

SCOIL SAN EOIN ASSESSMENT POLICY



Assessment Policy

Introduction

“Assessment is the process of gathering, recording, interpreting, using and reporting information about a child’s progress and achievement in developing knowledge, skills and attitudes” (Assessment in the Primary School Curriculum, Guidelines for Schools – NCCA)

This policy outlines the practice in Scoil San Eoin regarding assessment and record keeping in the various areas of the curriculum by individual teachers in their roles and by the educational services we access. This policy was developed by the staff of Scoil San Eoin following meetings and planning sessions and in consultation with the Board of Management. The National Literacy and Numeracy Strategy (DES), Circular 56/2011 – Initial Steps in the Implementation of the National Literacy and Numeracy Strategy and the NCCA guidelines ‘Assessment in the Primary School Curriculum – Guidelines for Schools’ were adhered to when drafting this policy.

Rationale

**“Assessment is an essential element of the teaching and learning process”
(Curriculum Guidelines)**

The purpose of this policy is to ensure that there is a coherent, effective, whole-school approach to assessment of learning, and for learning, throughout Scoil San Eoin. This entails the gathering of information about each pupil’s development, knowledge, mastery of skills and grasp of concepts across the various subjects. This information will then enable the staff members to be fully informed and guided in the best practices for teaching and learning within the school. A coherent approach will also identify at the earliest possible opportunity, pupils who have learning difficulties, and allow us to put in place a school response to their needs. This will in turn, allow each pupil to experience success at their own level.

Relationship to School Ethos

As outlined in our Ethos Statement, Scoil San Eoin adopts a holistic approach to teaching, learning and the development of the child. This policy enables us to identify and therefore, accommodate the needs of each individual pupil in their education. This will in turn increase respect, confidence, self-esteem and awareness of individuality and uniqueness.

Aims and Objectives

- To have in place, a coordinated approach to assessment in Scoil San Eoin that will best facilitate the learning process and will provide the most relevant information about the progress of the individual pupil.
- To examine each curricular area and outline the different assessment procedures that can be used in this area, therefore informing planning of teaching strategies and general long and short-term planning.
- To contribute to the school's strategy for early intervention and prevention of learning difficulties by providing us with the means of identifying the needs of each individual pupil. Then enabling us to put structures in place to cater for these needs.
- To monitor pupils progress within their own right, in comparison with their peers and with national norms.
- To enable the pupils to become independent learners by effectively using self-assessment strategies
- To ensure a balance of Assessment For Learning and Assessment Of Learning throughout the school.
- To coordinate assessment procedures on a school basis involving parents and pupils in managing strengths, styles, and difficulties.

Staff Roles and Responsibilities

- The principal and SET have responsibility for ensuring this policy is reviewed and updated regularly.
- Class teachers have responsibility for ensuring they implement the policy in their classroom as directed.

Staff Roles and Responsibilities

- The SET and Class teacher will analyse standardised test results and, in consultation with the principal, decide who may be in receipt of supplementary teaching.
- The teaching staff must ensure they are informed and confident in using all agreed strategies of assessment within their classroom.

Purpose of Assessment

The main purpose is to facilitate progress in pupil's achievement and to build a picture of how the child learns, as well as what they learn, which enables the teacher to determine the next step in the child's learning and adapt their teaching strategies/activities as appropriate.

Assessment is part of what a teacher does daily and can be both visible and invisible. It's part of good teaching and learning.

The curriculum describes assessment as having 4 functions – formative, summative, evaluative, and diagnostic. These 4 functions will be outlined below.

What is assessed?

Each curricular area of the Primary School Curriculum is assessed to encompass the knowledge the child acquires, the skills the child learns, the attitudes and values the child develops and the dispositions the child shows. Certain methods are more suited to certain assessment purposes and to certain subjects and a variety of assessment methods are employed.

When does assessment happen?

Assessment is an ongoing process throughout the child's primary school years. The cohesiveness of this policy ensures that assessment of pupil's learning and development are made over time, and that assessment information is used to provide intervention and support appropriate to the child's stage of learning, and as early as possible.

Where is assessment information recorded?

In accordance with the Education Act (1998) we create and maintain individual records of pupil's learning. We provide parents with reports on assessment at various stages which contain accurate and accessible information on their child's progress and achievements.

Each class teacher has a hard copy assessment folder. This may include tests, assessments, results, work samples, and samples of pupils' self-assessments. The data is sensitive to each child and the class teacher is responsible for the safe storage of their assessment folder.

In addition, results of standardised tests are logged and stored on the school Aladdin on a yearly basis.

Results of classroom tests may also be logged and stored on the school Aladdin on an ongoing basis throughout the school year.

Hard copies of pupils' professional reports are stored in a locked filing cabinet in the office along with their support files. The SET also has a copy of these in their room.

Standardised test results may be transferred to the relevant secondary school on transfer from Primary to Second Level as per the pupil passport system.

Pupils weekly and termly test results are logged in a termly booklet which is brought home each week to be signed by the parents/guardians.

Pupils each have a scrapbook which is used to collate a snapshot of their learning and is used as a means of self-assessment.

With whom is the assessment information shared?

The Data Protection Act (2003) establishes parents, or children themselves over the age of 18, rights to regular information on the progress and achievement of their children/themselves and entitles them to access to all personal data, electronic or hard copy. We comply with this legislation. Each pupil has a file in the filing cabinet in the office and these are then moved to the other filing cabinet within the school until DP allows for them to be shredded.

In Scoil San Eoin, we pride ourselves on good communication with parents/guardians. Assessment results are reported through a variety of mediums at various times throughout the academic year.

- Weekly/Termly test results booklet – parents/guardians sign.
- Seesaw activities and self-assessment.
- End of year written report
- Parent- Teacher meetings
- Informal parent- teacher/principal meetings

The DP Act also requires schools to report assessment information when requested to other teachers where appropriate, which is done through staff meetings and informal teacher-teacher meetings throughout the year. Appropriate teachers also have access to assessment records on the Aladdin system.

Schools are required to share assessment information with other schools which is done through the suite of materials available from the NCCA known as the Education Passport. If a pupil transfers to another primary school we will send on any reports requested where appropriate e.g. end of year reports, Irish exemption paperwork, SEN records.

When pupils enrol in Junior Infants, we request information through the Mo Scéal materials.

The school is also obliged to share assessment information with other individuals who are involved in the pupil's education. These include (but not exhaustive):

- DES inspectors
- DES (Literacy and Numeracy Returns)
- NEPS psychologists (Request for Involvement)
- SENOs
- Education Welfare Officers
- Speech and Language Therapists
- Occupational Health Therapists
- Members of the Board of Management (Principals Report Literacy and Numeracy)

Range of assessment methods used throughout the school.

Assessment for Learning

Infants

- Self-Assessment
- Peer Assessment
- Conversations/oral feedback (Pupil – Pupil/ Teacher -Pupil)
- Teacher Observations (Daily)
- Teacher designed Tasks.
- Testing (Orally and written)
- Think-Pair-Share
- Style of Questioning
- Evidence of pupils learning and development across the dispositions, skills, attitudes and values, knowledge and understanding of the monthly themes in their Individual Monthly
- Learning File
- Learning Log
- Involve children’s families whereby give suggestions for how they might support learning at home
- Parental feedback
- Weekly Literacy and Numeracy test (Senior Infants only)
- Reading Booklet
- Assessment Booklet (S.I)
- Online Activities (Seesaw assigned tasks)
- Online Literacy spellings (Reading Eggs- S.I.)
- KWL charts/Concept Mapping

RI & RII

- Self-Assessment
- Peer Assessment
- Conversations/oral feedback (Pupil – Pupil/ Teacher -Pupil)
- 2 stars and a wish
- Teacher Observations (Daily)

RI & RII

- Teacher designed Tasks.
- Testing (Orally and written)
- Individual Monthly Learning File
- Learning Log/scrap books
- Parental feedback/support
- Pupil checklist
- Weekly Literacy and Numeracy test
- Reading & Assessment Booklets
- Online Activities (Seesaw assigned tasks)
- Online Literacy spellings (Reading Eggs)
- KWL charts/Concept Mapping
- Project work

3rd – 6th

- Teacher designed tasks and tests.
- Class assessments – weekly/monthly/termly
- Maths assessment Log
- Ballard West Tables Assessment
- Pupil checklists
- Self-editing, drafting, and redrafting.
- Reading and test booklet
- Project Work – Pupil and teacher evaluation sheets
- Oral Presentations/ Reporting/ Digital Presentations
- Weekly literacy and numeracy tests
- Online literacy testing (Spellings for Me)
- Online Activities (Seesaw assigned tasks)
- Oral Feedback from teacher/peers
- Sharing the learning intention e.g. reading goal is ‘Read the text accurately with expression’/ Writing goal is ‘Writing to Persuade’.
- Teacher questioning
- Whole class correction and conference
- KWL charts/ Concept Mapping
- Scrapbook

3rd – 6th

- Teacher Observation
- Completed activities/assignments.
- Parental Feedback/ Observations.

Pupil Self-Assessment

In Scoil San Eoin we have introduced a Traffic Lights System for Self-Assessment which allows pupils to both self/peers assess pieces of work and activities. This method allows for a visual aspect which makes it suitable for all ages and also an oral engagement where they can vocalise what they liked about the piece of work and/or what they would like to change/improve on.



Green	I/They did a great job
Orange	I/they did a good job but here's how I/they could improve
Red	I/they did not do a good job and here's how I/they could improve

Assessment of LearningStandardised Testing (Annually)

- Drumcondra Early Literacy
- Drumcondra Spelling
- Drumcondra Primary Reading 1 (Screening) NEW
- Drumcondra Primary Reading 2-6 NEW
- Drumcondra Irish NEW
- Drumcondra Primary Numeracy 1 (Screening) NEW
- Drumcondra Primary Numeracy 2-6 NEW

The purpose of the standardised tests is to allow teachers to make placement and progress decisions based on assessment results and to develop appropriate interventions for certain children.

Standardised tests are administered on a class basis by the class teacher. In the event that a pupil is absent on the day of the test the SET teacher or class teacher, if suitable, will administer the test at a later date.

Pupils may be excluded from the tests if in the view of the principal they have any learning or physical disability which would prevent them from taking the test or newcomer pupils, where their level of English is such, that attempting the test would be inappropriate.

- Each child's raw score, standard score, percentile rank, STEN and reading age is recorded. The percentile rank, reading age (where appropriate) and STEN score is recorded on the tracking system. (Aladdin)
- The results are communicated to parents in their school report. The STEN score will be given to parents with the end-of-term report. An accompanying email will be sent to outline to parents what the STEN scores mean and how to interpret them.
- The results will determine the allocation of SET hours in the school and the nature of the support provided (in-class or withdrawal). See Special Education Policy
 - If diagnostic testing is considered necessary, a meeting will be organised with the parents, class teacher, and/or SET teacher.

Diagnostic Assessments

- **WIAT- III**
- **Belfield Infant Assessment Profile**
- **Dolch Word List**
- **MIST**

Some diagnostic tests are used by the school to determine the needs of individuals. Such tests are administered by the SET following referral by the class teachers in consultation with parents/guardians. The administration of such tests is in keeping with the Special Education Needs, A Continuum of Support where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment.

Diagnostic Assessments

Parents are provided with test results and if a psychological assessment is warranted, parental permission is sought, and a consent form is completed. The above, are some of the formal diagnostic tests used in school to determine the appropriate support for individual pupils who present with educational difficulties, or for, in the case of Infants, creating a profile and diagnosing difficulties early.

SET regularly reviews diagnostic tests and selects tests most suitable for children's needs.

- Class teacher, SET and parents are involved in selecting children for diagnostic assessment
- Parental permission will be sought prior to carrying out the assessment.
- SET administers the individual diagnostic tests
- The SET and class teacher interpret the diagnostic results.
 - Written permission is always sought when an outside agency is involved.
 - For some children, the school may advise that a referral may be made by the parents, through the Assessment of Needs process for further assessment.
 - Appropriate different learning interventions are initiated to ensure that the results of the assessments inform subsequent learning plans. This is evident in SET teacher's plans and class teacher plans e.g. differentiation and on the continuum of support.
- SET schedules a meeting with parents (and relevant agencies) following testing to share information about diagnostic results.
- If it is felt necessary to consult a psychologist (NEPS or other) about diagnostic test results the Principal will organise a consultation meeting and fill out a Request for Involvement Application.

Outside Agencies

If it is felt that a psychological assessment may be the most appropriate action, having followed the staged approach, the class teacher/Principal will contact the parents for permission to secure or suggest a psychological assessment for their child. An assessment will determine the subsequent level of intervention, be it classroom support, School Support, or School Support Plus. It will also assist the Principal in granting an Irish Exemption if applicable.

The principal, SET, and class teacher liaise with parents if a psychological assessment is deemed necessary. Standard consent forms are used.

- The principal, in consultation with the class teacher, SET, and parents will usually arrange an assessment from specialists i.e. psychologist, OT, speech & language, etc.
- SET will use assessment results in drafting a support plan for the pupil, if appropriate. This determines the level of intervention needed.
- The 6th class teacher/principal will ensure that the details of relevant reports/results of 6th class pupils will be transferred with them on their move to Second Level Education.

Success Criteria:

This policy is considered successful if.

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

Roles and Responsibilities:

All members of staff, parents and BOM

Timeframe for review:

This policy will be reviewed every 3 years to meet the changing needs of the school.

Next review

March 2027

Ratification and Review

Ratified by the Board of Management on 27th February 2024

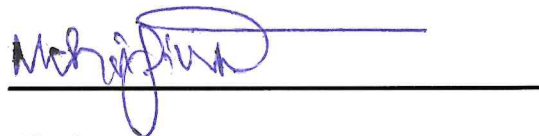
Signed :



Principal

Date:

27/2/24



Chairperson

Date:

27/2/24