

Assessment Policy

St. Patrick's National School
Ughtyneill



St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

Assessment Policy

Rationale

This policy was created to help consolidate existing practices, provide valuable information for teachers and parents and ensure we are meeting the current guidelines.

Aims

By creating this policy, the school hopes that it will

- Benefit pupil learning
- Assist us to monitor the learning processes.
- Generate baseline data that can be used to monitor achievement over time
- Involve parents and pupils in identifying and managing learning strengths of difficulties
- Assist teachers' long and short-term planning
- Co-ordinate assessment procedures on a whole school basis

Purpose of Assessment

Assessment is carried out for a number of reasons. These include:

- To inform planning for, and coverage of, all areas of the curriculum
- To gather and interpret data at class/whole school level in relation to national norms.
- To identify the particular learning needs of pupils/groups of pupils, struggling learners and exceptionally able.
- To contribute to the school's deployment of supporting teaching
- To enable teachers to modify their programmes in order to ensure that the particular learning needs of particular pupils/groups are being addressed.
- To compile records of individual pupil's progress and attainment
- To enable teachers to modify their programmes in order to ensure that the particular learning needs of particular individuals/groups are being addressed.
- 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 teacher to monitor their own approaches and methodologies

Assessment for Learning

Assessment methods vary, depending on age level, subject and even within the Strands of a subject. There are a number of informal assessment methodologies used in the school. These include:

- Teacher observation
- Teacher designed tasks and tests
- Work samples, portfolios and projects
- Questioning
- Peer/self-assessment

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Classroom assessment activities may include:

- Teacher designed tasks/tests are used in across curriculum areas to assess the children's progress and plan for future learning.
- Children involved in self-assessment of their own work/progress through strategies such as error analysis, self-correcting, editing and re-drafting.
- Children will be encouraged to take greater responsibility for their own learning and peer and self-assessment strategies may be used.
- Work portfolios will be collated and travel with the child through the school.

Assessment for Learning

Standardised Testing

- Drumcondra Early Literacy and Numeracy Tests are used for Senior Infants while Drumcondra (Reading, Spelling and Maths Tests) are used from 1st to 6th Class.
- A selection of appropriate standardised tests may be used in determining an Irish exemption where the child meets the criteria 2.2.2 Circular 54/2022.
- Drumcondra tests are normally administered at the end of May.
- All testing materials are stored in the office and are available to all staff.
- Standardised tests are administered and corrected by each Class Teacher/Support Teacher.
- Pupils who are not taking a test with their classmates are given the test by the Special Education Teacher.
- Pupils may be excluded from the test if in the view of the Principal they have a learning or a physical disability which would prevent them from attempting the test, or in the case of newcomer pupils, where their level of English is such that attempting such a test would be inappropriate. (Circular 0138/2006).
- In the event of alternative tests being used: For the purpose of school records and to show a more accurate reflection of progress and ability alternative testing may be administered by Special Education Teacher.
- Results of standardized tests will be communicated to parents in the pupil's end of year reports. Parents will be referred to the NCCA interpretation information.
- Results of standardized test will be recorded on Aladdin by the class teacher. These results will be analysed to provide details on pupil performance and the deployment of support resources in the school.

Screening

The following screening tools are used in the school to identify areas of concern and to assist the formation of small groups for support.

- ALPACA – administered to junior and senior infants at three points during school year (September, February & May)
- MIST is administered to Senior Infants in February/March.
- Quick Phonics Screener (standard version adapted from J. Hasbrouck & R. Parkers 2001, Texas) – administered to all pupils from first to sixth class in September

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For pupils who register low scores in the screening tests and have not already been identified for intervention, support plans may be commenced and intervention groups formed.

Diagnostic Assessment

SET will carry out diagnostic testing with children if and when it's required. The diagnostic assessments available in school are:

- WIAT-III (UK) (Dyslexia)
- Hello Two Peas (Comprehensive Phonological Awareness Assessment)
- LETRS (Advanced Spelling Screener)

Pupils selected for diagnostic testing is informed by test results, class teacher concerns, parent concerns, assessment reports. The testing will be administered by SET. He/She will interpret the results and in turn share with the class teacher and parents. Following collaboration between class teacher and SET support plans and class differentiation should be adjusted.

NEPS is available for telephone and email support to the school offering advice on diagnostic assessments. In prioritization for access to SET, caseload will need to be considered.

Psychological Assessment

If concerns are raised or in view of the diagnostic assessment outcomes, it is felt that a psychological assessment or other assessment is required, the Principal will progress this. For psychological assessments through the NEPS psychologist, the principal will contact the parents and have the standard consent forms completed. If other types of assessment are deemed appropriate, the SET will advise the parent of how to proceed and contact relevant agencies where appropriate.

Upon receipt of an assessment report the Principal and SET will

- examine its contents for educational and other implications
- have a copy placed in the pupil's file in the office
- make him/herself available to meet the parents if required
- make any further referrals if necessary

St. Patrick's NS currently have 12.5 hours of SET support. The school is clustered with Scoil Chaitríona Nofa, Oristown with the following timetable in operation.

Monday: 8:50am – 2:30pm

Wednesday: 8:50am – 11:30am

Friday: 8:50am – 2:30pm

The timetables and arranges for SET will be reviewed annually or sooner if new needs arise. Changes in time allocations from NCSE will also require adjustments in timetabling. This policy will be reviewed biannually or when deemed necessary by material changes.

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This policy was adopted by the Board of Management on _____

Signed: _____
(Chairperson of the Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: October 2027 or sooner if required.