

St. Sinneach's National School

Colehill

Uimhir Rolla 14672 F

Assessment

Introduction Statement: This policy was the product of whole–staff collaboration in tandem with the Board of Management of the school. Assessment has been operational in the school for many years. This policy has been revised to ensure that we are in compliance with requirements as laid down by Department of Skills, that procedures run smoothly and efficiently and to ensure there is clarity about what is expected and who is responsible for different aspects.

Rationale: Assessment is the process of gathering, recording, interpreting, using and reporting information about the pupil's achievement in developing knowledge, skills and attitudes. In compiling this policy, the staff was guided by the various legislative requirements

- Education Act (1998)
- Data Protection Act (Amendment) Act (2003)
- Equal Status Act (2000)
- Education Welfare Act (2000)
- Education for People with Special Educational Needs Act (2004)
- Freedom of Information Act (2003)

Aims

- 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 and short term planning and teaching
- To coordinate assessment procedures on a whole school basis, etc.

The staff at St. Sinneach's National School advocates "assessment for learning".

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 contribute to the school's strategy for the prevention of learning difficulties.
- To monitor pupil progress and attainment & highlight strengths and needs.
- 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.
- To endeavour to ensure that each pupil achieves his/her full potential.

Assessment for Learning: The following types of informal assessment are used in St. Sinneach's National School -

- Teacher observation.
- Teacher-designed tasks and tests.
- Work samples and projects.
- Self-assessment.
- Conferencing - a structured set of questions all students receive as a way to demonstrate learning and acquire data
- Concept-Mapping – a type of graphic organiser showing the relationships between and within concepts (related ideas, related words, etc.)
- Questioning.

Procedures for Administration of Standardised Tests: Mrs. Bríd Glynn is responsible for purchase, distribution and co-ordination of testing materials. Each class teacher is responsible for the administration of the tests, correction of tests and uploading of test results on the Aladdin system. Literacy / Micra-T and Numeracy / Sigma-T tests (1st - 6th Classes) are administered by each class teacher to all classes during May / June.

Literacy/ Micra-T		Numeracy / Sigma-T	
Level 1	First Class	Level 1	Second Class
Level 2	Second and Third Class	Level 2	Third Class
Level 3	Fourth Class	Level 3	Fourth Class
Level 4	Fifth and Sixth Class	Level 4	Fifth Class
		Level 5	Sixth Class

Results: Raw score, standard score, percentile rank, STEN, Reading age are tabulated by each class teacher. All class teachers record this information on the Aladdin Schools System. The Special Education teachers and class teachers are involved in the analysis of results for an individual class, across a number of classes, at whole school level. Teachers are encouraged to identify if there were certain strands in which majority of children did not perform well. If so, particular attention must be given to those areas in future teaching.

Record Keeping: Results of the above tests are kept and filed by the Principal on the Aladdin Schools System in the office and will be kept until child reaches age of 25. Micra-T and Sigma-T booklets are stored in each individual pupil's folder, which is initiated upon the pupil's enrolment and passed from class teacher to class teacher, as the pupil progresses up through the school. When the child graduates from 6th class to 2nd level school, the folder is stored in the office, until the child reaches the age of 25 years. Each folder contains copies of all the annual reports which were issued to parents, copies of any psychological reports concerning the pupil, standardised test results and reports of any incidents in which the pupil has been involved.

Communication: Exact results scores (STEN scores, Standard scores and Reading ages) are communicated and explained to parents at Parent / Teacher meetings and subsequently on the pupil's end-of-year report.

Follow Up: Based on Micra-T and Sigma-T results and teacher observation, pupils are identified and selected by their class teacher for *differentiated support within the classroom* (Classroom Support). The class teacher records this intervention as '*differentiation*' in their fortnightly planning. The teacher involves and enlists the support of the child's parents at this stage.

When deciding on which pupils will receive *additional targeted Learning Support* (School Support), priority will be given to children in following order

1. Children performing at or below 12th percentile in English
2. Early intervention programme: English (Senior Infants – 2nd class).
3. Children performing at or below 12th percentile in Maths
4. Early intervention programme: Maths (Senior Infants – 2nd class).

The Special Education Teacher formulates a School Support Plan for any pupil for whom it is felt that classroom support alone is insufficient. The School Support Plan is reviewed and modified after 8 - 10 weeks of teaching. Group size for intensive intervention/supplementary teaching should not exceed 4 pupils. At the end of the 8 - 10 week period of targeted intervention, a review of the pupil's progress will be made and a decision will be made regarding the level of support now required by the pupil.

In-Class support by Special Education teachers is promoted by the inspectorate as it is considered the best use of resources. In-Class support is encouraged in this school.

Diagnostic Assessment: Cognitive Abilities Test (CAT4 Level A) (GL Assessment) is administered to all pupils in 3rd Class in Term 2 annually. Based on the results of Cognitive Abilities Test (CAT4 Level A), the GL Assessment Dyslexia Screener will be administered to some pupils. The GL Assessment Dyslexia Portfolio will be administered to pupils who have been selected by the Dyslexia Screener as warranting further investigation. The GL Assessment Dyscalculia will be administered to pupils presenting with difficulties in the area of Numeracy. Reports from each test administered will be placed in each pupil's folder.

Diagnostic Tests Used

- Single Word Spelling Test (SWST) (GL Assessment)
- Cognitive Abilities Test (CAT4) (GL Assessment)
- Dyslexia Screener (GL Assessment)
- Dyslexia Portfolio (GL Assessment)
- Dyscalculia Portfolio (GL Assessment)
- Drumcondra Early Literacy and Numeracy Screening and if necessary, diagnostic tests

The Special Education teacher administers the diagnostic tests and interprets the results, in consultation with the class teacher. The class teacher will be in a position to confirm whether or

not the score achieved by a pupil on a screening measure is an accurate reflection of the pupil's performance in class.

Support plans will then be drawn up by the Special Education teacher in consultation with the Principal, Class teacher and Parents.

Pupils who are identified as presenting with language difficulties are referred, with parental consent, to Speech and Language Therapist. Such referrals take place in early September of Junior Infants, or in the case of an older pupil being enrolled in our school, as soon as a Speech and Language problem is detected by our staff.

Pupils who are identified as presenting with additional needs are referred, with parental consent, to Primary Care and /or Disability Services, using the Children's Services Referral Form.

Pupils who are identified as presenting with Fine and/or Gross motor difficulties are referred, with parental consent, to Occupational Therapist.

Parents who express a wish to have their child assessed privately will be encouraged to do so. All recommendations in private assessments will be implemented to the best of our ability.

Parents who express a wish to have their child exempt from the Study of Irish will be informed that this exemption will be granted in accordance with Circular 0053 / 2019 and will be encouraged to submit an application.

Psychological Assessment: If it is felt that the child needs psychological assessment, evidence of the Classroom Support and School Support Plans, outlining all the intervention that has taken place (over a period of six months) must be produced to the N.E. P. S. psychologist, before an assessment will be considered. N.E. P. S. assessments are carried out on a prioritisation basis within each school.

Procedures: The Class teacher / Special Education teacher liaises with parents if it is felt that a psychological assessment or other assessment would benefit the pupil. Caroline Treacy, Educational Psychologist with N.E.P.S. arranges and conducts the assessment. Approximately one week following the assessment, a meeting is arranged for Class teacher, Special education teacher, principal and parents, during which Caroline Treacy outlines findings and gives recommendations. Depending on the findings and recommendations of the psychologist, an application will be made to the N.C.S.E. S.E.N.O. for S.N.A. support for the child. A School Support Plus plan will be drawn up by Special Education Teacher based on psychologist's recommendations and in consultation with

class teacher and parents and any other outside agencies if necessary. Psychological reports are stored in the pupil's folder. The class teacher receives a copy of the psychological report in the pupil's folder. It is of utmost importance that the class teacher, the Special Education teacher and the parents of the pupil communicate with one another regularly so that each party is fully informed about the pupils learning needs, their role in relation to meeting these needs and the progress of the pupil.

Pupil Progress Reports: Pupil Progress Reports are issued at the end of the school year. Teachers are aware of the need to record comments in an objective and instructive manner. All teachers have been given a handout on appropriate comments and phrasing.

Transfer of Reports: Transfer of information from class teacher to class teacher happens efficiently at the beginning of school year. Throughout the year, through Professional Dialogue and Collaboration, each pupil's strengths, weaknesses and preferred learning styles are discussed. Each pupil's folder is passed on to the new teacher at the beginning of the school year.

Sensitive Data: All sensitive data is stored in the Principal's office and the Principal controls access to it.

Success Criteria: A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning. New recommendations from N.E.P.S. educational psychologist are taken on board and implemented.

Review Date: This policy will be reviewed as deemed necessary but not later than June 2024.

Ratification: This policy was ratified by the Board of Management at its meeting on 4th April, 2022.

Signed: _____ Date: _____

Fr. Charlie Healy, Chairperson, Board of Management.