<div align="center">**Scoil Eoin Phóil**</div>

<div align="center">**Assessment Policy**</div>

All staff members were involved in drawing up this policy, initially in the school year 2007/08. It was subsequently reviewed in 2012-13 and again in 2019-20.

Rationale

The assessment policy was necessary to review existing practice, to inform our long and short term planning and to adhere to the requirements of "The Education Act (1998) and to reflect the information in the NCCA document (2007) 'Assessment in the Primary School Curriculum: Guidelines for Schools and the NEPS (2007) document, 'Special Education Needs: A Continuum of Support' . This assessment policy will describe assessment in Scoil Eoin Phóil and will provide the teachers with information and examples to show how assessment can translate into daily practice in the classroom.

It will help teachers to make important decisions about the teaching process – selecting curriculum objectives, identifying appropriate teaching methodologies, designing learning activities, choosing suitable resources, differentiating learning and giving feedback to children on how well they are doing. Additionally, it will help the pupils to become more self-aware as learners and to develop the ability to self assess. It is relevant to all curriculum areas and contributes to the development of knowledge, skills, attitudes and values. This policy will place assessment at the very heart of teaching and learning. It will assist communication among all parties involved in the pupil's education – teacher and pupil, teacher and parent and teacher to teacher.

Relationship to characteristic spirit of the school

Assessment activities used in Scoil Eoin Phóil will contribute to pupils' learning and development by providing the teacher with information regarding a child's progress and achievement and by helping him/her to develop knowledge, skills, attitudes and values. In this way it will adhere to our school's mission statement, i.e. to develop the child's full potential.

Aims

By implementing this Policy, Scoil Eoin Phóil hopes

- To benefit pupil learning
- To monitor learning processes and learning styles
- To generate information that can be used to monitor achievement over time – **Assessment of learning** needs
- To involve parents and pupils in identifying and managing learning strengths or difficulties

- To assist teachers' long and short term planning – **Assessment for learning**
- To coordinate assessment procedures on a whole school basis.

Purposes of assessment

- To provide teachers with information to make decisions about what and how the children are learning.
- 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 contribute to the school's strategy for prevention of learning difficulties
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able and children with special needs.
- To enable teachers to modify their programme of work in order to ensure that the particular learning needs of particular pupils/groups of pupils are being addressed
- To monitor pupil progress and attainment
- 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 approaches and methodologies with reference to their specific pupil cohort.

Assessment for Learning

- Where are children now in learning?
- Where are children going in their learning?
- How will children get to the next point in their learning?

Assessment for learning generally takes place in the day to day interactions between the teacher and child/children. Asking questions, working on projects/tasks individually or collaboratively, designing, playing etc, provide the teacher and child/children with information about what they do and don't understand and what they can and cannot do. The teacher uses this information to evaluate her/his teaching and in this way makes changes to his/her planning strategies and methodologies to make learning more successful for the children. Teachers provide feedback to children on their learning to help them identify their progress, the challenges they experience and to encourage them to take more personal responsibility for their own learning.

A range of informal assessment methods are used in the school including:

(a) Self assessment

(b) Teacher observation

(c) Teacher questioning

(d)Teacher designed tasks/teacher designed tests

(e)Portfolio Assessment

(f)Concept Mapping

(g) Conferencing

Some of the above are more frequently used than others.

(a)Self Assessment:

Why? It is an essential part of AfL, it helps the child to be actively involved in their own learning, to see where improvements can be made, to become more independent and motivated. The results can be shared with teachers and parents, to the benefit of the pupil.

What is self assessed? The child's current level of knowledge, skills, attitudes and values across all curricular areas.

When will it happen? Self-assessment is an ongoing process throughout the child's primary school experience.

How will it be applied? Through the use of "Know, Want to know, Learn" (KWL). Through sharing the learning objective/outcome (**WALT** :We are learning to). Through self-correction, drama, portfolios, displays, checklists, evaluation sheets, rubrics and classroom discussion.

Where will this information be recorded? In teacher's day-to-day records, pupils' files and folders and in pupils' own self image

How will it be recorded? As numerical or symbolic scores and phrases. As appendix or addendum to more objective assessments.

With whom will it be shared? With teachers and parents and visitors to the classroom from appropriate agencies (eg inspector, educational psychologist), during class-time, at parent-teacher meetings, in end-of-year report.

For how long should this information be **retained**? Where applicable until end of the school year.

(b) Teacher observation:

Why? It provides information on acquired skills and learning and helps in planning for individual needs and for materials and resources to be used.

What is assessed? The knowledge the child acquires and skills the child learns, the attitudes and values the child develops, disposition and maturity shown and command of all subject areas.

When does it happen? When children work alone or in groups. It may be long term or short term.

How will it be applied? Through listening, observing, questioning and generally monitoring a child or group.

Where will the information be **recorded**? In teachers' notes and teachers'/pupils' day-to-day records, parent teacher meeting notes and end of year reports and in the Student Support File for S.E.N. pupils.

With whom might it be shared? With parents, next year's teacher, Principal, SET team, SNAs, NEPS, SENO, Welfare Officers, appropriate secondary school personnel and the Inspectorate.

How long should information be retained? When part of formal reports, until pupils have reached 25 years (18 years plus 7).

(c)Teacher questioning:

Why? Questioning is used to assess knowledge and understanding and to guide children in their learning. It has a strong AfL and AoL content.

What is assessed? All aspects of children's learning, understanding and potential for further learning in the short/medium term.

When does it happen? It is ongoing- before, during and after teaching.

How will it be applied? Through teacher questioning (including differentiated/integrated questions) peer questioning in group sessions and self-questioning.

Where will information be recorded? In teacher notes, copies, workbooks, parent-teacher meeting records.

How and when would it be recorded? Anecdotally and in written observations shared with parents, teachers, appropriate outside agencies.

For how long would information be stored? Dependent on the level of formality of questioning, ranging from end of school year to end of primary school.

(d)TEACHER-DESIGNED TESTS & TASKS:

Why? It informs the teacher in both AfL and AoL areas, especially the latter.

Results indicate trends in performance/knowledge/understanding and they inform planning and future teaching. It is a form of continuous assessment.

What might be assessed? Subject areas covered in previous week, month, term, year except PE, Art for which other methods are perhaps more suitable.

When does it happen? Examples: weekly spelling test, Maths test at end of topic /chapter, end of term tests in SESE, end of year music test, vocabulary/focloir tests etc.

How will it be applied? Q and A, check lists, matching, multiple choice, work sheets, cloze, illustration, manipulative skills, equipment usage.

Where will the information be **recorded**? In teacher's notebook, record file, pupil's assessment folder/subject copy.

How will it be recorded? As scores, grades, graphs, percentages, teacher comments.

With whom will the information be shared? With pupils, S.E.T. (if applicable), parents and succeeding teacher (if required). This will be done orally through discussion or in end of year reports and at parent-teacher meetings.

For how long would the results be retained? They will follow the child for his/her primary schooling.

(e) PORTFOLIO:

Why? It provides evidence of knowledge and skills acquired and assists in informing planning and future teaching. It is also the form of assessment most affirmative of children's efforts, self-esteem and confidence.

What might be assessed? All subjects, rate of progress, understanding of concepts and ideas, neatness, originality, dexterity, achievements, multiple abilities and weaknesses.

When does if happen? Ongoing throughout the year (AFL learning) and end of term/year (AoL).

How will it be applied? Through discussion and comment, grading according to criteria, as positive adjunct to other forms of assessment.

Where might information be recorded? In assessment folders, planning folder or notes, teacher's day-to-day records.

How will it be recorded? As comments, observations, written or typed, in summary of overall abilities. The portfolio is a record itself.

With whom will the information be shared? Whole class, school or community displays, Open days, comment section of reports and on individual child's records.

For how long will it be stored? To the end of school year.

(f) CONCEPT-MAPPING

Why? A quick method to determine the current learning of a child/group/class and to share information across class groups (AfL). Also, it is a clear, concise way of viewing information learned during class/project. It benefits less able pupils. Children can easily assess their own learning by comparing early maps with "finished" maps.

What is assessed? Pre-existing knowledge of specific subject content. It is especially suited to SESE (AfL). It shows how much was added to the knowledge base, the skills used in developing maps and the ease or otherwise of completing them, all indicators of degrees of improvement.

When does it happen? Before and during a lesson (AfL), after a learning exercise or project (AoL).

How will it be applied? In whole-class /group/individual settings, through discussion, Q & A among peers/groups and with teacher.

How will it be recorded? Through grids/score-sheets and links with Portfolia storage. The teacher notes the extent to which children engaged with the process and the usefulness of completed maps for future learning and comparisons with other pupils/groups.

With whom will it be shared? Teacher to child or peer to peer.

How long would it be stored? Not necessary to store such material for long periods or beyond the end of the school year.

(g) CONFERENCING:

Why? It caters for individual differences, it promotes child centred education, it provides positive constructive feedback (particularly AfL) and allows children to participate in setting goals and promotes correct approaches to learning effectively.

What is assessed? AfL and AoL

When does it happen? After testing, preparing creative writing work, identifying individual or shared Math or Language Comprehension difficulties, during correcting of written work, in drawing up "rules" for classroom, activities, behaviour.

How will it be applied? Working with individuals or groups as the above circumstances dictate through oral discussion with child(ren), through children assessing each other's work and through interaction with S.E.T. teacher, same grade teachers and parents.

Where will it be recorded? In children's copies, anecdotally, in homework journals and parent-teacher meeting record sheets.

With whom will it be shared? With the child, with the class, with parents, with other teachers either verbally, in written form including IEPS and written comments in copies, school reports.

How long will it be retained? Generally, for short periods of time unless part of Student Support File or school reports - then 25 years.

These assessment methods are used across the school, at the discretion of the teacher, depending on the requirements of the individual pupil, class, or subject.

The above assessment data is stored in the child's assessment folder.

ASSESSMENT FOLDERS

We have 2 folders:

a) Classroom Assessment Folder (Red)

b) School Assessment Folder (Black)

Classroom Assessment Folder

Classroom Assessment Folder

Junior Section Junior Infants – 2nd class

<u>Section 1</u>

- Standardised Test Results
  MIST: Senior Infants
  NRIT: 1st class
  DPRT: 1st& 2nd class
  DPST: 1st& 2nd class
  SPAR: 1st& 2nd class
  Sigma T: 1st& 2nd class
- Class groupings based on
  Standardised Test Results / Teacher Observations
- Class grid showing the results of weekly spelling and table tests

<u>Section 2</u>

- Individual section for each child
- Strengths /Needs for each child
- Teacher observation – post-its, comments etc
  - Academic / behavioural observations
- Samples of work – writing etc from each term
- Reading Comprehension Activity (in some classes)
- Parent Teacher Meeting Notes / Records
- Record of Meetings with parents other than P/T meetings
- Record of issues / concerns (CAF)
- Termly test results
- Checklists: Wordlists, word box lists, phonic lists, letter and number formation:
- Timed tables test records

- P.E. Skills

Classroom Assessment Folder (Senior)

3rdclass – 6th class

- Class grid: Weekly Spelling Test Result
  Weekly Comprehension results (if applicable)
  Weekly Maths Circle Results
  Termly results for Maths, English, Irish
  Termly results for S.E.S.E.
  Termly results for vocabulary
  Mental Maths pupil record sheet
  End of Topic Maths Test results
  Samples of written work in English and Irish
  Record of Oral Reading for each pupil (?)
- Teacher Observations
- Parent Teacher Meeting Notes
- Behaviour Records

(a) **School Assessment Folder/**

This Assessment Folder travels with the class as it progresses through the years.

It contains the following:

1. Master copy of *Staged Approach/Continuum of Support* (for copying)
2. Master copy of *Student Support File* (for copying)
3. Methods of assessments in Curricular areas
4. <u>Class sections Junior Infants-Sixth Class</u>
   <u>Order of Documents</u>
a. List of pupils on *Staged Approach/Continuum of support*
b. List of pupils discontinued L.S. (where applicable)
c. Irish Exemption List (where applicable)
d. End of Year Test Results (previous year)
e. Ballad and Westwood test results (current year)
f. Synopses of external reports (where applicable)
g. Termly behaviour record sheets
h. I.E.P.'s/I.P.L.P.'s/P.P.P.'s
i. C.A.F. sheets
j. Accident/Incident sheets
k. Any other relevant information

Master copies of C.A.F. /Accident/Incident Sheets

Screening Tests:

Screening facilitates the early identification of learning difficulties and allows for effective communication with the child's parents and enables the teacher/school to organise appropriate support.

Belfield Infant Assessment Profile (BIAP)

Some sections are administered to Junior Infants in March/April. The S.E.T. team helps to administer the test with the class tea????cher. Results are used to support the learning needs of the children and to inform future teaching. Results are communicated to parents where there is a concern. Results and test materials are filed in SEN coordinator's room.

Bury Infant Check

This includes language, learning styles, memory, number and perceptual motor skills.

Middle Infant Screening Test (MIST)

This is administrated in Senior Infants each year. Results are used by the class teacher to support the learning needs of pupils and to inform future teaching. Results are communicated to parents, where the teacher has a concern about a pupil's progress. The MIST programme, Forward Together, will be recommended for pupils who obtain scores below the threshold. Parents will be encouraged to use the Forward Together programme at home. Results and test booklets are filed in the SEN coordinator's room. The results are inputted on Aladdin.

New Non Reading Intelligence Test (NNRIT)

The NNRIT is administrated in February to all pupils in 1st class. Results are communicated to parents, where necessary. The test is administered and corrected by the SET. Results and test booklets are filed in the SEN coordinator's room. The results are inputted on Aladdin.

DTEL-(S) Drumcondra Test of Early Literacy –(Screening)

The DTEL- Screening is designed to identify pupils who may be at risk of reading difficulties so that, if needed, further diagnostic assessment and targeted instruction can be implemented. It assesses two aspects of reading: word recognition and comprehension

SPAR Reading Test:

Senior Infants – 6th Class. This test is administered and corrected by the class teacher. The SET/class teacher communicates these scores to all parents of pupils who receive additional support and also where deemed necessary. Results and test materials are filed in SEN coordinator's room.

Dyslexia Screening Test

This test is designed to give an indication of possible dyslexia difficulties. The test is administered where the class teacher and SEN teacher suspect a child has dyslexia tendencies. Parents will be consulted. No actual diagnosis is given. Depending on the outcome, a psychological assessment with NEPS or another agency may be sought. Parents will be informed at all stages of the process. Results of the test will be placed in the child's file in the SEN coordinator's room.

Assessment of Learning (AOL)

Standardised Tests:

Standardised testing in English and Maths are administered from mid May to early June to all pupils in 1st-6th classes. Junior Infants and Senior Infants are tested as indicated in the Formal Assessment grid. **See Appendix 1, Formal Assessment Schedule.**

Organisation of Standardised Tests.

- The SET co-ordinator, with the support of the SET team under the supervision of the Principal, is responsible for the purchase, distribution and co-ordination of testing.
- Class teachers administer and correct standardised tests. Where there is a separate Maths group, the S.E.T. for the group administers the test.
- The S.E.T. team will assist in administering and correcting the B.I.A.P., BURY, MIST, DPEL(S), and NRIT.
- Results are recorded, duplicated and sent to S.E.T. team for screening purposes. The class teacher is involved in the interpretation of the test results with the S.E.T. team.
- Pupils may be excluded from the test if, in the view of the Principal, class teacher/S.E.T. team, they have a learning or physical disability which would prevent them from attempting the test or, in the case of newcomer pupils, where their level of English is such that attempting such a test would be inappropriate (cf Circular 0138/2006)
- Following consultation, a lower level of the test may be administered to these children where it is deemed appropriate and beneficial.
- A uniform approach to recording of results is used. In English (D.P.R.T, D.P.S.T) results are recorded using a raw score, standard score and percentile rank and STEN. Reading ages are recorded in Spar.
- In Maths (Sigma T) Raw Score, standard score, percentile rank and Sten are recorded.
- The Principal and S.E.T. team are involved in the analysis of results for individual classes, across a range of classes and at whole school level. Class teachers are involved in the analysis of their class results.
- If a pupil is absent for a test, the SET team may administer the test, if the class teacher, SET co-ordinator and/or Principal is of the opinion that it is necessary. Where the absence is due to the taking of holidays during the testing period, it may

not be possible to administer tests to these children and parents will be informed accordingly.

Where the child attends Learning Support or is being considered for Learning Support or termination of Learning Support is being considered , then the SET team will make every effort to administer the test.

Parents/Guardians are asked not to take holidays during term time.

- Information gathered from the analysis of results will be used to improve the child/children's learning. It will be used to plan the programme for the following year and to inform whole school planning in numeracy and literacy – to define areas of strength and to put the appropriate supports in place. It will also inform School Self Evaluation in English and Maths.
- Analysis of results will also influence the development of S.E.T. and allocation of resource to individual children, groups of child and/or particular classes.
- Test scores are recorded on class record template and stored digitally on the school administration system, Aladdin. A copy of the results is forwarded to the SET team for analysis and S.E.T. timetable planning. A due date is communicated well in advance to the teachers.
- The S.E.N. co-ordinator provides a copy of the results to the class teacher for the following September. The class teacher signs that they have received the results.

Storage of Standardised Test Results and Booklets

A copy of the test results is stored in the class assessment folder. A hard copy is also stored in the locked filing cabinet in the SEN coordinator's room. The test results are also stored digitally on the school administration system – Aladdin.

Completed test booklets are stored in the SEN coordinator's room and destroyed after one year except in the case of children attending SEN support. In this instance they are retained indefinitely.

Communication of Results to Parent(s)/Guardian(s)

Results of standardised tests are communicated to parents in the end of year report. The format used is the STEN Score. Report cards follow the NCCA template with some adjustment**. See attached report.**

- A short explanation of the scoring system is provided with each report. **See attached explanation.**
- Reference is also made to the results at parent teacher meetings, emphasising how they can be used to improve children's learning

Communication of Results to Department of Education and Skills

The school is required to administer tests in English and Mathematics during May/early June to all pupils in2nd, 4th and 6th classes. These results must be reported to DES in June via the ESINET portal by the Principal.

Communication of Results to Board of Management

The Principal is required to report the results to the Board of Management in June or September.

Diagnostic Tests

Diagnostic tests play an important role in identifying pupils with learning difficulties. The S.E.T. team and mainstream teachers are involved in selecting children for diagnostic testing. The S.E.T. team will administer the tests. The school has a staged approach/Student Support Plan to ensure that the result of the assessments informs future learning plans. **See SEN Policy for further detail.**

At times, it may be necessary to consult the NEPS psychologist about diagnostic test results and the SEN coordinator and/or the Principal will arrange this.

YARC – York Assessment of Reading and Comprehension 5 – 11

This diagnostic test may be used where parents seek an Irish exemption for their child but there is no report from an outside agency indicating an exemption is warranted.

Diagnostic Reading Analysis (DRA) – can also be used for Irish exemption.

Diagnostic Spelling Analysis (DSA) – can also be used for Irish exemption.

DTEL-(D) Drumcondra Test of Early Literacy – Diagnostic

This test is recommended for children who have attained low scored on the DTEL-(S). It is divided into 3 parts – Phonological Awareness, Phonological Working Memory and Knowledge of Letters and Letter Sounds.

RAIN Sentence Reading Test

Jackson Phonics

Early Literacy Test

MALT (Maths)

Irish Exemption:

See Circular 0052/2019 and Exemptions from the Study of Irish Guidelines for Primary Schools Guidelines on www.education.ie

The following discrete tests may be used to process an application for an Irish exemption

WORD READING

 Wide Range Attainment Test (WRAT) 4/5 Word Reading

 Wechsler Individual Attainment Test 3 (WIAT 3) Word reading

Woodcock Johnson IV Woodcock

Reading Mastery Test 3rd Edition (WRMT-III) (2011)

Diagnostic Reading Analysis (DRA3ED)

Single Word Reading Test (SWRT)

Hodder Oral Reading Test

Lucid Assessment System for Schools (LASS)

READING COMPREHENSION

WRAT 4/5 Reading Comprehension

WIAT 3 Reading Comprehension

Woodcock Johnson IV

York Assessment of Reading Comprehension – (YARC) (has both primary and post primary norms)

Diagnostic Reading Analysis (DRA 3rd edition)

SPELLING

WRAT 4/5

WIAT 3 Spelling

Vernon Graded Word Spelling Test

The Diagnostic Spelling Test (DST)

British Spelling Test 2nd edition (BSTS2)

Drumcondra Primary Spelling Test (DPST)

Lucid Assessment System for Schools (LASS)

Some of the above tests may only be administered and interpreted by appropriately qualified personnel. We will consult the test publisher and/or NEPS/NCSE if in doubt.

Psychological Assessments

CF: Psychological Assessment Policy for greater detail on this area.

- Based on our enrolment, the school's NEPS psychologist offers 3 assessments per year. In September, the S.E.T. team and the Principal prioritise the caseload for assessment. The advice of the NEPS psychologist will be given due consideration when compiling this list. Prior to this meeting, the class teacher and S.E.T. team will

review all interventions, test results – both informal and formal- etc. It is required that the Continuum of Support/Staged Approach Guidelines are adhered to in these cases.

- The class teacher, S.E.T. and/or the Principal will meet parent(s)/guardian(s) to inform them if their child is being considered for a psychological assessment.
- The SEN coordinator and/or the Principal will organise the assessment with the NEPS psychologist.
- Where parent(s)/guardian(s) choose to avail of a private assessment for their child from an external agency, they are asked to share the results and recommendations from the assessment with the school. These reports will be stored in the child's file in the SEN coordinator's room.

Other Assessments

Where a child presents with Speech and Language or Occupational Therapy needs, teachers working with the child will bring these to the attention of the Principal. The Principal and/or the class teacher will advise the parent(s)/guardian(s) to contact their family doctor for a medical referral for Speech and language or Occupational Therapy assessment.

Transition from Primary to Secondary School

Standardised test results will be forwarded to the relevant second level school on transfer from Primary to Second Level. Confirmation that a child has enrolled in the school will be sought before the transfer.

A meeting is held each year with relevant staff (generally, the First Year Head and Learning Support Teacher) from the local second-level schools to discuss pupils' performance in their assessment tests and to report on individual pupils. This will usually involve the 6th class teacher and/or S.E.T.

Parent(s)/guardian(s), pupils and teachers complete the Education Passport and permission is sought from parents to share results and/or reports with secondary schools. Confirmation of enrolment in the secondary school is sought before transfer.

Continuous Professional Development

- Teachers wishing to attend courses relating to Assessment and Reporting are supported by the Board of Management.
- Resources for assessment which are deemed necessary by staff are purchased.
- Opportunities are provided for staff to share their expertise relating to Assessment and Reporting with their colleagues.
- The Principal has received training in Data Protection and has shared this training with staff members.

Evaluating the Success of this Policy

We will know that the Policy is successful if:

- A range of formal and informal assessment is used as an integral part of teaching and learning.
- There is clarity about what is expected and who is responsible for different aspects.
- Information is transferred efficiently between class teachers at the beginning and end of the school year, from S.E.T. to class teacher at the beginning of each school year and where appropriate at the end of a school year and between primary and secondary school.
- Because formal and informal assessment is used from Junior Infants onwards, early identification of needs will be possible and intervention and resources can be made available for pupils at the earliest opportunity.
- Pupils' learning is enhanced.

Implementation Date

The majority of the procedures outlined in the policy are already implemented. Full implementation will occur from here forward.

Review of Policy

This policy will be reviewed every 2 years and earlier if required.

This review will be initiated following discussion at whole staff level at staff meetings particularly the May/June meeting. The S.E.T. team will co-ordinate the review.

This policy will be communicated to all staff and parents via One Drive and the school website.

Ratification

This policy was ratified by the Board of Management on 28th September, 2020

Signed _____   Date 28th September, 2020

Chairperson

Signed _____   Date 28th September, 2020

Principal

Appendix 1: Timetable of Standardised and Screening Tests

Test	Class	When Administered?	Who Administers?
B.I.A.P./BURY	Junior Infants	April	SET Team and Teacher
DELT –(S)	As necessary	April/May	SET Team and Class Teacher
M.I.S.T.	Senior Infants	Before Easter	SET Team and Class Teacher
NNRIT	1st	February	SET Team and Class Teacher
DPRT	1st – 6th	May	Class Teacher
DPST	1st – 6th	May	Class Teacher
SIGMA T	1st – 6th	Early June	Class Teacher and SET teacher working with group
SPAR	1st – 6th	May	Class Teacher