
Cullina NS Assessment Policy Reviewed 2019

Introduction

This policy was originally sanctioned in 2015 and was implemented thereafter. This reviewed policy was ratified by the Board of Management on January 29th, 2019

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 be experiencing difficulties and put in place a whole school response to their needs. An effective assessment policy is central to this core objective.

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 are achieved.

Aims

By introducing this policy, the school hopes:

- 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 have a cohesive plan on assessment throughout the school
- To support practice on assessment for learning and assessment of learning

Purpose 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 and support the particular learning needs of pupils/groups of pupils including the exceptionally able
- To contribute to the school's strategy for Early Intervention
- To monitor pupil progress and attainment
- To enable teachers to modify their programmes in order to ensure that the particular learning needs/learning styles 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 practices

The following are types of **informal assessment methods** are used -

Teacher-designed tasks and tests

Questioning

Work samples, portfolios and projects

SALF folders

The following **standardised tests** are used in the school:

Middle Infant Screening Test (MIST)

Drumcondra Primary Reading Test (DPRT)

Drumcondra Primary Maths Test (DPMT)

- Senior Infants are tested in Term 2
- 1st – 6th classes are tested in Term 3 and results are based on Spring Norms
- Senior Infants are tested using the MIST. 1st to 6th classes are tested using the DPRT and DPMT. (Refer to Circular 0138/2006)
- The SENCO is responsible for ordering, distribution and co-ordination of testing
- The class teacher administers the standardised tests in co-ordination with the Support Teachers
- In the case of children with specific needs, certain accommodations may be made
- The raw score, standard score, percentile rank, and STen scores are recorded. There is a uniform approach across all classes
- The Support Teacher and Class Teacher are involved in the analysis of results for an individual class. The Support Team and Principal are involved in the analysis of results at whole school level
- Information gathered from tests inform teaching and learning by showing pupils' areas of weakness, areas of strength in relation to national norms
- Results of the standardised tests from 1st -6th are communicated to parents in the end of year NCCA designed report card. The STen score (Standard Ten) is used to communicate results. An explanatory note is enclosed with the end of year report. Efforts are made to provide this sheet in the parent's mother tongue
- The results of these tests are used to inform the Support Teacher of those who require further diagnostic testing. These are administered in the Support Room following Parental Consent and discussion

Psychological Assessment

The Principal, Support Teacher and Class Teacher liaise with parents if it is felt that a psychological assessment or other professional assessment is required (Continuum of Support, School Support Plus). The principal or SENCO is responsible for requesting and arranging an assessment from specialists (e.g. Psychologist, Speech & Language Therapist, Audiologist, etc) The assessment plays an important role in drafting an educational plan for a pupil (School Support Plus) as it identifies areas of weakness and strength as well as providing recommendations for learning. Psychological and other professional reports are

stored in the individual pupils file in the principal's filing cabinet and in the SEN room. The Principal and the SENCO controls access to them

Recording the Results of Assessment

All results from May 2014 onwards are stored on Aladdin Schools Management System as well as in each child's individual file which is locked inside the filing cabinet in the Principal's office

- Teachers are made aware of the need to record comments in an objective and instructive manner
- Sensitive data is stored in secure filing cabinets

This policy has implications for other policies and procedures in the school e.g. SEN policy, Record keeping, Data protection, Reports to parents, Transition to Post Primary

Success Criteria

The school wide implementation of this policy will ensure:

- 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

Ratification

The policy was circulated to the members of the Board of Management prior to the meeting on January 29th, 2019 at which it was formally ratified.

Signed; **Paul Neary** (Chairperson) Date: 29th January 2019