



Muslim National School
Seek knowledge from the cradle to the grave

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Policy on Assessment

Introduction:

This policy was originally drafted in the Muslim National School during a school planning day using the expertise of the School Development Planning Service facilitator. The policy was redrafted in Summer 2024 and was ratified by the Board of Management in September 2024.

Policy Rationale:

The core of the policy is that all children should experience success at school. This policy endeavors to identify at the earliest possible opportunity, children who may have learning difficulties and put in place a school response to their needs. An effective assessment policy is central to this core objective.

The policy also takes into account the establishment of a designated one-classroom Autism Centre on the school campus.

Relationship to School Ethos:

The school adopts a holistic approach to the education and development of each child, the enhancement of teaching processes. An effective Assessment policy identifies early interventions that need to be put in place to ensure that enhancement, increased confidence and raised self esteem is achieved.

Aims and Objectives:

The primary aims/objectives of the policy are;

1. To facilitate improved pupil learning
2. To create a procedure for monitoring achievement
3. To track learning processes which assist the long- and short-term planning of teachers
4. To coordinate assessment procedures on a school basis involving parents and pupils in managing strengths and weaknesses

Policy Content:

This policy is geared towards using assessment to inform planning and identify the needs of all pupils, including the exceptionally gifted so that adequate strategies are put in place early enough to facilitate remediation. These strategies may include pupil self-assessment, pupil profiling, two-way

communication between parents and teachers, modification of teacher programmes and individual education plans.

Standardised Testing:

The school has utilises the Micra T and Sigma T. All classes from First class upwards are tested. The tests are usually administered in May by the class teacher. Standard and percentile ranking scores are recorded on the class record template and stored by each individual teacher with a copy uploaded onto the Aladdin system. The SET analyse the results in June for allocation of resources to pupils in September.

Diagnostic Assessment:

The school policy on Psychological Assessment, lists all diagnostic tests used by the school. Such tests are administered by the Learning Support and Resource Teachers following referral by the class teachers in consultation with parents/guardians. The administration of such tests is in keeping with the approach where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment. Parents are provided with test results and if a psychological assessment is warranted, parental permission is sought and a consent form is completed. The Principal will facilitate such an assessment happening.

Suggested Assessment Schedule for Muslim National School:

September

Battery of tests with L.S. children:

Young Reading Test / New Group Reading Test (GL Assessment).

Marino Word Recognition Test.

Schonell Spelling Test.

Jackson Phonics Check.

Sight Vocabulary Check (300 words).

Beginning/End of teaching block assessments in English and Maths.

B.P.V.S. (British Picture Vocabulary Scale) for all new entrants to school (Measures Receptive Language Age).

B.P.V.S. for all new junior infants.

November

Junior Infants Developmental Checklist.

Non-Verbal Reasoning Test (N.V.R.T) - 6th class.

Non-Verbal Reasoning Test (N.V.R.T) - 1st and 4th classes.

Busy at Maths Assessment (Junior Infants-4th Class).

December

Mathemagic - Assessment Test 1 (5th/6th).

Busy at Maths Assessment (Junior Infants-4th Class).

January

Non-Reading Intelligence Test (N.R.I.T) - 3rd class.

February

Busy at Maths Assessment (Junior Infants–4th Class).

March

B.P.V.S. - Senior Infants, 2nd-,4th,6th-Classes (EAL Teachers)
M.I.S.T. (Middle Infants Screening Test)
Mathemagic – Assessment Test 2 (5th/6th Class)

April

Busy at Maths Assessment (Junior Infants–4th Class).

May

Micra-T and Sigma-T - 1st to 6th class
Mathemagic Assessment Test 3.

June

Repeat battery of tests for L.S. children.
Mathemagic – End of Year Test (5th/6th Class)
Busy at Maths Assessment (Junior Infants–4th Class).

Neale Analysis of Reading Ability (NARA) – for psychological assessments only.

Other individual tests may be administered by SET/EAL staff if deemed appropriate.

Screening:

The screening tests, as detailed in the Schedule of Testing, are used to identify learning strengths and weaknesses in the school.

These tests are administered individually or on a class basis.

Psychological Assessment:

If stages 1 and 2 fail to deliver adequate intervention, the SET coordinator will contact the parents for permission to secure a psychological assessment for their child. An assessment will determine the subsequent level of intervention, be it 'Learning Support Resource' hours or an 'Individual Education Plan'. The most common form of assessment used in our school is teacher observation, teacher designed tests, projects and homework (informal assessment). 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 at the Parent-teacher meeting and the school report issued at the end of the school year. Each teacher has discretion as to the format, administration and frequency of in-class testing. The most common types of informal teacher designed testing in our school are math's tests, spelling tests and quizzes.

Recording:

Each pupil has a file which is stored on the Aladdin system. This file records standardised test results and end of year reports. This file is available to teachers as the child progresses through the system. Procedures are in place to manage sensitive data (see Data Protection Policy).

Success Criteria:

This policy is considered successful if;

- Early identification and intervention is achieved
- Clarity is achieved regarding procedures involved in a staged approach
- Procedures are clear, with roles and responsibilities defined
- The Special Education team have clearly defined roles and objectives
- There is efficient transfer of information between teachers

Roles and Responsibilities:

Mainstream, Special Education Teachers; the SET coordinator and the Principal assume shared responsibility. It is the responsibility of the class teacher to set in train staged interventions at class level. At Stage 2, the responsibilities are shared with the Special Education Team. The SET coordinator assumes a primary role at Stage 3 when a Psychological Assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

Implementation:

This policy is effective from September 2024.

Ratification:

This policy was ratified by the Board of Management in 2024.

Review Timetable:

This policy will be reviewed in 2 years time and amended as necessary by means of a whole school collaborative process.



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This Policy was approved by the Board of Management at its meeting on 3rd October, 2024.

Signed: 

Date: 03/10/2024

Chairperson of the Board of Management

Signed: 

Date: 03/10/2024

School Principal