

# ST. DAVID'S NATIONAL SCHOOL



## ASSESSMENT AND RECORDING POLICY

### INTRODUCTION

This policy was originally drafted in 2004. It has been reviewed at a staff meeting in January and February 2019.

### 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 school response to their needs. An effective assessment policy is central to this core objective.

### RELATIONSHIP TO CHARACTERISTIC SPIRIT OF THE SCHOOL

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 enhancement, increased confidence and raised self- esteem are achieved.

### AIMS

- 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 co-ordinate 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 pupil progress and attainment
- To enable teachers to modify their programmes 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 involvement of pupils in assessment of their own work
- To enable teachers to monitor their own approaches and methodologies

## **ASSESSMENT FOR LEARNING**

The following are some types of informal assessment methods used in the school. The format, administration and frequency of informal class testing are at the discretion of the individual class teacher.

- Teacher observation
- Checklists e.g.; sound, letter, word recognition
- Weekly tables and spelling tests
- Maths end of unit and termly assessments
- Teacher designed tests
- Work samples
- Teacher questioning and teacher conferencing
- KWL charts
- Free Writing copies

Pupil achievements in these will inform teachers planning for differentiation and classroom support. Each teacher keeps an assessment folder with formal test results and some examples of informal testing for each pupil.

## **SELF- ASSESSMENT**

The importance of pupils assessing their own work is recognised. The following are some of the methods used;

- Traffic lights, smiley faces, thumbs up thumbs down, (more junior classes) two stars and a wish, rating a piece of work given success criteria (more senior classes).
- Writing genre checklists completed by pupils
- Peer assessment (teachers will model and train pupils in these assessment strategies)
- Each pupil will keep a self- assessment folder

## **ASSESSMENT OF LEARNING**

### **Standardised tests**

- In May each year, Sigma T tests are administered by class teachers to 1st, 2nd, 3rd, 4th, 5th and 6th classes.
- In May each year, Drumcondra Primary Reading Test is administered to 1<sup>st</sup> – 6<sup>th</sup> classes.
- In May each year, Drumcondra Primary Spelling test is administered to 1st – 6th classes.
- From 2018 / 2019 the NNRIT is administered to pupils in 1st and 3rd classes in November of each year.
- Standard score, percentile and sten scores are recorded on the class record template. A copy is kept by the class teacher and another copy is stored in a filing cabinet in the office.
- The aggregated results of standardised tests for literacy and numeracy in 2nd, 4th and 6th classes are reported to the Dept. of Education and Skills in June every year.
- NNRIT scores will be given orally to parents at Parent-Teacher meetings and STEN scores will be written on end of year reports, information leaflets provided to parents.

## **Screening**

The screening tests used to identify learning strengths and weaknesses in the school are;

- Middle Infant Screening Test ( administered to all pupils in Senior Infants)  
The following tests may be administered by the SET (Special Education Teacher / Support Teacher) to individual pupils where the class teacher has concerns about a pupil's learning (as needed)
- BIAP( Belfield Infant Assessment Profile)
- Bangor Dyslexia Screening
- Aston Index
- RAIN reading test

Screening is used by the school to initiate the staged approach to intervention as per circulars 24/03 and 02/05 .The importance of early intervention in addressing learning difficulties is recognised. Where the Infant teacher has concerns about pupils from results of informal testing e.g. checklists or MIST. A classroom support plan will be devised (Stage 1)

If a teacher still has concerns Stage 2 may be initiated in consultation with the SET (Special Education Teacher / Support Teacher).

Also eyesight and hearing difficulties are initially ruled out in the HSE School Screening Programmes for Eyesight and Hearing.

## **Diagnostic Assessment**

The diagnostic tests used in the school include

Aston index (language)

NARA

These tests are administered by the SET (Special Education Teacher / Support Teacher) following referral by the class teacher in consultation with parents. These are carried out in keeping with the staged approach being implemented by class teachers before recourse to psychological assessment

## **Assessment by Other Agencies**

If stages 1 and 2 fail to deliver adequate intervention; the class teacher/principal will contact the parents for permission to secure assessment from an outside agency. An assessment will determine the subsequent level of intervention, be it Learning Support or Resource hours.

## **Recording**

Each pupil has an individual record card on which the scores of standardised tests are recorded as they progress through the school. These are kept in a filing cabinet in the school office Information is passed on from teacher to teacher on a need to know basis.

## **SUCCESS CRITERIA**

This policy is considered successful if;

- Early identification and intervention is achieved
- Clarity is achieved regarding procedures involving a staged approach
- Procedures are clear, with roles and responsibilities defined
- There is efficient transfer of information between teachers
- Children experience success and are involved in assessing their own learning

## **ROLES AND RESPONSIBILITY**

Class Teachers, Resource Teacher, SET (Special Education Teacher / Support Teacher) and the Principal assume shared responsibility. It is the responsibility of the class teacher to set in train staged interventions at class level at stage 1. At stage 2, the responsibilities are shared by the SET (Special Education Teacher / Support Teacher). The Principal assumes a primary role at Stage 3 when Assessment from outside agencies may be required. Parents have a role at all stages and the lines of communication must always be kept open.

## **GDPR**

To comply with GDPR, the school's position would be that parents/guardians are entitled to view their child's test script. This will be a booklet for Levels 1 and 2 (usually First and Second class) and an answer sheet alongside a blank booklet for Levels 3 to 6 (usually Third to Sixth class).

However, the content of the tests is confidential and it is important that it does not circulate among the general public. Other pupils and schools will use these tests in subsequent years, and in order to protect the integrity of the test norms, the content must be kept secure. The Education Research Centre (the supplier to the Department of Education) only sell tests to schools for this reason.

Consequently, the school will stipulate that the parent/guardian views their child's answers under the supervision of a school staff member and does not photograph or photocopy the test content. If possible the school would recommend that phones are left in a secure place (e.g. in the school office) while the test is being viewed.

## **IMPLEMENTATION DATE**

This policy will be fully implemented from September 2014.

## **TIMETABLE FOR REVIEW**

This policy will be reviewed as required.

## **RATIFICATION & COMMUNICATION**

This policy has been ratified by the B.O.M. on 7th May 2014.

This policy was reviewed in January / February 2019.

This policy has been ratified by the B.O.M. on 1st December 2021.

Signed: \_\_\_\_\_  
**Chairperson of Board of Management**

Signed: \_\_\_\_\_  
**Principal**

Date: 1st December 2021

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