to self-assess and re-draft their own work as part of the assessment process. Students may also be encouraged to think about and develop their own success criteria, either individually, in pairs or in small groups.



Self-Assessment:

Self-assessment involves students looking at their own work in a reflective way, identifying aspects of it that are good and that could be improved upon. This facilitates the setting of personal learning targets for themselves. Self-assessment involves metacognition, the process of being aware of and reflecting on one's own learning, with the aim of improving the level of thinking and learning occurring. Self-assessment can be used by students of all levels of ability and in all areas of learning. The results of the student's self-assessment (for example: learning logs, portfolios, pieces of writing, reflection sheets on exams, reflection pointers in the journal) can be shared with their parents/guardians. This can give parents/guardians more information about their student's learning from the student's own perspective.

Peer Assessment

Peer assessment empowers students to reflect on and evaluate each other's work in a purposeful and meaningful way. Teachers will, when deemed appropriate, supervise students to correct their own or their peer's work, based on a list of criteria for success. The students may write down what their strengths are and how they can improve. This may be completed in a separate section of their copy, similar to a reflective journal, on the mini-white boards or through a digital platform.

Effective Feedback:

This is essential for students to understand how well they are learning and to identify the next steps in their learning. The teacher is often the person who is best placed to give focused feedback and support to the learner, but the learner can gain important insights into their own learning by reviewing or assessing their own work or by getting feedback from fellow classmates.

Comment-Only Marking (including two stars and wish):

Teachers using their professional judgement may engage in comment-only feedback, which may include references to what the student has done well, possible areas for improvement and how this improvement might be made.

Questioning:

At Rice College, we promote effective questioning and have adopted and embedded many strategies into our classroom practice. Effective questioning serves as a means of deepening the thinking and learning of our students, enabling students to embrace their role in learning as self-directed learners and improving the learning outcomes for our students. Questioning strategies are an important part of developing higher order thinking skills and encouraging students to think systematically and critically, to be creative, to be adaptable and flexible and to encourage them to ask meaningful questions about topics. The implementation of effective questioning strategies has significant positive impacts on teacher practice, student learning experiences and the school as a whole.

Reflection:

As part of our Assessment for Learning Policy, as well as assessment for learning, we encourage the implementation of a number of effective reflection strategies. Our focus on reflection is based on the belief that reflection on thinking and learning can transform experience into genuine learning opportunities and facilitate the development of understanding. Reflective learning creates and clarifies meaning for the learner and which



results in a greater understanding. We believe that by reflecting on their learning and making it explicit in classroom students will gain a greater understanding of what they know/understand, what they do not know/understand and what they need to learn. It is only by reflecting that students can connect the parts of what they've learned and establish how they can progress to further deepening that understanding.

2. Summative Assessment:

Definition:

Summative assessment refers to the assessment of the learning and summarises the development of learners at a particular time. After a period of work, the learner sits a test or completes an assignment which the teacher marks and assigns a score. Summative assessments will have a marking scheme developed that:

- Reflects the learning outcomes expected of the learner.
- Is appropriate to the learning outcome level being tested.
- Is planned reliable, valid and authentic.
- Contains a range of questions to test learning outcomes.
- Is based on good assessment practice.
- Reflects possible questions that occur in state exams.

General guidelines:

- Student work in Rice College is assessed on a regular basis.
- Summative assessments will take place on a planned and regular basis.
- Class tests are conducted at the discretion of the teacher. Students may have assessments at the end of a topic. This may take the form of a class test or a homework exercise on the entire topic e.g. a past Leaving Certificate question.
- Students are assessed formally twice annually. Transition years do not sit formal house exams due to the nature of their programme.
- Mock examinations take place the week before our February mid-term break. Our mock examinations for both junior and senior cycle are designed and corrected externally.
- All forms of assessment will strive to meet the additional needs of students in the classroom when they arise. Classroom strategies such as differentiated assessment, visual aids, hearing aids, spelling waivers, scribes and readers, may be used from time to time, as determined by the individual subject teacher/SEN coordinator.
- Where feasible, and as determined by each department plan, all examination papers will be compiled collaboratively by each Subject Department. Where feasible, tests shall be common to all students within the same level. Fairness prevails and equal opportunities apply to all students. This will provide for increased cooperation and a common benchmark across each subject area. The subject department agrees a common marking scheme for the common formal exams.
- Assessments will reflect the learning outcomes of programmes and subjects as outlined in the appropriate syllabi.



Students are expected to treat all of the above forms of assessment with respect. Any student who willingly fails to participate fully, or who acts in a disrespectful way towards any form of assessment in the school, will be dealt with accordingly.

The results of tests are recorded in the Teachers' journal and the results of formal exams are entered into VSWare where they are published for parents/guardians to view. The results of class tests may occasionally be sent home for countersigning by parents/ guardians.

Corrected exams are returned to students after the exams when deemed appropriate, and the teacher and students review any problem. Such feedback and opportunity to reflect upon the actions taken and results given, is vital for student learning, and hopefully should ensure improved learning in the future.

Reports are published on VSWare for parents/guardians to view.

The VSWare reporting template allows teachers to distinguish levels. A mark and grade are awarded where appropriate and a comment can be generated.

Forms of Assessment:

Many forms of assessment are used at Rice College. They can be categorised in Informal and Formal assessments;

1. Informal Assessment

The most common forms of assessment used in Rice College are of an informal nature, and these take place regularly in the classroom. These informal assessments are at the discretion of individual teachers who will use them constructively for learning to take place. Timely feedback and constructive advice are vital components in this process. Where appropriate, teachers will keep records of these assessments to provide an insight into a student's progress over time and to fully inform the learning process.

Informal Assessments methods may include:

- Worksheets & written class work.
- Questions and answers in class.
- Essays, project work, practical work & assignments.
- Reading & writing in class.
- Sample exam questions.
- Homework – written or learned.

2. Formal Assessment

There are many types of formal assessments that take place in Rice College.

- **Monthly/End of Topic Test:**

These forms of assessments will be conducted at the discretion of the teacher on a monthly or end of topic/chapter basis. These formal tests are a vital component in providing feedback to teachers, students and parents/guardians, on the level of each student's attainment and learning in that specific subject area. Constructive feedback will be given by teachers to students who partake in these tests, and the results of these tests will be used in the school's formal reporting structure where appropriate.

- **House Exams** – Rice College facilitates two sets of timetabled house exams per year. Our Christmas exams are scheduled to take place towards the end of November and



our Summer tests are scheduled to take place during the last week of May each academic year. Subjects involved in Class Based Assessments (CBA's) in second year may have shorter house examinations and are reflective of the blended approach to assessment. In some subjects the CBA may completely replace the need for any further summative assessment. While cognisant of the need to avoid over assessment of Second Year students during this period, these assessments strike a good balance between the skill development of the formative CBA's and the course specification content during this crucial year in Junior Cycle. The completion of Subject Learning Assessment Review (SLAR) meetings is fundamental to the assessment process at this point.

Transition years do not sit formal house exams due to the nature of their programme.

The length of the timetabled house exams is typically:

1st Years – 1 hour,

2nd and 3rd years – 1 – 2 hours

5th and 6th Years – 1.5 – 2 hours.

These exams are of a very serious nature, and this is recognised by students, parents/guardians and teachers alike. The purpose of these exams is to measure student learning and attainment in each subject area, and to give students experience of sitting formal exams similar in nature to the state exams. All house exams will follow the same operating rules as state exams. The results of these exams will be reported home to parents via a report available on VSWare. Continuous assessment in the subject area leading up to these exams may also be reported, at the discretion of the teacher and where deemed appropriate, in the computerised reports sent home.

3rd Year and 6th Year students do not sit any formal house exams at the end of May, and do not receive a Summer Report. They will sit their mock examination during the week preceding the February mid-term break. The results of the mock examinations are published on VSWare around late March early April.

Transition Year students do not sit any formal state or house exams in the school. They will have formal assessments of their reflective diaries and digital portfolios. As Transition Year is focused on experiential learning and personal development, the forms of assessment used may vary from the standard practices used in other years.

- **State Exams** – The school will strive to ensure that all 3rd and 6th Year students participate, as directed by the State Exams Commission, in the many assessments that make up the New Junior Cycle and Leaving Certificate exams. Timetables and procedures for state exams are communicated at the earliest possible date.

These assessments which may include orals, course work, practical work, portfolio work amongst others, will be operated in accordance with the regulations set down by the State Examinations Commission. The same is true for L.C.V.P. and Leaving Certificate Examinations. Teachers are encouraged to include exam technique and use exam questions to familiarise students with the state exam process.



Other Assessments – Psychometric Tests

Prior to entry, or soon after entry to Rice College, all students will complete tests on Cognitive ability (CAT 4 testing can be used to establish predicted/estimated grades through the Compass package)

We also take into consideration the STEN scores which were administered in the Primary Schools, available through the school passport system. These results are confidential, stored securely and used when necessary to inform supports to be provided to students.

RACE – Reasonable Accommodations at the Certificate Examinations

In order to ascertain who may be eligible for RACE the SEN department use the following tests: -

- WRAT
- NGRT
- DASH
- WIATT 111
- PPAD-E

If required students can be referred to NEPs for further assessments and the SEN procedure for same will be followed (SEN policy)

Other tests may be used from time to time to gather the maximum information in order to best support our students.



Assessment and Reporting:

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

- **Student Journal:** Teachers may communicate the outcome of any assessment to the parents/guardians of a student by writing a note in the student's journal, therefore, we encourage parents/guardians to regularly check with their student for test results to monitor their progress. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.
- **Direct Contact:** The teacher may decide as they see fit to contact the parent/guardian directly and/or through the relevant Year Head, with respect to the outcome of any assessment undertaken by a student.
- **Signature of Parent on Assessment:** The teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.
- **Parent Teacher Meetings:** At parent/teacher meetings it is possible for teachers to relay the outcomes of varying assessments to parents/guardians/guardians of individual students, that generates an accurate picture of the student's progress.
- **Written reports:** Formal written reports are published on VSWare for parents/guardians of students to view on two occasions during the academic year, depending which year group they are in. Parents/guardians of 1st, 2nd, Transition Year and 5th Year students will receive their *Christmas Report* in January, and their *Summer Report in June via VSWare*. Parents/guardians of 3rd and 6th will also receive a *Christmas Report* in December but will then receive another report in April with the results of their Mock-Junior and Mock-Leaving Certificate Exams. 3rd and 6th Year parents/guardians/ do not receive a *Summer Report*.
- **Junior Cycle Profile of Achievement (JCPA):** Upon completion of the Junior Cycle programme the school issues a JCPA certificate highlighting the totality of the student's learning across curricular and non-curricular activities.

(Please note the above list is not exhaustive.)



Grading at First Year/Second Year/Third Year – Junior Cycle

- **In First Year**, students will be given a comment using the summative grade descriptors of Distinction, Higher Merit, Merit, Achieved, Partially Achieved, and Not Graded, a total of 6 grade descriptors. These can be equated to grade points/percentages (see table)

Junior Cycle	
Percentage	Grade Descriptor
≥90 - 100	Distinction
≥75 - <90	Higher Merit
≥55 - <75	Merit
≥40 - <55	Achieved
≥20 - <40	Partially Achieved
≥0 - <20	Not Graded (NG)

- **In Second Year**, a combination of assessment descriptors is used. Classroom Based Assessments (C.B.A.s), which are substantial bodies of work for which a descriptor is given will appear on the student’s Junior Cycle Profile of Achievement (JCPA). Classroom Based Assessments (C.B.A.s) are marked using the following descriptors:
 - Exceptional
 - Above expectations
 - In line with expectations
 - Yet to meet expectations

Please note that if a student does not submit a CBA within the time allocated the grade descriptor that will appear on the JCPA will be ‘not reported’. All non C.B.A. materials and work are assessed using the summative descriptors of Distinction, Higher Merit, Merit, Achieved, Partially Achieved, and Not Graded (see table above).

- **In Third Year**, a combination of assessment practices is again used. Classroom Based Assessments (C.B.A.s), which are substantial bodies of work for which are awarded a descriptor, which will appear on the student’s Junior Cycle Profile of Achievement (JCPA). Classroom Based Assessments (C.B.A.s) are marked using the following descriptors:



- Exceptional,
- Above expectations,
- In line with expectations,
- Yet to meet expectations.

Please note that if a student does not submit a CBA within the time allocated the grade descriptor that will appear on the JCPA will be 'not reported'.

An Assessment Task specific to each subject, worth 10%, is completed by all students in Third Year. This Task is based on C.B.A. work and is completed in school over a number of days. The A.T. is collected by the class subject teacher and stored in a secure location in school and submitted to the SEC with the student's terminal written examination in June. This is then corrected by the State Examinations Commission and forms part of their final summative grade.

Students sit a terminal exam which is graded by the State Examinations Commission, using summative grade descriptors of:

- Distinction,
- Higher Merit,
- Merit, Achieved,
- Partially Achieved,
- Not Graded.



Class Based Assessment Calendars 2023-2024

Interactive 2 nd Year Classroom-based Assessment Calendar 2023-2024								
Week 1 21 st August	Week 2 28 th August	Week 3 4 th Sept	Week 4 11 th Sept	Week 5 18 th Sept	Week 6 25 th Sept	Week 7 2 nd October	Week 8 9 th October	Week 9 16 th October
Week 10 23 rd October	October Mid- Term	Week 11 6 th Nov	Week 12 13 th Nov	Week 13 20 th	Week 14 27 th	Week 15 4 th	Week 16 11 th Dec	Week 17 18 th Dec
				Graphics CBA 1: Communicating Through Sketching.		Wood Technology CBA 1: Wood Science in Environment.		Geography CBA 1: Geography in the News.
Home Economics CBA 1: Creative Textiles.								
Christmas Break	Week 18 8 th January	Week 19 15 th	Week 20 22 th	Week 21 29 rd January	Week 22 5 th February		February Mid-Term	Week 23 19 th February
	Visual Art CBA 1: From Process to Realisation.							
Business Studies CBA 1: Business in Action.								Science CBA 1: Extended Experimental Investigation
Week 24 26 th February	Week 25 4 th March	Week 26 11 th March	Week 27 18 th March	Easter Break	Week 28 8 th April	Week 28 15 th April	Week 29 22 nd April	Week 30 29 nd April
Science CBA 1: Extended Experimental Investigation.				German CBA 1: Oral Communication.				
English CBA 1: Oral Communication.			History CBA 1: The Past in My Place.			Music CBA 1: Composition Portfolio.		
					Gaeilge MRB 1: Punann Teanga.			
				Maths CBA 1: Mathematical Investigation.				
Week 31 6 th May	Week 32 13 th May	Week 33 20 th May	<p>Consider:</p> <p>Student Voice and Learning Experience</p> <p>NCCA CBA Dates & Windows</p> <p>Access to Resources</p> <p>Collaborative Practice</p> <p>SLAR Meeting Dates</p>					
Music CBA 1: Composition Portfolio.								
French CBA 1: Oral Communication.								



Interactive 3 rd Year Classroom-based Assessment Calendar 2023-2024								
Week 1 21 st August	Week 2 28 th August	Week 3 4 th September	Week 4 11 th September	Week 5 18 th September	Week 6 25 th September	Week 7 2 nd October	Week 8 9 th October	Week 9 16 th October
	Wood Technology CBA 2: Student Self-Analysis and Evaluation.				Visual Art CBA 2: Communicate and Reflect.			
	Graphics CBA 2: Graphical Presentation Skills.							
Week 10 23 rd October	October Mid-Term	Week 11 6 th November	Week 12 13 th November	Week 13 20 th November	Week 14 27 th November	Week 15 4 th December	Week 16 11 th December	Week 17 18 th December
Visual Art CBA 2: Communicate and Reflect.								
Christmas Break	Week 18 8 th January	Week 19 15 th January	Week 20 22 th January	Week 21 29 rd January	Week 22 5 th February		February Mid-Term	Week 23 19 th
								Music CBA 2: Programme Note.
								Gaeilge MRB 2: Tasc Cumarsáideach
Week 24 26 th February	Week 25 4 th March	Week 26 11 th March	Week 27 18 th March	Easter Break	Week 28 8 th April	Week 28 15 th April	Week 29 22 nd April	29 nd April
Music CBA 2: Programme Note.								
Gaeilge MRB 2: Tasc Cumarsáideach								
Week 31 6 th May	Week 32 13 th May	Week 33 20 th May	Consider: Student Voice and Learning Experience NCCA CBA Dates & Windows Access to Resources Collaborative Practice SLAR Meeting Dates					



Appendix

Students in Rice College must follow the instructions below during exams.

- Know your centre and be in your centre on time.
- Know your exam timetable.
- Have something with you to study when exams are not in progress-make the most of this time. You can study for the next exam or an exam later in the day.
- Sit in the seat assigned to you as per the seating plan.
- Follow the instructions of the supervising teacher at all times.
- Your work must be neat and legible.
- Remember exams should be your best work.
- Any student found copying or cheating in the exam will have their exam cancelled.
- All phones/smartwatches/devices etc. must be placed in the box at the front of the exam centre.
- All school bags must be placed at the top of the room.
- As per the state examinations, you must sign out and sign in again if you want to go to the toilet.
- Students cannot leave school early-they must remain in school during study periods.
- Students cannot leave an exam if they finish an exam early.
- Good luck and do your best.
- All school rules and normal exam regulations apply

Teacher Exam Guidelines

- Students should be put sitting in seats according to the seating plan.
- Identify those students absent from the exam centre and give names to D.P.
- Check student pencil cases/calculators/log tables for notes etc.
- Any student found copying or cheating in the exam will have their exam cancelled.
- All phones/smartwatches/devices etc. must be placed in the box at the front of the exam centre.
- All school bags must be placed at the top of the room where possible.
- Walk the room regularly.
- Active, vigilant supervision of exam candidates at all times is the priority and anything else is secondary. This is in order to maintain fairness and to protect the integrity of the exams.
- As per the state examinations, students must sign out and sign in again if they want to go to the toilet closest to their exam centre.
- Students cannot leave school early-they must remain in school during study periods.
- Students cannot leave school if they finish an exam early.



Approval

This policy was adopted by the Board of Management on 9/11/23.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

Signed: Lourda McKeon
(Acting Chairperson of the Board of Management).

Signed: Louis Mulqueen
(Principal)

Date: 9/11/23

Date: 9/11/23