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| **Date** | 1st December 2023 |
| **Review Date:** | December 2025 |
| **Aims:** | * To facilitate improved teaching and learning * To target needs and strengths * To create a procedure for monitoring progress and achievement * To identify alternative teaching and learning initiatives and learning processes which assist the long term and short term planning of teachers. * To co-ordinate assessment procedures on a whole school basis, including storage of tests and results and reporting of same. |



**Rationale**

The core of this policy is that all children should work to their individual potential and experience success at school. We endeavour to identify children who may have learning difficulties or those who are highly able at the earliest possible opportunity, and put in place a programme to respond to their needs.

An effective assessment policy is central to this core objective. This policy covers both Assessment of Learning (AOL), which is summative assessment - assessing how well children perform after a specified period e.g. Standardised Testing, and Assessment for Learning (AFL), which is continuous formative assessment and is used to determine future planning and teaching goals.

**Relationship to School Ethos**

The school adopts a holistic approach to the education and development of each child and the enhancement of teaching and learning processes. An effective Assessment Policy identifies early interventions that need to be put in place to ensure that each child reaches his/her potential and positive self-esteem is achieved

**Forms of Assessment**

There are three main types of assessment – 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 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**

• Teacher Observation (focused, continuous, informed and structured)

• Teacher designed tasks and tests; weekly and termly tests, projects, reports and homework.

• Self-Assessment; e.g. 2 stars and a wish, WOW wall

• Peer Assessment

• Discussion / Conferencing

• Concept Mapping

• Checklists / Rating Scales

• Time-Sampling Recording / Event Recording

• Portfolios / Projects

• Digital Portfolios (Seesaw)

• Standardised testing

• Diagnostic Testing

**Screening**

The following tests are used to screen in Scoil Charthaigh Naofa:

• Pre-School Profile (On enrolment)

• Junior Infant Work Samples (guided and independent tasks)

• NEPs Checklists

• NEPs “My Thoughts About School” assessment

• Gross and Fine Motor Checklists

**Standardised Tests**

The following are carried out annually in May (or closets date to be agreed upon a a staff meeting) from Senior Infants to Sixth Class in the areas of Numeracy, Literacy and Spellings.

* Drumcondra Spelling Test – October (1st – 6th Class)
* NRIT – November (2nd and 5th Class)
* MIST – February/March (Senior Infants)
* SIGMA-T – May (1st – 6th Class)
* Drumcondra Primary Reading Test- May (1st – 6th Class)

**Test Procedure Administration and Correction**

* Tests are administered by the class teachers, aided by SET or SENCO where necessary.
* Corrections are completed by class teacher or SET. SENCO can offer assistance where necessary.
* Corrected results are uploaded to the Aladdin system by SENCO.

**Exclusion from Tests**

* Pupils may be excluded from the tests if in the view of the Principal,SENCO, Class teacher and SET and in line with DES guidance, they have a learning, communicative or physical disability which would prevent them from attempting the test in a reasonable manner.
* Children may also be excluded if their level of English is such that attempting the test would inappropriate
* Children who have a report confirming a diagnosis of Dyslexia will not be required to sit the Drumcondra Spelling Test.

**Recordin**g

* Test results will be recorded electronically (via the school data system Aladdin) by the SENCO. A class score sheet is generated on the system. Class teachers and SET will have access to these records.

**Test Booklets**

* Test booklets and administration manuals are stored in the Deputy Principal’s Office. They will be distributed to the class teachers the day before testing. Each test and class level have their own individual box, which will then be returned to the DP’s office.
* Following the correction of tests and the subsequent uploading of results, booklets will be stored in the child’s file. SET or SENCO will complete this task. Tests will be stored in the green folder in the pupil file.
* Results are kept as per Data Protection & Record Keeping Policy – until the pupils have reached aged 26, and then shredded.

**Reporting of Results**

* Children are not given the results of tests.
* Results of end of year standardised tests are reported to parents via the end of year School Report Card.
* Results are given in terms of Sten Scores and are accompanied by an explanation sheet.
* Where a concern arises about a child’s tests results arises the Class Teacher will make contact with parents to discuss the concern.
* Where children are transferring to other Primary Schools or Secondary schools results may be forwarded to them without permission from parents. This permission has already been granted in the school enrolment form.
* The school will report aggregate standardised test results for 2nd, 4th and 6th Class (via EsiNet) once annually to the Department of Education.
* At the end of each year Class Teachers are given the opportunity to meet with the previous Class Teacher to discuss the results of the tests and the strengths and weaknesses of each child. (This information can be helpful in forming discussions for the class transfer document.

**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 several 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).
* Our current school psychologist is Aideen Corbett
* The Principal. SENCO and Educational Psychologist may look at the work samples, support plans, discussions with class teachers and SET, as well as test results etc to form a priority list for assessment.
* Parents will then be consulted and forms will be filled out by SET and class teacher as required. Copies will be placed on file. ‘
* Parents may choose to arrange an assessment privately through a private Educational Psychologist or other agency. Teachers may be asked to fill out supporting forms in these instances also. Same procedure followed as for NEPS assessment.

Storage of Assessments

* Reports will be stored in the pupil file in the office.
* They must be signed in/out of office using the sign in sheet attached to the green board.

This policy is subject to ratification by the staff and management of Scoil Charthiagh Naofa.

It will be reviewed two years, or as necessary.