



Assessment Policy

Introduction & 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 an important aspect of this.

Carlow Educate Together NS aim to motivate pupils and encourage them to achieve to the best of their ability. In line with our ethos, it is also important that it is accessible to parents/guardians and involves them in the process.

Relationship to School Ethos

Our school vision states that every child has an opportunity to be happy, safe and able to learn. We also follow the four key pillars of Educate Together's ethos- that is – multid denominational, child-centred, democratic and co-educational. Therefore, our school adopts a holistic approach to the education and development of each individual child.

Aims and Objectives

The primary aims and objectives of the policy are:

- To facilitate improved teaching and pupil learning.
- To create a procedure for monitoring achievement.
- To track learning processes which assist the long and short term planning of teachers.
- To diagnose difficulties in learning in order to provide intervention strategies
- To identify gifted and able or talented children who require extension activities
- To keep records of attainment that will inform the reporting process
- To use validated assessment data to inform target setting and to raise expectations and standards

Policy Content

This policy is geared towards using assessment to inform planning and identify the needs of all pupils so that adequate strategies are in place early enough to facilitate meeting their needs. These strategies may include pupil self-assessment, two-way communication between parents and teachers, modification of teacher programmes and Individual Education Plans.

Standardised Testing

The school uses the Micra T and Sigma T. The tests are administered in the third term of the school year. The outcomes of testing are used to monitor pupils' progress are then used to inform classroom planning or as part of the decision to give extra supports to children.

Informal Assessment

The most common form of assessment used in our school is teacher observation, teacher designed tests, projects and homework. These informal assessments are at the



discretion of individual teachers. Records of teacher-designed tests are kept by the individual teachers and communicated to parents, when necessary. Each teacher has discretion as to the format, administration and frequency of in-class testing.

Curricular Areas

Every curriculum subject in our Plean Scoile has a section for assessment. Our school develops curriculum plans as a whole school unit, with certain teachers leading on their development along the way. Staff use the assessment section on school plans within their own short and long term planning.

Screening

The screening methods used to identify learning strengths and needs by class teachers in our school are:

- Teacher observation (throughout the year)
- Use of homework, teacher-designed tests & projects (throughout the year)
- Middle Infant Screening Test (MIST) (3rd term Senior Infants)
- Non Reading Intelligence Test (3rd term 2nd and 5th class)
- Behaviour Checklists (as needed)
- Standardised Tests (3rd term)
- BIAP (3rd term Junior Infants – for children we have concerns about)

Diagnostic Assessment

If a child requires learning support or resource hours, a range of assessments will be administered by a member of the Special Educational Needs Team 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 where a staged / layered approach is used by the individual class teachers before recourse to diagnostic testing / psychological assessment. Parents will be provided with test results and if a psychological assessment is warranted, parental permission is sought and a consent form is completed.

Diagnostic Testing

The diagnostic tests used in the school include:

Neale Analysis

Aston Index

Jackson Phonic Test

Dolch Reading Test

Recording & Access to assessment results

(See school's policy on Record Keeping and Data Protection)

Roles and Responsibilities

- Class Teacher : Responsible for all assessment in his/her class including the administration, correction and recording of tests as outlined for classes. Also responsible for emailing Cúntas Míósúil to principal. Scores on standardised tests should be recorded properly and filed in child's folder in office.



- Support Teacher: Responsible for the administration, correction and recording of diagnostic tests on advice from class teacher. The support teacher should pass on the test results to class teachers.
- Principal: Overall responsibility for all assessment in the school and ensuring that this policy is being upheld.

Ratification

Ratified by Board of Management on

_____ **Date**

Signed

_____ **Chairperson, Board of Management**