



# Edenmore National School

## Assessment Policy

### 1. Introduction

This policy was drafted by the Principal and Deputy Principal in May 2022 after meeting with staff and ratified by the Board of Management on 26<sup>th</sup> May 2022.

### 2. 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 Special Educational Needs (S.E.N.) 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 informs communication amongst all parties involved in the child's education, including parents, teachers, and external agencies, where necessary. It helps the child become more self-aware as a learner and develops their skills of self-assessment.

As a school, a staged approach towards assessment is executed, from informal assessments, formal assessments and further assessments. Assessment is an integral part of Teaching and Learning as it provides evidence in a child's progress in relation to the National Curriculum and promotes a child's development as they are provided with an education that is adapted to their individual needs to promote inclusion.

### 3. Relationship to School Ethos

The school adopts a holistic, inclusive approach to education within the school and seeks to provide opportunities for each child to develop in a learning environment that caters to their individual needs. An assessment of each child's educational needs leads to the enhancement of teaching and learning methodologies. An effective Assessment Policy identifies early interventions that need to be put in place to ensure holistic development, increased confidence and raised self-esteem is achieved.

### 4. 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.



# Edenmore National School

## Assessment Policy

3. To inform planning for, and coverage of, all areas in the curriculum.
4. To track learning processes which assist the long-term 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 in effectively catering to the Special Education Needs of all pupils.
7. To co-ordinate assessment procedures at a whole school level.
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.

### 5. **Policy Content**

The policy illustrates the various stages of assessment that takes place throughout the school. From informal teacher assessment, standardised assessments and diagnostic assessments for the purpose of identifying Special Educational needs. These assessments inform the provision of additional supports, teacher planning and seek to identify the needs of all pupils including the exceptionally gifted, so that adequate supports are put in place as early as possible.

### 6. **Types of Assessment used in Edenmore N.S.**

#### **6.1 Informal Assessment**

Informal assessments are an integral part of Teaching and Learning in our school. Teachers identify differentiation strategies in their planning to cater for the range of needs within their class. Records of checklists and teacher-designed tests are kept at the discretion of individual teachers, and if deemed useful, are communicated to parents at the Parent-Teacher meetings. These records are regarded as personal teacher records and they are usually only available for the school year which they apply.

It is at the teacher's discretion as to the format, administration, and frequency of in-class testing. Where children have identified educational 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

Here is a list of some of the informal assessment techniques that are implemented by teachers in the school.

- a) Teacher Observation
- b) Checklists
- c) Running Records
- d) Work Samples
- e) Homework
- f) Specific Assessment Folder
- g) Project Assessment
- h) Teacher Reflection
- i) Teacher Designed Tasks
- j) Concept Mapping
- k) Curriculum Profiles
- l) Conferring Teacher/Pupil, Teacher/Teacher, Teacher/Parent
- m) Questioning
- n) Monitoring Spelling, spelling quizzes and Table Tests
- o) End of Term tests
- p) Accelerated Reader quizzes

### **6.2 Formal Assessment**

Formal Assessments form an important part of our whole school Assessment policy. Below is a list of the formal assessments that are administered within the school.

- Screening Test Assessment
  - a) Drumcondra Early Literacy Test (Senior Infants)
  - b) Drumcondra Early Numeracy Test (Senior Infants)
  - c) Drumcondra English/ Micra -T (1<sup>st</sup> – 6<sup>th</sup>)
  - d) Drumcondra Maths (1<sup>st</sup> – 6<sup>th</sup>)
  - e) Drumcondra Spelling (1<sup>st</sup> – 6<sup>th</sup>)



# Edenmore National School

## Assessment Policy

f) NNRI(2<sup>nd</sup>&4<sup>th</sup> Class)

- Standardised Tests

- Standardised tests are administered to all pupils from Senior Infants to 6<sup>th</sup> Class
- The tests are scheduled for the middle/end of May each year.
- The SEN Co-ordinator, Mrs Maguire, 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 ensures that all standardised test scores are logged onto the Aladdin database for English and Maths for analytical and statistical purposes and these are then added to end of year report cards.
- All results are inputted to create the Bell Curve.
- The Principal, Special Education Teachers and Class teachers are involved in the analysis of Standardised Test results of each individual pupil, class and whole school level.
- As per the Schools Special Educational Needs Policy, a systemic staged approach for additional support is given which gives priority to children who fall in the tenth percentile and below.
- The STEN Scores for English and Maths for 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> class pupils are presented to the Board of Management and also will be forwarded online to the Department of Education annually.

### **6.3 Diagnostic Assessment**

Formal diagnostic tests are used to determine the most appropriate educational support for individual pupils who are not progressing within their learning environment. Diagnostic tests are administered by the Special Education Teachers (S.E.T.) having obtained consent from the parents. The S.E.T. will interpret and advise the class teacher of the results. A meeting will be arranged with parents to discuss the results and to discuss appropriate supports that will be put in place. The diagnostic tests that may be used in our school include:



# Edenmore National School

## Assessment Policy

- a) First 100 Words Checklist
- b) Second 100 Words Checklist
- c) British Ability Scales
- d) Drumcondra Test for Early Literacy (Diagnostic)
- e) Drumcondra Test for Early Numeracy (Diagnostic)
- f) Schonell Graded Word Test
- g) Schonell Graded Spelling Test
- h) YARC
- i) YARC Early Reading Assessment
- j) Aston Index
- k) Jackson Phonics Test
- l) Vernon Spelling
- m) MALT
- n) Star Reading Test

### 6.4 Further Assessment

If a child is experiencing more severe difficulties in areas of their learning, i.e. literacy or numeracy or has particular physical need, behavioural need, or social/emotional need, and it is evident that the staged approach of school assessment is not adequate in serving the child's needs, an assessment with a psychologist, a clinical psychologist, a speech and language therapist, an occupational therapist or a physiotherapist may be considered through NEPS. The school will consult with the designated School Education Psychologist for further guidance and support and further action will take place only with parental consent. The S.E.T. teacher organised such consultations. Private assessments may be arranged. These may have to be funded by parents or school funding may be considered.

Please see Special Education Needs Policy for additional information

### 7. Early Intervention

Here in Edenmore National School, emphasis is placed on early intervention as we believe this gives children a positive, strong start to their early school years. Support is provided in the areas of Literacy



# Edenmore National School

## Assessment Policy

and Numeracy and teachers aim to detect any pupils presenting with additional needs within these early years.

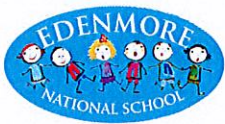
### 8. Transfer to Secondary School

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.

### 9. Parental Involvement

In Edenmore NS parental involvement is at all times welcomed and encouraged. Effective communication with 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 with Parents through the school reports at the end of the year. STEN Scores are used when reporting to parents. An information leaflet is sent to parents that explains the standardised test score terminology.
- Formal parent-teacher meetings are held annually for all pupils and are usually held in November.
- 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. 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
- Tests are regularly signed by parents.
- Where children have identified Special Educational needs, parents are kept regularly informed of their progress and are central to the formulation of Individual Education Plans.
- Meetings with external agencies and private assessors are facilitated by the school.
- Permission is sought to share information when transferring to second level.



# Edenmore National School

## Assessment Policy

### Data Protection

- In addition to its legal obligations under the broad remit of educational legislation, the school has a legal responsibility to comply with the Data Protection Legislation and the GDPR. Therefore, all data relating to formal assessments are stored in accordance with GDPR guidelines. *Please see Data Protection Policy for more detail.*
- A digital copy of the test results are stored on Aladdin which is password protected.
- 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.

### 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

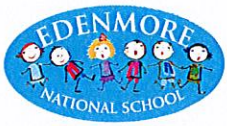
- Mainstream teachers, SET's and the principal assume shared responsibility. The class teacher assumes overall responsibility of monitoring and assessing the needs of pupils under their care. At stage 2, the responsibilities are shared with the special education team. The Principal and Special Needs 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 27<sup>th</sup> May 2022.

### Ratification & Communication

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



# Edenmore National School

## Assessment Policy

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 on 26<sup>th</sup> May 2022.

Signed: *John Ganey*  
Chairperson of Board of Management

Signed: *Catherine McChieigh*  
Principal to the Board of Management

Date: 25.5.22

Date: 25/5/22