



## Assessment Policy

### Introduction

Dominican College Wicklow is a voluntary second - level, girls-only school, with a Catholic Dominican ethos under the trusteeship of Le Chéile. The Assessment Policy has been developed following consultation between students, staff, parents, Principal and Board of Management. It recognises the requirement of the school to regularly evaluate students and periodically report the results of the evaluation to the students and their parents, as set down by the Education Act 1998. This Assessment Policy will be reviewed regularly, as directed by the Board of Management. In this policy document the term 'parent' is taken to include 'guardian'. The policy will apply to all aspects and forms of assessment, including both summative and formative assessment.

### Policy Context

This policy is informed by:

- The Mission Statement of Dominican College Wicklow
- DES Circular 0015/2017 (*Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19*)
- The Homework Policy
- The Attendance Policy
- The Pastoral Care Policy
- The SEN Policy
- The Guidance Plan

### A. Our Mission

The Dominican motto 'TRUTH' is the inspiration of our work. The mission statement of Dominican College Wicklow (DCW) is: *Finding 'Truth' through the education of the Whole Person*. Dominican education is concerned with the education of the whole person. Strong emphasis is placed on each student attaining her full potential academically, but care is also taken to ensure that each student benefits from an enriching all round education. Strong emphasis is placed on each student attaining her full potential through an enriching, comprehensive education.

In an atmosphere of trust and friendliness, students are encouraged to develop responsibility, initiative, personal growth and leadership so as to help them take their place in society as mature citizens. We help students to make sound judgements. That is done through developing a love for truth which will not be satisfied with superficial values. The values of justice, peace, reconciliation and mutual respect are paramount. This Assessment Policy will play a key role in ensuring that each student realises her full academic potential in a learning environment that reflects a culture of collaboration between students, teachers, Senior Management and parents.

### B. Our Vision

We aspire to create a progressive learning environment of the highest quality where students grow to become independent, respectful, resilient, responsible and caring women of integrity who live by Christian values and Dominican principles.



1. Students in DCW are encouraged to become reflective, self-directed learners, to think critically and to aspire to reach their potential academically, emotionally and socially. Students' wellbeing is an integral aspect of our shared vision for the support and education of our students. Students are encouraged and expected therefore to engage in various forms of assessment in order to continually reflect on their learning and help work towards reaching their potential.
2. We expect students to try their best at all times – this includes efforts at participation, classwork, homework, tests and all forms of assessment. We foster positive attitudes towards academic work and effort and expect parents to lead in this regard. We encourage students who experience 'success' to work collaboratively with other students in helping to foster learning for all. We encourage students to use any experience of 'failure' for positive learning and improvement, and to seek advice and support from teachers and parents to help them to use the outcomes of assessment for positive improvements.
3. Our Attendance Policy and Homework Policy strongly promote full or maximum rates of attendance and participation, and outline the recommended approximate time per night spent on homework. Engagement in attendance, participation in learning and making one's best effort at homework helps students to reach their potential in all forms of assessment, including class tests, house exams and day-to-day learning as assessed through oral questioning, group-work, homework etc.
4. An important facet of Dominican education is the recognition and acceptance of the difference in ability and gifts and each student. Within this broad objective we aim to:
  - Create an atmosphere of Christian care and concern
  - Provide a supportive environment in which students are enabled to grow to maturity
  - Enable students to develop a healthy self-esteem
  - Provide the educational environment and facilities to enable students to reach their full potential, including, but not restricted to, their academic potential
  - Provide a calm yet stimulating learning atmosphere, which encourages respect for self and others, working with others, emotional wellbeing, self-assessment, peer-assessment, & teacher-led assessment where students are enabled to grow in confidence.

We aim to support all students in their learning needs and work in a collaborative manner with parents to help each student experience success in her holistic development. We adopt a target-setting approach to improvements and assist students in formulating self-directed improvement targets and provide a range of supports, within reasonable limits, to help them to achieve those targets. Such supports may include:

- Teacher feedback (oral/written) to students about their work
- Care Team, Pastoral Care, Guidance Counsellors, SEN team, Class Tutor , Year Head and Senior Management Team Support
- Prizes for Academic Excellence at the end of the Year
- Positive Affirmation Awards for students who make a positive contribution to school life
- Supports for students via Homework Club
- Support for students via initiatives such as *Sparkz* and after-school homework support
- Evening study

### **C. Aims of the Assessment Policy**

- To facilitate continually improved student learning and teaching



- Outline the rationale and importance of assessment
- List the different types of assessment
- Detail the annual schedule of assessments
- To create a consistent and standardised assessment procedure for monitoring and reporting achievement in Dominican College Wicklow
- To co-ordinate assessment procedures within subject teams on a school-wide basis
- To help identify appropriate subject levels for students in the Junior and Leaving Certificate
- To help identify students who may need additional support and services and to inform consultations with the NEPS psychologist where necessary
- To assist school management in identifying students, subjects, classes and areas of the curriculum that may require further support, subject to allocation
- To inform subject choice, career guidance and progression to third level and further education.

#### **D. Definition of Assessment**

Assessment is the process of gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems, which relies upon a number of instruments, one of which may be a test. Educational assessment provides information about progress in learning.

Formative, diagnostic and summative assessment are undertaken on a regular basis at school level, with particular emphasis being placed on more formal school-based examinations before the Christmas, (Easter - Mocks) and Summer breaks. On the basis of these assessments, teachers and principals report to parents on student progress and give advice on subject options and on the level at which subjects are taken.

#### **E. The Purposes of Assessment**

- To enhance realistically high expectations and standards for all students in an environment which supports the wellbeing of students and staff
- To act as a motivation and incentive for students in the learning process
- To help students to become independent learners who apply learning from assessment to goal-setting for improvements
- To foster student self-reflection on their learning process
- To evaluate what a student has learned in a particular area
- To provide feedback to students in a timely and helpful manner
- To provide feedback to teachers on the success of particular teaching methodologies in the learning process
- To highlight difficulties and shortcomings in the learning process in order to develop intervention strategies
- To identify students who may require extension activities such as learning support / Homework Club
- To encourage and embed the skills of self-assessment and peer-assessment
- To keep records of attainment that will inform parents through the school's reporting process



- To track the progress of students over time (e.g. CAT 4 Entrance Assessment, NGRT, DATs, class tests, house exams, mock exams, State Examinations)
- To assist in improving student academic attainment.

## **F. Forms of Assessment**

Assessment is aimed at helping students to become better, self-reflective learners. Assessment includes on-going classroom assessment where students can show evidence of their learning in lots of different ways and feedback is provided to them as well as tests and final exams. Assessment also includes standardised tests such as the CAT 4 entrance assessment, NGRT (literacy), PTM (numeracy) and DATs tests.

### **1. Informal Assessment**

Informal assessments take place regularly in the classroom. Students experience informal assessment through answering oral and written questions in class, short written tasks, group work, giving oral presentations, worksheets & written classwork, essays & assignments, reading & writing in class, sample exam questions, homework – written or learned. These informal assessments are used by teachers constructively for learning to take place. Timely feedback and constructive advice are vital components in this process. Teachers may use comment-only marking at times, in keeping with good practice, to help students focus less on their grade and more on the quality feedback, success criteria and how they might improve their learning. 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. All forms of assessment above will strive to meet the additional needs of students in the classroom when they arise. Classroom strategies such as differentiated assessment, visual aids, spelling waivers, increased time and dictionaries, amongst others, may be used from time to time, as determined by the individual subject teacher.

### **2. Formal Assessment**

There are a variety of formal assessments that take place in DCW:

- I. **Term – Time Assessment / End of Topic Test** – These forms of assessments are conducted by teachers on a regular (or sometimes end of topic) basis. These formal tests are an important component in providing feedback to teachers, students and parents, on the level of each student's attainment and learning in that specific subject area. A mark is available on ePortal for parents in October, December, February, Easter and May in every examinable subject for every student in the school using a range of Assessment for Learning methodologies.

A range of assessment methods may be used including project work, presentations, oral feedback, group-work, written tests, homework etc. Constructive feedback is given to students by teachers (at times the mark may be withheld for a period of time and comment-only marking may be applied), and the results of these tests will be used in the school's formal reporting structure where appropriate. Classroom-based assessments (CBAs) (e.g. project work / group work) may contribute towards students' overall results in Christmas and/or Summer exams. As per circular 0015/2017 all Junior Cycle students from September 2017 will complete two CBAs and one Assessment Task in non-practical subjects over



the course of three years. In practical subjects students will complete one CBA, one Assessment Task and a completed project over three years.

- II. **House Exams** – All Year groups take Christmas Exams in late November / early December and 1<sup>st</sup> Yrs., 2<sup>nd</sup> Yrs. and 5<sup>th</sup> Yrs. take Summer Exams at the end of May. The duration of these exams is as follows – Christmas Tests: 1 to 1½ hours for all; Summer Tests: 1<sup>st</sup> Yrs. – 1 - 1½ hrs; 2<sup>nd</sup> Yrs. – 1½ hrs; 5<sup>th</sup> Yrs. – 2 / 2½ hours. Where students in DCW take a State Examination in a subject there will be a formal house exam / CBA at Christmas which may be taken across two or more normal class periods. Where possible, and as determined by each department plan, common assessments across a year group will be used in each subject area. This will provide for increased cooperation and a common benchmark across each subject area. Aural and oral exams may also take place, where deemed appropriate. House assessments and exams are instrumental in furthering students' education and should not be viewed as an end in themselves. They provide accurate evaluations of progress achieved and encouragement towards further achievement.
- III. **Mock exams:** 3<sup>rd</sup> Yrs. and 6<sup>th</sup> Yrs. take Mock exams in February before mid-term in preparation for State exams. Mock exams are considered as very beneficial to students in measuring their progress in their Junior Cert. and Leaving Cert. years. Mock exams adhere as closely as possible to the formal timetable and structure of the State exams. This means that students may have some study time interspersed between exams. 6<sup>th</sup> Yrs. are permitted to remain at home to study if they do not have a mock exam during any part of the day. 3<sup>rd</sup> Yrs. must attend for study in school when they do not have a morning exam, and remain to sit the afternoon exam. 3<sup>rd</sup> and 6<sup>th</sup> Yrs. may remain at home on a day when they have no exam – this will not constitute a day's absence.

In most cases, 6<sup>th</sup> Year Mock exams will be sent out for external correction, and the appropriate fee will be paid online at the start of the academic year, using the Easy Payments portal logo on our school website [www.dominicanwicklow.net](http://www.dominicanwicklow.net) or directly to the Principal. 3<sup>rd</sup> Year students may opt to send out their papers for external correction in consultation with their individual subject teachers. Payment of the appropriate fee will apply where Mock exam papers are sent for external correction. Students gain valuable experience in time management and answering technique through sitting mock exams. Where exams are marked externally the appropriate fees must be paid in advance to the teacher or via Easy Payments Plus on our school website. Results of Mock exams are reported to students and parents as soon as possible upon the return of marked mock exam scripts. 3<sup>rd</sup> Yr. and 6<sup>th</sup> Yr. students do not sit formal house exams at the end of May and do not receive a Summer Report.

**Special Educational Needs (SEN):** Every effort is made to accommodate students who have been approved for Reasonable Accommodation (RA) in the Junior and Leaving Certificate exams. Reasonable Accommodations involve the use of a reader /scribe /assistive technology / tape recorder. The SEN team endeavour to provide appropriate support for students with SEN or RA through appropriate facilitation



of the exams process for house and mock exams. Arrangements may be made for students to sit exams in 'Heaven' individually or in small groups, under the supervision of a member of the SEN team.

**Transition Year:** The ethos of TY is towards a different kind of learning – one where students are guided towards self-motivation in their application and participation in the different and widely varied curriculum offered to them. Transition Year students sit house exams in four core subjects: Irish, English, Maths and Modern Language. Their October, February and May assessments are based on continuous assessments (e.g. project work, research, making presentations) in the classroom as determined by their individual subject teacher. As Transition Year is focused on experiential learning and personal development, the forms of assessment used may vary. The work of TY students is continually monitored throughout the year and students are assessed on their level of participation, commitment and work ethic with other specified criteria. A certificate at three different levels is awarded at Pass, Merit and Distinction. Prize Night for TY students is also part of their assessment when their work for the year in various modules is displayed (already assessed by teaching staff) and is available for viewing by parents.

The purpose of house exams is to measure students' learning and attainment in each subject area and to give students experience in sitting formal exams similar in nature to the state exams. House exams follow similar operating rules as state exams. Results of Christmas and Summer Exams will be reported in the Christmas Reports and Summer Reports respectively. Reports contain the marks obtained, marks for effort and feedback from teachers. Continuous assessment in each subject area leading up to these exams may also be reported in the Christmas Reports and Summer Reports.

**Absence from exams:** All students are expected to sit house exams, including Mock exams in 3<sup>rd</sup> / 6<sup>th</sup> Year. Only in exceptional circumstances may the school make alternate arrangements for a student who is absent for an exam to take a house exam on a different day / time to the general cohort of students, and only where it is deemed not to undermine the integrity of the exams or the exams process. Exceptional circumstances may include illness that has been certified by a medical practitioner (e.g. doctor), participation in school tour, participation at regional/national level in sports competition where representing the school or other exceptional case. Such circumstances will be decided upon by the Principal on a case-by-case basis, in consultation with the relevant teacher, student and parent. Family holidays should not be taken during a period of house exams, causing a student to miss an exam, and the school may not facilitate alternate arrangements in such circumstances. Alternate arrangements for house exams may only apply in exceptional circumstances and may involve a student sitting an exam that is different from the general cohort, or sitting the exam at home or in school at a later time. The school cannot take responsibility for students accessing exam questions or answers from other students in advance where such circumstances apply and parents must be aware that any mark awarded may not therefore represent an accurate reflection of the student's performance or ability.

### **Standardised Written Reports**

Formal written reports are posted to parents of students on two occasions during the academic year, depending on the students' Year group. The report template is computerised and allows teachers to distinguish levels. A mark and grade are awarded and a comment can be generated from a menu or a



limited-character comment may be given by a teacher. All reports are signed off by the Principal / Year Head and a general comment may be made on progress to date.

- Parents of students in 1<sup>st</sup> Yr., 2<sup>nd</sup> Yr. and 5<sup>th</sup> Yr. receive their Christmas Report in December, and their Summer Report during the Summer holidays
- Parents of Transition Year students receive their first report in October before the Parent-Teacher meeting and the second during the Summer holidays
- Parents of 3<sup>rd</sup> Yr. & 6<sup>th</sup> Yr. students receive a Christmas Report in December and will receive another report with the results of their Mock Junior and Mock Leaving Certificate Examinations (usually March).

**IV. State Exams** – Teachers strive to ensure that all 3rd and 6th Yr. students participate - as directed by the State Examinations Commission - in the many assessments that make up the Junior Cert. and Leaving Cert. exams. 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. It is the student's individual responsibility to ensure that all such work is submitted to their best standard possible and in advance of any deadlines.

#### **Junior Cycle Profile of Achievement (JCPA)**

Before the end of the first term following the completion of the Junior Cycle, each student will receive a composite Junior Cycle Profile of Achievement from the school. The JCPA will report student achievement across a range of areas of learning in junior cycle, including in:

- SEC Final Examinations inclusive of the Assessment Tasks; - Classroom-Based Assessments; - the area of Wellbeing (from 2020); and other areas of learning.

In the transitional period, the JCPA will reflect results provided by the SEC for both new and existing junior cycle subjects, with new subjects increasing in number year on year until all new subject specifications are examined in the summer of 2022.

**V. Other Assessments** – Other forms of assessment (e.g. standardised tests) are used in the school where appropriate. The Learning Support Team may administer occasional tests in spelling if there is a particular concern about a student's literacy. The school's NEPS psychologist, in consultation with school management & parents, may carry out psychological assessments and other assessments on students at different times throughout the year. As part of P.E. / Wellbeing, students may undergo one or more fitness tests each year to encourage healthy eating and exercise.

#### **Standardised Assessment in Dominican College Wicklow**

As part of our extensive academic tracking programme, students undergo learning preferences and ability testing at key stages in their progression through DCW. The main tests currently used are summarised below. All tests are delivered in an online format and results are made available to parents. These tests are used to inform teaching, thus helping to ensure that every student in our care is helped to reach her full potential academically. The purpose of tracking academic attainment is to promote and



develop students' academic growth. Students undergo aptitude and ability testing in various areas. This helps us to identify particular strengths and ensure that these strengths are encouraged and nourished.

**A) CAT4 (Cognitive Abilities Test 4), Incoming 1st Years**

This test is designed to support Post-Primary schools in understanding students' developed abilities, likely academic potential and learning preferences. It measures the four principal areas of reasoning – verbal, non-verbal, quantitative and spatial. Incoming 1st Years undertake an online CAT 4 assessment which will be used as a basis to form mixed ability 1st Year classes. The CAT 4 assessment takes place in DCW on the first Saturday of February each year. This assessment offers an early indicator to the school of a student's potential and learning preferences across a range of learning areas. Parents are given an individual printout of their daughters' CAT 4 results before they commence in DCW, subject to the payment of the appropriate administration fee for operating the CAT 4 assessment online. The Learning Support Team examines the CAT 4 results to investigate the possible provision of additional help where necessary and subject to allocation. This assessment will in no way be used as a selection mechanism, as students will have already been notified of their allocation of a place in DCW (see Admissions Policy).

**B) New Group Reading Test (NGRT) (1st Year & 2nd 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.

**C) Progress Test in Maths (PTM) (1st Year & 2nd Year)**

Progress Test in Maths (PTM) tests a student's mathematical skills and concepts. The group test highlights students' strengths and weaknesses, helping teachers to address areas of concern and build upon what they already know in order to increase their understanding.

**D) DATs Testing in Transition Year**

Differential Aptitude Tests (DATs) are administered among TY students in Term 1. 4th Years undertake a DATs assessment to assist in their investigation of possible college and career choices. The results of these tests indicate a student's performance across the following learning areas on the day of the test: verbal reasoning, numerical reasoning, abstract reasoning and language usage. It is important to recognise that, where DATs are useful in indicating the level students' aptitudes in various areas, DATs does not take into consideration all intelligences: Interpersonal, Intrapersonal, Aesthetic, Artistic, Musical, Spiritual or Kinaesthetic.

**G. Academic Tracking Programme**

DCW continues to develop a comprehensive academic tracking programme. The primary goal of this programme is to ensure that every student in our care reaches her full potential academically. On a macro level, we collate whole group academic results (e.g. Junior Cert. / Leaving Cert. results) and compare results against national averages, previous years' results, uptake of subjects and uptake of levels of subject. We also track individual students' academic progress, taking into account results of their standardised tests, regular / end-of-topic assessments, house exams, mock exams and state exams (and other assessments, where relevant). Students are expected to record subject assessment marks in the



relevant grids provided in their Homework Journals in order to track their progress, set goals and monitor their improvements. Currently parents of 3<sup>rd</sup> Yrs. & 6<sup>th</sup> Yrs. have online access to their daughters' academic records, and parents of other year groups will have access to their daughters' academic records from June 2017. Senior Management work in collaboration with teachers to ensure that individual students' academic results are recorded and shared as appropriate, and used to monitor progress and set improvement targets by students.

### **ePortal**

In order to enhance dialogue and communication with parents re student attainment and ongoing progress the ePortal school administration platform allows parents to access individual students' records on:

- Academic performance
- Attendance
- Student timetable

ePortal may be accessed by parents via the ePortal icon on the school website [www.dominicanwicklow.net](http://www.dominicanwicklow.net) using the individual passwords supplied by the school for this purpose. Parents must ensure that their passwords are stored securely and not shared with third parties, in order to protect the personal data of their daughters.

### **Academic Target setting**

Students, in consultation with teachers, set their target marks for all their subjects early in each academic year. These are reviewed and modified throughout the year by the students to encourage self-directed learning. Every student is assessed on a term-time basis (or sometimes at the end of a topic). These regular assessments include the House Exams in November / December and May. Full reports are issued after each set of house exams, with individual feedback from all teachers. Parents have online access to all term-time assessment and house exam results on ePortal (on a phased basis, as indicated above). Students involved in Homework Club and Sparkz also set individual targets in specific subjects, and are assisted by peer tutor students from senior cycle to work towards those targets, in consultation with their teachers and parents.

### **Student Journal**

The student homework journal contains areas on academic progress (graphs) and self-assessment. Students are encouraged to enter their own academic results each month on the graph for each subject and plot their progress. Students and parents should review and discuss together the progress indicated on each graph at regular intervals, with a view to setting ongoing improvement targets and evaluating their own learning and progress. A teacher may communicate the outcome of any assessment to the parents of a student by writing a note in the student's journal. Her parent is expected to acknowledge receipt of this note by countersigning it. A teacher may decide as they see fit to contact a parent directly with respect to the outcome of any assessment undertaken by a student. The teacher may send the corrected assessment itself home with the student to be viewed and signed by her parent.



### **Parent Teacher Meetings**

Parent-Teacher meetings are held once a year for each year group. The feedback from standardised tests, monthly assessments and other assessments are shared with parents and discussed between teachers and parents. Teachers may use this data to advise on academic subject levels, answering technique, learning progress and other aspects of students' learning. The Transition Year Parent Teacher meeting focuses on subject options for Leaving Certificate. TY students are encouraged to attend this meeting with parents and discuss the possible suitability of subjects with their teachers. All other parent-teacher meetings are an opportunity for teachers and parents (students are not present) to discuss individual students' progress, and parents are encouraged thereafter to discuss further with their daughters with a view to continued learning and improvement.

### **Academic Awards**

A whole-school annual awards ceremony is held towards the end of each academic year. Medals and other awards are issued for the highest results across subjects and the most improved student in each subject within each year group. A wide range of other awards are also presented to acknowledge a range of students' contribution to school life.

## **H. House Examinations Procedures**

### **Students**

- Students must present themselves in exam centres at normal school times unless otherwise directed
- Students to provide all necessary writing materials and equipment appropriate for each exam
- No borrowing or sharing of these materials is permitted
- Only materials necessary for the exam are allowed on the desk. All other books etc. are to be placed in a sealed bag on the floor
- Students must be in full uniform
- Silence must be adhered to at all times. No distractions of any kind are permitted between students
- Mobile phones, iPads, iPods and other means of communication are not permitted in exam centres except in the case of house exams where a student normally uses an iPad, the iPad may be kept in the schoolbag powered off. No access to mobile phone / iPad is permitted either inside or outside the exam centre for the duration of the exam.
- Students needing extra exam materials must first ask permission of the supervisor
- Exam scripts are not collected earlier than 15 minutes before the end of the designated exam
- Before handing up exam scripts students must ensure that their own name and their teacher's name are clearly marked on each script
- Exam scripts are to be properly secured
- Students disturbing an exam will be given detention
- Students presenting late to an exam centre may be given a detention, unless a genuine, legitimate reason for lateness is clearly evidenced
- Students not presenting for an exam must adhere to the procedures for non-attendance at school
- Students may only attend the exam centre allocated to them



**Staff**

- Deputy Principal prepares & displays exam schedule and supervision rota in advance
- Teachers of designated rooms to set up rooms as exam centres
- Year Heads to affix the relevant class rolls and students' names to desks in advance of exams
- Staff to check supervision times allocated
- Staff on first supervision of exams to collect exam papers from designated areas
- Collect all necessary exam material from designated areas (e.g. CDs, CD Players, DVDs, maps etc.)
- Staff on first supervision of exams collect the exam centre rolls from the designated areas
- Be present at exam centre in time to allocate seating to students and give out exam papers
- By the end of the first supervision slot students' names must be called and entered on exam rolls and computerised exam attendance roll, the latter to be returned to the administration office by the last supervisor of the exam
- Supervisor must ensure that silence is maintained at all times and that communication/distraction between students is not tolerated
- If a students need to leave the exam centre they may only do so one at a time, and the supervisor must check that they return. Students must not be permitted to leave the exam centre at 11.00 a.m. when non-exam students may be on break
- Before handing up exam scripts, the supervisor must remind students to write their name and their teacher's name on the script
- At the end of the exam the supervisor collects the exam scripts and any other relevant materials e.g. maps etc. These must be organised in bundles for the relevant teachers and left in their cubby holes in the staffroom
- Once students leave the exam centre, the exam attendance roll is left in the centre for the afternoon exams. The first supervisor in the afternoon repeats the morning exam process. The last supervisor of the day in each exam returns the exam rolls to the administration office.
- The last supervisor of each exam, morning and afternoon, locks the classroom door once students have exited.

Ratified by the Board of Management on 6<sup>th</sup> April 2017

Date of next review: April 2018

Signature (Chairperson): \_\_\_\_\_