

Kingsland NS Policy on Assessment

This Policy was formulated as a result of the Department of Education and Science circular 0138/2006, 'that standardised testing is implemented in your school on an annual basis in the relevant classes in English Reading and Mathematics at the end of 1st. Class or the beginning of 2nd. Class, and at the end of fourth class or the beginning of fifth class.' And that the results should be conveyed to parents in an appropriate manner. Further to Circular **0056/2011** ..**schools will be required to implement Standardised Testing in English and Mathematics during May/June for all students in 2nd, 4th. And 6th. Classes with effect 2012 onwards...** This Policy was formulated with the assistance of a facilitator in 2010 and Reviewed in 2011 after our in-service day on Literacy and Numeracy. It has now been reviewed in 2017 as a result of changes and updates to our school screening tests. Review in 2021.

Rational:

1. Assessment is a requirement of our revised curriculum.
2. To establish how effectively pupils have mastered the various aspects of the curriculum.
3. To become more effective in our teaching strategies and identify those with special needs.
4. To identify those children who may be at risk and need Special Education tuition.
5. As a result of the Dept. Circular 0138/2006 and Circular 0056/2011 children in 2nd. And 4th. And 6th. Class must be assessed with a standardised assessment test (eg. Drumcondra Test, Micra-T, Sigma-T). Under the National Strategy to Improve Literacy and Numeracy among Children and Young People. 2011-2020
6. To issue the Dept with the aggregated Data of the Standardised Tests in line with circular 56/2011
7. To inform the Board of Management of the results of the Standardised Assessment Tests in line with circular 0056/2011
8. To inform Parents of the results of the Standardised Assessment Tests in line with circular 56/2011.
9. Reviewed in 2021 in conjunction with the New Language Curriculum.

Aims:

1. To inform parents, teachers and children and to assess and monitor student's progress, and identify their weaknesses and strengths.
2. To diagnose learning difficulties and see who needs remediation, or further assessment.
3. To plan and evaluate the progress of work.
4. To motivate and encourage children.
5. To promote self assessment.
6. To highlight curricular needs.
7. To identify the strengths and weaknesses in pupils.
8. To determine the appropriate route for pupils to take through a differentiated curriculum.

Definition of Assessment:

In line with the NCCA, our staff believe that assessment is integral to teaching and learning and is concerned with children's progress and achievement. We concur with their definition of classroom assessment as **'the process of gathering, recording, interpreting, using and communication**

information about a child's progress and achievement during the development of knowledge, concept, skill and attitudes.' Assessment, therefore, involves much more than testing. It is an ongoing process that encompasses many formal and informal activities designed to monitor and improve teaching and learning in all areas of the curriculum (NCCA, Supporting Assessment in Schools, April 2005 p3).

Range of Assessment Methods used throughout the School:

In the course of engaging in both assessment of learning and assessment for learning, teachers will use the following to make judgements about pupil achievement/progress:

- Teacher Observation
- Teacher-designed tasks and tests
- Oral responses of pupils
- Peer assessment
- Pupil self-assessment
- Completed assignments by pupils-projects, copybooks, activities, work samples, homework, portfolios, (e-portfolios in 1st,2nd and 3rd class)....
- Parental, pupil feedback or observation
- Standardised Tests
- Diagnostic Tests
- Assessment by Psychologist

CONTENT OF PLAN:

- Pupils from 1st. Class to 6th. Class will be Tested annually using the Drumcondra Standardised Tests in English and Maths. These are administered in the Final Term each year. The Micra-T Test may also be used in some classes for establishing a reading age.
- Pupils in Senior infants will be Tested by the S.E.T/Learning Support Teacher using the Test 2r screening test(Trinity Early Screening Test for Reading and Writing) in place of MIST , the Schonell Graded Spelling/Reading Test. The school may also use the Drumcondra Spelling Test from time to time to obtain a standardised score for Spelling.
- The S.E.T / Learning Support Teacher also administers the D.S.T Diagnostic Test to see if there are any children **at Risk** in this area.(D.S.T=Dyslexic Screening Test, 7+ Lucid Rapid Dyslexia Screener)
- Special Education Teacher may also administer some of the following test: British Abilities Scale Word Reading (**BAS**), **Schonell** Reading (Reading Age) Schonell Spelling (Spelling Age) The York assessment of Reading for Comprehension. (YARC). The Progress in Maths screening test will be used to monitor and track children from 3rd class upwards who would be of average ability as an indicator to the progress of average/above average range of sample pupils in our school in Maths.
- The BIAP (Belfield Infant Assessment Profile) is used to assess children in Junior Infants in the Second Term of the school year. (S.E.T and class teacher carry out this assessment).
- Pupils in second class will be tested using the NNRIT test (**New NRIT Test IQ Test**) in February each year.
- Class teacher will administer the Standardised tests to each class, other children will be supervised by the S.E.T. (or Substitute Teacher as admin day support)

- Pupils that are deemed to require Psychological assessment shall be catered for under the designated NEPS scheme, which is that one child may be assessed per school year. Parents also have the option of seeking a private assessment if the need arises.
- Parents will be informed by the Class Teacher or S.E.T at Parent Teacher Meetings held in Term 1, usually November of each school year, or in the case of pupils in need of Special Education tuition, by appointment.
- Standard NCCA Report Cards are sent home at the end of the school year (Beginning of June). Copies are kept on file. Report cards used=NCCA Templates.
- All results of the Standardised Tests will be put on File and kept for the required period of time.(The front page is put on file until the child has reached their 21st. Birthday)
- The NCCA ' Your child and Standardised Testing', information leaflet for Parents will be sent out with the Report Cards in Early June.
- Parents are invited to attend a meeting with the class teacher if they require further clarification with regard to the test results prior to the school summer holidays.
- Teacher will keep all parents up to date with all progress in test in the child's homework diary and test copy.
- Teacher designed tests are administered during the year and results are conveyed to parents as stated above.
- Pupils are diagnosed by:
 - (a) Teacher observation
 - (b) Use of Standardised and Diagnostic Tests.
 - (c) Referral to S.E.T/Learning Support other agencies.
- Teachers use Teacher Designed Tests on an ongoing basis.
- Parent Teacher meeting take place twice during the school year, First Term and Last Term.
- Lists of resources, materials and suppliers are kept on file.
- A File is kept on each individual child and all related results are kept there.
- All school documents are property of the school and will be only seen by people on a need to know basis and consent will be sought from parents if necessary.
- Arrangement of classes for the school year with the S.E.T are discussed by the class teacher, principal, and S.E.T at a meeting in June.
- S.E.T will carry out further Diagnostic Tests on those pupils in June and speak with parents as the need arises.
- Standardised Tests results will be sent on to the relevant school authorities when the child leaves the school.

Assessment for Learning include:

Teacher observation

Error analysis

Work samples

Mastery records/checklists

Homework

Parental feedback

Criterion-reference tests

Self assessment based on the S.A.L.F (Self Assessment Learning Folder). These are used in the school in the form of a 'S.A.L.F Book' in the Junior Room, where children will have samples of their work, homework, social activities, and any other items relating to the child that may be relevant. In the Senior Room each child has a 20 pocket folder, where children will have samples of their work, homework, social activities, and any other items relating to the child that may be relevant. This S.A.L.F Book/ Folder will be sent home at the end of the school year.

Success Criteria:

1. To identify the strengths and weaknesses of the children and modify and adapt our teaching policies and methodologies to these strengths and weaknesses.
2. So leading to less frustrated Pupils and a greater achievement level within the class.
3. To identify those children with special needs and provide help for them with the framework of the S.E.T.

Roles and Responsibilities:

B.O.M -To purchase the Tests

-To commission Policy

- To ratify Policy

Principal - Overall implementation.

-To commission an assessment when necessary.

-Forward documentation to Dept of Education and Skills

-Forward documentation to relevant schools as children leave for other schools

-Arrange for Parent Teacher meetings

Teachers -Assessment of pupils

-Observation of pupils

-Testing

- Communication to parents
- Recording and reporting
- Evaluating and Modifying Testing Methods

- Parents
- Assists in the various school/home initiatives for Literacy and Numeracy
 - Attend Parent Teacher meetings organised by the school

Timeframe for Implementation:

Implemented in Jan 2017 and is Ongoing

Timeframe for Review:

Review on an annual basis as the need arises due to Dept changes or Testing changes. Reviewed in 2021.

Responsibility for Review:

Whole School Staff.

Ratification:

The Board of Management will ratify the policy at a B.O.M meeting.

Communication of policy:

Policy will be available on website for view and will be put on File.
New updated policy will be distributed to parents, and BOM.

Ratification:

This policy was ratified by the B.O.M at a Board Meeting in December 2021.

Signed: _____ Mary Harrington _____
(Chairperson)

Date: _____ 14-12-2021 _____