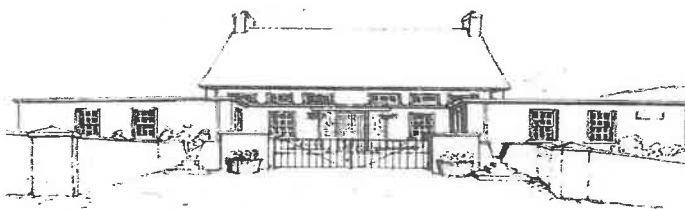


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Gurraneasig N.S.
Kilbrittain,
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P72 YP78

Assessment Policy

Introduction:

This policy was developed in consultation with staff and Board of Management of Gurraneasig National School.

Policy Rationale:

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

As per obligations on schools under Article 22 of the Education Act "to regularly evaluate students and periodically report the results of the evaluation to the students and their parents. Circular 00138/2006 seeks to support the school policy on assessment for learning and assessment of learning.

Relationship to School Ethos:

The school adopts a holistic approach to the education and development of each child and enhancement of teaching processes. An effective Assessment Policy identifies early interventions that need to be put in place to ensure that increased confidence and raised self-esteem is experienced.

Policy Content:

This policy is geared towards using assessment to inform planning and identify the needs of all pupils, including exceptionally gifted children so that adequate strategies are put in place early enough to facilitate support. The strategies may include pupil self-assessment, pupil profiling, communication with parents, teachers and modification of teacher programmes to inform Continuum of support.

Aims:

- To benefit pupil learning/Assessment for learning and Assessment of 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

Guidelines

(A) Purposes of assessment:

- To inform planning for, and coverage of, all areas of the curriculum
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- 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 the involvement of pupils in assessment of their own work (Self-assessment)
- To enable teachers to monitor their own approaches and methodologies

(B) Assessment for learning

- We use a mixture of informal assessment methods in Gurraneasig National School including
 - Teacher observation
 - Teacher – designed tasks and tests
 - Work samples, portfolios and projects
- There are different assessment methods depending on age level, subject etc....
- There are some that apply across the whole school, others that are at the discretion of individual teachers
- Teachers are expected to assemble portfolios of pupil assignments, work samples, projects. It is recommended that each teacher should take a sample of work from the beginning of the year and the end of the year in order to see progression in the child's ability.
- The school's plan for each curriculum subject contains information on guidelines for assessment.

Individual Subject Areas:

English:

- Spelling tests
- Writing samples
- Teacher designed tasks e.g. essays, grammar, free writing
- Portfolios
- Phonics (initial consonants) Test
- Sight Vocabulary – class readers
- Pupil Self-Assessment

Maths:

- Criterion tests – taken from maths programme used by class teacher
- Teacher observations
- Teacher designed tasks e.g. tables, oral maths, mental problems, language of maths etc...
- Pupil Self-Assessment

Gaeilge:

- Breathnóireacht an Mhúinteora
- Tascanna agus trialacha atá deartha ag an Múinteoir
- Féinmheasúnú

Science:

- Teacher observation
- Projects
- Teacher designed tasks
- Discussions
- Experiments
- Pupil Self-Assessment

Geography:

- Teacher observation
- Projects
- Teacher designed tasks
- Discussions
- Pupil Self-Assessment

History:

- Teacher observation
- Projects
- Teacher designed tasks
- Photographs
- Discussions
- Pupil Self-Assessment

S.P.H.E:

- Teacher observation
- Teacher designed tasks
- Work samples
- Pupil Self-Assessment

Visual Arts:

- Teacher observation
- Teacher designed tasks
- Pupil Self-Assessment

P.E:

- Teacher observation
- Teacher designed tasks
- Pupil Self-Assessment

Music:

- Teacher observation
- Teacher designed tasks
- Performance
- Pupil Self-Assessment

Drama:

- Teacher observation
- Teacher designed tasks
- Performance
- Pupil Self-Assessment

(C) Standardised tests:

- Drumcondra Early Literacy Test, Drumcondra Early Numeracy Test, Micra-T and Sigma-T tests are the standardised tests that are administered throughout the school. Results of standardised tests are included in pupils end of year reports (NCCA)
- The n.N.R.I.T and the Y.A.R.C will be administered to 1st class each year.
- The class teacher will administer the whole class tests. The SET teacher may withdraw a class to administer tests; especially in younger years where explicit instructions are read aloud. If any child is absent on the day of the testing, the S.E.T team will withdraw the child and complete the test with them on another day.
- The class teacher in consultation with the principal and parents will decide if any child will be entitled to an exemption from the standardised tests.

- The W.A.I.T.T. will be used to determine fulfilling criteria for Irish Exemptions as per NEPS advice.
- We will record results on computer (using a password protected file) and also have a hard copy available
- The parents are free to make an appointment with the class teacher if they have any queries on the results.
- 2nd/4th/6th class results are reported annually to the D.E.S
- The class teacher, SEN team and principal will be involved in analysis of results
- We will decide which children are entitled to supplementary teaching on the basis of the standardised results. The teacher should also be aware of any children who achieve exceptional results and should provide challenging work for these children.

(D) Screening: (refer to Learning support guidelines and circular 02/05):

- The MIST test is the screening test that is used to facilitate the early identification of pupils with learning strengths/difficulties
- It will be administered in the second term of Senior Infants where possible
- The class teacher, S.E.T and principal will be involved in interpreting the results
- Screening will lead to specific intervention by the class teacher and learning support teacher if necessary
- The MIST results will determine if diagnostic testing is necessary
- The parents may be asked to meet with the class teacher to communicate and discuss results. Parental permission will be obtained for diagnostic testing at this stage if necessary, if not previously given on school enrolment form.
- The n.N.R.I.T test may also be administered if the child is 6yrs 2 months or older. This is a Non reading intelligence test.

(E) Diagnostic Assessment: (refer to Learning Support guidelines, chapter 4)

- Each child is assessed using the n.N.R.I.T and Y.A.R.C in 1st class. Once standardised tests in English and Maths tests are completed later in the year, scores of all are compared and children achieving beneath their ability are monitored and/or support is put in place. (Continuum of support). These diagnostic tests are performed by the S.E.T team.
- The following diagnostic tests are used as required to determine the appropriate support for individual pupils who present with learning difficulties in Gurraneasig National School are
 1. Jackson Phonics Skills test
 2. Sight vocabulary test – Dolch
 3. Psychological reports
 4. M.I.S.T (Senior Infants)
 5. n.N.R.I.T – Non reading intelligence test
 6. Y.A.R.C Test.
 7. N.A.R.A
 8. Drumcondra Early Literacy Test
 9. Drumcondra Early Numeracy Test
 10. Drumcondra Early Diagnostic Literacy Test
 11. Drumcondra Early Diagnostic Numeracy Test
 12. W.I.A.T.T. III (to determine if an Irish exemption is required)
 13. Nessy Dyslexic Screening Test
- The S.E.T and class teacher will be involved in selecting children for diagnostic assessment
- The S.E.T will administer the diagnostic tests
- The S.E.T/Class Teacher and Principal will interpret the results
- These assessments are examined in detail and information/difficulties are subsequently addressed in the Student Support Plans.
- Results of standardised tests/diagnostic tests are used to refer children for supplementary teaching.

- If it is deemed necessary to consult a psychologist (NEPS or other) about diagnostic test results the Principal or S.E.T will make the necessary consultation.

(F) Psychological Assessment:

- The Principal and class teacher will liaise with parents if it is felt that a psychological assessment or other assessment is required.
- The Principal/ S.E.T./Parent is responsible for requesting and arranging an assessment from specialist(s) e.g. Psychologist
- Recommendations may also be made with regard to other types of assessment i.e. Clinical Speech & Language, OT etc.
- The Educational Psychologist in consultation with the Principal decides if a child requires assessment under the N.E.P.S guidelines. Failing that parents are then informed that they will have to assess the child privately at their own expense
- The assessments are used in drafting the educational plan for a pupil. Recommendations the psychologist makes will be included in the Student Support Plan.

(G) Recording the results of assessment

- Assessment results are kept on Aladdin (The school management system) and also a hard copy is kept in the pupil file.
- Teachers are made aware of the need to record comments in an objective and instructive manner
- The procedure the school has in place to manage sensitive data is included in the Data Protection policy
- Each teacher will transfer any appropriate information based on assessments to the next teacher at the end of each year

Success Criteria:

- Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects of assessment.
- Transfer of information from class teacher to class teacher happens efficiently at the end of school year

Roles and responsibility:

The Principal with the help of the SEN team will coordinate the policy. It is the responsibility of the Class teacher to set in motion the staged approach at class level. Stage 2 and Stage 3 involve the SEN team. Parents have a role at all stages and lines of communication must be kept open.

Timetable for review:

This policy will be reviewed as necessary or in line with DES circulars etc.

Reference Section:

- Circular 0138/2006 Supporting Assessment
- Learning Support Guidelines 2000 DES
- Circular 02/05 Organisation of Teaching Resources for pupils who need additional support in mainstream primary schools
- Primary school curriculum – section on assessment for each subject
- NEPS – Working together to Make a Difference for children

Ratified by Board of Management:

Signed Mary O'Donnell
Chairperson, Board of Management

Date: 27/02/24

