



Roll No: 11894 I

Assessment Policy

Introductory Statement and Rationale

This policy was devised and formulated by the school community, involving the Board of Management, parents and staff of Scoil Mhuire GNS, in accordance with the rules and regulations of the Department of Education and Skills and the Catholic Primary Schools Management Association.

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.

Aims of our Assessment Policy

- 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.

Purposes of Assessment

- To inform planning for 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 enable teachers to modify their programmes and their teaching methodologies 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 active involvement of pupils in the assessment of their own work

Forms of Assessment

There are three main types of assessment in use in Scoil Mhuire GNS– formative, summative and evaluative.

- Formative: Covering a range of formal and informal assessments and enabling the teacher to modify the teaching and learning activities to improve a child's attainment. This includes self-assessment strategies. Formative Assessment is Assessment FOR learning
- Summative: Using teacher designed tasks and tests to provide information about the achievement of learning targets. This is Assessment OF learning.
- Evaluative: Focusing on the achievements of the school i.e. the teaching and the learning that is taking place. This is Assessment OF Learning.

Assessment Techniques

A wide range of assessment techniques are used throughout Scoil Mhuire at all class levels. These include but are not limited to the following:

- Teacher Observation (focused, continuous, informed and structured)
- Teacher Conferencing- Parent-Teacher Meetings, Teacher-Teacher Meetings, Teacher-Pupil Conference
- Teacher designed tasks and tests; weekly and half-termly/termly tests, projects, reports and homework.
- Self-Assessment; e.g. 2 stars and a wish or Peer/Group Feedback
- Discussion / Questioning
- Concept Mapping
- KWL Charts- what I know, what I want to know, what I've learnt
- Checklists / Rating Scales
- Portfolios / Projects
- Digital Portfolios (Google Classroom)
- Standardised testing
- Diagnostic Testing

Pupil Profile/ Assessment Folders

All teachers will keep an assessment folder/pupil profile for each child. This will be used to assist the teacher in the ongoing monitoring and planning for each child. Each teacher will have an observation sheet for each child where significant observations of children's progress will be recorded. This may be as a result of target child observation, event samples, anecdotal observation and/or shadow study. Teachers will also keep a Log of Actions for each pupil.

Curricular Assessment

Each subject area on the curriculum has its own assessment criteria recorded in its policy. The criteria covers the assessment of each of the strands of the individual subject areas.

Screening

The following tests are used to screen in Ravenswell Primary School:

- Junior Infant Work Samples (guided and independent tasks)
- Ready, Set, Go Maths Assessment Profile (Junior and Senior Infants)
- Drumcondra Early Numeracy Test (Senior Infants)
- Drumcondra Early Literacy Test (Senior Infants)
- GL Assessments 'Dyslexia' Screener
- NEPs Phonics and Sight Words Checklists
- NEPs "My Thoughts About School" assessment
- Additional school based screenings and intervention tools to assess social, emotional and behavioural difficulties

Standardised tests are administered to pupils in Senior Infants to Sixth Class each year. Class teachers administer, correct, score and file standardised tests for their class.

Class	Test	Month	Results Given to Parents
Senior Infants	Drumcondra Test of Early Literacy Drumcondra Test of Early Numeracy	May May	School Report School Report
1st Class	MICRA - T SIGMA - T Drumcondra Test of Spelling	May May May	School Report School Report School Report
2nd Class	NNRIT GL Assessment - Dyslexia Screener MICRA - T SIGMA - T Drumcondra Test of Spelling	November November May May May	Parent Teacher Meeting Parent Teacher Meeting School Report School Report School Report
3rd Class	MICRA - T	May	School Report

	SIGMA - T Drumcondra Test of Spelling	May May	School Report School Report
4th Class	GL Assessment - Dyslexia Screener MICRA - T SIGMA - T Drumcondra Test of Spelling	November May May May	Parent Teacher Meeting School Report School Report School Report
5th Class	NNRIT MICRA - T SIGMA - T Drumcondra Test of Spelling	November May May May	Parent Teacher Meeting School Report School Report School Report
6th Class	GL Assessment - Dyslexia Screener MICRA - T SIGMA - T Drumcondra Test of Spelling	November May May May	Parent Teacher Meeting School Report School Report School Report

The Class Teacher will record the results of the standardised tests on Aladdin. The administering of standardised tests may take place on a Tuesday, Wednesday or Thursday (mornings only). Standardised tests may be administered for an individual pupil if deemed appropriate.

Parents will be personally notified if there is a notable change in their child's scores.

Diagnostic Testing is carried out by SET in collaboration with the Class Teacher where concerns have been identified.

1. Aston Index
2. YARC (York Assessment of Reading Comprehension)
3. Non Word Reading Test (Hodder and Stoughton)
4. Single Word Reading Test (Hodder and Stoughton)

Psychological Assessment

A psychological Assessment may be recommended in order to provide us with:

- Additional information about a child's difficulties.
- Advice about teaching strategies and resources.
- Assistance in applying for other support e.g. Special Needs Assistants.

A Psychological Assessment is recommended where:

- The results of diagnostic testing carried out by the Special Education Teacher warrant further assessment and a Special Education condition, learning disability or specific learning difficulty is suspected.
- Having initiated a School Support Plan with a child, little progress is taking place.
- There appears to be a marked discrepancy between perceived ability and performance.

- There are apparent emotional and / or behavioural problems.

Provision of Psychological Assessment

- Psychological Assessments may be done privately or done through the school.
- The school is assigned a school psychologist through NEPS scheme (National Educational Psychological Service). The number of educational assessments provided to the school is at the discretion of NEPS.
- Priority for these assessments is at the discretion of the Principal, Deputy Principal/SENCO, the SET team and NEPS psychologist.
- Parents may choose to arrange an assessment privately through a private Educational Psychologist or another agency.

Recording, Storing and Retention of Assessment Information

All assessment records are kept securely in line with GDPR. These files are available for class teachers to read, but should not be taken out of the designated room. In the interests of pupil confidentiality, test results, psychological assessments and progress reports are made available to the teachers working with the child, the parents/guardians and the principal.

- Standardised Test Results are stored on the pupil's profile using the Aladdin Schools Software. Test papers are stored in pupil's folder in the locked cabinets at the SET room
- Diagnostic Test Results are stored in the pupil's folder in the locked cabinets at the SET room
- Psychological Reports are stored in a folder in the SET room. Only one copy is retained by the school. Teachers can read the report in the SET room but the report should not be removed from the folder/SET room
- School Reports are stored on the pupil's profile using the Aladdin Schools Software. School reports are communicated to parents through the Aladdin Connect Application.
- Class Assessment Folders are used to store assessment information pertaining to each pupil collated by the class teacher. These are stored in a secure locked cabinet over the summer months. Class Assessment Folders are handed over to the incoming class teacher at the beginning of the academic year.
- Sixth Class Education Passports:

A child's Education Passport consists of:

- 6th class end of year report card.
- My Profile sheet completed by the child in school.
- My Child's Profile sheet completed by parent/guardian.


Upon receipt of written confirmation of enrolment from each pupil's parent/guardian, the post-primary school principal should forward the completed Information Request form to the relevant primary school principal. This information is then sent to the relevant post primary school guided by the National Council for Curriculum and Assessment protocol.

Evaluation, Ratification and Review

This policy was created and reviewed in 2014, 2018.

This version was ratified by the Board of Management in February 2022.

This policy will be reviewed every 4 years and/or as changes arise that suggest the need for review.

Signed: 

Josephine Henry, Chairperson

Signed: 

Donncha Cleary, Principal

Date: 16/2/2022