



RAHARA N.S.
SCOIL NÁISIÚNTA RATH ARADH

Assessment & Record Keeping Policy 2019



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Assessment & Recording Policy

Introduction

This policy was drafted following a collaborative process involving the mainstream teachers and SEN teacher in the school. The development of this policy has been guided by legislative requirements enshrined in the

- *Education Act (1998) which requires schools to regularly evaluate students and periodically report the results of the evaluation to the students and their parents*
- *Education for Persons with Special Educational Needs Act (2004)*

It is also in compliance with *recommendations from the Department of Education & Science and best practice in the area of pupil assessment as outlined in Assessment in the Primary School – Guidelines for Schools (NCCA, 2007) and by the National Strategy: Literacy and Numeracy for Learning and Life 2011-2020.*

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

Relationship to School Ethos

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 relative success, increased confidence and raised self-esteem is achieved.

Aims and Objectives

The primary aims / objectives of the policy are to:

- facilitate improved pupil learning
- create a procedure for monitoring achievement
- track learning processes which assist the long and short term planning of teachers
- coordinate assessment procedures on a whole school basis involving parents and pupils in managing strengths and weaknesses.

Policy Content

This policy is outlined under the following headings:

- a) purposes of assessment
- b) assessment methods
- c) interpreting, recording, using and reporting of assessment information

Assessment

Assessment enables the teacher to build a picture over time of the child's progress and achievement in learning. This on-going process of how the child learns as well as what the child learns shapes this picture and informs subsequent stages of the teaching and learning process" *Assessment in the Primary School Curriculum: Guidelines for Schools (NCCA, 2007)*

Purpose 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

Methods of Assessment

Rahara N.S. recognises the four functions of assessment as being formative, summative, evaluative and diagnostic. Our approach to assessment focuses on the two principal, interrelated and complementary approaches namely, Assessment for Learning (AfL) and Assessment of Learning (AoL) at all class levels. This means that evidence is used on an ongoing basis to inform teaching and learning (AfL), in addition to the periodic recording of children's progress and achievements, for the purpose of reporting (AoL). The school acknowledges the importance of a concentrated focus on Assessment for Learning, the key characteristics of which we identify as follows:

The table below outlines the main AfL and AoL techniques in practice in the school.

Assessment Practice	Purpose To enable pupil to	Operation in Rahara N.S
Self - Assessment Portfolios	- to reflect on his/her performance; to document the <i>what</i> and <i>how</i> of learning.	Self-Assessment Portfolios are used in all classes, to develop pupil self-assessment and personal reflection on self as learner. <ul style="list-style-type: none">▪ KWL charts etc.
Conferencing	to enable pupil, with the assistance of Teacher, to reflect on his/her work.	Discussion on work through directed Teacher questioning <ul style="list-style-type: none">▪ 1-1▪ Small groups Whole-class
Concept Mapping	to enable pupil experience a range of questions to assess the progress s/he is making in their learning.	Concept-maps are used periodically at the start and end of lessons; Resources: www.bubbl.us and Mind Mapping by Tony Buzan.
Questioning	to enable pupil experience a range of questions to assess the progress	A variety of questions are used to assess developing understanding of new learning; these range from

	s/he is making in their learning.	closed questions, to more open questions to help promote higher order thinking.
Teacher Observation	to enable Teacher observe pupil play /activity/ written work/ discussion and questioning during class or group work and record specific strengths or challenges..	Use of sticky labels / Teacher Diary to note pupil learning / social interaction development.
Teacher designed tasks and tests	to enable Teacher assess pupil learning through specific set tasks and tests.	Frequent oral and written tasks to determine pupil knowledge of the concepts and skills being taught.
Standardised Tests	to establish a standardised measurement of pupil achievement in English reading and Mathematics compared to other children throughout the country at the same class level or age level.	Standardised tests are administered in accordance with the requirements of Circular 0056/2011 and to all classes from 1st – 6th.

Standardised Testing

The school administers Micra T and Sigma T. All classes from First class upwards are tested. The tests are administered at the end of the last term by the class teacher and/or the SEN team. Standard and Percentile Rankings scores are recorded on the class Record template and stored by each individual teacher with a copy held in the Principal's office. The SEN team analyse the results in June for allocation of resources to pupils in September.

Pupils in Senior Infants are assessed using the MIST test and Junior Infants are assessed using the Early Years (EYES)

Following DES guidelines all standardized test scores will be orally given to parents/guardians at Parent/Teacher meetings and a STEN score will be written in the end of year reports.

Interpreting and Recording Assessment information

In fulfilling the requirements of the Education Act (1998) individual records of pupils' learning are created and maintained, while they are attending our school. This enables the school to provide parents with assessment reports which contain accurate and clearly accessible information about their children's progress and achievement. Three kinds of records are maintained by the school:

- *Teacher Diary:*

The teacher normally keeps his/her own day-to-day record of observations, remarks, incidents, etc. as they occur in the classroom and playground. This kind of record provides the teacher with additional information about the child, which helps him/her to meet the needs of individual children more effectively. It also informs the teacher's classroom organisation.

- *Pupil Profiles Files:*

The main functions of these are to –

support both teachers and children in monitoring and structuring learning

-provide information for teachers when preparing reports for parents

-provide information for teachers who will have subsequent responsibility for the child's education.

The Pupil Portfolios aid pupil self-assessment and help pupils identify themselves as learners. The Pupil Profile takes account of the child's strengths and needs, the progress he/she has made, and any areas of learning and development that need particular attention.

Rahara N.S Pupil Profiles include:

1. Pupil name and date of birth
2. home contact details
3. enrolment data
4. school attendance record
5. medical history (where appropriate)
6. information concerning experiences at pre-school / other school (if made available to the school on transfer)
7. the products of assessment (for example, completed standardised test booklets)
8. yearly STEN scores for standardised tests
9. copies of end-of-year Reports
10. continuum of support details, if applicable.

Screening

To facilitate the early identification of learning strengths / difficulties, the school administers screening tests in Junior classes. These are administered by the Learning Support Teacher and or Class Teacher and results interpreted in consultation. Screening may lead to specific intervention by the class teacher in line with our Staged Approach to special needs provision. In addition, the school places strong emphasis on early intervention

The screening tests used to identify learning strengths and weaknesses in our school are –

- Early Years Easy Screen (EYES)
- Middle Infant Screening Test (MIST)
- New Non Reading Intelligence Test (NNRIT)
- Sigma T
- Micra

These tests are administered individually or on a group or whole class basis. The MIST and EYES are administered before Easter of each year. Screening is used by the school to initiate the staged approach to intervention as per circulars 24/03 and 02/05. Children undertaking the “Follow-On” programme after MIST testing are retested by the SEN teacher upon completion of the programme.

Diagnostic Assessment

These are administered by the Learning Support and Resource Teachers following referral by the class teachers in consultation with parents / guardians. The administration of such tests is in keeping with the approach recommended by Circular 02/05 and our school SEN policy, where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment. Parents are advised of the outcome and if a psychological assessment is warranted, parental permission is sought and a consent form is completed. The Principal will facilitate such an assessment happening.

The diagnostic tests used in the school include –

- Diagnostic Reading Analysis
- Schnoell Reading Test
- Schnoell Spelling Test
- Group Reading Test
- Assessment of Comprehension and Expression (ACE)
- Phonological Assessment Battery (PhAB)
- Maths Tracker (Senior and Junior)
- MALT

Psychological Assessment

If stages 1 and 2 fail to deliver adequate intervention the class teacher / Principal will contact the parents for permission to secure a Psychological Assessment for their child (see SEN policy). An assessment will determine the subsequent level of intervention, which may be delivered through the Learning Support provision or in some cases through Resource teaching. Where resource teaching has been recommended the principal will apply to the NCSE on behalf of the child.

Recording

Each pupil has a file which is stored in the administration office. Test scores are usually stored on a class record sheet on the principal's personal computer, with a copy in the office. Information is passed on from teacher to teacher on a need to know basis. Children receiving extra support in school have a separate file in the SEN room which contains their IPLP/GPLP, diagnostic assessments and psychological reports. These records are stored in a locked cabinet and copies are kept in the pupil file in the principal's office. Procedures are in place to manage sensitive data.

Communication of Assessment Data

Further to Circular 0056/2011 Rahara N.S, in its implementation of the National Strategy for Literacy and Numeracy, adopts the following procedures the reporting of Standardised Testing results to DES, the school BOM, parents and to a pupil's transfer school;

Reporting to parents: Results are reported to parents on the end-of-year Report; in the case of an unexpected score for a particular pupil, the Class Teacher will convey the score orally to the parent/guardian, before the Report is sent home. To maintain consistency, STEN scores are given along with a descriptor eg 'high-average

Primary to Secondary

A meeting is held each year with key staff from the local second-level schools to discuss pupils' performance in their assessment tests and to report on individual pupils. This meeting is attended by the sixth class teachers and the principal.

For pupils leaving the school, the principal will send a copy of the end-of-year report card to the post-primary school in which the child transfers (circular 56/2011). This information is only provided after enrolment in the post-primary school has been accepted. From 2014/15 we will use the Educational Passport materials which include a 6th Class report card template and a My Profile sheet completed by pupils (Circular 45/2014).

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 Special Education team have clearly defined roles and objectives
- There is efficient transfer of information between teachers

Roles and Responsibilities

Special Education teachers 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 assumes a primary role at Stage 3 when a Psychological Assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

Implementation

This policy will be fully implemented by September 2014.

Ratification & Communication

This policy was ratified by the Board of Management on 15th October 2014 and communicated to parents thereafter.

Review Timetable

This policy will be reviewed in 2019/20 and amended as necessary by means of a whole school collaborative process.

Signed: _____
(Chairperson of Board of Management)

Dated: _____

Signed: _____
(Principal)

Dated: _____