

SEAG INFORMATION EVENING

Thursday
1st May 2025




SEAG Schools'
Entrance
Assessment
Group



SEAG

www.seagni.co.uk

Sign in 

SEAG Schools'
Entrance
Assessment
Group

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[Guidance for Parents](#) 

**Welcome to
the SEAG
website**



OBJECTIVES:



- to convey how Carrickfergus Grammar School intends to familiarise children with the in-house arrangements for SEAG 2025;
- to outline factual information regarding the process for the SEAG assessments 2025;
- to offer some advice on how best to support your child in preparation for the assessments;
- to answer any questions you may have.

<https://seagni.co.uk/>





The 2025 SEAG Entrance Assessment - Key Dates

- **Registration Period**

Monday 19th May 2025 (8.00am) –

Friday 19th September 2025 (11:59pm)

- **Familiarisation Event**

Friday 24th October 2025

- **SEAG Entrance Assessment Paper 1**

Saturday 15th November 2025 (am)

- **SEAG Entrance Assessment Paper 2**

Saturday 22nd November 2025 (am)

- **SEAG Outcomes released to Parents / Guardians**

Saturday 24th January 2026 (online)



FAMILIARISATION DATE

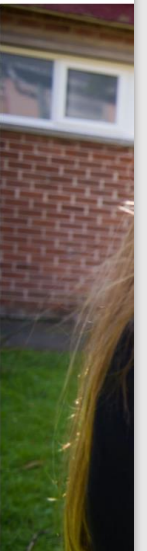
Friday 24th October 2025

Between 3.30pm and 5:00pm



PURPOSE of FAMILIARISATION:

- to see the room where pupils will undertake assessments;
- to simulate a typical SEAG experience, including entering the school, going to classroom, hearing the instructions, toilet stop and undertaking some practice questions;
- to answer any questions children may have;
- to address any arising issues before the first assessment.



ASSESSMENTS UNDERTAKEN in CLASSROOMS



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SEAG EXPERIENCE at CGS:

- Arrival and escorting to rooms;
- Time between arrival at room and start of test;
- What stationery is permitted;
- Instructions heard;
- Exit

SEAG School
Entry
Assessment
Group



SEAG EXPERIENCE at CGS:

- Arrival and escorting to rooms:
 - Arrival 45-50 minutes prior to test;
 - Grouped in Assembly Hall by room;
 - Escorted to room by supervisor



SEAG EXPERIENCE at CGS:

- Time between arrival at room and start of test:
 - Settled at desk;
 - Toilet stop;
 - Reading of instructions;
 - 'Quieten down' period.



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SEAG EXPERIENCE at CGS:

- What stationery is permitted and what should be brought:
 - School supplies pencils and rubber
 - Bring Emergency medication if necessary.
- What should NOT be brought:
 - Mascot;
 - Watch;
 - Smart Phone and Electronic Devices;
 - Pencil Case;

Water available if necessary.



SEAG EXPERIENCE at CGS:

- Escorted back to Assembly Hall;
- Collected by parents on morning of assessments.



PRINCIPLES of CGS ARRANGEMENTS:

- to make children feel as comfortable as possible;
- use of classrooms;
- simulating experience through familiarisation;
- zoning pupils from same school in rooms;
- ensuring consistency with supervision;
- creating optimal conditions for success.





Study skills



Strategies to help your child
achieve academic success

Mark Roberts
English teacher and Director of Research

Collins

You can't revise
for **GCSE English!**

YES

YOU

CAN

and Mark Roberts
shows you how

Collins

You can't revise
for **A-Level English
Literature!**

YES

YOU

CAN

and Mark Roberts
shows you how

MATT PINKETT and MARK ROBERTS

BOYS DON'T TRY?

RETHINKING MASCULINITY IN SCHOOLS



A David Fulton Book

THE BOY QUESTION

HOW TO TEACH
BOYS TO SUCCEED IN
SCHOOL

MARK ROBERTS

A David Fulton Book

Belfast Telegraph

Teacher's book aims to unlock the secrets of success for schoolboys

New publication explores underachievement of male pupils and how to address it

By Mark Bain

ACO Antrim teacher has written a book exploring why boys here struggle academically.

For Mark Roberts of Carrick Grammar School, getting the best from male pupils has become a specialist subject, leading to the release of *The Boy Question*.

It is a follow-up to his co-authored 2019 *Boys Don't Try?*.

With three young boys of his own, it is no surprise that is his area of expertise.

While the first publication was aimed at dispelling some of the myths around boys failing to achieve where girls succeeded, the second explores what is holding male pupils back academically and how best to help them succeed.

As well as putting the finishing touches to *The Boy Question*, he has also been working on an A-level revision guide.

"I suppose I do like a chal-

lenge," he said. "The book writing ended up with quite a few long evenings, but I'm delighted to get to this point where it's ready to go out there."

The book answers nine key questions which kept cropping up, from examining how to motivate boys to work hard, to how to get them reading more.

Last month a team of experts published a report into underachievement. Fair Start detailed 47 actions for the Department of Education to begin addressing the situation.

"Overall, it's great that underachievement is being highlighted and tackled in this way," said Mark. "The issue over boys in particular is one that's been around in education for some time."

"A perceived lack of ambition to succeed, poor attitudes towards learning, lower literacy levels and a reluctance to read for pleasure have all been debated before. What I've tried to do



is provide teachers with a way of trying to address those issues."

He admitted that there is now a lot of pressure on him as a teacher and a parent to put his methods into practice.

"Boys are often seen as not wanting to work too hard as it isn't 'cool', particularly amongst working class boys," he said.

"They try to get by on minimum effort but this book is looking at ways of tapping into that potential and bringing it out,

getting away from the peer pressure boys tend to bow to more than girls, and focusing on the best ways to engage them in the classroom."

He added: "Research has shown that lockdown has widened the gender attainment gap in education even further."

"Teachers have always been aware of the 'boy problem' and after months of home-schooling, more parents are now aware of boys' struggles to ask for help. They want to know how best to assist their learning."

"That's something I'm thinking about next – how to speak directly to parents, how to get them thinking about how best to motivate boys to succeed."

"There are strategies we can adopt, ideas we can bring into the curriculum to make education enjoyable."

The Boy Question offers an abundance of practical advice for the busy classroom teacher and is released this week.

Valuable lesson: Mark Roberts, and his new book

What do parents of successful students do?

1. Have high academic expectations
2. Communicate regularly
3. Promote good reading habits
4. Set clear study rules



Castro et al. (2015)



BIGGEST FACTOR ON
GRADES



EDUCATION SEEN AS
VERY IMPORTANT



TEACHERS VALUED
HIGHLY





Have you ever said any of the following?

“They’re not academic like their sister/brother”

“They’ve always been better at practical things”

“I hated maths when I was at school”

Each time a parent says that their child “isn’t a maths person”, it can have **a very serious and negative impact on the child’s beliefs** about maths potential

(Busch and Watson, 2021)



GET THE BALANCE RIGHT



ENSURE THEY USE EFFECTIVE STUDY
TECHNIQUES



HELP THEM STAY MOTIVATED

Get the balance right

Reduce homework support over time:

**Students who did homework alone did
10% better in exams**

(Fernandez-Alonso et al., 2015)

1. Ensure they use effective study techniques

What's 13×9 ?

Answer

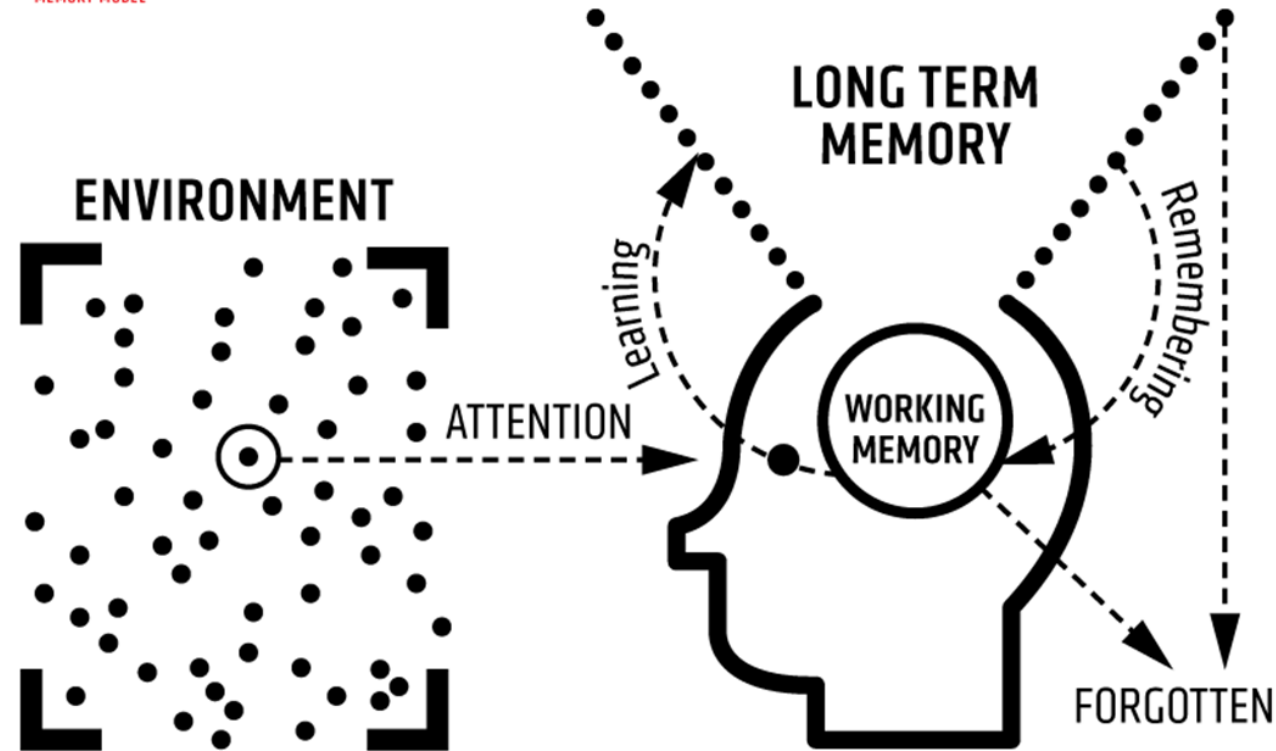
117

How did you work it out?

- $13 \times 10 = 130$. Then $- 13 = 117$
- $9 \times 10 = 90$. $9 \times 3 = 27$. Then $90 + 27 = 117$
- I just knew it because I'd memorised 13 times tables??

How does our memory work?

**OLI
CAV** OLIVER CAVIGLIOLI
@olicav
olicav.com
WILLINGHAM'S SIMPLE
MEMORY MODEL



Making the most of our memory

How students often study for a test...

The Gunpowder Plot

What was the Gunpowder Plot?

The Gunpowder Plot was a failed attempt to assassinate King James I of England during the Opening of Parliament in November 1605. The plan was organised by Robert Catesby, a devout English Catholic who hoped to kill the Protestant King James and establish Catholic rule in England.

When was the Gunpowder Plot?

The Gunpowder Plot itself was foiled in the early hours of 5 November 1605. Catesby and the core group of conspirators first met and swore an oath of secrecy on 20 May 1604. At first, they had planned to tunnel beneath the Houses of Parliament, but in 1605 they were able to rent a cellar located directly beneath the House of Lords. Dozens of barrels of gunpowder were moved in, and explosives expert Guy Fawkes prepared to ignite the cache during the Opening of Parliament.



The Gunpowder Plot

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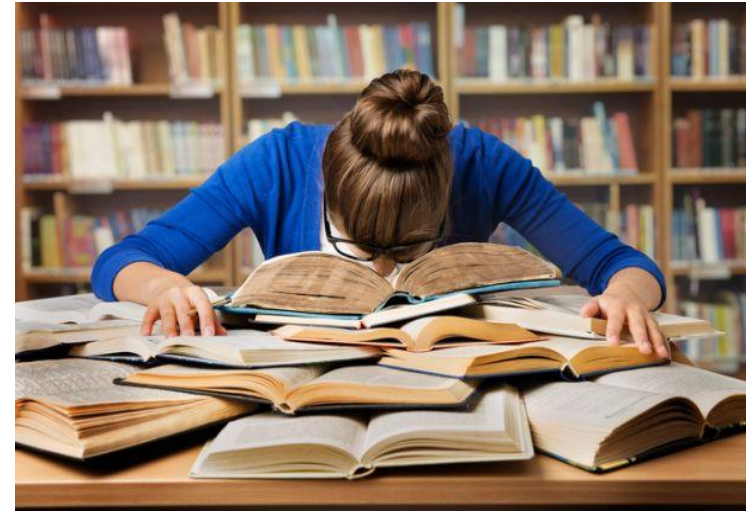
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2. What are the best (and worst) study techniques?

- The two most popular study methods...



Effectiveness	Technique	Explanation
Low utility 	Rereading notes, textbooks, revision guides etc.	<ul style="list-style-type: none"> • Gives students a shallow understanding of what they have read • Any benefits tend to be short-term in nature • Can often remember things shortly after rereading but struggle with long-term recall and comprehension
Low utility 	Highlighting	<ul style="list-style-type: none"> • Gives students an illusion of fluency yet offers little long-term cognitive benefit • Students usually mark too much text when highlighting, so key information is less likely to be remembered • Novices find picking out the main points of a topic difficult • Students who use highlighters during tests only perform at a similar level as those who have merely read the text

- The most effective study method...

High utility 	Retrieval practice	<ul style="list-style-type: none">• Using aids like flashcards forces students to recall information from memory• Makes students face up to the gaps in their knowledge• Offers clear advantages in follow-up assessments
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Students who test their knowledge perform better on tests than those who simply study

Proportion of recall on final testing

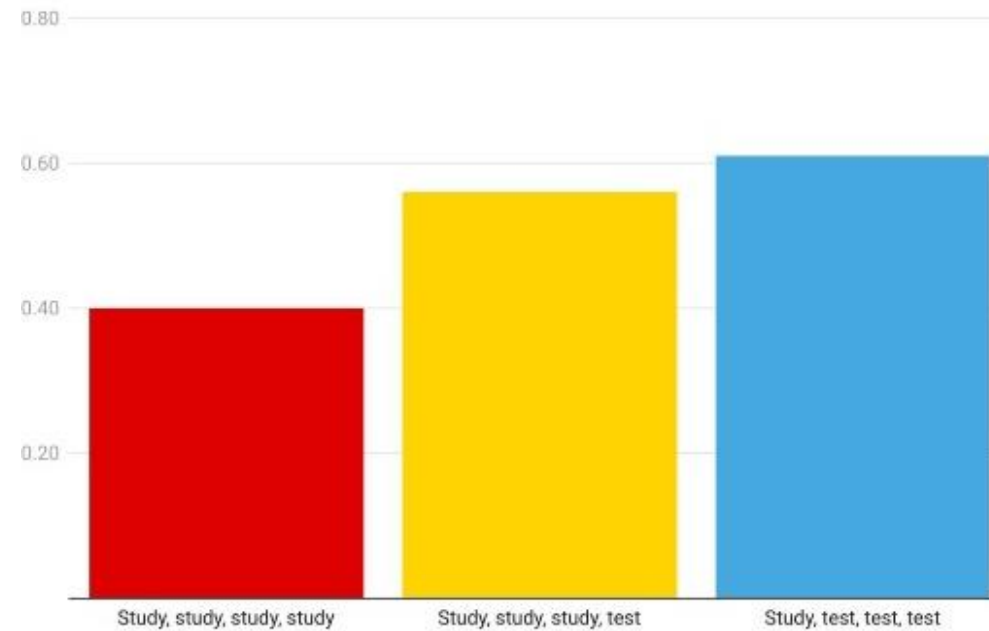
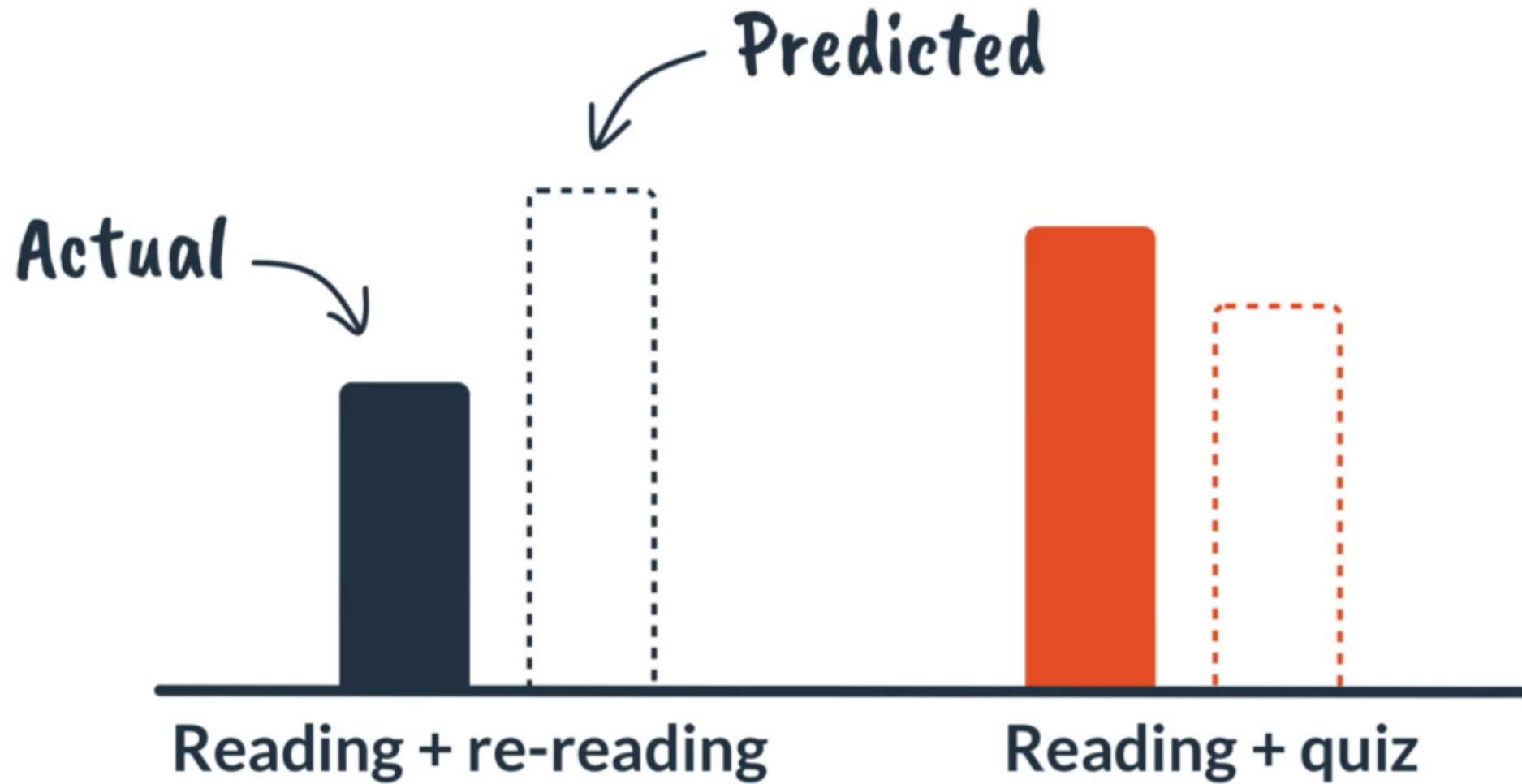


Chart: InnerDrive • Source: Roediger and Karpicke, 2006 • Created with Datawrapper



Adapted from: Roediger & Karpicke (2016) *Test-enhanced Learning*

How to create a flash card

STEP 1

On one side of the card, write a question:

STEP 2

On the other side, write down the information you need to remember

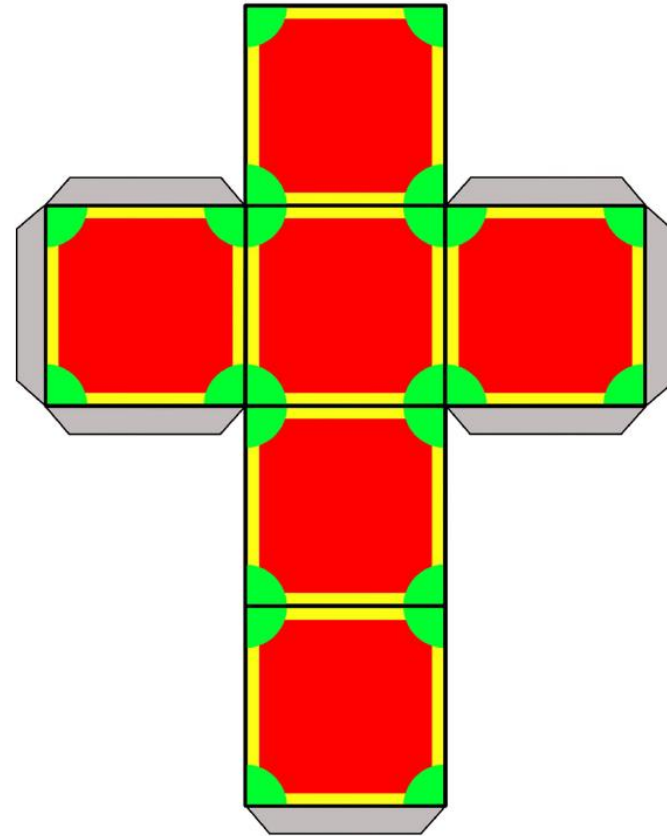
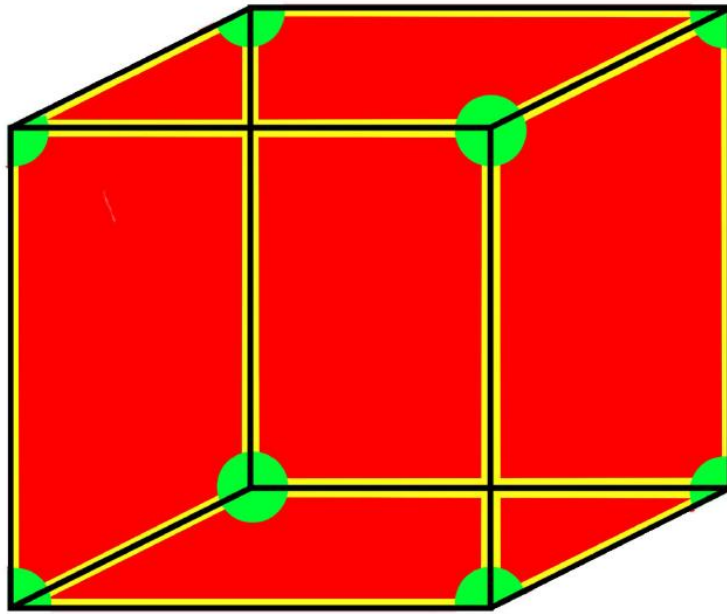
This might use quick bullet points, formula, diagrams or longer sentences:

Name 5 synonyms for hot

1. tropical
2. balmy
3. searing
4. scorching
5. humid

What are the properties of a cube?

Properties of a Cube



Faces:6 Vertices:8 Edges:12

What else could
go on flashcards?

Spelling revision

- separate
- definitely
- unnecessary
- rhythm
- embarrassed
- accommodation
- principal
- receive
- stationery
- disappointed

Vocabulary revision

- albeit
- adjoining
- audacious
- primarily
- whilst
- detrimental
- mutiny
- anguish
- forlorn
- coax

Word class revision

- noun types
- adjective
- adverb
- preposition

Maths revision 1

- Degrees in circle/square/straight line/triangle
- Different types of triangle (equilateral, isosceles, scalene, right angled)
- Different types of angles (right, acute, obtuse, straight, reflex)

Maths revision 2

- Formula for area of triangle
- Formula for volume of cubes/cuboids
- Reflections (mirror line)
- Multiply/division by 10/100

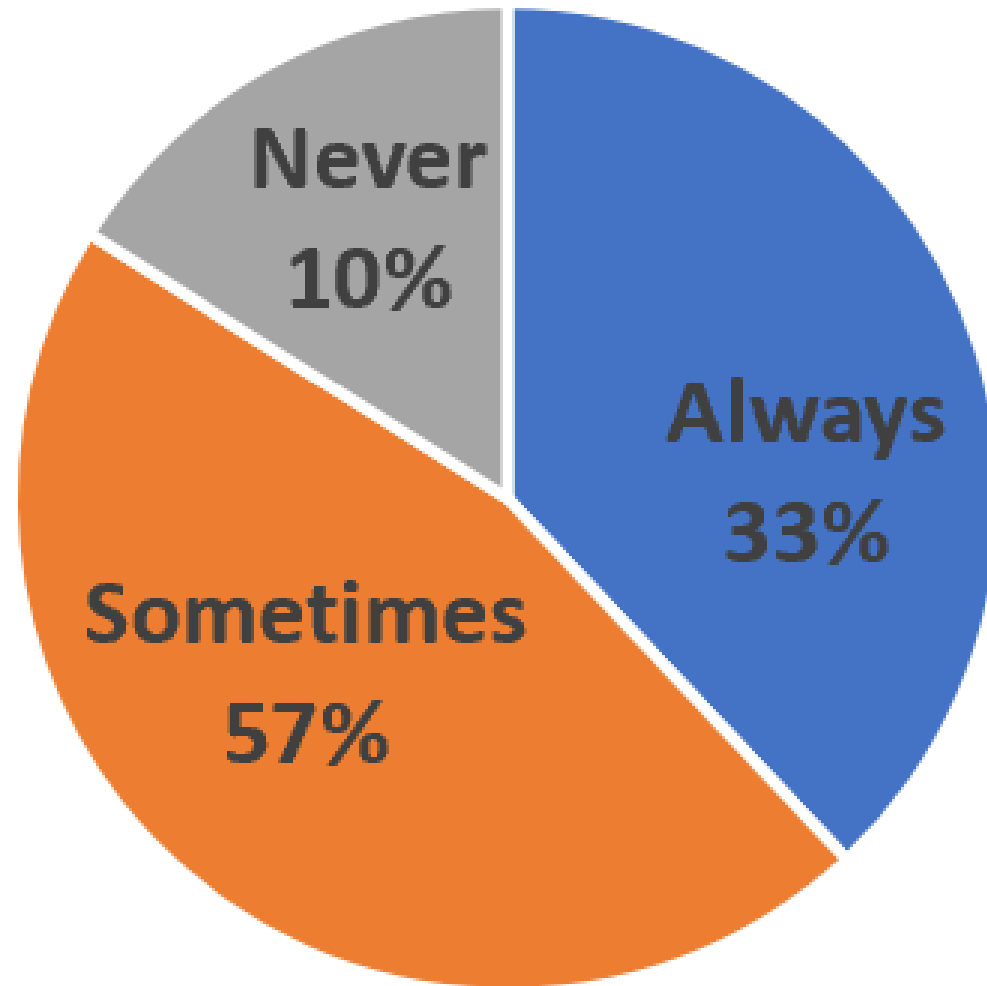
Important points to remember

- Make sure they don't write down the wrong answer
- Notes must be away
- They must leave a long enough pause before checking

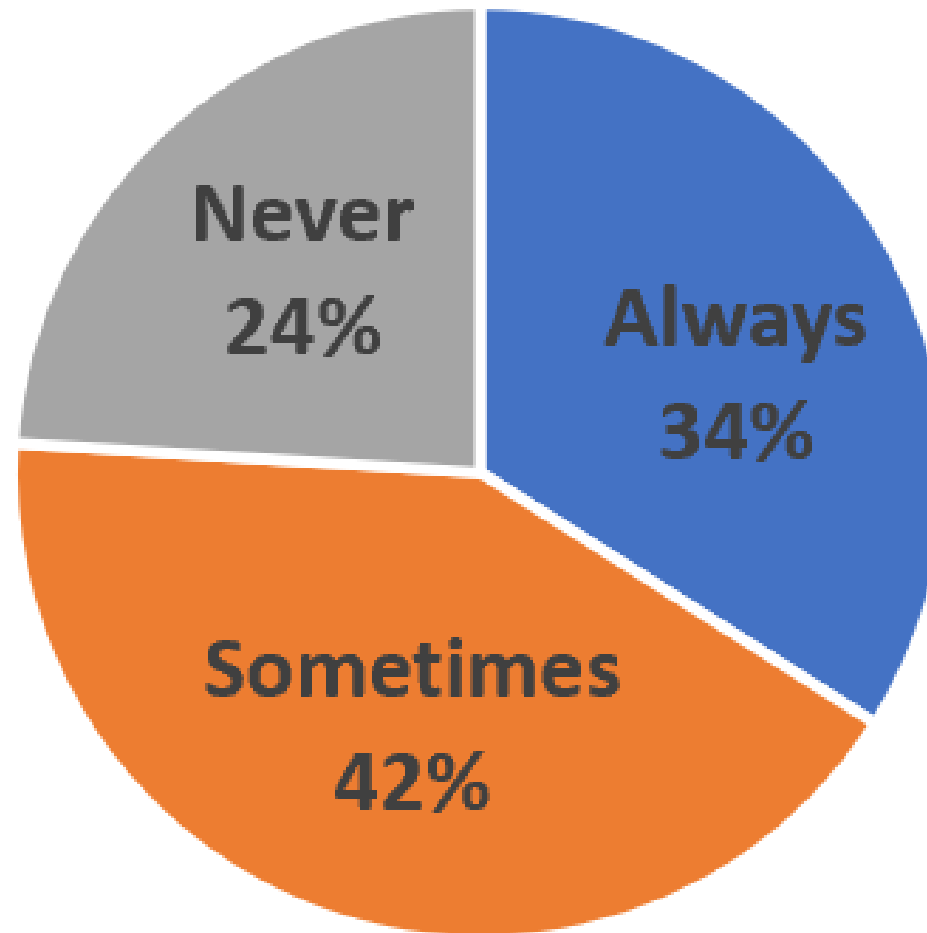
Year 8 CGS Study Habits

- Survey of all pupils
- Anonymous
- Some key findings...

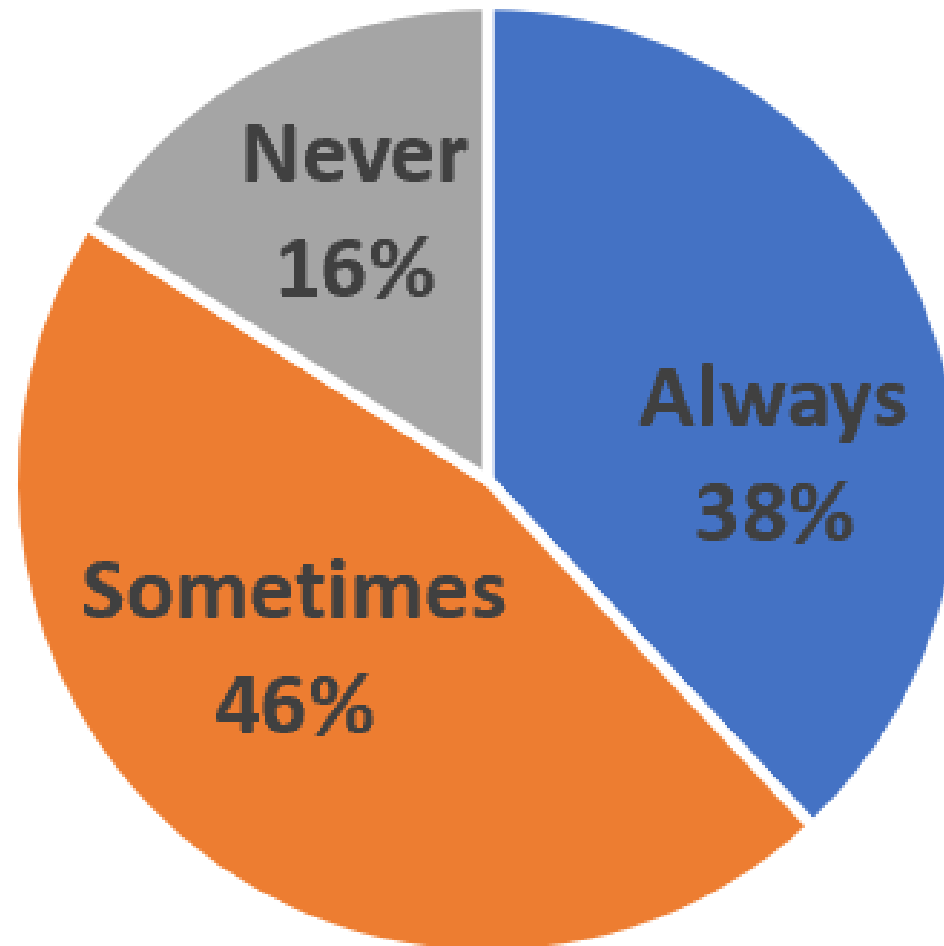
I use flash cards



I ask my family to quiz me



I ask for help when I'm stuck



2. Help them study in the best environment

A. Put away your phone

Mere presence of phone during revision, even untouched, leads to student's performance being **20% worse**.



B. Don't listen to music

Students who revised
without music
outperformed those
who revised to music
by over 60%



C. Choose a suitable place to study

- bright enough lighting
- noise disrupts our ability to think clearly



D. Ensure they get plenty of sleep

Lack of sleep hinders
ability to memorise
knowledge

(Walker, 2009)



Parents thought
children were getting
9 hours a night but
they were actually
getting 8 hours!

(Short et al., 2013)



3. Help them get organised and stay motivated

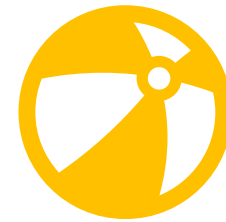
What happens when we procrastinate to avoid studying?



makes us feel
unhappy



increases
feelings of guilt
and anxiety



We don't enjoy the
fun thing we're
doing instead!

	Mon	Tue	Wed	Thu	Fri		Sat	Sun
School Day						Morning		
After School						Afternoon		
Evening						Evening		

	Mon	Tue	Wed	Thu	Fri		Sat	Sun
School Day						Morning	Football	Study
								Church
After School	Study	Visit gran	Study	Drama club	Study	Afternoon	Study	Study
		Study						Work
Evening	Football	Free time	Football	Study	Work	Evening	Free time	Free time
				Free time				

Year 8 English Summer Exam Reflection

Mark: _____

Percentage: _____

Class average: _____

1. How did you prepare for the exam?

a) Rereading notes Time: _____

b) Self-quizzing Time: _____

c) Flash cards Time: _____

d) Writing practice paragraphs Time: _____

e) Acting on feedback Time: _____

2. Do you feel like you prepared enough for the exam?

Yes No

Explain: _____

3. How confident were you going into the exam?



Not very

Very

4. What percentage of marks did you lose on the exam in these areas?

a) Not reading question carefully _____

b) Lack of knowledge _____

c) Ran out of time _____

d) Didn't answer question _____

e) SPaG mistakes _____

f) Vocab/terminology error _____

g) Analytical writing issue _____

h) Creative writing issue _____

5. What do you need to do differently next time to prepare for exams?

6. Set yourself two revision targets for the next time:

a) _____

b) _____

7. How happy are you with your performance on the exam?



Not very

Very

SEAG Practice Paper Reflection

Paper No: _____ Mark: _____ Percentage: _____

1. How did you prepare for the test?

a) Rereading notes Time: _____

b) Self-quizzing Time: _____

c) Flash cards Time: _____

d) Maths practice questions Time: _____

e) English practice questions Time: _____

2. Do you feel like you prepared enough for the test?

Yes No

Explain:

3. How confident were you going into the test?



Not very

Very

4. What percentage of marks did you lose on the test in these areas?

a) Not reading question carefully _____

b) Lack of knowledge _____

c) Ran out of time _____

d) Didn't answer question _____

e) SPaG issues _____

f) Vocab issues _____

g) Maths calculations _____

h) Poor concentration _____

5. What do you need to do differently next time to prepare for tests?

6. Set yourself two revision targets for the next time:

a)

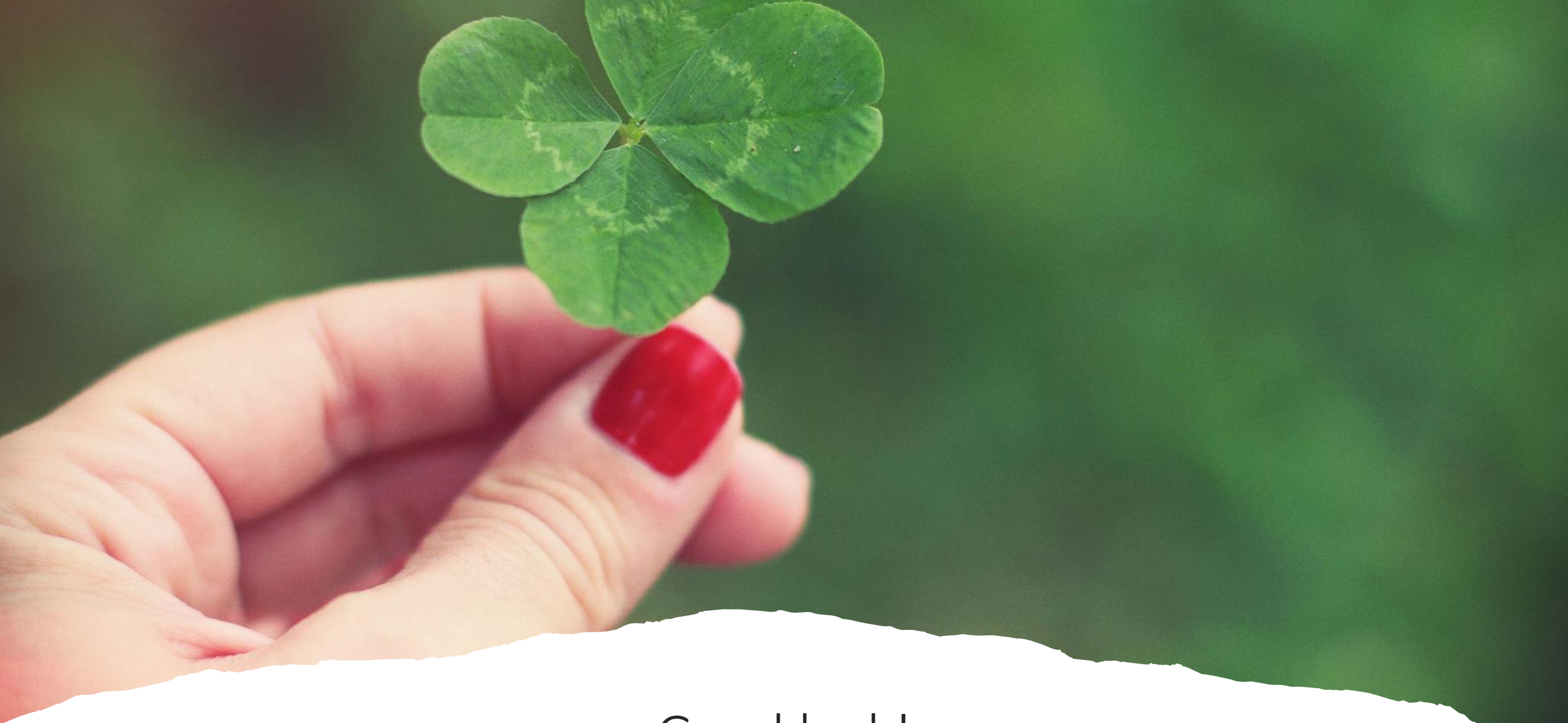
b)

7. How happy are you with your performance on the exam?



Not very

Very



Good luck!



The 2025 Entrance Assessment

The Registration Process (Be Prepared)

Parents / Guardians will:

- ✓ use a portal on the website www.seagni.co.uk to register their child by completing a “Pupil Application”.
- ✓ need to have the following documentation to hand:
 - Pupil’s Birth Certificate / Passport / Residence Permit
 - Pupil’s Photograph – a head and shoulders picture

and, if claiming exemption from the £20 registration fee:

- Current Free School Meals Eligibility Entitlement (FSME) approval documentation provided by the Education Authority (EA) **with the child’s name and date of birth:**
 - i.e. EITHER a FSME confirmation email from EA
 - OR an appropriate screenshot from the parent’s account in the EA portal
 - OR a FSM “Entitlement Letter” from EA

What do I need to apply?

Before you begin your application you must have the following documentation to hand:



Pupil ID

A scanned copy or photograph of the Pupils Birth Certificate, Passport or Residency Permit (both sides)



Pupil Photograph

A digital photograph of the pupil, [How do I take a good photo?](#)



Free School Meals Entitlement Eligibility

Is the pupil eligible for Free School Meals?

If so... You’ll need current evidence from the Education Authority (EA). i.e. a copy of either the FSME confirmation email or a screenshot from your EA portal account which provides evidence of the pupil’s FSME or a current FSME “Entitlement Letter”

NB FSME entitlement MUST be current; SEAG needs the EA approval documentation – not evidence that the parent has applied.



The 2025 Entrance Assessment

The Registration Process

(Learning from the 2024 experience)

- Last year over 1000 parents registered on the first day to try and make sure they were able to get a place at their preferred Assessment Centre BUT
- there were still places at every Centre, even the most popular Centres, over two weeks later AND there were still places at nearly every Centre over two months later.
- Last year around 10% of all parents left it until the last week before trying to register and some forgot to register.
- **Last year there were errors in around 10% of all the Pupil Application forms.**
 - Prepare well and take time to fill the form in accurately. There is a review page for you to check over what you have entered on the Pupil Application form
 - There was **no** advantage last year in rushing to register on day 1, day 2, day 3, day 4, day 5
 - There is a risk that, by leaving it too late, a pupil may not be registered at all and would not be able to sit the Entrance Assessment.



The 2025 Entrance Assessment

The Registration Process (Step 1)

- Parents / Guardians will use a portal on the website www.seagni.co.uk

Step 1 Parent / Guardian Registration

- ✓ The process starts with the parent / guardian creating their own account in the portal.
- ✓ The portal is open from 8:00am Monday 19th May 2025 until 11.59pm Friday 19th Sept 2025.

This Step involves providing an email address.

- NB Use an email address which you are confident you will still be using until February 2026 – after the results are issued.
- *If a parent has more than one child sitting the Entrance Assessment then both Pupil Applications can be carried out using the same Parent Registration with the same email address.*
- *If you set up a SEAG account in 2023 or 2024 and you have another child sitting the Entrance Assessment in 2025 you will need to set up a new account for 2025.*
- ***If you cannot access a smartphone, tablet, laptop or other electronic device to register your child on the SEAG website, please give your details to the Assessment Centre and we will contact SEAG on your behalf.***



The 2025 Entrance Assessment

The Registration Process (Step 1)

Step 1 Parent / Guardian Registration

- NB Use an email address which you are confident you will still be using until February 2026 – after the results are issued.
- **NB The parent / guardian can choose to set up a recovery email address.**
- SEAG recommends that you do this.
- If you set up a recovery email and, at some later point in time you cannot access your main email account you can use the recovery email instead.
- If you choose **not** to have a recovery email and, later, you cannot log into your main email account it will not be possible for you to access your account, *e.g. to edit information OR to see your child's SEAG Outcomes in January 2026.*



The 2025 Entrance Assessment

The Registration Process (Step 2)

Step 2 Pupil Application

- ✓ **Details about the pupil who is being registered are entered.**

*The name and date of birth which the parent / guardian enters **MUST be identical** to the information on the birth certificate / passport / residence permit for the Pupil Application to be valid.*

- ✓ **The parent / guardian chooses the SEAG school where they would like their child to sit the Entrance Assessment.**

- *Parents / guardians choose, from a drop-down list, the SEAG school (Assessment Centre) which is most convenient for their child to sit the Entrance Assessment.*
- *The drop-down list will, initially, contain all 63 schools but, over time, a school could reach its maximum capacity. If that happens that school will no longer appear in the list of choices.*
- *Take care, when reading the **name** of the Assessment Centre, that you know where it is located. Last year some parents, in error, selected Centres which were many miles from their home.*



The 2025 Entrance Assessment

The Registration Process (Step 3)

Step 3 Uploading Essential Documentation

- ✓ **The birth certificate / passport / residence permit AND the passport style photograph are uploaded to confirm the identity of the pupil.**
- NB When registering their child a parent / guardian can save the details and return later to the portal to complete the process.
- However, the birth certificate* OR the passport* OR the residence permit* (both sides) AND a passport style photograph** need to be available and uploaded at some point before submitting the Pupil Application.

**If a child's name has been changed by Deed Poll, then a copy of the Deed Poll, not the birth certificate / passport / residence permit, should be uploaded.*

***The photograph should be a head and shoulders picture of the child.*



The 2025 Entrance Assessment

The Registration Process (Step 4)

Step 4

Access Arrangements

- You will be asked if your child has **Special Educational Needs**; is requesting **Access Arrangements**; has a **Medical Condition*** and/or has **English as an Additional Language (EAL)**.
- At this step, parents/guardians **must** answer YES or NO to 4 important questions regarding Access Arrangements.
- If you select “**Yes**” to **any** of these questions, you will be directed to the detailed “**Access Arrangements**” section later in the Pupil Application process.
- If you select “**No**” to all 4 questions you will NOT be directed to the “**Access Arrangements**” section later.

SEAG Schools' Entrance Assessment Group

Application

4 STEP 4 / 9
Access Arrangements

Access Arrangements

Does the pupil have a special educational need?

☐ Yes ☒ No

Are you requesting access arrangements?

☐ Yes ☒ No

Does the pupil have a medical condition?

☒ Yes ☐ No

Does the pupil have English as an additional language?

☐ Yes ☒ No



The 2025 Entrance Assessment

The Registration Process (Step 4)

Step 4 Access Arrangements

Does the pupil have a medical condition?

- *If, for example, your child has asthma and you would want him/her to bring an inhaler to the Assessment Centre, you will need to make an Access Arrangement request to SEAG.*
- *If he/she has any serious or long-term medical condition you need to let SEAG know, even if you are not requesting Access Arrangements.*
- *Later, in the Access Arrangements Section of the form you can tick beside the “Medical Condition” button, and provide SEAG with information about the medical condition.*
- *If you are absolutely certain that, even though your child has a medical condition, it is not something which the Assessment Centre could ever need to know about then you can choose to answer “No” .*

☒ Yes ☐ No

i It is the responsibility of the Parent/Guardian to inform SEAG of any serious or long-term medical condition, whether you are requesting Access Arrangements (reasonable adjustments) or not. It is important to read the Access Policy and relevant section under 'Medical' in the Access Guidance documents.



The 2025 Entrance Assessment

The Registration Process (Step 4)

Step 4

Access Arrangements

Does the pupil have English as an additional language?

- You may respond “Yes” if your child will have spent less than three academic years in the UK / Ireland by October 2025 AND if their first language is neither English nor Irish.
- If you are considering responding “Yes” you should read the “Access Arrangements Policy, Procedures and Guidance” to help you decide if you wish to request that your child can use a bi-lingual dictionary during the Assessment.
- If your child will have spent three or more academic years in the UK / Ireland by October 2025 and you will not be requesting that your child can use a bi-lingual dictionary during the Assessment you may choose to respond “No” even if their first language is neither English nor Irish.

Access Arrangements

Does the pupil have a special educational need?

☐ Yes ☒ No

Are you requesting access arrangements?

☐ Yes ☒ No

Does the pupil have a medical condition?

☐ Yes ☒ No

Does the pupil have English as an additional language?

☒ Yes ☐ No



The 2025 Entrance Assessment

The Registration Process (Step 4)

Step 4 Access Arrangements

This may include Special Educational Needs and/or Medical Conditions and/or English as an Additional Language.

- ✓ Access Arrangements documentation is available in the “Guidance for Parents” – “Access Arrangements” section of the SEAG website.
- ✓ Links to the documentation, particularly “The Access Arrangements Policy, Procedures and Guidance” are provided, in the portal, at this Step to assist.
- ✓ **Parents / Guardians should ensure that they have read and understood the documentation before completing their request for Access Arrangements.**

SEAG appoints an Independent Access Arrangements Panel to evaluate and make decisions on each Request based on the evidence provided. Those decisions will be communicated to parents through the portal. Parents have the right of appeal.



The 2025 Entrance Assessment

The Registration Process (Step 5)

Step 5 Review all the information you have included

- ✓ We outlined in an earlier slide that last year around 10% of submitted Pupil Application forms contained errors.
- ✓ There is an Application “Review” page for parents to see all the information they have added and to carefully check that everything is absolutely correct.
- ✓ If there are any errors, e.g. a spelling error, the wrong Assessment Centre chosen, incorrect details of the primary school, now is the opportunity to correct these errors before moving to the “payment” step.
- ✓ Also check that the photographic ID and the birth certificate/ passport/residence permit have uploaded correctly.
- ✓ You will also need to:
 - confirm that all the information you have provided is accurate and that you accept any liability for providing inaccurate information and accept all responsibilities as parent / guardian of the pupil for whom this application is made.
 - agree to the Terms & Conditions.



The 2025 Entrance Assessment

The Registration Process (Steps 5 & 6)

Step 5 Primary School details

- Select the primary school from a drop-down list OR type in the details.
- ✓ Make sure you have the correct address and correct school name.
- ✓ If your child is “home schooled” type in “Home Educated” followed by your own address.

Step 6 Payment

As part of the Pupil Application process the parent / guardian is required to pay a non-refundable administration fee of £20 through a secure online payment method.

Those entitled to Free School Meals (FSME) are exempt from the administration fee but must provide necessary verification, provided by the Education Authority (EA), of FSME status when registering.

- ✓ Parents / Guardians will need to make sure that they have a debit / credit card available to make the payment OR
- ✓ if payment is exempt through FSME, then **current approval** evidence of FSME **which includes the child's name and date of birth** must be uploaded.

Evidence can be a copy of either:

*the **current** FSME confirmation email from the EA*

*OR a screenshot from the EA portal account which provides evidence of your child's **current** FSME*

*OR a **current** FSM “Entitlement Letter” from the EA.*

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The Registration Process – After the Payment Step

- ✓ **As soon as the Administration Fee payment has been made OR approved FSME payment exemption evidence has been submitted, the pupil's place at the chosen Assessment Centre has been secured.**
- ✓ Parents receive an email to confirm that they have registered a pupil, pending verification by SEAG.
- ✓ All Pupil Applications will be reviewed and verified by the SEAG team.
e.g. Do the name and date of birth on the birth certificate match what the parent / guardian has entered? Is the photographic ID appropriate? If FSME payment fee exemption has been claimed, was correct evidence provided?
- ✓ SEAG will contact parents if there is an issue with verifying the application.
- ✓ **NB Parents who are requesting Access Arrangements or who indicated a medical condition or SEN or EAL still have one final step in the Pupil Application process to complete.**



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The Registration Process (Additional notes)

- ✓ **Access Arrangements** - If a parent has made an Access Arrangements Request, this is reviewed separately, by the Access Panel; the parent will receive an email once an Access Arrangement decision has been made.
- ✓ **Pupil Card** – This is needed for Admission to the Assessment Centre on 15th and 22nd November. Parents will be able to download the Pupil Card, which will include the photograph that was uploaded, **after the registration period has closed** in late September.
- ✓ **FSME** - If a claim for Free School Meals is unsuccessful because of inadequate evidence, the parent will receive an email that payment is required. Unpaid applications will not be valid and the pupil will not be registered.
- ✓ **Change of details** - A parent / guardian can edit parts of the Pupil Application after it has been submitted, if e.g. the home address, contact number, email address or the pupil primary school have changed.
- ✓ **Changing Assessment Centre** - If parents / guardians wish to change their chosen Assessment Centre after submitting the Pupil Application, they must complete a new Pupil Application and withdraw the old one.

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The Registration Process - Requesting Access Arrangements

- If a parent / guardian is directed to the Access Arrangements Section it is really important to read the “Access Arrangements Policy, Procedures and Guidance”
- In the Access Arrangements Section, parents / guardians outline details of their child’s need. This would include details of any Special Educational Need(s) and/or Medical Conditions and/or EAL, whether or not they are requesting an Access Arrangement.
- *e.g., Your child could have asthma and, if you would like him / her to bring an inhaler you will need to make an Access Arrangements request.*
- *Your child may have a serious or long-term medical condition and, while you may not want to request an Access Arrangement, use the text box in the Access Arrangements section to inform SEAG about the medical condition.*
- *Alternatively, you should use this box to describe your child’s Special Educational Need(s) as appropriate.*
- If an Access Arrangement is being requested, there is an opportunity to indicate the relevant Access Arrangements **AND** upload the documentary evidence to support the request(s).
- NB **Before the Access Arrangements Section is submitted**, parents can edit their Access request(s) and add to or amend uploaded supporting evidence as much or as often as they need to.
- Please only submit the Access Arrangements Section when you have ensured that you have included all the Access requests you wish to apply for AND you have uploaded all the supporting evidence. You cannot submit your Access Arrangements request(s) and, later, try to edit, add or amend what you have submitted.

The 2025 Entrance Assessment

The Papers (1)

- Details, including the format and specification of the Entrance Assessment, are provided on the SEAG website (www.seagni.co.uk) – in the “Guidance for Parents” Section
- Two SEAG Practice Papers, along with Practice Answer Sheets, in both English and Gaeilge, are also provided along with a Guide for Parents with the Answer Keys for each question on each Paper.

Summary:

- **The Entrance Assessment consists of Paper 1 and Paper 2.**
- Both Papers have an identical format which is the same as that of the SEAG Practice Papers which are available, at no cost, on the SEAG website.
- **Each starts with a Practice Test section containing 5 English (or Gaeilge) questions and 5 Maths questions.**
- The Practice Test section allows pupils time to settle and practise answering the same types of questions as those in the Main Paper but without those questions being marked or timed.
- **The Practice Test section is followed by an English (or Gaeilge) section which has 28 questions and then a Maths section which also has 28 questions.**

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The Papers (2)

- The English (or Gaeilge) begins with a punctuation exercise (5 questions), followed by a grammar exercise (5 questions) and a spelling exercise (5 questions). All 15 questions are multiple choice.
- Next, pupils are asked to read a comprehension passage and answer 13 questions which follow. Questions 16-22 are multiple choice and questions 23-28 are “free response” where the pupil writes a short answer to each in the space provided in the Answer Sheet.
- *Spelling is only assessed in the spelling exercise NOT in the free response answers.*
- The first 22 Maths questions (29-50) are multiple choice and the final 6 questions (51-56) are “free response” where the pupil writes a short answer to each in the space provided in the Answer Sheet.
- Invigilators tell the pupils when to start the Main Test and that pupils will have 60 minutes* to work through the paper (*unless granted additional time through Access Arrangements).
- **Invigilators will also tell pupils when they have about 30 minutes left and when they have about 10 minutes left.** (*Timing prompts are slightly different for those with additional time*)
- **Each pupil is free to start the Main Test with either the English (or Gaeilge) or the Maths section.**
- **When completing a multiple choice answer on the Answer Sheet a pupil may draw a horizontal line OR shade in the little box. Both are equally acceptable.**



The 2025 Entrance Assessment

SEAG Outcomes (1)

- Parents / Guardians receive a Statement of Outcomes which has **five** main outcomes (or results) for their child.
- The first two outcomes are the ones most likely to be used by SEAG schools within their Year 8 Admissions Criteria.
- The other three outcomes provide additional information for parents and schools.

1. The Total Standardised Age Score (TSAS)
2. The Band
3. The English / Gaeilge SAS
4. The Maths SAS
5. Information about the Cohort Percentile Ranking

In addition, parents are provided with a range of other outcomes relating to e.g. how many questions their child answered correctly in English (or Gaeilge) and in Maths and to how their child performed in Paper 1 and in Paper 2.



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SEAG Outcomes (2)

1. The Total Standardised Age Score (TSAS)

- This is the pupil's overall outcome from the SEAG Entrance Assessment based on answers to the 56 English (or Gaeilge) Questions in Papers 1 and 2 and the 56 Maths questions in Papers 1 and 2.
- The Total SAS is the sum of the English / Gaeilge SAS and the Maths SAS.
- The Total SAS range will be 138-282 with a mean (or average) of 200.

A Standardised Age Score (SAS) takes account of a child's age when he/she took the assessment, the number of correct answers and the degree of difficulty of the assessment.

Parents / Guardians may be familiar with the scores from standardised tests used in their child's primary school, e.g. Progress Test in English and / or Progress Test in Maths, which also use SAS.



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SEAG Outcomes (3)

2. The Band

- There are six Bands.
- The Bands are designated as Band 1, Band 2, Band 3, Band 4, Band 5 and Band 6.
- Cohort Percentiles are used to determine the borderline for each Band (See Outcomes (5)).

SEAG Band	1	2	3	4	5	6
Cohort Percentile	60%+	50-59%	40-49%	30-39%	20-29%	<20%

60%+ (Band 1) means pupils who are in the top 40% of those who sat the Assessment; 50-59% (Band 2) means pupils who are in the top 50% but not the top 40% of those who sat the Assessment, etc.

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SEAG Outcomes (4)

3. The English / Irish SAS

- This is the Standardised Age Score based on answers to the 56 English (or Gaeilge) questions.
- The English / Irish SAS range is 69-141 with a mean (or average) of 100.
- The English / Irish SAS is provided to inform parents as to how their children have performed in this aspect of the Entrance Assessment.

4. The Maths SAS

- This is the Standardised Age Score based on answers to the 56 Maths questions.
- The Maths SAS range is 69-141 with a mean (or average) of 100.
- The Maths SAS is provided to inform parents as to how their children have performed in this aspect of the Entrance Assessment.

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SEAG Outcomes (5)

5. Information about the Cohort* Percentile Ranking (CPR)

- 60%+ (Band 1) means that the pupil's outcomes are in the top 40% of those who sat the Assessment.
- 50-59% (Band 2) - outcomes are outside the top 40% but in the top 50% of those who sat the Assessment.
- 40-49% (Band 3) - outcomes are outside the top 50% but in the top 60% of those who sat the Assessment.
- 30-39% (Band 4) - outcomes are outside the top 60% but in the top 70% of those who sat the Assessment.
- 20-29% (Band 5) - outcomes are outside the top 70% but in the top 80% of those who sat the Assessment.
- <20% (Band 6) - the pupil's outcomes are outside the top 80% of those who sat the Assessment.

** "Cohort" means everyone who sits the SEAG 2025 Entrance Assessment*



The 2025 Entrance Assessment

SEAG Outcomes (6)

SEAG provides parents with all the Outcomes information we hold about their child.

- In addition to the 5 main Outcomes there are 12 “raw score” Outcomes.

Paper	Total Questions Attempted (Max 56 per Paper)	Total Answers Correct (Max 56 per Paper)	English/ Irish Correct (Max 28 per Paper)	Maths Correct (Max 28 per Paper)
1	56	43	21	22
2	56	41	20	21
TOTALS	112	84	41	43

- The 5 main Outcomes are standardised and take account of how a child performed in their English / Irish and in their Maths when compared with all the other pupils who sat the Assessment - “the cohort”.
- The “raw score” outcomes are not standardised. They tell how many questions a child answered correctly, but provide no information as to how those scores compare with those of all the pupils who sat the Assessment.



The 2025 Entrance Assessment

SEAG Outcomes (7)

There are a number of reasons why parents receive different types of Outcomes including:

- ✓ Academically selective schools tend to use 2 main types of outcomes within their Year 8 Admissions Criteria. Some choose to rank order using **TSAS**, others use SEAG **Bands** and some use both. SEAG is, therefore, providing TSAS and Bands.
- ✓ Calculating the **English/Irish SAS** and, separately, the **Maths SAS** means that both subjects have equal weighting in the Assessment.
- ✓ Providing the **English/Irish SAS** and the **Maths SAS** may be helpful to parents, primary schools and post-primary schools.
- ✓ Some parents find it helpful to have a further breakdown of their child's results relating to e.g. how many questions their child answered correctly in English (or Gaeilge) and in Maths and also how their child performed in Paper 1 and in Paper 2.

The 2025 Entrance Assessment

Sitting just one of the two Papers

SEAG is very clear that its Entrance Assessment consists of two papers.

- Pupils who only take one paper (i.e. either Paper 1 or Paper 2 but not both) will **not** have completed the full Entrance Assessment.
- Such pupils will, however, have their “single paper” marked by GL Assessment.
- The SEAG Board has determined that pupils who only sit one paper should be provided with SAS and Band outcomes which reflect their performance.
- Outcomes for pupils who only sit one paper will have the designation “e” (for estimate) immediately after the Outcome, e.g. SAS 196e; Band 3e.
- It is the responsibility of each academically selective school (NOT SEAG) to set out, within its 2026 Year 8 Admissions Criteria, how it will treat estimated outcomes. e.g. through “Special Provisions”.

The 2025 Entrance Assessment

For further information about SEAG and the 2025 Entrance Assessment,

including Registration, visit www.seagni.co.uk

The “Guidance for Parents” Section includes: Frequently Asked Questions, a list of the 63 member schools, along with various resources such as The Specification, The Format, Practice Papers, Practice Answer Sheets and the Access Arrangements documentation.

OR check out **Facebook@SEAG NI** OR **Instagram @SEAG_NI_Official**

NB parents / guardians can email SEAG directly from the SEAG portal as soon as they have created an account.

SEAG 1st May 2025