

Plean Scoile
St Fiacc's NS

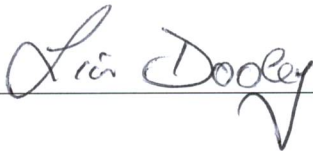
Assessment Policy



St. Fiacc's N.S.
Fírinne le Misneach

Formulated/Ratified/Reviewed	By
09/11/2017 Reviewed	Staff
17/01/2018 Ratified	BOM

Signed Chairperson BOM



St. Fiacc's NS Assessment Policy

1. Rationale

It became necessary to devise an assessment policy at this time to comply with the NCCA's publication on Assessment *Assessment in the Primary School Curriculum 2007* and as existing practice in the school needed to be examined generally.

2. Relationship to characteristic spirit of the school

Assessment activities used in this school will contribute to pupil learning and development by allowing pupils to manage/monitor and review their own learning and to allow teachers to balance Assessment **Of** learning with Assessment **For** learning.

In St. Fiacc's NS we strive to place assessment at the heart of the curriculum.

3. Aims

- To benefit pupil learning
- To monitor learning processes
- To generate baseline data that can be used to monitor achievement over time
- To involve parents and pupils in identifying and managing learning strengths or difficulties
- To assist teachers' long and short term planning
- To coordinate assessment procedures on a whole school basis, etc.
- To ascertain what has been remembered, what skills have been acquired, and what concepts have been understood.
- To enable teachers to reflect on what children are doing and inform future planning.
- To help children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, but also against children in the class and the National norms.
- To provide information for others including:
 - (a) Parents to show progression/concerns, and involve them in the teaching process
 - (b) Other teachers and staff to help them plan and gain informed views
 - (c) Outside agencies to provide hard evidence of attainment.
 - (d) Special needs Co-ordinator to provide hard evidence of attainment when planning for assessments.

4. Purposes of assessment:

- To inform planning for, and coverage of, all areas of the curriculum
- To gather and interpret data at class/whole school level and in relation to national norms
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- To contribute to the school's strategy for prevention of learning difficulties
- To monitor pupil progress and attainment
- To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual pupils/groups are being addressed
- To compile records of individual pupils' progress and attainment
- To facilitate communication between parents and teachers about pupils' development, progress and learning needs
- To facilitate the involvement of pupils in assessment of their own work
- To enable teachers to monitor their own approaches and methodologies

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5. Assessment for learning/Assessment of Learning Methodologies:

Types of assessment methods used in the school include the following:

1. *Self Assessment (examples would include: traffic light system, two stars and a wish, rubrics, learning logs, thumbs up/down, KWL, Learning Objectives with success criteria)*
2. *Conferencing (Teacher/pupil, pupil/pupil)*
3. *Portfolio Assessment (What should go into it to be decided by class teacher and pupils)*
4. *Concept mapping*

The above assessment methods will be pupil lead.

Teacher lead Assessment methods used at St. Fiacc's NS include:

1. *Questioning (Varied levels of Questions; think/pair/share/square before answering; no hands answering)*
2. *Teacher observation (Recorded sometimes)*
3. *Teacher-designed tasks and tests*
4. *Standardised Tests/Diagnostic Tests/Checklists/Drumcondra Profiles*

6. Standardised tests

Standardised tests that are used in the school include Drumcondra Reading and Sigma T.

First class to Sixth class are tested mid-May annually

A postholder is responsible for purchase, distribution and co-ordination of testing.

Class Teachers administer the standardised tests.

Some SET pupils complete the test under the supervision of Support Staff.

All Data is recorded: raw score, standard score, percentile rank, STEN, Reading age.

The Principal and Deputy analyse the results at whole school level. The data is fed into computer Programmes which allow for careful analysis of Progress across the strand units and concepts, in the case of Maths. Targets are set based on careful analysis. At the beginning of the following school year all scores are given to the Teacher of the relevant class to inform teaching & learning/Grouping for the year ahead.

The Percentile scores in English inform what pupils will receive SEN support the following year.

STen Scores are communicated to parents with the end of year Reports. An accompanying document clarifies the information for them. The percentiles are explained where required at the annual PT meeting.

7. Screening

Screening tests are used to facilitate the early identification of learning strengths / difficulties.

Screening tests used in the school include *Jolly Phonics Assessment; Drumcondra Reading standardised test, Sigma T Mathematics Assessment; Drumcondra profiles; BIAP; Special Educational Needs – A Continuum of Support*. The Booklet *Behavioural, Emotional & Social Difficulties – A Continuum of Support* is used to assess social and emotional development

The *NRIT* is also used with 2nd class. Screening tests are administered by class teachers/S.E.T.teachers during the months of March/May/June each year. Following analysis of results emphasis is placed on Early Intervention Programmes and Stage 1(Circular 02/05) intervention by class teachers.

S.E.T. teachers are involved in implementing Early Intervention Programmes

Class teachers arrange to meet parents to express concerns and gain further background information with a view to setting agreed goals for progress.

Pupils who score below “cut-off scores” or 12th percentile are selected for further diagnostic testing.

8. Diagnostic Assessment

Formal diagnostic tests are used to determine the appropriate learning support for individual pupils who present with learning difficulties.

Learning Support teacher seeks written parental consent for diagnostic testing.

Diagnostic Tests used in the school include YARC; Neale Analysis, Bangor Dyslexic Test; Jackson Phonics. S.E.T. teachers administer and interpret them. Results are communicated to parents, class teachers and school principal.

Children with similar needs are grouped for supplementary teaching (Stage 2, Circular 02/05) This may include a mixture of withdrawal and in-class support.

Following consultation with parents and class teachers Support files are prepared by S.E.T. teachers . All support files must be signed.

Pupil progress is reviewed at the end of each instructional term by examining whether or not success criteria were achieved.

9. Psychological Assessment: *(Refer to Circular 02/05)*

The Deputy liaises with parents if it is felt that a psychological assessment or other assessment is required. Standard letters and consent forms are used. The Deputy is also responsible for requesting and arranging an assessment from specialist(s): (Psychologist, Speech & Language Therapist, for example)

Recommendations from assessments play a critical part in drafting an educational plan for a pupil. Psychological assessments are never to be copied or taken from the school. They are stored in a pupil file in a locked filing cabinet in the Secretary's office. They are scanned onto the pupil's digital file also. They are only to be accessed by the Principal, Deputy and relevant teacher.

10. Recording the results of assessment

The school's format for the recording of Standardised assessment results is in a pupil file in a locked filing cabinet in the Secretary's office. Teacher designed tests are recorded by teachers. Teachers are aware of the need to record comments in an objective and instructive manner when recording any information about a pupil.

This policy is written in conjunction with the following Policies: Special needs, Record keeping and Data protection.

11. Success Criteria

Some practical indicators of the success of the policy will include:

A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning.

Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects.

Transfer of information from class teacher to class teacher happens efficiently at the beginning/end of school year.

12. Roles and Responsibility

The Principal and Deputy have particular responsibility for co-ordinating the policy. This policy will be reviewed every two years or where the need arises.

Appendix A

Continuum of Methods of Assessment

