



SN Tulach Uí Chadhain

Assessment Policy

Introduction:

This policy was drafted by the staff and Board of Management of Scoil Naomh Bríde, Tulach Uí Chadhain. The policy was drawn up with reference to the NCCA document, Assessment in the Primary School Curriculum: Guidelines for Schools.

Rationale

Assessment is an integral part of teaching and learning. Information gathered from effective assessment allows teachers to support children's current learning and prepare for future teaching and learning. It allows the school to better understand how each child is progressing, identify those children who may be struggling and better provide for the needs of each individual child. An effective assessment policy guides the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement.

Aims:

This policy aims:

- To clarify assessment methods used throughout the school
- To identify how data generated from assessment is stored and handled
- To coordinate assessment procedures on a whole school basis

Purposes of assessment

Assessment is central to quality teaching and learning. Assessment can be carried out under the context of Assessment of Learning (AOL) and Assessment for Learning (AFL). It performs the following key functions within the school:

- Informs planning for all areas of the curriculum
- Allows the school to gather and interpret data at class/whole school level and in relation to national norms
- Helps identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- Enables 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
- Contributes to the school strategy for provision of support for those with Learning Difficulties
- Enables teachers to monitor their own approaches and methodologies.
- Allows teachers to monitor pupils' progress and attainment

- Facilitates communication between parents and teachers about pupils' development, progress and learning needs
- Facilitates the active involvement of pupils in the assessment of their own work.

Assessment Procedures

This policy covers both Assessment of Learning (AOL) and Assessment for Learning (AFL). These are two interrelated and complementary approaches that are central to the work of teachers in our school. The teacher uses evidence on an on-going basis to inform teaching and learning (AFL) and to record children's progress and achievement for the purposes of reporting to parents, teachers and other relevant persons (AOL).

Assessment for Learning

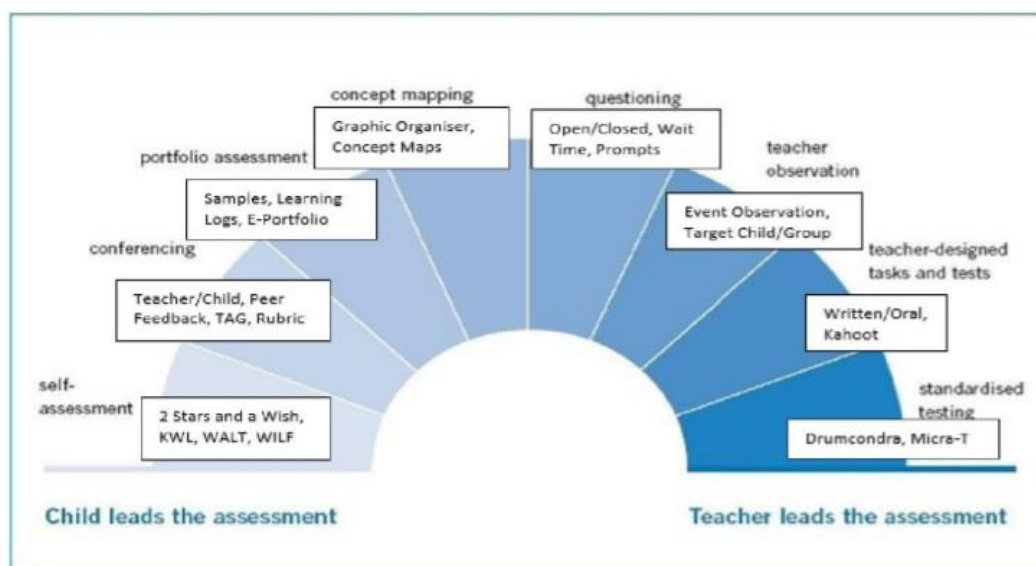
Assessment for learning seeks to identify the next steps needed to make progress. It takes into consideration pupil's strengths and weaknesses. It enables continuous reflection on what pupils know and what they need to learn next. It also promotes immediate intervention and enables teachers to link judgements to learner intentions.

Assessment of Learning

Assessment of Learning provides a summary judgement of what has been learned at a particular point in time. Standardised Tests compare children to externally agreed criteria and standards. It identifies gaps in pupil's knowledge and understanding.

Assessment Continuum

A variety of assessment methodologies can be used throughout the school ranging from those which are more child led to those that are more teacher led. Examples of a range of assessment procedures which may be used and where they lie along this continuum can be seen in the diagram below. Teachers practice is informed by the NCCA's Assessment in the Primary Curriculum, Guidelines for Schools document.



(Adapted from Assessment Guidelines, NCCA 2007, p.13)

Diagnostic Assessment

A number of various diagnostic tests can be used in the school. These can be administered to identify learning needs. Results of these tests may be used to help identify students who require extra support or to identify specific gaps in a child's knowledge or skills that need attention. They can also be used to inform referral to outside professionals such as Occupational Therapists, Speech and Language Therapists or NEPS Psychologists. Examples of some Diagnostic Assessments are listed below:

- Jackson Phonics Tests
- Schonell Reading and Spelling Tests
- Dolch Lists for Sight Vocabulary
- Star Assessments Reading Tests

Standardised Assessment

Standardised testing takes place in the final term of school each year. The following Standardised Tests are administered to the following classes:

- Drumcondra Reading Test. 1st to 6th Classes
- Drumcondra Spellings Test. 1st to 6th Classes
- Drumcondra Maths Test. 1st to 6th Classes
- Triail Ghaeilge Dhroim Conrach. Rang 2 go Rang 6

In a small number of cases children with SEN and/or EAL may be exempted from these tests. The Class teacher and relevant SEN Coordinator, in consultation with the child's parents, will decide if it is in the best interest of the child to attempt the test.

The resultant testing data will be used by the school to monitor attainment and will inform classroom planning in September. Standardised Test scores will be analysed and discussed on a whole-school basis. Teachers may use the results to set specific targets to cater for the individual needs of children who are experiencing difficulty with Literacy or Numeracy. Results of Standardised Tests are communicated to parents in terms of Age-Based STen Scores as part of end of year school reports.

The New Non-Reading Intelligence test will also be administered annually to 2nd and 5th classes.

Record Keeping

Standardised Testing

Results of standardised tests will be input on the Databiz school administration system each year. A hard copy of the results of each class will be maintained in the school office for reference of school management, DES inspectors and relevant SEN teachers. Hard copies of each child's test will be kept until replaced by the following year's test. Teachers may retain a hard copy of their own classes test data under lock and key in their classrooms and should be disposed of by shredding when no longer needed.

Other Forms of Assessment

Teachers maintain various digital and physical records containing the results of teacher-led forms of Assessment such as:

- Various Teacher Designed Tests

- Maths Termly Assessment Tests
- Spellings Tests
- Scrudaithe Litriú Gaeilge
- Tables Tests

Whether physical or digital, these records will be kept securely by each teacher and forwarded to the following year's teacher at the end of each school year when requested.

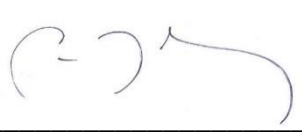
Access to Assessment Records

Assessment records of individual children are confidential. Direct access to individual, group or class assessment information may be given to the following designated persons/organisations, s appropriate:

- The Class teacher and SEN Team
- The Class Teacher to whom the child is transferring
- Other relevant Professionals with parental permission, such as:
 - NEPS Psychologists
 - SENO
- The Principal
- DES Inspectors
- The School Secretary (for recording purposes only)
- Parents/Guardians of the child(ren) in question
- Another school, Primary or Post-Primary, to which the child is transferring, subject to the written consent of the child's Parent/Guardian

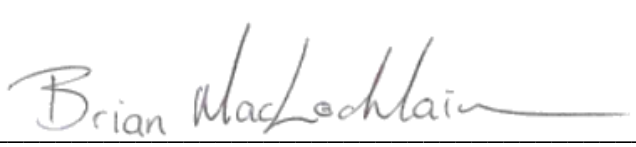
Ratification and Review

This policy was adopted by the Board of Management on 2nd February 2022 and reviewed on 19th April 2023. The policy has been made available to school personnel, published on the school website and provided to the Parent's Association.

Signed  _____

Date: 19/04/2023

Chairperson, Board of Management

Signed  _____

Date: 19/04/2023

School Principal