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Assessment & Reporting Policy 2025/2026

<i>Review Dates</i>	<i>Dates</i>	<i>Draft/Review/Ratified</i>
Staff	25 th August 2025	
Parents	19 th September 2025	
Student Council	12 th May 2025	
BOM	22 nd September 2025	

Signed: 
 Chairperson of Board of Management
 Date: 22nd September 2025

Signed: 
 Principal/Secretary to the Board of Management
 Date: 22nd September 2025

Amended and ratified by the BOM on 22/09/2025

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Policy Construction

- Step 1: Literature review and study of relevant documents.
- Step 2: Review of current school provision(s) towards Whole-School Assessment.
- Step 3: Data gathering with relevant stakeholders.
- Step 4: Draft of policy statement.
- Step 5: Publicise, amend and finalise draft policy.
- Step 6: Present policy to Board for ratification.
- Step 7: Circulate the policy statement and implement policy actions.
- Step 8: Ensure a timeline for policy review is in place.

Mission Statement



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Our **Mission Statement** underlines our philosophy of fostering **self-esteem**, a **positive attitude** towards learning, the promotion of **responsible** behaviour and the **encouragement of dignity and respect** in all our endeavours. We consider each student to be **unique** in personality and in spirit.
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Our Mission statement underpins our approach to teaching, assessment, learning and reporting. As a school we recognise that parents, teachers and students need to have an effective learning-focused partnership to ensure best possible outcomes can be achieved for our students.

Rationale

There is a legal obligation on schools to assess the effectiveness of the teaching and learning process and to report learning outcomes to parents/guardians - "Principal and teachers shall regularly evaluate students and periodically report the results of the evaluation to the students and their parents" [*Article 22 (2(b)), Education Act 1998*].

The National Council for Curriculum and Assessment (NCCA) reporting booklet 'Ongoing Reporting for Effective Teaching and Learning' states that a *whole-school policy on assessment appropriate to the curriculum and our students has been developed and is implemented consistently and that it ensures the assessment calendar is organised to maximise the manageability and impact of assessment events*.

The school's policy on assessment and reporting procedures are guided by the various legislative requirements enshrined within the following:

- The Education Act (1998)
- The Data Protection (Amendments) Act (2003)
- The Equal Status Act (2000)
- The Education Welfare Act (2000)
- The Education for persons with special Education Needs Act (2004)
- The Freedom of Information Act (1997,2003)

DES Circular

The school takes note of Circular **0028/2023** 'Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to the school year 2025-2026 in implementing this policy.

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

The quality framework in Looking at Our Schools 2022, the School Self Evaluation (SSE) process and distributed/shared model of leadership give us, in Enfield Community College, an opportunity to focus on continuous improvement in teaching and learning. This Assessment Policy was developed in partnership with all stakeholders of Enfield Community College and will be presented to and reviewed as appropriate by the school's Board of Management.

ETHOS

Our Assessment and Reporting policy underpins and is guided by our ETB Core Values



Aims of the Policy:

This Assessment and Reporting 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

Reporting

Reporting aims to support and underpin ongoing learning and assessment and to be manageable,

accessible and effective for the schoolteacher, student and parents (Junior Cycle, Framework, 2015)

ASSESSMENT

The term “Assessment” is defined as the gathering and interpretation of information related to a student’s learning abilities, learning attainment, learning strengths and learning needs.

Assessment is part of effective teaching and learning and it takes place for the following reasons:

- to monitor a student’s progress and to 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 students learning and adapt his teaching strategies and/or learning activities as appropriate.
- to reinforce the learning carried out in the classroom.
- to provide students and parents with information regarding progress.
- to establish baseline data in relation to a student’s attainments in certain subjects.
- to identify students for levels in Junior Cycle and Senior Cycle

Types of Assessment

This policy covers Assessment for Learning (Formative Assessment), Assessment of Learning (Summative Assessment) and Assessment Instruments/tests for Guidance and for additional and additional educational needs (AEN).

An explanation of each of these is outlined in this policy document.

Type of Assessment	Persons Responsible
Assessment for Learning (Formative Assessment)	All Teaching Staff
Assessment of Learning (Summative Assessment)	All Teaching Staff
Assessment Instruments/Assessments for Guidance (CL.01/2023)	Guidance Department and/or AEN Department

Formative Assessment - Assessment for Learning (AfL)

Definition: "Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited".

(Black, Paul; Wiliam, Dylan (2009). "Developing the theory of formative assessment". *Educational Assessment, Evaluation and Accountability*. 21 (1): 5–31

Formative assessment:

- helps students to better understand their strengths and weaknesses and to identify target areas that need work through the use of teacher feedback.
- helps teachers recognise where students are struggling and address problems appropriately.

Implementation of Formative Assessment

Enfield Community College endeavours to implement formative assessment and may involve using some of the following methods.

- **Learning Intentions:** Teachers will share the learning intentions with students at an appropriate time in each lesson, refer back to them throughout the lesson and again at the end of the lesson where deemed necessary. This will help to clarify what the student was supposed to have learned and will assist both teachers and students in determining the levels to which the outcomes have been achieved.
- **Features of Quality/Criteria for Success:** Teachers will tell students in advance of a piece of work what exactly they will be looking for when assessing it. Teachers are aware that it is important to share this information with students beforehand so that they can strive to reach their potential.
- **Self-assessment:** Teachers will, from time to time, supervise students to correct their own work, based on a list of criteria for success. Departmental rules/guidelines are applied to suit specific subject needs. Following such methods, teachers will encourage students to reflect on their work and write down how they can improve and assist them in achieving it.

- **Peer-assessment:** Teachers will also, from time to time, supervise students to correct their peer's work, based on a list of criteria for success. Following such methods, teachers will encourage students to reflect on their work and write down how they can improve and assist them in achieving it.

- **Formative feedback:** Teachers, from time to time, will engage in comment- only feedback. It allows both the teacher and the student to identify the next steps in learning. This includes the following:
 - What the student has done well
 - Where the areas for improvement are and
 - How the improvement might be made.

Feedback

Oral feedback to students is an effective method of highlighting strengths, weaknesses and target areas for improvement. It is therefore necessary to use vocabulary appropriate to the student. It is good practice to ask the student to repeat the feedback to the teacher and also take note in their copy for future reference. Oral feedback happens frequently and can be given following homework exercises, classwork, class questioning, or examinations.

Written feedback to students happens from time to time and can be given following homework exercises, classwork, or examinations. Recording all feedback to learners in written form can impinge on valuable time for learning and teaching. Therefore, it is not expected that all feedback should be provided in written form.

In the case of school reports, feedback is short and formative. Teachers endeavour to comment on how the student can make progress.

We consider the following to be key classroom practices and strategies needed for AFL:

- a positive classroom culture and ethos, which encourages students to think and talk about their learning and which provides a safe place for open, honest and respectful discussion.
- questioning skills, which stimulate thinking and reflecting on learning and explicit teaching of how to consciously reflect on what one knows and how to make an evaluative comment on it (see appendix 1, Bloom's Taxonomy)
- frequent identification and review of learning goals through teacher-directed discussion, clearly defining learning objectives and success criteria, thereby empowering students and enabling them to take responsibility for their learning

Summative Assessment - Assessment of Learning (AoL)

Definition:

Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner. These assessments may include, monthly/end of Topic/Chapter Test. Examinations, Mock Examinations, Aural/Oral Tests, Junior Certificate Examinations, Entrance Examinations. All summative assessment schedules and arrangements are subject to change on a year-by-year basis.

Questioning and Bloom's Taxonomy:

In 1956 Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning. Teachers' questions start at the bottom of this triangle which is known as "lower-order questioning". Depending on how far the teacher wants to push the class, he/ she will gradually move up the triangle to make their questions stimulate a "higher order" thinking among their students (Appendix 1)

When teachers question as above, they can ascertain how students are progressing which assists in identifying the next steps in learning.

State Exams

The Junior cycle Examinations begin the first Wednesday after the June Bank Holiday Monday each year. The exact timetable of examinations is usually available from the previous January. The school will strive to ensure that all 3rd students participate (as directed by the State Exams Commission) in the many assessments that make up the Junior Cycle Examinations. These assessments, which may include orals, aural, course work, practical work, portfolio work, CBAS, Assessment Tasks amongst others, will be conducted in accordance with the regulations set down by the State Examinations Commission.

House Examinations.

Year Group	Christmas Exams & Duration	February Exams & Duration	Summer Exams & Duration
1 st Year	December 60 Minute Exams	No assessments	May 60 Minute Exam
2 nd Year	December 60 Minute Exams	No assessments	May 60 Minute Exam
3 rd Year	December 1-1:30 Minutes	Mock Exams	State Examinations
TY	Assessments at the end of each 11 weeks		Online Portfolio End of Year Interview.

LCA	2 Tasks		State Examinations in June
5 th Year	December 60 Minutes	No assessments	May 1 Hour 30 Minutes
6 th Year	December 2-3 Hour Exams	Mock Exams 2-3 Hour Exams	State Examinations June 3 Hour Exams

Digital Assessment

Definition

Any assessment using digital technology as a medium, instrument or subject matter of learning.

Planning Context

Assessment is at the core of all digital planning in Enfield Community College. The Digital Learning Plan is produced annually. Evaluation of previous plans and initiatives provide indicators for improvement.

Examples of Using Digital Technology to Enhance Assessment

- Using digital technology to enhance student/teacher collaboration (One Note SharePoint, Outlook)
- Using digital technology to enhance effectiveness of instruction (Mirroring, IWBs)
- Using digital technology to enable student autonomy

(iPads to prepare CBAs)

- Using digital technology to enhance collective and individual professional practice (Locally devised CPD)
- Using digital technology to enhance learning support functions (Cloud technology)
- Using digital technology to improve communication (Social Media, Office 365)
- Using digital technology to enhance wellbeing (AUPs, Social Media Consent)

Other Assessments

Standardised Tests – CAT 4 and NGRT

The results of these assessments are utilised to:

- Guide Resource and Learning Support teachers
- Identify students with particular needs
- Enable learning support / resource teachers to devise a suitable programme of support
- Develop Student Support files by the Learning Support team in conjunction with parents and school management
- Apply for reasonable accommodations for the Junior and Leaving Certificate State Examinations where applicable

CAT4 (Cognitive Abilities Test 4) 1st Year

This test is designed to support Post Primary schools in understanding pupils developed abilities, likely academic potential and learning preferences. It measures the four principal areas of reasoning, verbal, non-verbal, qualitative and spatial.

New Group Reading Test (1st Year)

The New Group Reading Test (NGRT) is used in groups to assess and monitor reading and comprehension-and if necessary, phonemic awareness. This can help identify, for instance, competent readers with weak comprehension skills who would benefit from a follow-up individual assessment and learning support.

CAT 5 (4th Year)

SEN and Assessments

Teachers will endeavour to use a variety of formats and methodologies for assessments in order to meet the needs of all students including those with additional education needs. Teachers will differentiate for all examinations to accommodate students with AEN. During the mock examinations Reasonable Accommodations will be provided for students requiring extra support where appropriate. As of 2019, it is no longer necessary to administer cognitive ability assessments for the purpose of Reasonable accommodation at the Certificate Examinations. RACE Guidelines are subject to change and may be found at <https://www.examinations.ie>

Homework as a means of assessment:

Guidelines for Homework:

Homework forms an integral part of the learning experience for each student in Enfield Community College. Careful cooperation between students, teachers, tutors, and parents is essential. In order to reach their full potential, students must develop a regular study and homework routine from the very beginning of first year. The range of homework activities may include written exercises, learning work, reading, research, oral work, revision exercises, preparation, projects, etc.

Homework serves a number of functions:

- It consolidates and reinforces learning and understanding on tasks/ topics completed in the classroom.
- It encourages students to develop the skills, confidence, self-discipline and motivation needed to study at home.
- It extends learning completed in the classroom e.g. extension tasks, research.
- It keeps parents informed on the work being completed by their child at school.
- It allows teachers to understand how well students have grasped new concepts.
- It allows the teacher and students to identify the next steps in learning.

Homework Expectations

- Students are expected to complete homework to the best of their ability and on time.
- Students who miss class for school activities are expected to catch up on classwork and homework by contacting a classmate and completing the work on time to the best of their ability.
- Students are discouraged to have part time jobs during the school terms, particularly in 6th year.
- Students should record all pieces of homework carefully in their journal during each class. Teachers may also assist with the recording of Homework on Compass.

- Students should complete homework on the night they receive it.
- Students are encouraged to check with teachers how long a piece of homework should take in each subject.
- Students should follow the timing guidelines outlined below and refer the matter to their tutor should these times become unrealistic, or if there are concerns around underperformance or stress.

1st year	1 hour - 1.5 hours per night
2nd year	1.5 hours - 2 hours per night
3rd year	2 hours - 2.5 hours per night
TY	Homework/ study times may vary depending on project work, but students are expected to maintain good habits over this year.
5th year	2.5 hours - 3 hours per night
6th year	3 hours to 3.5 hours per night

New Junior Cycle

In September 2020 all subjects were assessed under new subject specifications. The state exams will be no longer than 2 hours, the results will form a part of the Junior Cycle Profile of Achievement (JCPA). This offers students a more complete report on progress throughout the Junior Cycle. Wellbeing will be reported on for the first time in 2021 under the areas of CSPE, SPHE and P.E.

The JCPA will also include descriptors awarded for levels of achievement in classroom-based assessments, short courses and other learning experiences. The Assessment Task mark will be included in the final examination grade and both are graded by the SEC. The grading of new subjects will be as follows in State Exams:

New Junior Cycle Grading System

Grade	New Grade Bands
Distinction	≥ 85 to 100
Higher Merit	≥ 70 and < 85
Merit	≥ 55 and < 70
Achieved	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40
Non-Graded	≥ 0 and < 20

Classroom Based Assessment (CBA)

Classroom-Based Assessments will emphasise the importance of formative assessment in supporting teaching and learning. In each subject, students will undertake two Classroom-Based Assessments facilitated by their teacher.

One Classroom-Based Assessment will take place in Second Year and a second Classroom-Based Assessment in Third Year. Enfield Community College will be following the guidelines for assessment for Junior Cycle 2022-2023

Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination.

A particular purpose of the Classroom Based Assessments will be to facilitate developmental feedback to students during their engagement with the assessment task and at the end of the process.

Examples of CBAs include oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.

Marking of CBAs.

There are four descriptors of achievement for classroom-based assessment as follows:

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

Teachers develop an understanding of the above descriptors by attending Subject Learning Assessment Review (SLAR) meetings. This is when teachers come together in subject departments meetings to discuss the quality of the students' work. The SLAR meetings play a key role in helping teachers to understand standards and expectations. Minutes of these meetings will be emailed to the Principal by the SLAR Facilitator.

The descriptors will also be included on the Junior Cycle Profile of Achievement (JCPA) that the students receive from the school after the Junior Cycle.

Assessment Task (AT)

The written Assessment Task, marked by the SEC, relates to the learning outcomes of the second Classroom-Based Assessment. The written Assessment Task may require the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment.

The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the SEC for marking along with the script for that subject in the state-certified examination. Marks for the Assessment Task in each subject will be incorporated into the presentation of the grade for that subject.

For Junior Cycle 2023-2024 no Assessment tasks required for Junior Cycle as per department Circular.

Further details and the specifications for the Classroom-Based Assessments are available on the Assessment Toolkit at www.juniorcycle.ie

Reporting to Parent(s)/Guardian(s) on Student Progress following Assessment Processes

Types of Assessment	Relevant Year Groups	Formative/Summative	Typical Window for Assessment(s)	Results Published	Access to Results via Compass
Class Assessments	All	Formative/Summative	End of chapter/Unit of Learning/month Please See Subject Department Plans for more detail	Teacher discretion	Yes
Christmas Term Assessment	1 st , 2 nd , 3 rd TY and 5 th years	Summative (optional formative for TYs)	Last week before Christmas	Mid-January.	Yes
Junior Cycle Profile of Achievement (JCPA)	TYs/5 th Years	Summative and Formative	Assessment data gathered throughout 2 nd and 3 rd year	Dictated by DES/SEC	No Please see Junior Cycle Privacy Statement on Website.
Mock Assessments	3 rd and 6 th Years	Summative	Late January/Early February	In advance of E8 forms (Junior Cycle)	Yes
Summer Term Assessments	1 st TY, 2 nd , and 5 th years	Summative (optional formative for TYs)	Final week May	Mid-June	Yes

Reporting Procedures Non-Standardised Reports

Student Journal

The teacher may communicate the outcome of any assessment to the parents/guardian of a student by writing the result or a note in the student journal.

Parent Teacher Meetings.

Parent-Teacher (PT) Meetings provide Parent/Guardian with an opportunity to meet with their child's teacher(s) to obtain an update on their progress in the class/subject(s). The teachers in Enfield CC maintain records of attendance, formative feedback, summative feedback and results of assessments for each student throughout an academic year and the PT meeting provides all with an opportunity to determine how the student is progressing both academically and socially and what challenges they may be facing. The PT meeting provides the teacher(s) with an opportunity to hear more about the student from a parent's perspective and this can assist in forming better subject- specific differentiation strategies for individual students.

Processes and Procedures for Parent-Teacher Meetings

- PT meetings are held once per year for each year group.
- The schedule of PT Meetings is outlined in the school calendar and is available to all partners at the beginning of the school year.
- Reminder texts regarding PT Meetings are sent in advance of the meetings.
- Parent(s)/Guardian(s) are encouraged to have a copy of the child's most recent school Report - Parent(s)/Guardian(s) are reminded that reports are published on Compass : hard copies of reports can be provided by the school office with advanced notice.
- PT Meetings commence at 1600 and end at 1830.
- Parent(s)/Guardian(s) are requested to sign in on arrival to the school and out before they leave.
- Parent(s)/Guardian(s) are reminded that the time available for individual meeting is limited as each teacher has many students. Particular issues that warrant further discussion with a teacher/AEN coordinator/guidance counsellor can be facilitated by an additional appointment which may be scheduled by contacting the teacher via Teacher school email.
- After the meeting Parent/Guardian(s) are encouraged to engage in a balanced discussion with your child, highlighting the positive feedback you received and discussing the challenges remaining.
- Parent(s)/Guardian(s) are reminded of the supports available to them in school and that everyone is working together to ensure they can get the best outcome from their time in school in order that they can progress to the next stage of their education and/or career.

Standardised Written Reports.

Formal written reports are posted to parents/guardians of students via Compass.

Teachers will record all marks on Compass and in their teacher diary as appropriate.

Reports are generated throughout the academic year for various year groups. These reports will be posted to parents/guardians and are available to staff. Teachers will make a written comment per pupil per subject, these comments will be as detailed and constructive as possible. These reports will be developmental in nature and give the student feedback for improvement. Comments will be made on progress during the year and should not be confined to simply reporting on examination results. Year Heads will read the reports and comment on progress, they will also ensure that the reports are of the expected quality. Students who have reached 18 years will receive these reports directly. Students over 18 may request in writing that nominated adult(s) may continue to receive reports and other personal data on the same or similar basis as was communicated prior to attaining adulthood.

State Examinations

Reporting on State Examinations will follow the procedures of the State Examinations Commission. Students will be offered opportunities to engage in other areas of learning that may be reported on along with Other Areas of Wellbeing in the Junior Cycle Profile of Achievement.

Informed Consent:

Parents will be informed of the purposes of assessment prior to enrolment. A copy of this Assessment and Reporting Policy will be published on the School Website.

General Data Protection Regulation GDPR

Enfield Community College will endeavour to comply fully with the requirements of GDPR.

Interpretation of Assessment Results

Any sharing of information regarding assessment must be in line with the school policy on confidentiality and data sharing.

The results of standardized tests may be shared with the relevant members of school staff in order to plan to meet the educational, emotional, behavioural and wellbeing needs of the student.

Occasionally this information may need to be shared with external agencies including NEPS, CAMHS and the Inspectorate.

Results should never be used in isolation, but rather in conjunction with other information that may already be available about the student, e.g. from parents, primary schools and teachers.

Roles and Responsibilities

Senior Management are responsible for:

- Supporting this policy with the allocation of resources

Exam Secretary is responsible for:

- Organising State Examinations and liaising with the SEC

Teachers are responsible for:

- Monitoring and formatively assessing student learning on an ongoing basis
- Setting and marking assessments
- Filling in reports
- Providing clear feedback to students so that they can progress their learning further
- Liaising with other teachers in the department to coordinate assessments where appropriate

The School Guidance Department is responsible for:

- Organising the assessment of need for the incoming first year students
- Administer and collate results of Career Guidance Assessments

The SEN Co-ordinator and SEN team are responsible for:

- Organising the assessment of needs of the incoming first year students in conjunction with the Guidance Department
- Organise CAT4 & CAT5 testing for particular year groups
- Testing SEN students and liaising with external agencies
- Implementing programmes with SEN students and monitoring and assessing their progress
- Liaising and assisting with Senior Management in the structuring and allocation of Educational Provision
- Assisting learning support/resource teachers to devise a suitable programme of support
- Guiding and supporting the classroom teacher through the variety of individual targets for SEN students
- Develop Student Support Files in conjunction with parents and school management
- Applying for Reasonable Accommodations for the Junior and Leaving Certificate Examinations where appropriate
- EAL Co-ordinator uses assessments to provide targeted support for students who have English as an additional language
- Special Needs Assistant assists students in their care with all schoolwork including assessments

Parents/Guardians have a responsibility to:

- To encourage attendance
- To be familiar with key dates relating to assessment
- To engage in active and positive communication with teachers when necessary
- To ensure their child completes all work assigned in the time designated
- To monitor the progress of their child

Students have a responsibility to:

- Have good attendance
- Be aware of key dates for assessment
- Complete all work assigned by their teachers
- Learn and revise course content on an ongoing basis
- Ask for help as appropriate

Communication, involvement and dissemination

A subgroup from the staff of Enfield community College formulated this policy. There was consultation with all the partners, parents, students, and staff.

Evaluation

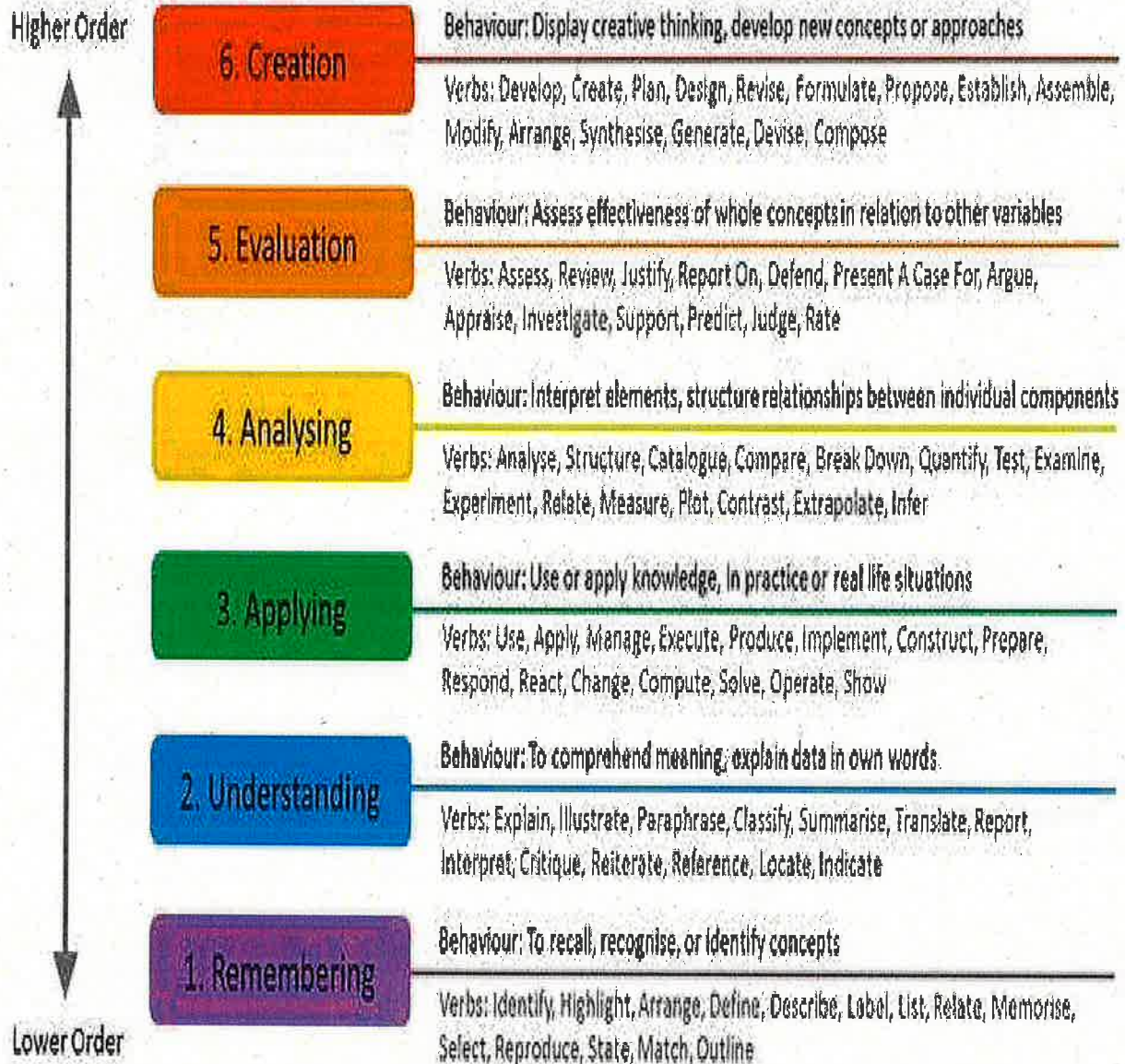
We are committed to monitoring and evaluating the effectiveness of this policy in view of pupil feedback, staff feedback, parental feedback and in line with legislation and current guidelines.

Appendices

Appendix 1 Bloom's Taxonomy

Appendix 2 SLAR Guidelines from NCCA

Bloom's Taxonomy - Cognitive



Subject Learning and Assessment Review Meetings

- play a key role in developing a collegial professional culture and build confidence about the judgements that teachers make about student performance.
- help to ensure consistency and fairness within and across schools in the assessment of student learning.
- help teachers to reflect on the evidence of work and to share the learning and teaching strategies supporting that work.

SLAR Meeting will take approximately two hours. One teacher of each subject in the school will be allocated two additional hours by school management to facilitate the preparation for and coordination of each SLAR meeting. Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a SLAR meeting with another school. Teachers will share the role of facilitation during SLAR meetings on a rotational basis.

Before the SLAR meeting:

1. Review relevant NCCA annotated examples (www.curriculumonline.ie)
2. Assess students' work based on the Features of Quality
 - a. Make an initial judgement while watching and listening to a student as to whether his/her oral communication is at 'Yet to meeting expectations'.
 - b. If the student has met the basic threshold of 'In line with expectations', move through the Descriptor levels until one is reached where the student's oral communication matches all or nearly all of the Features of Quality at that level.
3. Record the Descriptor allocated to each student (teachers may wish to record any other point that may be useful to refer to during or after the SLAR meeting).
4. Identify one sample of students' work for each Descriptor, where feasible. This work will be recorded once.

During the SLAR meeting:

1. Facilitator asks one member of staff to introduce a sample of work he/she has assessed to be at 'Yet to meet expectations'.
2. The teacher provides a short introduction.
3. The Facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the judgement is confirmed, this is noted by the facilitator.
4. If there is lack of agreement, the Facilitator should share some relevant annotated NCCA examples.
5. While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when to move to the next example.
6. At least two samples for each Descriptor should be discussed. Each teacher should have at least one of his/her examples discussed during the meeting.
7. The process is repeated at each level Descriptor.
8. Teachers will keep a note of the decisions made during the meeting for the students' work they have already assessed, particularly in relation to the Descriptors where their judgement did not align with the majority of teachers.
9. Any significant issues that arose in the SLAR should be highlighted in the facilitator's report.

After the SLAR meeting:

1. Teachers consider the assessment of their students' work and where necessary makes the appropriate adjustments to their provisional assessments.
2. The facilitator generates a short report and submits it to the principal.
3. The facilitator may ask teachers to contribute some of their examples of student work to a bank of examples.

