

**Saint Brigid's National School, Ticknevin.**  
**School Policy for Assessment and Reporting.**

In formulating this policy, Saint Brigid's NS understands assessment to be;

*"...the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes."*

(Assessment in the Primary School Curriculum – Guidelines for Schools NCCA).

**Introductory Statement.**

This policy was formulated by the staff using Croke Park hours during the academic year 2011/2012 in response to the directive to review assessment policies laid down in the National Literacy and Numeracy Strategy. A collaborative meeting was held with a neighbouring school to pool resources and ideas.

A meeting of the policy development committee was then held for parents to voice their opinions and raise questions about the draft policy.

**Rationale.**

This assessment policy sets out to clarify the purpose and practice of assessment in St. Brigid's NS. In the development of the policy, staff can evaluate the forms of assessment used in our school, evaluate other forms of assessment currently available and to adopt or eliminate forms of assessment as appropriate to our school and the long term needs of its pupils.

**Relationship to the Ethos of the School.**

Saint Brigid's NS seeks to enable each child to develop to his/her potential. Assessment activities used in this school will contribute to pupil learning by identifying a pupil with learning problems as early in their school years as possible, developing strategies in conjunction with our learning support or resource teacher to support that pupil's learning, implementing this plan and reviewing each pupil's development on a regular basis.

**Aims.**

The chief aims of this policy are:

- 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 term 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 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 is 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 and Assessment of Learning.**

St. Brigid's NS recognises the four functions of assessment as being formative, summative, evaluative and diagnostic. The focus is on assessment for learning as well as assessment of learning; this means that evidence is used on an on-going basis to inform teaching and learning, in addition to the periodic recording of children's progress and achievements.

## **Assessment Methods.**

A range of assessment methods is used in the school. These include:

- Self Assessment.
- Conferencing.
- Portfolios.
- Concept Mapping.
- Questioning.
- Teacher Observation.
- Teacher-designed tasks and tests.
- Standardised tests and screeners.

## **SALF FOLDERS**

Self-assessment folders/scrap books will be kept by each child in the school throughout the school year. Over the course of the year, the folder provides evidence of children's achievements in all curricular areas. They are a source of information that can be used by children to make assessment decisions about their own learning.

## **Standardised Tests.**

In accordance with the requirement of Circular 0056/2011 standardised tests are carried out in literacy and numeracy. It is the school policy to carry out these tests as follows:

**Time:** May / early June.

**Classes:** 1<sup>st</sup> – 6<sup>th</sup>

**Administration:** Class teacher (where a pupil is tested out of the class situation for any reason, a note to this effect will be written on the cover of the answer booklet).

**Exemptions:** as per circular 0138/2006

**Recording of Results:** Results are recorded in terms of raw score, standard score, percentile rank and STEN score.

**Reporting to Parents:** Results will be reported to parents in oral form (at parent-teacher meeting) and written form (on the school report). To maintain

consistency, STEN scores only are given to parents. The NCCA leaflet to explain the score will also be distributed to parents.

**Analysis of Results:** Results are analysed on an individual basis by class teachers and on a whole school basis by the learning support teacher in order to identify those pupils who will require supplementary teaching. Results will also be analysed on a whole school basis for comparison with national norms to identify the strengths and needs of the pupils at our school. This whole school analysis will be made available to the Board of Management and to the DES as per circular 0056/2011.

Currently, the school uses MICRA-T and SIGMA-T tests.

Senior infants are currently tested using the Middle Infant Screening Test and we have decided to adopt the Belfield Infant Assessment Profile for junior infants to assess performance of junior infants in each of the following five developmental areas:

- Perceptual Process.
- Motor Development.
- Early Language Styles.
- Language and Communication.
- Social and Emotional Development.

### **Diagnostic Testing.**

It was decided that the dyslexia screener will be purchased and used to screen all pupils in 1<sup>st</sup> class from now on.

### **Psychological Assessment.**

Where it is felt that a psychological assessment or other assessment is required, that is arranged by the school using the standard consent forms. The following criteria may be used when selecting pupils for Psychological Assessment:

- If a pupil is at stage 3 of the procedure for assisting pupils with an educational need and making little or no progress.
- If a pupil continuously exhibits poor social skills with no sign of improvement.

- If a pupil experiences a traumatic event in his/her life the services of a psychologist may be required.
- If a pupil is exhibiting tendencies consistent with those exhibited by a pupil with a specific learning disability.
- If there is evidence that a pupil may have a general learning disability.

The assessments will depend on the availability of a Psychological Service from NEPS in the area and the availability of an assessment within the school (currently we are entitled to one per academic year). In some cases, the pupils parents may be asked to fund or part fund an assessment.

Results of psychological assessments are a key factor in the drafting of pupil IEPs. In the event of a private consultation, parents are requested to supply the school with a copy of the report in order to facilitate this. Reports are securely stored by the school and confidentiality is maintained at all times.

### **Recording the Results of Assessment.**

-Pupil screening and standardised assessment results are recorded in class lists and stored by the school until the pupil reaches the age of 21 years.

-Test booklets are kept for one academic year.

-Sensitive data is securely stored in the school.

-Test results are communicated to those with an involvement in the pupil's learning only (parents, teachers, therapists, secondary school to which the child is transferring etc.).

### **Success Criteria.**

The school can judge the success criteria of this policy by the following indicators;

-A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning.

-Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible.

-Transfer of information from class to class happens efficiently at the beginning and end of the school year.

-Test results are used and analysed to form the basis for teaching and learning.

### **Roles and Responsibilities.**

The overall responsibility for arranging, ordering and distributing the standardised tests will rest with the principal. Each teacher will be responsible for administering and correcting tests administered to children in their class. Children themselves have a role in evaluating their own work and keeping a self assessment folder.

### **Implementation and Review.**

This policy will be implemented from

It will be reviewed after two years or sooner if the need arises.

### **Ratification and Communication.**

The policy was ratified by the Board of Management on \_\_\_\_\_. It will be published on the school website.

Signed: \_\_\_\_\_ Chairperson BoM.

Date: \_\_\_\_\_