



LIOSMÓR MOCHUDA NATIONAL SCHOOL
Big Trees from Small Acorns Grow

Assessment and Evaluation Policy Statement

Introductory Statement:

Assessment is of central importance in monitoring and enhancing the quality of education at school. Consequently, assessment procedures are an integral part of the School Plan for this school. This assessment policy was formulated to assess the skills and knowledge gained in curriculum areas and to ascertain a child's learning needs and achievements.

We decided to focus on this area for the following reasons:

- (a) To benefit teaching and learning in our school
- (b) To test and certify achievement
- (c) To identify specific areas of difficulty or strengths for a given student
- (d) To determine the appropriate route for students to take through a differentiated curriculum

Aims:

Through the compilation and introduction of this policy we ideally hope to:

- (a) Benefit pupil learning
- (b) Monitor learning processes
- (c) Generate baseline data that can be used to monitor achievement over time
- (d) Involve parents and pupils in identifying and managing learning strengths or difficulties
- (e) Assist teachers' long and short term planning
- (f) Co-ordinate assessment procedures on a whole school basis etc

Purpose of assessment:

- (a) To inform planning for, and coverage of, all areas of the curriculum
- (b) To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- (c) To contribute to the school's strategy for prevention of learning difficulties
- (d) To monitor pupil progress and attainment
- (e) To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual groups/pupils are being addressed
- (f) To compile records of individual pupils' progress and attainment
- (g) To facilitate communication between parents and teachers about pupil's development, progress and learning needs
- (h) To facilitate the involvement of pupils in assessment of their own work
- (i) To enable teachers to monitor their own approaches and methodologies

Assessment for Learning:

- (a) *Informal Assessment Methods:* Teacher observation with particular focus on children with special needs.

- (b) *Teacher designated tasks and tests:* In the Junior Class these are carried out on a weekly basis in English and Maths. The Senior Room are also given weekly Irish and English Spellings along with Tables tests. When curricular topics are completed tests are also given. Non-standardised, school-based tests are administered as follows:
- All Classes are tested in Maths during the school year ie. Halloween, Christmas, Eater and end of year;
 - Senior Room children are tested at the end of the school year.
 - Informal tests take place in all Classes throughout the year
- (c) *Work samples, portfolios and projects:* A portfolio will be compiled of the children's work each year. A sample of this will be placed in each child's file in the filing cabinet.
- (d) *Assessment Methods:* Teacher observation is used in Infant to 6th classes and teacher designed tasks and portfolios with sample illustrating work in Languages, Maths, S.E.S.E., Arts, S.P.H.E. and Religion etc are used from 1st to 6th classes. Assessment is accounted for in each subject area plan.

The following curricular areas are tested regularly:

- (a) Junior and Senior Infants are tested in Maths and Word Recognition in English.
- (b) 1st and 2nd classes are tested in English and Maths.
- (c) 3rd to 6th class are tested in Maths, English, Irish, SESE, SPHE

All school tests are based on the content of the schemes of work which teachers use as the basis for their curriculum programme. Results are filed and passed on with the class each year. Parents are advised of the results of their own children's tests where applicable.

Teacher observation and judgement are the main tools used in the assessment of pupil progress in areas of the curriculum that do not lend themselves easily to quantitative marking systems such as Music, Art, PE, Drama and R.E.

Teacher vigilance and observation are aspects of assessment in the affective, social and emotional development of all children.

Informal testing is carried out by teachers in their own classrooms on an on-going basis. The methods used include teacher observation, teacher designed tasks and tests, pupil projects and portfolios, self-assessment by pupils, samples of pupils' work, general record keeping. All of these can inform the pupil's annual report

- (e) *Self Assessment by children:* The children are encouraged to recall what was learned in the school day periodically and will fill out self-assessment indicators such as (a) Thumbs Up, Thumbs Down, (b) Traffic Lights etc from time to time.

Standardised Tests:

(a) Class Teachers:

Micra T and Sigma T are administered by class teachers in Term 3 in keeping with new Department of Education and Skills guidelines the results of 2nd, 4th and 6th are reported to

both the Board of Management and the Department. These tests are carried out in early June to adhere to Department requirements that all school reports be sent to the parents at least 2 weeks before school ends.

(b) Learning Support and Resource teachers:

The Learning Support or Resource teacher administers the M.I.S.T. to Senior Infants in the 3rd term each year. The Learning Support and Resource teachers use the following diagnostic tests, the results of these are kept in the children's file:

- N.R.I.T.
- Tried and Tested
- Etc

(c) Screening:

Dyslexia screening tests are administered on a yearly basis in Junior Classes by the S.E.N. team. The S.E.N. team interpret the results with the class teacher. Intervention takes place immediately depending on the test results. The results of the tests will indicate if further diagnostic testing is required. Teacher observation and intervention as per circular 02/05, will implement differential approaches to accommodate pupils displaying particular needs. The class teacher and Principal arrange a meeting with the relevant parents and explain the need for assessment and further intervention.

Diagnostic Assessment:

Formal Tests:

The Learning Support teacher decided on the formal test to be administered where it is decided that it is appropriate. The parents are notified by the class teacher in which time they obtain either written or verbal consent. The Learning Support Teacher administers the test and interprets the results. The class teacher then discusses the results with the parents. Diagnostic test administered by the S.E.N. team may include Quest (English/Maths), Neale Analysis, Sigma T, Micra T, MacMillian Graded Word, Jackson Phonic Test, Chipps Phonic Test and the Drumcondra Reading Test.

Psychological Assessment:

The class teacher liaises with parents if it is felt that a psychological assessment or another assessment is required. A meeting to discuss the need for an assessment is arranged with the parents first. Then standardised letters and consent forms are sent to the parents for completion.

The class teacher and Principal are responsible for requesting and arranging an assessment. The drafting of an education plan for the pupil is based on the assessment report and its recommendations. The psychological reports are stored in a filing cabinet where only teachers have access to them.

Reporting to Outside Agencies on Individual Pupils

All requests should be notified to the Principal. When the report is complete, it should be sent to the Principal for review and additional comment before being forwarded to the Outside Agency. A copy should be kept in the school for record purposes. Parental permission to report will be sought as appropriate.

Recording the results of assessments:

Written reports should be:

- clear, concise and factual
- presented to the Principal for signing and a copy of the report entered into the pupil's file
- signed and dated

The results are recorded in writing in the pupil's file. Teachers are aware of the need to record comments in a instructive manner, all aspects of the standardised tests will be recorded to guide the teacher's in choice of focus in Literacy and Numeracy.

Filing cabinets are locked when not in use to protect sensitive materials and all records are kept until the child is 21. Teachers arrange appropriate times to pass on information regarding assessment results and these results are discussed with the relevant children and parents accordingly. Aggregated standardised test results are submitted to the Board of Management and the Department of Education and Skills from June 2012 onwards.

Success Criteria:

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 and end of each school year or when the need arises. Relevant information is gathered and passed on for children entering and exiting the school.

Roles and Responsibilities:

The responsibility for implementing this policy rests with the staff. Both teachers and the S.E.N. team will have responsibility for implementing the programme as outlined for the classes in each room and for the smooth running of assessments in the school.

Parental Involvement – Support and encouragement from parents will provide a stimulus for pupils in achieving the aims for assessment as outlined above. It is envisaged that the parent representative will get the opportunity to examine this policy plan prior to its ratification by the B.O.M. Suggestions by these parents will be discussed by the B.O.M.

From June 2012 one of the report card templates from the N.C.C.A. will be used. The results of standardised tests will be written on these report cards either as Standardised score or as Sten score and distributed to the parents 2 weeks prior to the end of term 3.

Implementation:

This updated plan will be implemented from the date on which it is ratified by the Board of Management.

Timetable for Review:

This plan will be formally reviewed in 2016 or before if the need arises. The post holders will initiate and co-ordinate this review.

Ratified by Board of Management on _____
(Date)

Signed _____
(Chairperson, Board of Management 2013)