

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.