



Assessment Policy



Tang N.S.
Roll Number 08037Q

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Introductory Statement and Rationale

The teaching staff of Tang National School formulated this Policy to review existing practice in our school and to identify any issues that need to be addressed. This was recently reviewed in February 2024.

Relationship to characteristic spirit of the school

Assessment activities used in Tang National School will contribute to pupil learning and development through monitoring achievement and learning processes, thus enabling each child to develop his/her potential. Our school cherishes all pupils equally and strives to aid them in achieving their true potential.

Aims

Tang National School hopes:

- 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
- To co-ordinate assessment procedures on a whole school basis

Guidelines

(a) Purposes of assessment

- To inform planning for, and coverage of, all areas of the curriculum
- 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

(b) Assessment of learning

- The following types of informal assessment methods are used in the school:

Junior Infants – 2nd Class

- Questioning
- Teacher Observation
- Teacher Designed Tasks and Tests
- Work Samples
- Error Analysis
- Concept Mapping
- Parental Feedback (for some children, if applicable)
- Portfolios

3rd Class – 6th Class

- All of the above
- KWL
- Oral Conferencing

(c) Standardised tests

- The following standardised tests are in use in our school:
 - Children in all classes are assessed annually as follows:

| | |
|---|---|
| ✓ 1 st & 2 nd class | NNRIT (2 nd only) Drumcondra Reading Drumcondra Spelling Drumcondra Maths |
| ✓ 3 rd & 4 th class | NNRIT (4 th only) Drumcondra Reading Drumcondra Spelling Drumcondra Maths |
| ✓ 5 th & 6 th class | Drumcondra Maths Drumcondra Reading Drumcondra Spelling |
- Results of Standardised Tests are recorded by using some or all of the following criteria:
 - ✓ Class-related
 - ✓ Reading Age
 - ✓ Raw scores
 - ✓ Standardised scores
 - ✓ Percentile Ranking
 - ✓ STEN
- Standardised Testing is carried out in the month of May or early June at the discretion of the class teachers.
- It is the responsibility of the class teacher to co-ordinate testing for his/her class.
- The Deputy Principal will be responsible for the purchase, distribution and co-ordination of testing materials for the whole school (in conjunction with the school secretary).
- Standardised tests are administered by the class teacher.
 - If a child is attending the SET, s/he may administer the test to the child in consultation with the class teacher.

- If a child is absent when testing is being administered, s/he will receive the test at an alternative suitable time/or out of class e.g. in the presence of the SET
- Standardised tests may not be suitable for all pupils. If this is the case:
 - ✓ The class teacher may seek the advice of the SET.
 - ✓ Alternative ‘testing’ materials will be sought through various agencies.
 - ✓ Teacher designed tests/observations.
- Analysis of results will be carried out by the class teacher.
 - ✓ A child who did not perform well on a test will be identified
 - ✓ Areas of difficulty will be given priority in the class teacher’s planning/School Support File for that child
 - ✓ Child will be prioritised for allocation of SET hours

(d) Screening

- **Infants : BIAP administered to Junior Infant pupils (?)**
- Infants- MIST administered to Senior Infant pupils at the start of the child’s fifth term in school. Intervention will take place if deemed necessary by the class teacher through the *Forward Together Programme*. If necessary, the child may attend SET for a period of time. If so, his or her parents will be informed orally.
Core Phonics Survey - Year end
Micra T- Whole class at start of year to gauge reading level - 1st class.
Two Peas Phonological Assessment
Maths Tracker
MALT
- NGRT Test 2, 3 & 4 GL Assessment. This screening test is administered to a whole group of children to assess reading comprehension
Maths Tracker
MALT
Core vocabulary assessment

(e) Diagnostic Assessment

- **The Dyslexia Screening test** and the York Assessment of Reading for Comprehension (Yarc) may be administered to children identified by the teachers.
- Cognitive Abilities Test 4
- British Spelling Test
- Parents are consulted in advance if deemed necessary.
- The Special Education teacher may support the class teacher in administering the test.

- Results will be interpreted by the teachers concerned with the child.
- A meeting will be organised for the relevant parties to share information.
- If it is necessary to consult a psychologist about diagnostic test results, the Principal in conjunction with the class teacher, SE teacher and parents, may arrange this.

(f) Psychological Assessment

The Principal, class teacher and SET will liaise with parents if it is felt that a referral for psychological assessment or consultation is required.

- The assessment results are central in drafting a Student Support File.
- Psychological Reports are maintained on file in a locked cabinet in the office.

(g) Recording the results of assessment-

- Assessment results- termly assessments and Standardised/ Screening tests are recorded in written format and filed on pupil's file (soft copy / hard copy)
- Terminology used is understood by all teachers.
- Teachers are aware of the need to record comments in an objective and instructive manner
- Transfer of appropriate information based on assessments:
 - ✓ Discussions between present class teachers and previous class teachers re. results/concerns, also discussions between class teachers and SET.
 - ✓ Class teachers are advised to check results on file of incoming pupils to his/her class.
- Parents of 2nd, 4th and 6th class children will be given a **STEN** with a descriptor to explain the score.
- Results are communicated to parents/outside agencies in line with our Record Keeping and Data Protection Policies.

Assessment for Learning (AFL)

- Learning Logs (every day)
- Subject journal eg. Maths journal (weekly)
- KWL

Assessment - writing 3 times per year- curriculum folder

No art portfolio.

Digital portfolio-

Success Criteria

The success of this Policy will be based on the following factors:

- Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects

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

Roles and Responsibilities

- **Principal**
 - ❖ Co-ordination and implementation of this Policy
 - ❖ Recording of results
- **Deputy Principal**
 - ❖ Ordering of test materials
- **Class Teachers**
 - ❖ Assessment of pupils in their care
 - ❖ Recording of results
- **Special Education Teachers**
 - ❖ Liaising with class teacher and communication re. needs of pupils
 - ❖ Administration of tests (if necessary)

Timetable for Review

This Policy will be reviewed in January 2023 or as necessary.

Ratification and Communication

This Policy was communicated to and ratified by the Board of Management of Tang National School at its meeting held on _____.

Signed: _____
Principal

Date: _____

Signed: _____
Chairperson

Date: _____