

Edenmore National School

Assessment Policy

Introduction

This policy was drafted by the Principal and Deputy Principal early in 2016 after meeting with staff and ratified by the Board of Management in February 2016.

Policy Rationale

The core of the policy is that all children should experience success at school. This school endeavours to identify at the earliest possible opportunity, children who may have learning needs which are at variance with the majority of their peers in the classroom and to put in place a whole school response to those needs. An effective assessment policy is central to this process of teaching and learning. Through assessment the teacher constructs a comprehensive picture of short term and long term needs of the child and plans accordingly. Assessment assists communication to all parties involved in the child's education. It helps the child become more self-aware as a learner and develops powers of self-assessment. It is integral to all areas of the curriculum and the child's growth in self-esteem and acquisition of a wide range of knowledge, skills, attitudes and values.

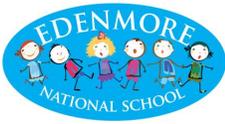
Relationship to School Ethos

The school adopts a holistic approach to the education and development of each child, and an assessment of each child's learning needs leads to 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 is achieved.

Aims and Objectives

The primary aims/objectives of the policy are to:-

1. To facilitate improved pupil learning.
2. To create a procedure for monitoring achievement.
3. To inform planning for, and coverage of, all areas in the curriculum.
4. To track learning processes which assist the long and short term planning of teachers.
5. To generate baseline data that can be used to monitor achievement over time (3 year plan).
6. To contribute to the school's strategy for the management of learning difficulties.
7. To co-ordinate assessment procedures on a whole school basis.
8. To inform parents on their child's progress in school.
9. To involve parents and pupils in managing strengths and weaknesses and
10. To gather and interpret data at class/whole school level in relation to national norms.



Edenmore National School

Assessment Policy

Policy Content

The policy is geared towards using assessment to inform planning and identify the needs of all pupils including the exceptionally gifted so that adequate strategies are in place early enough to facilitate appropriate support. These strategies may include pupil self assessment, pupil profiling, two way communication between parents and teachers, modification of teaching programmes and Individual Educational Plans.

Informal Assessment

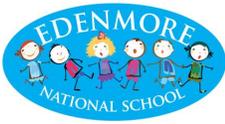
1. Teacher Observation
2. Checklists
3. Running Records
4. Work Samples
5. Homework
6. Specific Assessment Folder
7. Project Assessment
8. Teacher Reflection
9. Teacher Designed Tasks
10. Concept Mapping
11. Curriculum Profiles
12. Conferencing Teacher/Pupil, Teacher/Teacher, Teacher/Parent
13. Questioning
14. Monitoring Spelling and Table Tests

Formal Assessment

1. Screening Test Assessment
 - a) Drumcondra Early Literacy Test (Senior Infants)
 - b) Drumcondra Early Numeracy Test (Senior Infants)
 - c) Drumcondra English (1st – 6th)
 - d) Drumcondra Maths (1st – 6th)
 - e) Drumcondra Spelling (1st – 6th)
 - f) NRIT(1st & 3rd Class)

Standardised Tests are administered to all pupils from Senior Infants to 6th Class.

- The tests are scheduled for the end of May each year.
- The Principal is responsible for the purchase, distribution and coordination of testing.
- The class teachers are responsible for the administering and correction of the tests.
- All regulations outlined in the manuals are strictly adhered to.
- The Raw Score, Standard Score, Percentile Rank and STEN Score are recorded for each pupil.
- The Principal will log the scores onto the Aladdin database for English and Maths for analytical and statistical purposes.
- All results are inputted to create the Bell Curve.



Edenmore National School

Assessment Policy

- The Principal, Learning Support, Resource and Class teachers are involved in the analysis of Standardised Test results for an individual pupil, class and whole school level.
- First priority for Learning Support is given to children who fall in the tenth percentile and below.
- The Sten Scores are recorded on the pupil's report cards which are generated by Aladdin
- The Sten Scores for English and Maths for 2nd, 4th and 6th class pupils are presented to the Board of Management and also will be forwarded online to the Department of Education annually.

2. Diagnostic Assessment

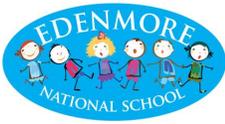
Formal diagnostic tests are used to determine the most appropriate learning support for individual pupils who are not progressing in a learning situation. Diagnostic tests are administered by the Learning Support/Resource Teacher having obtained consent from the parents. The Learning Support/Resource Teacher will interpret and advise the class teacher of the results. A meeting will be arranged with parents to discuss the results and to recommend further assessment if necessary. The diagnostic tests that may be used in our school include:

- a) First 100 Words Checklist
- b) Second 100 Words Checklist
- c) British Ability Scales
- d) Schonell Graded Word Test
- e) Schonell Graded Spelling Test
- f) Salford Sentence Reading Test
- g) YARC
- h) YARC Early Reading Assessment
- i) Aston Index
- j) Jackson Phonics Test
- k) Vernon Spelling

3. Informal Assessment.

Informal assessments are used by individual teachers to identify the learning needs of the children in their class. Teachers then plan their lessons and they identify differentiation strategies which they will employ to ensure the programme of work will closely match the needs of their students. Records of checklists and teacher-designed tests are kept at the discretion of individual teachers, and where they are available results are communicated to parents at the parent – teacher meeting and in the end of year report. These records are regarded as personal teacher records and they are usually only available for the school year which they apply.

Each teacher has discretion as to the format, administration and frequency of in-class testing. The most common types of informal teacher-designed testing in our school are maths tests, tables test, comprehension exercises, spelling tests and quizzes. Where children have identified learning needs, class teachers use testing which matches the abilities of the child and may require that these children perform differentiated tasks which are more appropriate to their ability.



Edenmore National School

Assessment Policy

4. Further Assessment (SEN Policy)

If a child is experiencing more severe difficulties in areas of curriculum i.e. literacy or numeracy or has particular difficulties with behaviour or physical / emotional difficulties an assessment with a psychologist, a clinical psychologist, a speech and language therapist, an occupational therapist or a physiotherapist might be considered. This will be done in consultation with and with the agreement of parents. These may be arranged by the learning support co-ordinator in the school.

Formal Assessment

Formal Assessment by Psychologists, Occupational Therapists, HSE etc. are stored in a locked filing cabinet.

Parental Involvement

In Edenmore NS parental involvement is at all times welcomed and encouraged. Effective communication in regards to pupils' progress is critically important. The following facilitates this:

- Ensuring parents are aware of outcomes of class testing and Standardised Tests. Results of Standardised Tests are communicated verbally at parent-teacher meetings and in written form at the end of the year. Sten Scores to be used when reporting to parents.
- Tests are regularly signed by parents.
- Formal parent-teacher meetings are held annually for all pupils.
- End of year reports are issued to every pupil in Edenmore NS in time to query the report before the end of the school year.
- Informal meetings/correspondence – parents are encouraged to make contact as soon as possible if concerns arise over progress.
- School Support Plus Plans are devised in collaboration with parents and signed by them.
- Meetings with external agencies and private assessors are facilitated by the school.
- Parents issued with information sheets on Sten Scores to facilitate understanding.
- Information meetings.
- Permission is sought to share information when transferring to second level.

Transfer to Secondary School

Upon written request from the chosen post-primary school, the child's educational passport and sixth class report card will be forwarded to the principal of the chosen post-primary school.

Early Intervention

Early intervention is detected as stated in our Learning Support / Resource policy.



Edenmore National School

Assessment Policy

Further Assessment

If the staged approach fails to deliver adequate intervention ie, the child is experiencing more severe difficulties in areas of curriculum i.e. literacy or numeracy or has particular difficulties with behaviour or physical / emotional difficulties an assessment with a psychologist, a clinical psychologist, a speech and language therapist, an occupational therapist or a physiotherapist might be considered. This will be done in consultation with and with the agreement of parents. These may be arranged by the learning support co-ordinator in the school or the principal.

Assessment may be provided through NEPS, or HSE where possible. Private assessments may be arranged. These may have to be funded by parents or school funding may be considered.

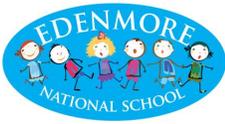
Assessment may be provided through NEP's, through HSE if possible. Private assessments may be arranged. These may have to be funded by parents or funding may be considered.

Reporting to Parents

All parents are invited to attend an annual parent – teacher meeting which is usually held in November. All children receive a written, annual school report in June each year. Class teachers may invite parents in to discuss some aspect of their child's progress if they have identified some need and all parents are free to make appointments to see their child's teacher if they have any concerns about any aspect of their child's progress. Where children have identified learning needs parents are kept regularly informed of their progress and are invited to contribute to the formulation of Individual Education Plans where these are deemed necessary. The results of standardised testing are communicated to all parents in the annual school report. The school has decided to report Sten scores with a note of explanation attached.

Recording and Storing of Tests and Test Results

- Children's tests will be stored in their own individual file in a locked filing cabinet in the Learning Support Room.
- All results of Standardised Tests (and Diagnostic Tests) are stored in a locked filing Cabinet in the Learning Support Room and are available to parents on request.
- A digital copy of the test results are stored on Aladdin which is username and password protected.
- Pupil Screening and Standardised Assessment results are kept in a locked cabinet until the student reaches 25 years of age.
- Teachers will also receive a copy of their classes' results from the previous year in September. This will be filed and locked in their cabinet in each teacher's classroom.



Edenmore National School

Assessment Policy

Success Criteria

This policy is considered successful if:

- Early identification and intervention is achieved.
- Clarity is achieved regarding procedures involved in staged approach.
- Procedures are clear and roles and responsibilities are defined.
- The Principal and Special Education Teachers have clearly defined roles and objectives.
- There is efficient transfer of information between teachers and between teachers and parents.

Roles and Responsibilities

- Mainstream teachers, SET's 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 2, the responsibilities are shared with the special education team. The Principal and Special Needs Coordinator assume the primary role at stage 3 when the further professional assessment may be required. Parents have a role at all stages and the lines of communication must always be kept open.

Implementation

- This policy is effective from February 2016.

Ratification & Communication

This policy was ratified by the Board of Management in Edenmore N.S. and communicated to all parents thereafter.

Review Timetable

This policy will be reviewed in 3 years time and amended as necessary by means of a whole school collaborative process.

This Assessment Policy was adopted by the Board of Management in February 2016.

Signed: _____

Chairperson of Board of Management

Date: _____

Signed: _____

Principal to the Board of Management

Date: _____