



Assessment Policy

How the Assessment Policy was developed

This Assessment policy was reviewed and developed by the staff of Ballyoughter NS. The draft policy was made available online for parents to preview and offer recommendations. The Board of Management were also consulted for their input. This review was necessary following the publication of the National Literacy and Numeracy Strategy. NCCA Guidelines from the Assessment in the Primary School Curriculum- Guidelines for Schools were adhered to.

Relationship to characteristic spirit of the school

Ballyoughter NS seeks to enable each child to develop his/her potential in a caring and secure environment, where the talents of each child are valued. This work can best be done where there is a high level of openness and co-operation between staff, parents, pupils and the whole school community. We believe that this assessment policy will enhance our work. Assessment activities used in this school will contribute to pupil learning and development by allowing pupils to manage/monitor and review their own learning and to allow teachers to balance Assessment **Of** learning with Assessment **For** learning.

The Purpose of this Assessment Policy

This Assessment Policy was developed to ensure there is a coherent approach to assessment throughout our school. It highlights the important position of assessment in pupils learning and it forms part of our greater School Plan.

The Purpose of Assessment

Assessment will enable the staff:

- To monitor the progress of each child.
- To identify pupils with learning difficulties.
- To assist planning, to evaluate and modify teaching strategies based on results of assessments.
- To provide accurate information about pupils progress to relevant parties- particularly parents and where applicable receiving schools.
- To enable the children to become independent learners by effectively using self-assessment strategies.
- To ensure a balance of Assessment for Learning (AfL) and Assessment of Learning (AoL) strategies are used throughout the school.
- To compare trends in standardised test results from year to year.
- To compare a child's performance in standardised tests from year to year.

Staff Roles and Responsibilities for the Assessment Policy

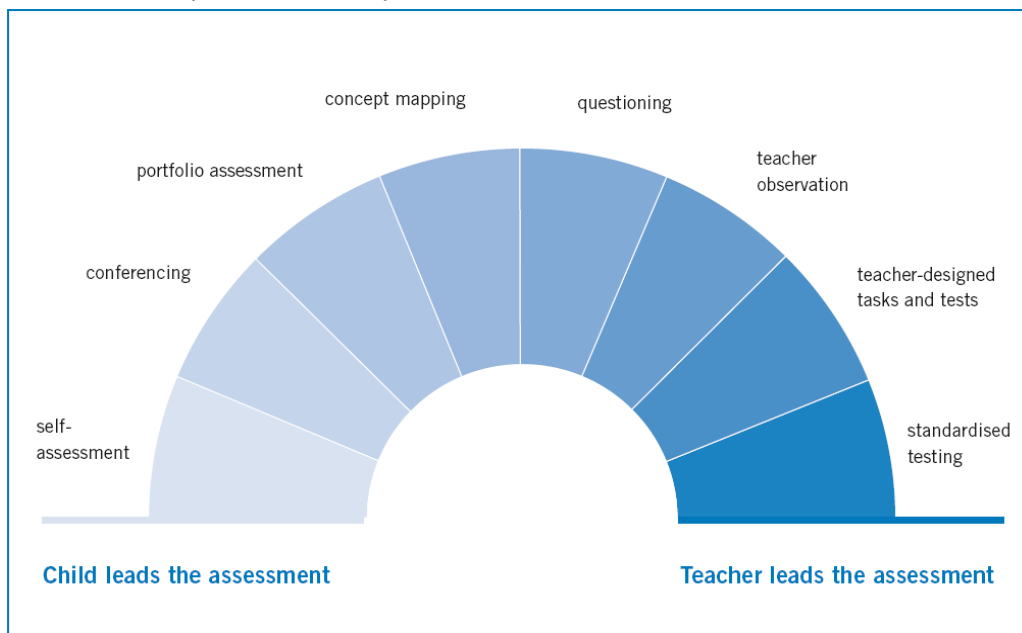
- The teaching staff have the responsibility for ensuring the policy is reviewed and updated regularly.
- All class teachers have a responsibility to ensure they implement the policy in their classrooms as required.
- The staff will analyse the standardised test results and class test results to identify pupils who may require additional support.
- The teaching staff has the responsibility to ensure they are confident of using both AfL and AoL strategies in their classrooms.

Assessment methods

Using information gathered from a variety of assessment methods over a period of time, can help the teacher to create a detailed picture of a child's progress and achievement." NCCA

Assessment methods used in Ballyoughter NS will include both AfL and AoL methods. The importance of Teacher observation in assessment must not be underestimated and it forms the core of our Assessment Policy.

Continuum of Methods of Assessment



Self-Assessment

Rubrics

Questions for Self-Assessment

Use of Evaluation Sheets

Use of KWL grids

(Samples on p 14 of NCCA Guidelines)

Teacher child conferencing

The teacher talks to the child about his/her strengths and achievements and makes suggestions about where and how learning can be improved. These conferences can be planned or incidental. (Samples p24 NCCA)

Portfolio Assessment

A portfolio is a collection of the child's work, reflecting his/her learning and development over a period of time. The portfolio can be used in many subject areas. (Samples p30 NCCA)

Concept Mapping

Thus is the process of using spatial representations and the relationships between these ideas. This form of assessment allows the teacher to see inside the child's thoughts and examine how the child makes connections. This can be used before/ after a new topic is introduced. Mindmap is a free ICT concept mapping tool. (Samples p36 NCCA)

Questioning

Questioning underpins all classroom assessment methods. Closed questions and open ended questions will be used.

Teacher Observation

Teacher observations spontaneous or planned can happen at any time when a child and teacher interact. Observations made by a teacher offer some of the more immediate and accurate information about a child's learning. Recording these observations in context can make planning more focused. (Samples p46 NCCA)

Teacher Designed Tasks and Tests

These forms of assessment can include written, oral or practical assignments developed by the teacher to assess the children's learning. They can be used as the basis for AfL or at the end of the academic year/ term on a period of learning about a certain topic for AoL. (Samples p54 NCCA)

Standardised Testing

Standardised Tests in Maths, English and Gaeilge determine a child's progress in these areas. They allow teachers to compare pupils to the national norms. When used in combination with other Assessment methods they contribute to the accuracy of the teachers monitoring and assists in identifying the needs of particular children.

All pupils from 1st -6th class will be assessed during Term 3 each year using the Standardised tests in Numeracy and Literacy. We currently use Drumcondra Reading Test for Literacy and Sigma-T for Numeracy. We also use the Drumcondra Spelling Test and Drumcondra Gaeilge Test. The children may also complete an NRIT test to assess language and thinking.

Interpreting and Using Assessment Methods

Assessment methods will be interpreted by the class teacher, SET and in some cases the child themselves. This information will inform future planning. The results of the Standardised Tests will be analysed to compare trends from year to year, to compare the child's performance and progression and to identify pupils that may need additional support.

Assessment information will be used as a source of evidence as we seek to improve our teaching and learning. Data from these assessments will be used to identify priorities for development including desirable changes to teaching approaches and priorities for staff development and the acquisition of resources. The effectiveness of initiatives implemented to improve pupil learning will be monitored through the use of assessment data.

Recording and Reporting Assessment Information

Teacher's Records

Class teachers will maintain a file recording assessment information of pupils in their care. This information may be kept in the teacher's planner, diary, files or folders.

Pupil Files

Pupil files can be found in the filing cabinet in the Office. Standardised Tests and samples of work will be kept on these files. Pupils with SEN will have additional files which may have sensitive information and these will be kept on file here too.

Parent Teacher Meetings

Parent teacher meetings will be held annually. Teachers shall meet with parents on a regular basis in regards to their child's needs.

End of Year Report Card

The report card shares information with parents and they will be issued in June. The Standardised Test Results will be issued on the report card with information on the test results.

Reporting Information to the Board of Management

The Principal will report annually aggregated assessment data from Standardised Tests to the Board of Management in June.

Reporting Information to the Department of Education

The Principal will report aggregated assessment data from the Standardised Test Results of 2nd, 4th and 6th class to the DES. This reporting will be completed online using the ESINET facility.

Reporting Assessment Results to Other Schools

On receiving written confirmation that a past pupil of Ballyoughter NS has enrolled in another school, the Principal will send a copy of the End of Year Report Card to the receiving school.

Other Assessment Tools used in Ballyoughter NS

Middle Infant Screening Test (MIST)

The MIST is administered to Senior Infants in February to assess their skills and ability in auditory comprehension and attention, recognition of letter sounds, written vocabulary, 3 phoneme word spelling and sentence dictation.

Belfield Infant Assessment Profile

The BIAP is an early screening assessment in the areas of Perceptual Processes, Motor Development, Early Learning Styles, Language and Communication and Social and Emotional Development. It is administered to children whom the class teacher / SET may have concerns at the end of Junior Infants/ Senior Infants by the SET. This assessment is essentially an early screening for learning difficulties and interventions will be put in place where necessary.

NNRIT (New Non-Reading Intelligence Test)

The NNRIT is administered in First Class. The test is presented orally by the class teacher or SET, enabling general ability to be assessed independently of reading. This test helps to identify low achieving and slow reading pupils who may never the less have high underlying abilities. The

results will be compared with the Standardised Test Results to see if there is any discrepancy between achievement in Literacy attainment and Non-Reading Intelligence.

Phonics Tests

Phonics tests will be administered regularly in the Junior Room.

Drumcondra Test for Early Literacy Screening

The DTEL is a screener for pupils at the end of Senior Infants. The test compliments a teacher's observations and assessments of a child's performance and increases understanding of particular difficulties. The test identifies pupils who may be at risk of reading difficulties.

Drumcondra Test for Early Numeracy Screening

The DTEN is a screener for pupils at the end of Senior Infants. The test compliments a teacher's observations and assessments of a child's performance and increases understanding of particular difficulties in Numeracy.

If pupils attain low scores on either of these screeners the class teacher and SET may decide to administer the Diagnostic Drumcondra test.

Exceptionally Able Pupils

An exceptionally able pupil is one who is in the top range of 5-10% of the pupil population. They demonstrate high levels of performance in an academic or non-academic area.

Assessments leading to SET support

Additional support may be delivered in class, in small groups or on a one to one basis.

All children who have shown, through assessment, that they may need additional support will have an IEP drawn up to focus on their individual need.

Psychological Assessment:

Teachers liaise with parents if it is felt that a psychological assessment or other assessment is required. Standard letters and consent forms are used. Teachers are responsible for requesting and arranging an assessment from specialist(s): (Psychologist, Speech & Language Therapist, for example)

Recommendations from assessments play a critical part in drafting an educational plan for a pupil. Psychological assessments are never to be copied or taken from the school. They are stored in a pupil file in a locked filing cabinet in the Secretary's office. They are only to be accessed by the Principal, Deputy and Class Teacher.

Success Criteria

Some practical indicators of the success of the policy will include:

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 for different aspects.

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

Timeframe

This policy will be reviewed as is deemed necessary but no longer than after 3 years.

Ratification and Communication:

This policy was reviewed and implemented in November 2021.

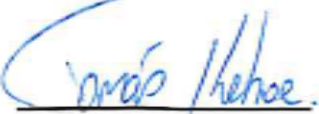
This policy will be reviewed and amended as necessary by means of a whole school collaborative process.

Ratification and Communication

The Board of Management of Ballyoughter NS ratified this plan on 24th November 2021.

This plan is available to view at the school by the parents and on our school website at www.ballyoughterns.ie

Signed:

A handwritten signature in blue ink, appearing to read "Carol Kehoe", written over a horizontal line.

(Chairperson BOM)