

Assessment practices for wellbeing

- * Ongoing assessment should be used.
- * Assessment in Wellbeing should help students to become familiar with the language of wellbeing and to develop their capacity to talk about their learning in Wellbeing.
- * Effective questioning by the teacher will allow students to make their learning visible and to plan for improvement.
- * Assessment will be classroom based and formative in nature.
- * Feedback should be in the form of comments, not grades.
- * Comments should say where the student has done well and how they can improve.
- * A wider variety of assessment approaches should be used, such as projects, presentations, performances, peer assessment and self-assessment.
- * Students should reflect on their learning and set goals for the next steps in learning.
- * Students may need support with different assessment approaches.
- * Teachers should be aware of the volume of assessment activities that students are faced with.
- * Support for teachers in developing their ongoing assessment practices is available in the NCCA Assessment Toolkit.
- * The six Wellbeing indicators provide an overview of the knowledge, skills and attitudes that students are moving towards achieving in support of their wellbeing. For example, at the end of a class, a unit or a school term, students can use the indicators to reflect on their important learning about wellbeing, the indicators that they feel they are making the most progress on and the indicators that they would like to make more progress on and how this might be done. This is used as a strand review at the end of each strand in *My Life*.

Reporting on Wellbeing in First and Second Year

Learning in Wellbeing should be assessed by the students' teachers and reported on to students and parents/guardians.

End-of-term reporting should help students and teachers make informed decisions about future learning in Wellbeing.

Schools have flexibility in deciding how they can best plan for reporting in First and Second Year to ensure that it will support student learning in Wellbeing.

The following principles for reporting at Junior Cycle are relevant to Wellbeing as well as to other subjects and short courses. Reporting should:

- * Encourage genuine engagement with parents and engage with hard-to-reach parents
- * Provide opportunities for students through feedback to reflect on their learning and contribute to the reporting process
- * Value teachers' professional judgment
- * Use the language of learning
- * Be manageable and not take time away from learning and teaching
- * Clearly communicate students' learning

- * Provide information on a broad range of achievement
- * Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach

Reporting on students' learning in Wellbeing aims to provide parents with a picture of what students are learning and the skills they are developing to support their wellbeing.

Some schools might choose to include a comment on students' learning in Wellbeing in the school report.

Formal reporting on Wellbeing is designed to complement other informal reporting opportunities, including parent-teacher meetings, teacher-student dialogue and other home-school written communications.

All reporting should have as its purpose informed discussions, either orally or written, between teachers, parents and students about how to improve learning.

■ Reporting on Wellbeing in the Junior Cycle Profile of Achievement (JCPA) ■

Schools will be using templates provided for the JCPA. Depending on the contents of the Wellbeing programme in the school, the contents of the JCPA related to Wellbeing may differ from school to school.

Where schools have included short courses in their Wellbeing programme, students' achievements in these short courses will be recorded on the JCPA in the section called 'Short courses'. In this instance, students will have completed the classroom-based assessment (CBA) associated with the short course (CSPE, PE, SPHE) or other wellbeing-related short courses. Schools can use the assessment approaches included in the NCCA short courses to inform the design of the CBA.

Schools could also report on students' learning in Wellbeing in the section of the JCPA called 'Other areas of learning'. In this section, schools will be reporting on areas of learning beyond the subjects and short courses reported on in the JCPA. Here, schools could list one or two learning experiences that students have had in the area of Wellbeing. In time, this might include a student comment on their learning in Wellbeing.

As with reporting on Wellbeing in First and Second Year, schools will have some flexibility as to what they include and how they report on Wellbeing in the relevant sections of the JCPA. Further advice will be provided on reporting as schools develop their practice in this area.