

# **Scoil Cholmcille.**

## **Assessment Policy:**

### **Introductory Statement and Rationale**

This policy was formulated by the staff of Scoil Cholmcille. The policy is based on advice and information provided in the Primary Curriculum, the NCCA Website, the NCCA booklet *Assessment in the Primary School Curriculum – Guidelines for Schools* and Circular 0138/2006.

### **Relationship to characteristic spirit of the school**

Assessment activities used in this school will contribute to pupil learning and development by gathering relevant information to guide each pupil's further learning (assessment for learning) and by providing information on each pupil's achievement at a particular point in time (assessment of learning).

### **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, 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 the particular learning needs of pupils/groups of pupils including the exceptionally able
- To contribute to the school's strategy for prevention of learning difficulties.
- To monitor pupils' progress and attainment.
- 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

## **Definition of Assessment**

In line with the NCCA, our staff believe that assessment is integral to teaching and learning and is concerned with children's progress and achievement. It involves gathering information to understand how each child is progressing at school and using that information to further a child's learning. We concur with their definition of classroom assessment as "*the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, concepts, skills and attitudes.*" Assessment, therefore, involves much more than testing. It is an ongoing process that concerns the daily interactions between the teacher and the child that include moment-by-moment conversations, observations and actions. (NCCA, *Assessment in the Primary School Curriculum – Guidelines for Schools*. November 2007 p.7).

## **Range of Assessment Methods used throughout the School**

Both *assessment of learning* and *assessment for learning* will be used by teachers to make professional judgements about pupil achievement/progress. Deciding what to assess will be based on the curriculum objectives in each curriculum area/subject and on what the teacher intends to help the children to learn. Each teacher will use the most appropriate assessment method to measure the extent to which children have achieved these objectives. The range of assessment methods to be used throughout the school is outlined below.

### ***Assessment for Learning***

At its heart, assessment for learning is a way of informing and involving the learners themselves in the process of assessment. The following methods of Assessment for Learning (AfL) are used in the school.

- **Teacher observation**

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. (New Guidelines for Schools p.46 – 52)

- **Teacher-designed tasks and tests**

Teachers will refer to the Guidelines pp.54- 59 for suggestions. Also reference will be made to pp 89 – 90 where an excellent range of sample test questions is outlined.

- **Pupil Self-Assessment**

Self-assessment is the means by which pupils take responsibility for their own learning. However, we need to train pupils to self-assess. It does not just happen!

Teachers can refer to Guidelines for Schools, pp14 – 23.

The following strategies are used to aid self-assessment.

### WALT and WILF charts

- We Are Learning To....teacher shares learning intention with the children
- What I'm Looking For.....criteria of success

WALT and WILF will be verbal in the junior end of the school.. Learning intentions from 3<sup>rd</sup>-6<sup>th</sup> will be written down.

Smiley Faces.

Thumbs up/down/across

KWL

Teacher questioning (higher/lower order questions)

Seniors conferencing

Self assessment folders .

Traffic lights

Brain storming (whole class)

Are learning intentions met/partially met/ not met?

Assessment folder : One writing sample, Maths assessment for each term, and written Irish assessment from third class up.. The children's feelings about school will be included.

Children reflect on the learning intention, success criteria, and are involved in their own assessment.

Rubrics - Guidelines pp 52 and 54.

Graphic Organisers – include WALT/WILT charts and Rubrics mentioned above.

- **Completed assignments by pupils** – projects, copybooks, activities, work samples, homework
- **Parental, pupil feedback or observation**
- **Standardised tests**
- **Diagnostic tests**
- **Assessment by psychologist**

## ***Assessment of Learning***

### **Standardised Tests (Guidelines pp. 60 – 69)**

- The following tests are used
  - MIST – early in the second term in senior infants
  - Drumcondra Literacy and Numeracy Tests (Sen. Infants)
  - N.R.I.T.-Second term 2<sup>nd</sup> Class/5<sup>th</sup> class
  - Drumcondra Maths – May/June, 1<sup>st</sup> to 6<sup>th</sup> classes.
  - Drumcondra English – May/June, 1<sup>st</sup> to 6<sup>th</sup> classes.
  - Drumcondra Irish Test – May/June, 2<sup>nd</sup> to 6<sup>th</sup> classes.
  - Jolly Phonics- May (SET)
  
- The purpose of the standardised tests is to allow teachers to make placement and progress decisions based on assessment results and to develop appropriate interventions for certain children.
- The SET is responsible for purchase, distribution and co-ordination of testing.
- The class teacher administers the standardised tests.
- Pupils will be tested at the level of their peers and at the level they are working at.
- Each child's raw score, standard score, percentile rank, STEN and reading age is recorded.
- The results will be analysed at whole school level (using a data analysis grid) and at individual class level and by SET, and the information gathered from the tests will be used to inform teaching and learning.
- The STEN score will be given to parents and an explanation/descriptor will be provided with each result in the end-of-year report.
- The results will determine the allocation of learning support/resource hours in the school and the nature of the support provided (in-class or withdrawal).

### **Screening**

Priority will be given to pupils who are performing at or below the 12th percentile in English and Mathematics. The Continuum of Support as outlined in *Special Educational Needs will be followed.*

*MIST is used to facilitate the early identification of learning strengths/difficulties.*

*It is administered in the fifth term of school by the class teacher depending on class splits.*

*SET interprets results in consultation with class teacher.*

*It will be decided then what format early intervention will take.*

*SET to meet parents at parents evening and again in February and June.*

### **Diagnostic Assessment :**

- WRAT (Maths /Literacy.)
- Neale analysis.

- Test 2R
- B.P.V.S ( All Junior Infants.)
- B.I.A.P (Junior Infants.)
- P.I.P.A(Junior Infants.)
- British picture Vocabulary Scale J.I October (SET)
- The Bus Stop Test (SET)
- W.R.A.T(SET)
- PHAB(SET)
- Neale Analysis(SET)

Maths has been identified as an area that needs improvement as far as Diagnostic testing goes.

- Diagnostic tests are used to determine the appropriate learning support for individual pupils who present with learning difficulties.
- SET and the class teacher are involved in selecting children for diagnostic assessment.
- Parental permission for the carrying out of these assessments has previously been granted before the test has been administered.
- SET administers the diagnostic tests and interprets the results.If the diagnostic assessment indicates that supplementary teaching would be beneficial this will be arranged. In consultation with the classroom teacher, a learning programme will be drawn up and implemented by SET.
- After the programme of work has been completed a further test should be carried out to determine progress made and what form the next course of action should take.
- SET in consultation with the Principal allocate hours based on assessments.

### **Psychological Assessment**

- The class teacher and SET liaise with parents if it is felt that a psychological assessment or other assessment is required.
- The Principal, in consultation with the SET, is responsible for requesting and arranging an assessment from Psychologist, Speech & Language Therapist, Audiologist etc.
- The assessment is consulted in drafting an educational plan for the pupil, SET draw up support plans based on assessments used ,teacher observations and parental concerns.
- Psychological reports are stored in the pupil files in the Learning support room in a filing cabinet.

**Recording the results of assessment (See guidelines p70, 71 and 79)**

- Test results are recorded on class record sheets and these are stored in the filing cabinet in the learning support room.
- Aladdin.
- Teachers have agreed terminology for reporting on children's progress and achievement based on STEN scores. Comments and observations will be recorded in an objective and instructive manner. The individual record card will be used to inform teachers of a child's assessment scores. Parents will be informed at parent teacher meetings and through the school report.
- Assessment information will be safely stored to facilitate access to it by former pupils at any stage until their 21<sup>st</sup> birthday (Guidelines p.80)

#### Success Criteria

- 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.
- Time is allocated during assembly times for class teachers to meet SET for consultation.
- Time is allocated to SET in June to interpret results and have all support plans ready as far as possible to implement at the start of the school year.

#### Timetable for Review

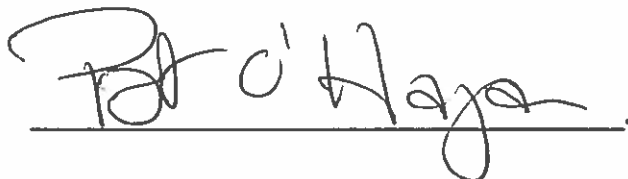
The policy will be reviewed at the end of the first year of implementation and at a minimum every 4<sup>th</sup> year thereafter. As we have decided to take on board a number of new procedures these will be reviewed and, if necessary, amended in June 2020. The Deputy Principal will initiate and co-ordinate this review.

#### Ratification

This assessment policy was officially ratified by the BoM on the

18 June 2019

Signed:



## Reference Section

- Assessment in the Primary School Curriculum – Guidelines for Schools, NCCA, 2007
- Special Educational Needs – a Continuum of Support, Guidelines for Teachers and Resource Pack for Teachers, NEPS, 2007
- Learning Support Guidelines, DES, 2000
- Circular 0138/2006 Supporting Assessment in Primary Schools
- 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
- Working together to Make a Difference for Children, NEPS
- Drumcondra English Profiles. G. Shiel & R. Murphy, ERC, 2000
- Commonsense Methods for Children with Special Needs, Peter Westwood, Routledge Falmer, 1997
- A range of assessment tests are listed on the SESS website [www.sess.ie](http://www.sess.ie)
- **Draft Report Cards Templates.** [www.ncca.ie](http://www.ncca.ie)
- **info@ncca, September 2005.** Issue 1, p. 8. Assessment for Learning

## **Glossary.**

**M.I.S.T:** Middle Infant Screening Test.

**B.I.A.P:** Belfield Infant Assessment Test.

**P.I.P.A:** Preschool and Primary inventory of Phonological Awareness.

**B.P.V.S:** British Pictorial Vocabulary Scale.

**N.R.I.T:** Non Reading Intelligence Test.

**W.R.A.T:** Wide Range Achievement Test.

**P.H.A.B:** Phonological Assessment Battery.