



Assessment Policy

Castletroy College



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board

Mission Statement

Our mission in Castletroy College is the holistic education of the individual, enabling students to become responsible, caring members of society as well as encouraging them to reach their full potential. In our daily lives we value the principles of justice and mutual respect embracing all denominations and cultures. We endeavour to nurture and maintain a school community which involves the partnership of staff, students, parents, trustees and the local community. In the pursuit of this ideal we provide a broad and balanced range of curricular and extra-curricular experiences for all students.

The mission of the College is the education of the individual as a whole person. In the pursuit of this ideal, the College provides a broadly based curriculum for all pupils of the community, allowing each pupil to attain the highest level of academic and skill-based attainment consonant with their interests, abilities and talents. This ideal can only be realised by the College by building on foundations which have already been laid in the home and being assisted at all times by the parents/guardians of the pupil. Our vision is that education is a joint endeavour between school, home and community.

At Castletroy College, our assessment policy is intrinsically linked to our mission of fostering the holistic education of each individual. We believe that effective assessment is central to nurturing students' intellectual, social, and emotional growth, empowering them to achieve their full potential. Grounded in the principles of justice and mutual respect, our approach to assessment embraces the diversity of our school community and seeks to support every student in their academic journey. By collaborating with staff, students, parents, and the local community, we ensure that our assessment practices are inclusive, reflective of our broad curriculum, and aligned with our commitment to developing responsible, caring members of society.

Introduction

Assessment informs teachers, students and parents about where learning is at a particular moment in time. Learning is an ongoing process, developmental and incremental dependent on many factors including the age and stage of the learner and the learning content.

The aim of the current assessment policy is to ensure that students are supported, encouraged and challenged to reach their potential and to feel good about their achievements across a range of formative and summative assessments which give them opportunities to shine in terms of their skills, knowledge and confidence.

Assessment is understood as 'an ongoing process of gathering evidence to determine what students know, understand and can do'. Therefore, assessment needs to address the learning process as well as the learning outcomes. Changing the understanding of assessment drives and incentivises a different kind of teachers' practice, and different learner experiences and outcomes. (Inspectorate Report, 2024).

The policy aims to ensure alignment with the 1998 Education Act and the Framework for Junior Cycle, Senior Cycle Reform, the Wellbeing Policy Statement and Framework for Practice, Inspectorate Reports and also take cognisance of the impact of the Covid 19 Pandemic.

Context and Nature of Assessment

- **Education Act 1998** Section 22 (2)(b) of the Education Act 1998 requires principals and teachers to "regularly evaluate students and periodically report the results of the evaluation to the students and parents." The school also takes cognisance of the following:
- **Framework for Junior Cycle (2015)** This introduced significant changes in how assessment, appropriate to the needs of students, is integrated into teaching and learning, emphasising both formative (ongoing) and summative (end-point) assessment practices
- **Impact of the COVID-19 Pandemic** This impacted learning and resulted in changes to external summative assessment as well as formative assessment (CBAs in particular). It accelerated discussions on alternative assessment strategies and it enhanced the digital skills of students and teachers.
- **Senior Cycle Redevelopment** This continues the vision of the Framework for Junior Cycle, by focusing on competencies and balancing formative with summative assessment. The Additional Assessment Components (AACs) broaden the range and approach to assessment, addressing concerns about the imbalance in the current terminal, written examinations. According to the *NCCA Senior Cycle Review, Advisory Report -the role played by assessments at senior cycle in providing a basis for entry into higher education through the CAO points system may need to continue in some form but future review and changes to the CAO system should at a minimum take account of new developments and flexible learning pathways in a redeveloped senior cycle....These developments could ease student and societal concerns that so much currently hinges on a few weeks of examinations at the end of senior cycle.* (p.9)
- **The Department of Education Inspectorate Report (2021-2023) and Thematic Review**

This report looks at standards for assessment, particularly viewing Junior Cycle CBAs (Classroom-Based Assessments) as formative assessment moments, giving all learners opportunities to develop a range of key skills. The CBAs formative nature is intended to balance formative and summative assessment.

'Views of learning are relevant to changing views on assessment, with increasing importance placed on the assessment of student learning on an ongoing basis in the classroom. In the everyday life of schools, as teachers observe and interact with their students through their use of formative and summative assessment practices, they can gather a rich evidence base of students' learning'.

*'Reflecting on how students will be expected to **demonstrate their learning** supports the provision of learner experiences that are more purposeful and effective. Very importantly, this experience of assessment **promotes students' sense of ownership and responsibility regarding their own learning**, and the development of student agency. The use of assessment for formative purposes provides an incentive for the use of a range of assessment types and the differentiation of teaching approaches in ways that are responsive to the strengths and needs of the learners.'* (p.66-67).

This is in line with Circular 0028/2023-Schools are reminded that they should examine their own assessment policies and must plan for the replacement of in-house examinations with Classroom-Based Assessments for students, where relevant. (p.16).

Regarding Senior Cycle, *'the Leaving Certificate has at its core the accreditation of achievement in learning at the end of formal schooling. However, its use as a selection mechanism by further and higher education providers garners most attention. The forthcoming changes within the redevelopment of senior cycle includes a commitment to include Additional Assessment Components (AACs) for each*

new and redeveloped subject specification. This provides the opportunity to leverage existing good assessment practice and broaden assessment approaches in teachers' classroom practice.' (p.66)

- **Wellbeing Policy Statement and Framework for Practice** *Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and achievement for all. (p.44)*

The school's assessment policy outlines how additional school- based screening and intervention tools are used to assess social, emotional and behavioural difficulties. (p.47)

Purpose of Assessment-The goal of assessment is to promote learning, measure progress, and help students achieve their full potential. Assessment at post-primary level is the process of gathering, interpreting, and using information about students' learning and performance to inform teaching, provide feedback, and support student development. It encompasses a variety of methods, including formative assessments that guide ongoing learning, and summative assessments that evaluate overall achievement.

Assessment should enable students:

- To realise and aim to reach their full potential across a broad range of learning
- To encourage students to play a central role as active and motivated participants in their own learning
- To develop each student's ability to reflect, self-monitor and judge their own performance

Assessment should enable teachers:

- To assess progress and adapt planning as required
- To evaluate their student's learning needs
- To give effective feedback and time for students to act on feedback to improve the standard of their work
- To evaluate teaching and learning styles and to review and change practice
- To monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning
- To identify the next steps in progressing learning and adapt teaching strategies and/or learning activities as appropriate
- To provide the students and parents with information regarding progress
- To establish baseline data in relation to a student's attainments in subjects
- To identify appropriate subject levels (Higher/Ordinary/Foundation) for subjects for State Examinations purposes
- To identify areas of difficulties for students in order to provide them with additional support
- To identify high achieving, gifted and talented pupils and meet their needs

- To assess a student's eligibility for additional support and services and to inform consultations where necessary
- To assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention
- To ensure consistency and the standardised agreement of levels of work within each subject area
- To coordinate assessment procedures on a whole school basis
- To establish baseline data which may be used for school self-evaluation purposes.

Reporting of assessment should enable parents:

- To be involved in their child's learning, understand and encourage their progress
- To encourage their child to act on teacher feedback, set goals, take responsibility for their progress
- To check their child's progress on a broad range of learning and achievements

Planning for Assessment

- Assessment is embedded in unit planning across all subject departments. Assessment *of* and *for* learning encompasses ongoing formative assessment and terminal summative assessment. Departments aim to create common summative end of term assessments. Ongoing formative assessment occurs during class, via homework, regular short assessments, CBAs and projects. Subject departments follow NCCA and SEC Assessment Guidelines for CBAs and Senior Cycle projects.
- Assessment and evaluation are differentiated to meet students' needs.
- Reasonable accommodations are provided for house exams (as far as is practicable) and State Examinations.

Assessment for Learning (AfL)

Assessment *for* Learning is central to promoting a growth mindset and improving student attainment. It emphasises:

- Sharing learning intentions and success criteria with students.
- Lessons having effective discussions, tasks and activities that elicit evidence of learning.
- Teachers providing feedback, oral and written, that moves the learning forward.
- Activating students as learning resources for one another-pair/group work/self and peer assessment.
- Encouraging reflection, self-assessment, individual ownership of learning.

Types of Assessment

Ongoing formative assessments *for* learning provide essential insights into students' progress and development. Types of continuous formative assessments include:

- Regular classroom tests, homework evaluation, CBAs and project work. Regular class tests are important for providing feedback to teachers, students and parents, on the level of each student's attainment and learning at a particular moment in time.
- Informal teacher observations of behaviour, language competency, organisational skills, managing information and thinking skills etc.

Formative Assessment

At in-school Teach Meets on assessment, staff identified the following formative assessment methods that are used, both in class and for homework, to ascertain progress, reflect on learning and identify areas to develop:

- Essays and Reports:
- Quizzes
- Effective Questioning
- Retrieval practice (e.g., sequence grids)
- Models/exemplars
- Mini whiteboards
- Plickers
- Exam question tracker sheets
- Students presenting and teaching
- Student Reflection on assessments
- Exit slips
- Concept maps
- Visual thinking strategies
- Peer and self-assessment
- Video reflection (communicate and reflect)
- KWL (Know, Want to know, Learned) charts
- Brain dumps
- Jigsaw activities
- Moving debates
- Cheat sheets
- Hot seat questioning
- Compare and contrast exercises
- Video/visual learning and analysis
- Project work
- Oral presentations
- Audio feedback for oral responses
- Experimental approaches
- Practice CBAs
- ePortfolios

‘One of the most effective ways of progressing learning is: to teach all students how to self-assess, encourage students to play a central role as active and motivated participants in their own learning and give them frequent opportunities to reflect on their own learning.’ (Hattie, 2009)

Summative Assessment

Summative assessments are assessment *of* learning. They are structured and systematic ways of evaluating students' learning and performance. These are typically planned in advance, have clear criteria, and often contribute to a student's overall grade or certification. Across Junior and Senior Cycle they include regular class tests, end of topic/learning outcome assessment and more formal, structured assessments:

1. **In-house Examinations:** assessments conducted at the end of a term, year, or course, such as Christmas or summer exams, mock exams, or state examinations. Where feasible, common papers are set across departments for Christmas and summer exams.
2. **Projects and Presentations:** In-depth assignments done individually/in pairs/groups involving research, planning and execution, often culminating in a presentation or report to demonstrate learning.
3. **Practical Assessments:** Evaluations of hands-on skills in subjects like engineering, wood technology, or physical education.
4. **Standardised Assessments:** Tests designed to measure students' performance against national or international standards, such as tests for First Years and Transition Year students-apptitude tests or literacy and numeracy assessments.

Summative Assessment Calendar for in-house examinations

Third and Sixth Years

October Assessment Week. Written exams are conducted during class time following a structured timetable. Results with formative feedback are shared with parents on VShare.

January Pre-Examinations. Results with formative feedback are shared with parents on VShare.

First, Second and Fifth Years

November Assessments: These are conducted during class time following a structured timetable. Results with formative feedback are shared with parents on VShare.

Summer Assessments: These are conducted in a block timetable with a fully structured schedule. Results with formative feedback are shared with parents on VShare.

Note: From September 2025 Physics, Chemistry, Biology and Business have Additional Assessment Components (AACs) at Leaving Certificate level comprising at least 40% of the overall grade.

Note: Option Subjects-First Years do not sit formal option-subject assessments in November as they have just commenced their chosen option subjects. They have an additional assessment week in March, with exams occurring during class time following a structured timetable. Results are shared with parents on VShare.

Transition Year

Transition Year offers innovative, creative opportunities to broaden student learning. Assessment practices are characterised by the use of a variety of modes of assessment, for summative and formative purposes. Constructive and timely feedback in transition year is designed to improve learning and development.

The assessment of a student's learning and development in TY can be achieved and captured through:

- a TY student portfolio
- a coordinated approach to assessment.

(Transition Year Programme Statement, NCCA, 2024)

Reporting in Transition Year

There are three elements to reporting in Transition Year.

1. The student's Transition Year Portfolio
2. The Student's reflection
3. The School's report

The school's report should take into account:

- in line with the revised Transition Year Statement, student development across the developmental indicators for each of the four student dimensions.
- assessment of learning in the curriculum components taken by the student, currently via a credit system.
- accredited and non-accredited micro-credentials from recognised bodies.

Formal reporting takes place in December and May which is supported and affirmed throughout the year by ongoing communication with home through phone calls, meetings, the VShare app and the school journal.

Formative Assessment: Classroom-Based Assessments (CBAs)

CBA Calendar

Third Year students complete CBAs in the September-December term while Second Year students complete their CBA in the January-May term of each academic year.

CBAs are an integral part of the Junior Cycle, designed to support ongoing learning and provide opportunities for students to demonstrate their research skills, their particular interests and the key skills underpinning the framework for Junior Cycle. CBAs are integrated into the daily learning process, ensuring they are part of formative assessment strategies. Teachers link CBAs to learning intentions and success criteria, providing students with a clear understanding of expectations and how to achieve them.

Feedback Practices for CBAs (AfL)

Structured feedback based on features of quality is given to students-

- **Comment-Only Feedback:** Focused on strengths and areas for improvement, linked to criteria for success and the features of quality for each subject.
- **Peer Assessment:** Students are encouraged to engage in evaluative discussions about their own work and that of their peers.
- **Digital Tools:** Utilising platforms that provide detailed, immediate feedback, aiding student reflection and progression.

Note: Up to 2025, each student must complete a minimum of one CBA in each subject and one CBA in each short course.

For more information see: DE Information Note TC 0006/2024 and refer to DE Circular Letters 0028/2023 and 0015/2023

Reporting on the Junior Cycle Profile of Achievement (JCPA) includes CBA descriptors as follows:

- Exceptional
- Above expectations

- In line with expectations
- Yet to meet expectations

and SEC results from written examinations in a maximum of ten subjects. The SEC grade range is:

- Distinction (90-100%)
- Higher Merit (75-89%)
- Merit (55-74%)
- Achieved (40-54%)
- Partially Achieved (20-39%)
- Not Graded (0-19).

Subject Learning and Assessment Review Meetings (SLAR)

Subject Learning and Assessment Review meetings take place no later than a month after the CBAs have been completed. These review meetings enable subject teachers to collaboratively reach consistency in their judgments of student work against common, externally set Features of Quality. Greater understanding of standards and expectations develop over time as teachers come together in professional discussion to reflect on the quality of their own students' work, informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the NCCA. At the conclusion of the SLAR meeting, CBA descriptors are then shared with students.

Assessment Procedures for Incoming First Years

Prior to entering first year, the school establishes the baseline data of each student. This provides valuable information for use in planning for teaching and learning. It also assists in identifying students who may need referral to an external agency or direct school supports or referral for further assessment.

Incoming First Years sit CAT 4, New Group Reading Test (NGRT), WRAT 4 spelling, and the Pupil Attitude to School Survey in April of 6th class. Results are shared with parents/guardians. Results are also analysed to identify students requiring support and targeted interventions are provided as needed. Results from testing all students, informs pupil profiles, target setting, learning plans, and enhanced teaching strategies in the classroom.

Standardised Testing

CAT 4 Level E (Cognitive Abilities Test)

- Assesses verbal, quantitative, non-verbal, and spatial reasoning abilities.
- Data informs teaching strategies, learning plans, and need for additional support.

NGRT

- The New Group Reading Test (NGRT) is a standardised assessment that reliably measures reading skills against the national average. NGRT provides information about sentence completion and comprehension skills.

WRAT 4

- Measures essential academic skills in reading, spelling, sentence comprehension and mathematics.

PPAD-E

- The PPAD-E is intended to be used from First Year intake across the age-range in post-primary schools. It is a screening and diagnostic tool that assesses literacy skills consisting of five subtests.
- The complete test package includes five subtests: Word reading, Spelling, Reading speed, Reading comprehension, Writing samples.

Identification and Provision for Exceptionally Able Students

After First Year standardised tests, the top 24 students in verbal and quantitative reasoning are offered fortnightly acceleration/extension classes in English and Maths. This applies to first year only.

Diagnostic Screening Procedures for all year groups

- Diagnostic screenings identify underperforming students or those with specific learning challenges.
- Parental/Guardian consent is required for testing.
- Results are shared with parents/guardians and may be referred to NEPS Psychologists or other agencies if further investigation is required.

Tests include WRAT 4, WIAT, PPad-E and others as necessary.

CAT 4 Level F (Cognitive Abilities Test)

This may be administered to students prior to entering fifth year.

Monitoring Academic Progress using Athena Tracker

Our use of Athena Tracker, an academic monitoring tool, aligns with the school's mission of providing holistic education by fostering a supportive and inclusive learning environment. Athena Tracker enables us to track students' academic progress effectively, ensuring that each student receives the personalised support they need to reach their full potential. By promoting transparency and collaboration among students, parents, and teachers, our academic monitoring practices reflect our commitment to justice, mutual respect, and the collective pursuit of educational excellence within our school community.

- All standardised results from the CAT 4 and NGRT tests are uploaded to Athena Tracker. Results of formal summative exams and pre-exams are uploaded also. Athena tracks a student's baseline potential in each subject for every exam and uses past results and external aptitude scores to create a student's baseline in each subject.
- This allows the school to constantly track where a student is in relation to their baseline and to highlight if a student is drifting below their potential and needs additional support. The tracker is also very useful as a motivating technique, students may set targets etc.
- The academic monitoring team in each year group consists of the assistant year heads, the guidance department, and the teams are led by a deputy principal. They meet regularly and use Athena Tracker to identify students performing below their identified potential. A targeted intervention is planned with these students, and they are monitored for a few weeks to ensure they get back on track. Parent/guardian input and support is also sought.
- In addition, to monitor progress, Year heads also ask class teachers to fill in a Progress Report on a student if parents request it and/or if teachers feel it's necessary. The reports are devised according to the needs of the student at that particular time.

The Role of students, parents, teachers, subject departments and school leaders in Assessment

When students, parents, teachers, subject departments, and school leadership all play a part in assessment practices, there is shared responsibility for students' learning, fostering a culture of accountability and continuous improvement.

i) Students

- Actively engage in learning and take responsibility for their progress.
- Prepare for and participate in assessments with integrity and effort.
- Reflect on feedback during class time to improve learning and performance.
- Communicate with teachers about their learning needs and challenges.

ii) Parents

- Support their child's learning by encouraging study habits and providing a conducive environment for learning.
- Engage with feedback and assessment reports to understand their child's progress.
- Communicate with teachers to collaborate on strategies for improvement.
- Attend parent-teacher meetings and other school events to stay involved in their child's education.

iii) Teachers

- Design and implement fair, valid and reliable assessments aligned with learning outcomes.
- Provide timely and constructive oral and written feedback to support student learning.
- Use assessment results to inform and adapt teaching strategies.
- Communicate with students and parents about assessment outcomes and progress.

iv) Subject Departments

- Develop common assessment practices balancing formative and summative assessment.
- Ensure assessments are aligned with learning outcomes, assessment guidelines and SEC marking schemes.
- Collaborate to create a balanced assessment calendar to avoid student overload.
- Review and analyse assessment data to improve curriculum and teaching methods.

v) School Leadership

- Establish and uphold a comprehensive assessment policy that aligns with the school's mission.
- Provide professional development opportunities to enhance teachers' assessment practices.
- Monitor and evaluate the effectiveness of assessment strategies across the school via the SSE team.
- Foster a school culture that values assessment as a tool for learning and development.

Reporting on Learning and Assessment

‘Reporting goes beyond giving marks and grades; it is an important way of sharing progress between teachers, students and parents.’ (NCCA *Ongoing Reporting for Effective Teaching and Learning*, 2018).

Reporting on a broad range of learning (oral, written, PTMs etc) should contribute to personal development of students and:

- Provide opportunities for students through feedback to reflect on their learning
- Clearly communicate students' progress in learning
- Use the language of learning to provide effective feedback
- Provide information on a broad range of achievement
- Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach (p.5 NCCA Reporting Guidelines, 2018)

Reporting also:

1. **Enhances Communication:** It fosters open communication between the school and home, ensuring parents are informed about their child's academic progress and areas for improvement.
2. **Supports Student Development:** Timely and constructive feedback allows parents to understand their child's strengths and weaknesses, enabling them to provide additional support or encouragement where needed.
3. **Promotes Parental Involvement:** Engaging parents in their child's learning process encourages a collaborative approach to education, reinforcing learning at home and promoting a supportive learning environment.
4. **Encourages Accountability:** Regular reporting helps students remain accountable for their performance, knowing that their progress is monitored and communicated to their parents.
5. **Facilitates Early Intervention:** By identifying potential issues early through assessment feedback, parents and teachers can work together to implement strategies or interventions to address learning challenges.
6. **Builds Confidence:** Positive feedback and recognition of achievements can boost students' confidence and motivation, while constructive feedback helps them understand how to improve and grow academically.

Reporting Procedures

- Reports for all classes are sent home twice yearly via the VShare app following in-house assessments.
- For Leaving and Junior Cycle students, additional reports are issued after Pre-Exams.
- Reports include test results and teacher formative feedback.
- Progress Reports are available upon parental request or when a student is identified as underachieving. This report highlights engagement, achievements and areas for improvement.
- Parent teacher meetings are held annually and offer opportunities for further discussion.

- Student journals are also used as means of reporting home to parents/guardians.

School Self-Evaluation (SSE) 2022–2026

Focus for Improvement 2022–2026- AfL and Effective Reporting

- **Students:** Reflect on progress, take ownership and responsibility for their learning and follow guidance to improve learning.
- **Teachers:** Develop and implement consistent formative and summative assessment practices, including actionable oral and written feedback. Teachers give students time in class to reflect and plan next steps.
- **Leaders:** Maintain systems to monitor and support students' progress effectively.

Current SSE Focus (2024–2025):

- i) Formative Assessment Strategies- Teach Meets to share practice
- ii) Effective Reporting- Two Guiding Principles from the NCCA Reporting Guidelines that we are focusing on are: i) *Provide opportunities for students through feedback to reflect on their learning* and ii) *Clearly communicate students' progress in learning*.

Senior Cycle Reform

Senior Cycle Reform seeks to continue to balance formative and summative assessment and develop students' skills and competencies. With the introduction of the Additional Assessment Component (AAC) at senior cycle, which will contribute at least 40% of the final grade in the Leaving Certificate exam, teachers face new challenges in guiding students through this significant change in assessment practices and in coming to terms with managing the change themselves.

While the approach to AACs builds on the learning from the Junior Cycle CBAs, they nonetheless require a shift in teaching and assessment practices at senior cycle. Recognising these challenges, Castletroy College is committed to providing robust support for teachers through ongoing professional development and fostering a collaborative professional and supportive learning environment.

Support will be sought from subject associations, Oide and various other professional learning organisations as well as our own collaborative in-house learning environment.

SEC Regulations governing the acceptance of coursework for assessment

As stated in Circular S68/08, the State Examinations Commission will accept coursework for assessment only where it has been completed under the following conditions:

- The subject must be timetabled (with timetable available to SEC personnel).
- The school/centre must be available for monitoring by SEC personnel.
- Coursework must be conducted under the supervision of a class teacher with the work authenticated by the teacher and principal in accordance with this circular.

Furthermore, the management of coursework by the class teacher involves intervention by the teacher, as appropriate, to ensure that each candidate is responsible for his/her own individual work. Candidates must complete coursework under the supervision of the class teacher so that the teacher can monitor progress on a regular basis and be in a position at the coursework completion date to verify that the work is the candidate's own individual work.

The work of each candidate must be completed under the required conditions, as set out for individual subjects. It should be noted that there are some subjects in which all of the work on the coursework must be carried out in class under direct teacher supervision, whereas there are other subjects in which some research, some "writing up", or other such work can be done outside of the classroom, provided that the teacher maintains the appropriate level of monitoring and oversight of progress. Consult the coursework briefs or other subject-specific documents for details.

The Role of AI

We are currently awaiting guidance on the role of AI in learning and assessment. Thus far, Tranche 1 subjects, have instructions as follows:

Business Studies Assessment Guidelines (p.20-24)

Plagiarism is a serious offence and occurs when work other than the student's own is used without clear acknowledgement of the source of the work. This includes the use of material generated using artificial intelligence (AI) software or AI applications. Direct copying of material from any source without proper acknowledgement is not permitted and may incur penalties, up to and including the withholding of related results.

In the reference section of their document, students should provide the appropriate details of any sources they have used during the course of their Business Alive Investigative Study such as:

- books, newspapers, magazines • professional journals and government reports • online sources including videos, podcasts etc. • material from specialist organisations and relevant individuals
- material generated by artificial intelligence (AI) software and AI applications. Specific information will be issued around this in the AAC brief and in related documentation from the SEC. (p.23)

Where students have used material generated by artificial intelligence (AI) software and AI applications this must be acknowledged. The reference should include the name of the AI tool used, the date the content was generated and provide a brief explanation of how it was used. Many Generative AI tools generate shareable URLs that set out the content of chat sessions that took place. Where such a tool has been used, the URL should be included in the list of research sources. Where an AI tool does not generate a shareable URL, students should include the name of the tool and the prompt used. (p.24)

Note: A subgroup is currently working on a best practice document in relation to SEC assessment at senior cycle.

Monitoring and Review

This policy will be reviewed every two years. Feedback from parents, students, teachers and the student council via surveys and focus groups will inform the review process. The policy may be reviewed sooner if

necessitated by information emanating from the department of education in relation to Senior Cycle Reform.

Date policy approved by BOM	09/04/2025	Date for review of policy	April 2027
Signature:	<i>Dr Angela Canny</i>		