



Drumshanbo Vocational School

Transition Year

Policy Document

2024/25

This document is produced in line with the new programme statement for implementation in 2025. It is undergoing implementation during the 2024/25 academic year to ensure the school's compliance with its principles for the beginning of the 2025/26 academic year.

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Vision

“Drumshanbo Vocational School including students, teachers, parents and community, seek to provide for the intellectual, curricular, physical, social and personal education of the student.

The school aims to establish, develop and nurture attitudes, values and behaviour which will enable the whole school community to reach its full potential.”

Drumshanbo Vocational School Mission and Vision

“A programme aligned to the TY Programme Statement is inclusive and embraces diversity, facilitates a sense of discovery, reports more broadly on student learning and development, and values the contribution each student can make to the programme. During TY students can develop more mature relationships with teachers and other adults, becoming more active agents in designing their own educational experiences.

Participation in TY contributes to the continuing learning and development and personal growth of students. All students are supported throughout TY to become more adaptable, empathetic, competent and resilient human beings; qualities which are modelled by the school community, evident in the nature of the TY programme itself and valued within the local community.

Through a creatively school-designed TY curriculum, all students can avail of opportunities to grow and develop, learning to make more informed choices in senior cycle and beyond.”

Transition Year Programme Statement, NCCA 2024

Programme Overview

The Transition Year (TY) programme at Drumshanbo Vocational School is an essential bridge in our students' educational journey, designed to foster growth in multiple dimensions: personal development, academic advancement, community involvement, and career exploration. This policy document outlines our commitment to delivering a well-rounded TY experience that aligns with the broader goals of the senior cycle curriculum.

The TY programme is uniquely positioned to enhance student development in ways that extend beyond traditional classroom learning. It provides students with the space and time to mature, explore new interests, and cultivate essential skills that will serve them throughout their lives. By emphasizing a diverse range of learning experiences, from project-based learning to hands-on community involvement, we aim to nurture our students into more informed, empathetic, and proactive citizens.

A core component of our TY programme is the emphasis on practical experience through work placements and community engagement. These opportunities not only introduce students to the realities of the workplace but also encourage them to actively contribute to their communities. By engaging in real-world tasks, students develop vital skills such as teamwork, problem-solving, and effective communication. These experiences help students explore potential career paths, make informed decisions about their futures, and gain a deeper appreciation for their roles as active members of society.

At Drumshanbo Vocational School, we are dedicated to fostering an inclusive environment where all students, regardless of their background or abilities, can thrive. The TY programme is designed to be accessible to every student, ensuring that all learners have the opportunity to grow and develop in a supportive environment. To achieve this, we provide tailored educational support to meet individual needs, helping each student access the full benefits of the programme. Our commitment to equity ensures that every student can fully engage with the diverse learning opportunities available during TY.

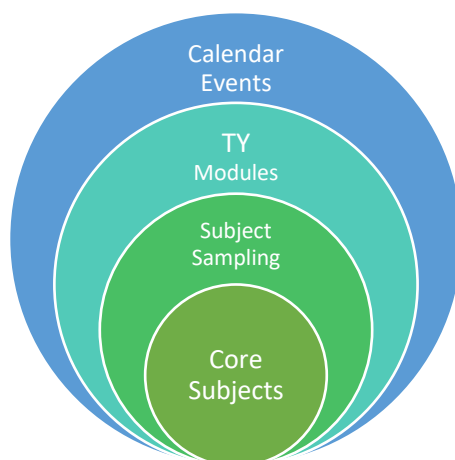
In alignment with our school's values, this policy document reflects our dedication to creating an enriching and inclusive TY experience that prepares students for the challenges and opportunities of senior cycle and beyond. By focusing on personal growth, active citizenship, and career readiness, we aim to empower our students to become well-rounded, confident, and capable individuals ready to take on their future pathways.

Aims and Objectives

Transition Year, as its very name suggests, is a year designed to bridge development from Junior Cycle and Senior Cycle. This one-year programme is designed to be educational whilst looking beyond the academic. It is a year in which students are able to mature and gain greater independence as they move from more dependent learning in Junior Cycle into the a more self-led independent experience of learning in the Senior Cycle. Without the pressure of state examination, Transition Year is an opportunity to explore learning in a shared context, with interdisciplinary approaches with a perspective focused upon the wider community and a socially minded approach to personal development.

- To provide a learning structure which promotes maturation.
- To develop a wide range of cognitive and emotional processes.
- To be learning-led rather than exam-led.
- To provide breadth and balance in the curriculum.
- To provide experiential learning.
- To learn through networking with other schools and social agencies.
- To encourage variety in teaching and learning styles.
- To encourage life skills.

Curriculum



The “Transition Year Onion” demonstrates the diverse nature of learning and learning opportunities during Transition Year.

Core

The Core subjects of English, Mathematics and Irish form the core of our learning and, whilst providing breadth and enrichment within the subjects, are planned with a focus upon easing the transition from Junior to Senior Cycle. These subjects are underpinned with philosophies and curriculum elements from Senior Cycle whilst seeking to broaden student perspectives within the subject through the benefit of more flexible curricula.

Subject Sampling

Subject sampling offers Transition Year students the wide range of subjects currently available in Drumshanbo Vocational School. Whilst students make subject choices from first year onwards, Transition Year is an opportunity to re-evaluate these decisions and explore the range of options available to them in Senior Cycle.

Subject Sampling enables the opportunity for an interdisciplinary approach to learning, seeing real world application of Senior Cycle subjects. This also presents the opportunity each subject may afford in the future world of work.

Our curriculum covers the following areas:

- Arts & Crafts (Art, Craft & Design)
- Architecture & Woodwork (DCG, Construction Studies)
- Business & Enterprise (Business, LCVP)
- Electronics & Robotics (Engineering, Physics, DCG, Maths)
- Food Matters (Home Ec., Biology)
- Local Heritage & World History (History)
- Introduction to Classical Studies

- Modern Foreign Language (French or Spanish)
- Music Appreciation (Music)
- World of Science (Physics/Chemistry, Biology, Ag. Science)

Transition Year Specific Modules

Transition Year affords an opportunity to reach beyond the limits of curriculum study for State Examination. We are privileged in Drumshanbo Vocational to work with group of staff who, through their personal interests and life experience, are able to develop curricula beyond their traditional classroom subjects. These lessons enable students to broaden their horizons and are new opportunities that Drumshanbo students only have through the choice to study in Transition Year.

Transition Year Specific Modules include:

- Careers Guidance
- Physical Education & Outdoor Pursuits
- Computer Studies
- Religion & Contemporary Social Issues
- Legal Studies & Accounting
- Chinese Studies
- German
- Public speaking
- European Studies

Calendar Events

Calendar Events are numerous and form much of the interest for students. We run a busy programme, engaging students as much as possible. We host a range of workshops in the school and also travel to workshops, destinations and events. These events are designed to fulfil the four dimensions of the Transition Year Programme, enabling students to develop through a wide range of experiences throughout the year.

This area will be further outlined in the “Tours and Trips” section.

Subject	Staffing	Weekly Lessons	Course Length	Curriculum
English	Clare Gilmartin, Edward Moran	3	Full Year	Core
Mathematics	Lorraine Devaney, Sharon Feeney	3	Full Year	Core
Irish	Ciara Flynn, Laoise Moran-King	3	Full Year	Core
Agriculture and Horticulture	Ailish Kearns	3	Half Year	Sampling
Spanish	Denise O'Connor, Sabina McLoughlin	2	Full Year	Sampling
Geography	Ciaran MacRaignnall	2	Half Year	Sampling
Music	Aidan Shannon	2	Half Year	Sampling
Classics	Gavin McWeeney	2	Half Year	Sampling
Business Studies	Sharon Feeney	1	Full Year	Sampling
Science	Riona Daly	3	Half Year	Sampling
Physics / Chemistry	Pauline McBarron	2	Half Year	Sampling
Engineering	Fiachra Guihen	2	Half Year	Sampling
Heritage Studies	Emmet Forde	2	Half Year	Sampling
Food and Home Economics	Edel McLoughlin	3	11 Weeks	Sampling
Construction Studies	Sean Scollan	3	11 Weeks	Sampling
Art	Eugene Rooney	3	11 Weeks	Sampling
Design and Communication Graphics	Fiachra Guihen	2	Half Year	Sampling
Performing Arts	Lorraine McLoughlin	2	Half Year	TY Specific
Enterprise	Yvonne Traynor	2	Full Year	TY Specific
Chinese Studies	Edward Moran	2	Half Year	TY Specific
Legal Studies and Accounting	Karen Reynolds	3	Half Year	TY Specific
Sports and Outdoor Pursuits	Breda Travers, Claire Mulleady, Lee Hancox	3	Full Year	TY Specific
Social Education (Young Social Innovators)	Edward Moran	1	Full Year	TY Specific
European Studies	Yvonne Traynor	1	Half Year	TY Specific
Applied Ecology	Lee Hancox	2	Half Year	TY Specific
Computer Studies	Aidan McKeon	2	Full Year	TY Specific
Conversational Spanish	Denise O'Connor	1	Half Year	TY Specific
Conversational French	Sabina McLoughlin	1	Half Year	TY Specific
Conversational German	Beatriz Cendon	1	Half Year	TY Specific

Transition Year Timetable 2024/25

	Monday			Tuesday			Wednesday			Thursday			Friday		
	A		B	A		B	A		B	A		B	A		B
1	Ag / Hor		Legal	Ag / Hor		SPHE	ENT		Legal	PE BT / CM / LH GYM / MAYFLOWER / ASTRO	Maths			Maths	
0900	AK LAB 1		KR Mus1	AK LAB 1		EMcL Mus1	YT 208		KR Mus1		SF 202			LD Mus 1	
2	ENGLISH		ENGLISH	CAR		CAR	ENT		Soc		ENGLISH			ENGLISH	
940	EM Mus1		CGn 204	DH Mus1		SE 208	YT 208		EM Mus1		EM Mus1			CGn 204	
3	Maths		Maths	Pub		Pub	Spanish	French	Spanish		Spanish	French		Ger	
1020	SF 202		LD Mus 1	CG 208		EM Mus1	BC Mus1	203 SMCL	DOC 301		DOC 301	203 SMCL		BC Mus1	
Break															
4	Spanish	French	Spanish	ENG		Her	DCG		APP ECO	GEO		Eur	Ag / Hor		Her St
1120	BC Mus1	203 SMCL	DOC 301	FG ENG		EF MF1	FG DCG		LH LAB1	CMR 205		YT 303	AK LAB 1		EF MF1
5	SPHE		Chin	ENG		Comp	Maths		Maths	MUS		Sci	PH / CH		Legal
1200	EMcL 401		EM Mus1	FG ENG		AMcK 208	SF 202		LD Mus 1	AS MF1		RD Lab 2	PMcB Lab 1		KR Mus1
6	GEO		Sci	PH / CH		Comp	Irish	Eng Com	Irish	Classic		Sci	Food	Art	Wood
1240	CMR 205		RD Lab 2	PMcB Lab 1		AMcK 208	LMK Mus1	SH 402	CF 202	SH 403		RD Lab 2	EMcL HER	ER ART	SS WWR
LUNCH													Food	Art	Wood
7	Irish	Eng Com	Irish	DCG		APP ECO	ENG		Bus	Irish	Eng Com	Irish	EMcL HER	ER ART	SS WWR
1400	LMK Mus1	SH 402	CF 202	FG DCG		LH LAB1	FG ENG		SF Mus1	LMK Mus1	SH 402	CF 202			
8	MUS		ENT	Soc		Per Arts	ENGLISH		ENGLISH	Comp		Chin			
1440	AS MF1		YT 208	EM 204		LMcL Mus 1	EM Mus1		CGn 204	AMcK 208		EM Mus1			
9	Classic		ENT	BUS		Per Arts	Food	Art	Wood	Comp		Acc			
1520	SH 403		YT 208	SF 208		LMcL Mus 1	EMcL 208	ER ART	SS WWR	AMcK 208		KR Mus 1			

Learning Support and Transition Year

The Transition Year (TY) Programme at Drumshanbo Vocational School offers significant benefits for all students through allowing the course to adapt to the needs of each student. This year-long, flexible curriculum allows students to learn at their own pace, providing them with the time and space needed to grow in confidence and independence. By stepping away from the pressure of high-stakes exams, TY enables these students to explore their strengths, build resilience, and develop critical life skills in a supportive environment. The emphasis on project-based learning, practical experiences, and creative subjects helps students engage in ways suit each learner, boosting their self-esteem and motivation. Furthermore, the opportunity for work placements and community involvement fosters social skills, autonomy, and a sense of belonging, all of which are particularly beneficial for students who may face challenges in a traditional academic setting.

Drumshanbo Vocational School is committed to ensuring that the TY Programme is fully accessible to students with specific learning needs. Our dedicated support team collaborates closely with subject teachers to differentiate instruction, ensuring that every student can engage meaningfully with the curriculum. The programme includes tailored supports such as assistive technology, individualized learning plans, and flexible assessment methods to accommodate diverse learning styles. Regular one-on-one support sessions and small group workshops are provided to address specific challenges, enabling students to thrive in both academic and non-academic activities. Additionally, work experience placements are carefully chosen to align with the interests and capabilities of each student, ensuring they gain practical, hands-on experience in a setting where they can succeed. By creating a nurturing, inclusive environment, Drumshanbo Vocational School empowers students with learning needs to make the most of their TY experience, setting them up for future success in their educational journey.

Tours and Trips

The Transition Year Programme encompasses a wide range of activities outside of the classroom. These are often linked to our timetabled lessons or may go further beyond our typical curriculum to bring further enrichment and experiential learning to our students.

All staff are encouraged to propose trips, workshops or events for students. The Transition Year Programme is, indeed, a team effort and encompasses the efforts of all members to ensure a full and varied curriculum can be offered to our students.

24/25 TY Calendar																																				
2024																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Aug	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa					
																												TY Start	Strandhill Surfing							
Sep	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo						
													Enterprise Workshop				TY Expo							Drama Workshop	Legal WS											
Oct	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th					
	Paintball	Legal Studies							Legal Studies							Legal Studies		Maths Workshop						Legal Studies			Halloween Pumpkins	Mid Term Break								
Nov	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
				Junk Kouture		Legal Studies	AVCON				Animation Workshop		Olympic Handball							Heritage Museum							RSA Road Safety									
Dec	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu					
		Work Experience								Ice Skating		YSL Lunch	SciFest						Mary Poppins		Christmas Break															
2025																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Jan	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr					
								First Aid Training							YSL Activities					Pallas Driving	Spanish Drama		Spanish Drama					Spanish Drama		Spanish Drama						
Feb	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr								
					Gaisce Overnight Achill Island					Work Experience					Mid Term Break										Fencing Workshop											
Mar	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo					
				Enterprise County		SLGO YSL				FOREIGN TRIP																										
Apr	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th					
									HAND BALL																				Work Exp							
May	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa					
	Work Exp							Lough Allen	Enterprise					Bike Ride		Lough Allen					Lough Allen Kayaking		Lough Allen						Graduation Ceremony							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					

Work Experience

The work experience component of the Transition Year (TY) programme at Drumshanbo Vocational School is designed to provide students with a first-hand insight into the working world, enriching their educational experience beyond the classroom. This initiative is integral to the TY curriculum, allowing students to explore potential career paths, develop essential life skills, and gain practical experience that fosters their personal and social development. Through work placements, students are exposed to real-world professional environments, helping them better understand the dynamics of various industries, and enabling them to make more informed decisions regarding their future educational and career paths.

Work experience offers several benefits, including enhancing students' confidence, communication skills, and ability to work independently. It encourages them to take responsibility, meet deadlines, and adapt to different social and professional settings. These experiences also promote critical soft skills such as teamwork, problem-solving, and self-management, which are crucial for their overall growth.

Process and Support for Work Experience

At Drumshanbo Vocational School, students are encouraged to source their own placements, fostering initiative and independence. However, they are supported throughout the process by teachers and the TY Coordinator. The programme includes three structured work experience sessions during the academic year, each lasting one week. This ensures students gain exposure to a variety of professional settings, allowing them to explore multiple career options.

To facilitate a successful experience, students are provided with detailed guidelines on securing placements, preparing for their roles, and maintaining a reflective diary throughout their time at the workplace. They are also encouraged to write thank-you letters to employers as part of their professional development.

Accommodations for Students with Specific Learning Needs

Drumshanbo Vocational School is committed to ensuring that all students, including those with specific learning needs, can fully participate in work experience. The school collaborates with employers to make necessary accommodations, such as adjusting tasks or providing additional supervision, ensuring that each student has a positive and meaningful placement. In cases where students may face challenges in traditional work environments, alternative placements or work shadowing opportunities are arranged to suit their needs, allowing them to gain similar benefits in a supportive setting.

The school's inclusive approach ensures that every student, regardless of their abilities, has the opportunity to develop practical skills, grow in confidence, and prepare for their future roles in society. This aligns with our mission to provide equal opportunities for all learners, fostering a sense of belonging and achievement through the Transition Year programme.

Teaching within Transition Year

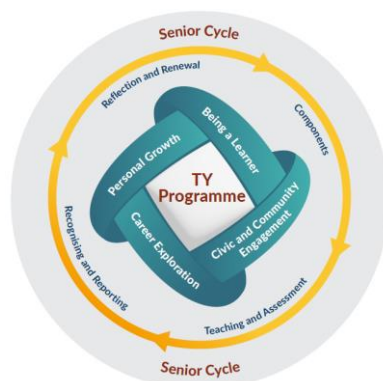
“TY affords teachers the opportunity to be innovative in devising and delivering high quality broad-based teaching and assessment opportunities to support student learning.”

TY Programme Statement, NCCA, 2024

The absence of state examination in Transition Year affords a certain flexibility of teaching. Staff are encouraged to foster a love of learning and interest in their subjects through the materials they choose and the learning styles they adopt within the classroom. Transition Year is an ideal time for Project-Based Learning, interdisciplinary approaches and student-led objectives among many other practices.

Teaching across the Transition Year programme at Drumshanbo Vocational School should be characterised by the setting of high expectations for all learners within a classroom environment that responds to the strengths and needs of all learners. An awareness of student needs coupled with a heightened focus upon Student Agency in terms of their learning pathways and learning outcomes leads to great opportunity for development within subject learning in the TY programme.

It is accepted that the four student dimensions of learning in Transition Year apply to each child individually. When learning outcomes align with these dimensions, it is more powerful for student progress and development. The use of digital technologies and extended tasks such as projects, investigations and competitions all lead to greater ownership of learning amongst the students as well as developing far more meaningful collaboration opportunities.



Student Dimension	Description
Personal Growth	Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.
Being a Learner	Building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.
Civic and Community Engagement	Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in ethical and sustainable ways.
Career Exploration	Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.

The Transition Year Programme at Drumshanbo Vocational School covers much more than just timetabled lessons in classrooms. It is through the many aspects of our curriculum that we are able to cover these four key dimensions. There are a range of subject lessons, workshops, competitions, initiatives, tours and trips that enable students to prosper in each of the four dimensions. By focusing on these dimensions, the programme promotes holistic development, ensuring that each student is supported in multiple aspects of their growth.

Integrating Student Dimensions with Assessment in Transition Year

Assessment within the Transition Year Programme encompasses more than academic results. At Drumshanbo Vocational School, assessment is designed to be both **formative** and **summative**, supporting the continuous development of students across these four dimensions. The use of portfolios, reflective journals, presentations, and project-based learning allows for a comprehensive assessment approach that aligns with the goals of the TY programme. This structure ensures that assessment is not just about measuring academic success but also about recognizing the holistic growth of each student in areas beyond traditional academics.

By aligning assessment with the four Student Dimensions, Drumshanbo Vocational School provides a rich and supportive environment that encourages students to grow as individuals, learners, citizens, and future professionals. This integrated approach helps students to become more self-aware, independent, and ready to face the challenges of senior cycle education and beyond.

1. Personal Growth

This dimension focuses on the social, emotional, and personal development of students. It emphasizes the cultivation of confidence, self-awareness, empathy, autonomy, and leadership. Activities under this dimension include wellness workshops, personal goal-setting, and reflection exercises, which help students to develop resilience and interpersonal skills.

- **Link to Assessment:** Assessment in this area is largely formative, focusing on self-reflection and personal development. Students maintain reflective journals and portfolios where they record their progress, set personal goals, and review their achievements. Teachers provide feedback on these reflections, encouraging students to think critically about their personal growth and well-being. This reflective approach helps students to become more self-aware and to take ownership of their personal development.

2. Being a Learner

The focus of this dimension is on enhancing students' learning skills, fostering a love of learning, and preparing them for the more independent study required in the senior cycle. It encourages students to explore various learning strategies, embrace digital literacy, and develop critical thinking skills.

- **Link to Assessment:** The assessment methods here include project-based assignments, presentations, and digital portfolios. Teachers assess students' ability to engage in independent learning, apply critical thinking, and demonstrate creativity. Peer and self-assessment are also used to help students gain insight into their learning processes and to foster a deeper understanding of how they can improve their academic skills.

3. Civic and Community Engagement

This dimension encourages students to actively participate in their communities, understand social responsibilities, and develop as empathetic citizens. It includes activities like volunteering, community projects, and sustainability initiatives, which foster a sense of civic duty and social awareness.

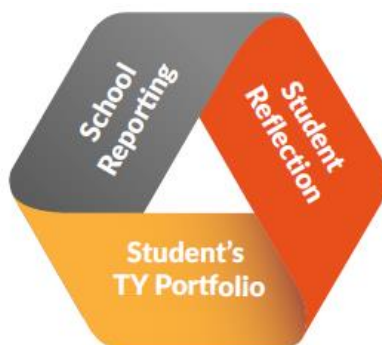
- **Link to Assessment:** Assessment in this dimension is centered on students' participation in community projects and their reflections on these experiences. Students are often asked to write reflective reports or present on their involvement in community work, which allows them to articulate what they have learned about civic engagement and social responsibility. Feedback from teachers, as well as from community partners, is used to evaluate students' contributions and to encourage further personal growth.

4. Career Exploration

This dimension provides students with opportunities to explore potential career paths and develop work-related skills. It includes activities such as work placements, career guidance sessions, and workshops with industry professionals. The aim is to help students make informed decisions about their future career choices.

- **Link to Assessment:** Students are assessed based on their participation in work placements, as well as their ability to reflect on these experiences. Reflective diaries, reports on work placements, and presentations are used to evaluate how students connect their experiences with their career aspirations. Employers' feedback is also considered in assessing students' competencies, including communication, teamwork, and problem-solving skills.

Reporting



In Drumshanbo Vocational School, the Transition Year programme uses a comprehensive reporting system that integrates three key elements to assess and celebrate student progress: the Student Portfolio, Student Reflection, and School Reporting. Together, these elements provide a well-rounded approach to capturing each student's achievements and personal development throughout the TY year.

1. Student Portfolio

The Student Portfolio is a collection of work that students compile over the course of the year. It serves as a central tool for documenting their learning experiences, achievements, and reflections. This portfolio may include projects, reflective journals, reports on work experience, evidence of community involvement, and examples of creative work. The portfolio is used as both an assessment tool and a means for students to showcase their learning journey.

2. Student Reflection

The Student Reflection component involves students critically reflecting on their experiences during the TY year. This might take the form of written reflections, oral presentations, or end-of-year interviews where students articulate their learning, personal growth, and future aspirations. Reflections help students to internalize what they have learned and understand how their experiences have contributed to their development.

3. School Reporting

In line with the whole school reporting policy, Transition Year reports are published twice yearly at Christmas and Summer. Maths, English and Irish will report with percentage scores at both points whilst all other subjects will provide a comment at Christmas and Summer. These comments cover not only academic performance but also participation in projects and class activities.

Drumshanbo Vocational School focus upon an assessment format for Transition Year that is holistic, focusing on both academic and personal growth. This approach encourages students to take responsibility for their learning while providing parents and teachers with a clear picture of each student's journey throughout the Transition Year.

Review and Evaluation

Drumshanbo Vocational School will review its Transition Year Programme consistently throughout an annual cycle. Reviews will be sought through individual verbal feedback, online surveys or student focus groups. Student reflection and the TY portfolio will also provide relevant information when seeking programme evaluation.

Collated data can then be used to consider the school's efficacy in meeting the developmental indicators across all four Student Dimensions.

Broad Questions to consider in Evaluation are:

- how is the school's TY programme fulfilling the aspirations of the rationale of the TY Programme Statement?
- how can the aims of the TY Programme Statement be better achieved?
- how is the TY programme supporting development across all four Student Dimensions and how could it be improved?

Each of the four Curriculum Dimensions need to be individually evaluated, considering for example:

- reflecting back - the evaluation needs to consider what worked well and what did not work well in each Curriculum Dimension
- reflecting forward - the evaluation needs to plan how to build on successes and learn from shortcomings in each Curriculum Dimension.

In reviewing large school events, the following questions will be considered

- How many of our Transition Year students were engaged by this event?
- How did this event support the needs of our students?
- In what ways did this event challenge our students?
- How well-aligned was this event with the broader policy framework of the school?
- How successful was this event in using the resources available to the Transition Year programme?

These evaluations and reviews can take place throughout the programme's operation. Indeed, it is valuable for these questions to be asked in a timely manner to gauge responses accurately.

It is then important for these responses to be collated and reported by the programme coordinator. This report will be issued to the Principal along with recommendations for changes to the programme for the coming year. This will all then be communicated to the staff cohort at the beginning of the new school year along with the requisite adjustments to the programme for the coming year.