

Assessment and Recording Policy

Glencastle N.S

(Roll No: 13222P)

[For Mainstream Classes]

2023

Assessment & Recording Policy

Introduction:

This policy was revised following a process of consultation and collaboration with all staff and the Principal of Glencastle National School.

Policy 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. This policy also intends to identify any specific areas of the curriculum where students may require focused support. As such, students from time to time may need additional support for individual areas of difficulty. An effective Assessment Policy is central to these objectives.

(SEN policy; Continuum of Support Model)

Relationship to School Ethos

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

Aims and Objectives

The primary aims / objectives of the policy are to:

- Facilitate improved pupil learning
- Create a procedure for monitoring achievement
- Through regular communication and collaboration, track learning processes, which assist the long and short term planning of teachers
- Coordinate assessment procedures on a whole school basis, involving parents and pupils, in managing strengths and weaknesses.

Principles

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main purpose of assessment must be to facilitate progress in a pupil's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool.

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3. The range of opportunities for carrying out continuous assessment is increased by good classroom organization, which encourages children to work independently while the teacher is concentrating on a small group.
4. The outcomes of assessment modify our teaching methods, provide feedback on the Curriculum as well as indicate pupil progress.
5. We recognize the potential for Assessment in developing a positive self-image in the pupil from constructive feedback and the feeling of success, which encourages further study.
6. In addition to standardized Assessment, opportunities are taken to note significant moments in a child's development (both formal and informal), such as:
 - a moment of 'breakthrough' in understanding
 - surprises and unusual reactions
 - interesting examples of strategies for mental calculation
 - difficulties encountered and possible reasons for them.
7. Results of Assessment are carefully explained to all parties involved in a clear, concise manner.
8. Assessment records are stored securely within the school and digitally on Aladdin.

Policy Content

This policy is geared towards using Assessment to inform planning and identify the needs of all pupils including the exceptionally gifted so that adequate strategies are in place early enough to facilitate support. These strategies may include Pupil Self-Assessment, Pupil Profiling, two-way communication between parents and teachers, modification of teacher programmes, and Support Files. (See also SEN Policy).

Diagnostic Assessment Tools:

Junior Infants:

- BIAP (Belfield Infant Assessment Profile)
 - Communication with parents in Term 1
 - Test administered in **Term 2**

Senior Infants:

- MIST (Middle Infant Screening Test)
 - Administered in Term 2.

If necessary:

- *Drumcondra Early Literacy Assessment (Diagnostic): Term 3*
- *Drumcondra Early Numeracy Assessment (Diagnostic) Term 3*

First Class:

- NRIT 1 (Non Reading Intelligence Test)
 - Administered in Term 3
- NVRT (Non Verbal Reading Test: Age based)
 - Administered in Term 3

Third Class:

- NRIT 2 (Non Reading Intelligence Test)
 - Administered in Term 2
- NVRT (Non Verbal Reading Test: Age based)
 - Administered in Term 2

Fifth Class:

- NRIT 3 (Non Reading Intelligence Test)
 - Administered in Term 2
- NVRT (Non Verbal Reading Test: Age based)
 - Administered in Term 2

Standardised Tests:

Junior Infants:

- Jolly Phonics Reading Assessment: Term 3

Senior Infants:

- Jolly Phonics Reading Assessment: Term 3
- Drumcondra Early Literacy Assessment (screening): Term 3
- Drumcondra Early Numeracy Assessment (screening): Term 3

First Class to Sixth Class:

- Drumcondra Spelling Test: Term 3
- Drumcondra Primary Reading Test: Term 3
- Drumcondra Primary Maths Test: Term 3

Second to Sixth class:

- Drumcondra Gaeilge Assessments

Alternative Assessments:

SET and class teachers may also make use of a series of tests throughout the year with selected groups/ pupils as deemed necessary. These assessments may include:

- YARC (York Assessment for Reading and Comprehension)
- Towre-2
- Aston Index
- Micra T
- Sigma T
- Schonell Test
- Dyscalculia assessment

The Multi Disability Class, Early Intervention Class and Autism Class may make use of the following assessment methods:

- PEP3
- Route of learning
- Developmental Checklists
- Tasks of independence Checklists.

Informal/ Class based Assessments:

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Homework and class work are marked and comments are made as appropriate. Work is ticked to indicate that the teacher has looked at it and written comments are made where appropriate. Strategies to minimise spelling errors are taught. Children with spelling challenges (e.g., Dyslexia), will be praised for effort and not scores/results.

Junior Room Assessments:

Literacy

- Junior and Senior Infants: Jolly Phonics Sound Assessment
- 1st class: weekly spelling test
- Junior Infants / Senior Infants / 1st class: Tricky Word Assessment
- Teacher Designed Midterm and Termly Assessments

Numeracy

- Operation Maths Assessments
- Teacher Designed Tests

Middle Room Assessments:

Literacy

- Spellings for Me tests

Numeracy

- Master your Maths, Friday Tests
- Operation Maths
 - Unit tests
 - Termly tests

Other

- Teacher observation
- SPHE checklist
- Self-assessment

Senior Room Assessments:

Literacy

- Fortnightly spelling Tests online (English).

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- Weekly spelling dictation test

Numeracy

- Maths tables tests
- Weekly Maths test after each unit

Irish

- Weekly spelling dictation test as Gaelige

Class work

Informal assessment is ongoing during all lessons in response to oral work, team work, skill development, project work etc.

Homework

Homework is checked both formally and informally in a routine way, both in person and digitally.

Primary to Secondary

For pupils leaving the school, up to date records (educational passport) are passed from Classroom teacher and SET on to the secondary school. Records are only passed when this information is requested in writing from the Principal of the new school.

Multidisciplinary Assessment:

When deemed necessary, the class teacher/principal will discuss with parents the possibility of gaining permission to secure appropriate assessment for their child. This assessment will determine the subsequent level of support for a student.

Recording

Each pupil has a file which is stored in a secure locked filing cabinet. Standardised and diagnostic test scores may be stored in the pupils individual file and digitally on Aladdin. Information is passed on from teacher to teacher on a need to know basis. Children receiving extra support in school have a separate file which contains their School Support Plans (both on file and on Aladdin). Procedures are in place to manage sensitive data (see Data Protection Policy).

How is assessment information shared with parents or guardians?

Assessment information is formally shared with parents twice a year.

Parent/ teacher meetings take place once a year during the first term. Each child's parent/guardian are invited to attend a meeting with the class teacher. If either the

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teacher or parent/guardian believe that a follow up meeting should take place, it will be arranged for a mutually convenient time. A comprehensive written report is given to parents at the end of the school year. The report covers academic and social progress. The report includes results from Drumcondra testing (first to sixth class). A guide to the interpretation of these results can be accessed on the school website or via the NCCA link provided on the report.

If any further information is required, a meeting can be arranged with the class teacher or SET. Results of diagnostic tests are shared with parents and teachers of the child concerned. Copies of the end of year reports are passed on to the child's new teacher at the beginning of the following school year via the Aladdin Student Management System.

Roles and Responsibilities

Special Education teachers and the Principal assume shared responsibility. It is the responsibility of the class teacher to put in train staged interventions at class level. At Stage 2, the responsibilities are shared with the Special Education team. The Principal assumes a primary role at Stage 3 when a Psychological Assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

The Principal Teacher is the person who decides which pupils receive additional support and their time allocation.

Success Criteria

This policy is considered successful if –

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

Implementation/Ratification and Review

This policy has been in operation in *Glencastle N.S.* since 2021 and was updated by staff in June 2023. It was reviewed by the Board of Management on 10th October 2023. It will be reviewed again in 2025.

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Signed: Tom Mc Andrew Date: 10th October 2023
Chairperson

Signed: Catherine Mc Intyre Date: 10th October 2023
Principal

References

- Assessment in the Primary School Curriculum- Guidelines for School NCCA 2007
- School Educational Needs- A Continuum of Support, Guidelines for Teachers and Learning Support Guidelines (DES 2007)
- DES Circular 0056/2011 Numeracy & Literacy
- DES Circular 0138/2006 Supporting Assessment in Primary Schools.
- DES Learning Support Guidelines 2000
- www.sess.ie
- Working together to make a difference for children – NEPs
- 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools