

St. Joseph's NS

Assessment Policy

Introduction

This policy is an update and revision in line with the SEN Guidelines of 2016 and "Assessment in the Primary School Curriculum-Guidelines for schools".

Policy Rationale

The core of the policy is that all children should experience success at school. This policy endeavours to identify at the earliest possible opportunity, children who may have learning difficulties and put in place a whole school response to their needs. An effective assessment policy is central to this core objective.

Relationship to School Ethos

The school adopts a holistic approach to the education and development of each child. An effective Assessment policy identifies early interventions that need to be put in place to ensure that relative success, increased confidence and raised self esteem is achieved.

Aims and Objectives

The primary aims / objectives of the policy are to:

- facilitate improved pupil learning
- create a procedure for monitoring achievement
- track learning progress which assist the long and short term planning of teachers
- coordinate assessment procedures on a whole school basis involving parents and pupils in managing strengths and weaknesses.

Principles

1. Consideration is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main purpose of assessment must be to facilitate progress in a pupil's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool.
3. The range of opportunities for carrying out continuous assessment is increased by good classroom organization, which encourages children to work independently while the teacher is concentrating on a small group.
4. The outcomes of assessment modify our teaching methods, provide feedback on the Curriculum as well as indicate pupil progress.

5. We recognize the potential for assessment in developing a positive self-image in the pupil from positive and constructive feedback. The sense of achievement and the feeling of success can further motivate pupils to reach their potential.
6. Results of assessment are reported in a way useful for pupils, teachers, parents.
7. Assessment of behaviour and performance gradually builds up into a profile for each pupil over his school career. This is a working document for the use of teaching staff only. It is not an official school record. The profiles are stored in the classroom filing cabinet and are available to teachers on request.
8. Assessment records must be easy to interpret, useful, manageable and should not be administratively burdensome.
9. Assessment contains a balance of assessment for learning and assessment of learning in each classroom.

Policy Content

This policy is geared towards using assessment to inform planning and identify the needs of all pupils including the exceptionally gifted so that appropriate strategies are in place. These strategies may include pupil self assessment, pupil profiling, two way communication between parents and teachers, modification of teacher programmes and the Continuum of Support. *See also SEN Policy.*

A range of assessment methods may be selected from the ‘Continuum of Methods’ as outlined in ‘Assessment in the Primary School Curriculum -Guidelines for schools’. Pg 66 & 67.

	Planning and organising	Resources	Strengths
1 Self-assessment	Clarify the purpose; decide what information will be recorded and where Agree criteria for success Develop children’s self-reflective skills	Prompt questions and tools for children Time for children to reflect on their work	Promotes independence and motivation Provides information from child’s perspective
2. Conferencing	Clarify the purpose; decide what information will be recorded and where Organise learning activities for the rest of the children Develop self-reflection skills Identify appropriate	Samples of work Time to talk with child, parent colleague	Provides information from child’s perspective Builds home-school links Fosters collegiality – learning and sharing with colleagues

	language		
3. Portfolio Assessment	Clarify the purpose; decide what information will be recorded and where Develop children's self-assessment skills	Materials/software to create portfolios Storage space Time to talk to each child about her portfolio	Promotes child's independence and motivation Supports self-assessment Provides samples of work as evidence of child's learning Provides information from child's perspective
4. Concept mapping	Clarify the purpose; decide what information will be recorded and where	Materials/software to create concept maps Time to interpret maps	Provides visual representation of how and what the children think Provides evidence of changes in child's thinking over time
5. Questioning	Clarify the purpose; decide what information will be recorded and where Formulate different types of questions Decide timing of questions	Questions which support higher order thinking Time to use different types of questions with different children	Provides immediate feedback on child's learning Usually requires few tangible resources Models good questioning for children
6. Teacher observation	Clarify the purpose; decide what information will be recorded and where Plan different tasks for the children being observed Organise activities for children not being observed which minimise interruption to teacher	Observation templates Time during class to observe	Provides immediate feedback on child's learning Can be planned or spontaneous
7. Teacher designed tasks and tests	Clarify the purpose; decide what information will be recorded and where Prepare test questions and tasks which will demonstrate particular understanding or skills	Resources for teacher designed tests or tasks Time during class to observe tasks	Provides evidence of learning in context (tasks) Provides samples of child's work as evidence of learning (tests)
• Standardised Tests	Clarify the purpose; agree when during the year tests will be	Test booklet per child Test manual Time to administer the	Indicates achievement compared to performance nationally

	administered; decide what information will be recorded and where Read the tests manuals Choose the appropriate the day and time and organise the class Plan activities for children not taking the test	test Time to mark and interpret the results	Helps identify child's individual learning strengths and weaknesses
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Informal Assessment

We aim to develop a classroom culture that supports pupils enquiring into their own learning enabling them to share thinking about that learning and the learning of others.

Informal assessment is ongoing during all lessons in response to oral work, team work, skill development, project work etc. The most common form of informal assessment used in our school are teacher observation, teacher designed tests, projects, questioning, checklists, written work samples, portfolios and homework. These informal assessments are at the discretion of individual teachers. Records of teacher-designed tests are kept by the individual teachers and communicated to parents at the Parent-teacher meeting / end of year report. Each teacher has discretion as to the format, administration and frequency of in-class assessment.

Homework and class work are checked and encouraging comments are made as appropriate. It is checked both formally and informally in a routine way.

Formal Assessment in St. Joseph's NS

We formally screen or test as follows:

- **Junior Infants: Early 'At Risk' Indicators, BIAP**
- **Senior Infants: MIST, DTEN**
- **First Class: nNRIT, Drumcondra reading and maths standardised tests**
- **Second- Sixth: Drumcondra reading and maths standardised tests**
- **Third class: nNRIT**

Scores are recorded on the class Record template and uploaded to Aladdin with respective teacher accessing as required.

The SET team analyse the results in June to assist in the allocation of resources to pupils in September. Every effort will be made to implement support/resource to children in-class as part of our Inclusion policy.

Following DES guidelines all standardized test scores will be orally given to parents/guardians at Parent/Teacher meetings. The sTEN score will be written in the end of year reports.

Test results for 2,4 & 6 are forwarded to Department of Education and Skills each year.

Results are communicated to parents at least twice a year - at parent teacher meeting, in November and in end of year Report. The STEN is recorded on the NCCA template which is used for end of year Reports. Teachers will organise meetings if they have concerns about particular children – these might be formal or informal.

For pupils leaving the school, up to date Reports and Passports are passed onto the new school when written consent is received from parents.

Diagnostic Assessment

SEN teachers administer diagnostic tests available as required following referral by the class teachers in consultation with parents/guardians. *(Please refer to the Appendix for list of Tests available in our school.)* The administration of such tests is in keeping with the recommendations in the SEN Guidelines 2016 where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment. Parents are advised of the outcome and if a Psychological assessment is warranted, parental permission is sought and a consent form is completed. The Principal will facilitate such an assessment happening.

The overall responsibility for arranging, ordering and distributing standardised tests rests with the SENCO.

Recording

Each pupil has a file which is stored in classroom Filing Cabinets. Test scores are usually stored in assessment folders and Aladdin. Information is passed on from teacher to teacher on a need to know basis. Procedures are in place to manage sensitive data (*see Data Protection Policy*).

Success Criteria

This policy is considered successful if –

- Early identification and intervention is achieved
- Clarity is achieved regarding procedures involved in staged approach
- Procedures are clear and roles and responsibilities are defined
- The Special Education team have clearly defined roles and objectives
- There is efficient transfer of information between teachers

Roles and Responsibilities


Special Education teachers and the Principal assume shared responsibility. It is the responsibility of the class teacher to set in train staged interventions at class level. At School Support level (Stage 2), the responsibilities are shared with the Special Education team. The Principal assumes a primary role at School Support Plus (Stage 3) when a Psychological Assessment may be required. Communication must be always kept open with parents about the outcomes of assessment where necessary.

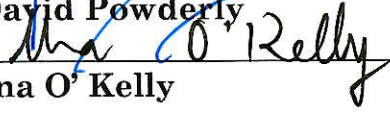
Ratification & Communication

This policy was ratified by the Board of Management on _____ and communicated to parents thereafter.

Review Timetable

This policy will be reviewed in 3 years time and amended as necessary by means of a whole school collaborative process.

Chairperson BOM: . Date: 13/2/25
David Powderly

Principal: . Date: 13/2/25
Una O' Kelly

APPENDIX: Assessment Tests used in St Josephs NS Kilcock

- 1. BIAP – Belfield Infant Assessment Portfolio**
- 2. Middle Infant Screening Test**
- 3. Drumcondra Test of Early Literacy**
- 4. Micra T**
- 5. Drumcondra Spelling Test**
- 6. Schonell Spelling Test**
- 7. New Non Reading Intelligence Test NNRIT**
- 8. Number Relationships – Sample Formative Assessment for Early Intervention.**
- 9. Drumcondra Test of Early Numeracy**
- 10. Sigma T**
- 11. Dyscalculia Checklist**
- 12. BURT Word Recognition Test**
- 13. Graded Word Reading Test**
- 14. Schonell Word Reading Test**
- 15. RAIN Sentence Reading Test**
- 16. Quest**
- 17. YARC (York assessment of reading comprehension)**
- 18. Get Reading Right. Stephen Jackson**
- 19. Dyslexia Screening Test Pearson**
- 20. Junior DST-J Pearson**
- 21. Westwood’s Short Term Auditory Memory Test**
- 22. Sentence Repetition Test.**
- 23. Primary School Assessment Kit (PSAK)**
- 24. Teacher Made Test of Receptive and Expressive Vocabulary – Junior T Balfe A McGough**
- 25. PEP-3**
- 26. SCERTS**
- 27. VB MAPP**
- 28. ABLLS**
- 29. AFLS**
- 30. Boxall Profile Assessment (Social and emotional wellbeing)**

Checklists

- 1. Early at Risk Indicators**
- 2. Word Recognition – Dolch 100 words & Next 100**
- 3. Checklist of Basics Sounds**
- 4. Curriculum Access Tool from NCCA Guidelines.**
- 5. Speech and Language and Occupational Therapy Red Flags.**
- 6. Signposts/Cachair – a resource pack for teachers.**

- 7. Identifying children with Special Needs –**
- 8. Checklist for Professionals – Glynis Hannell**
- 9. SPM Sensory Processing Measure**
- 10. Conners' Teacher Rating Scale**
- 11. Jolly Phonics Test/Screenener for end of JI & SI**
- 12. Basic Skills checklist**

