



# Assessment Policy

## Introductory Statement and Rationale

This policy was formulated by the staff of Carns National School and is based on advice and information provided in the Primary Curriculum, the NCCA Website, the NCCA booklet Assessment in the Primary School Curriculum – Guidelines for Schools and Circular 0138/2006.

## Relationship to characteristic spirit of the school

Assessment activities used in this school will contribute to pupil learning and development by gathering relevant information to guide each pupil's further learning (assessment for learning) and by providing information on each pupils achievement at a particular point in time (*assessment of learning*).

## Aims of our Assessment Policy

The primary aims and objectives of the policy are:

- To promote reflective teaching practices that enhance pupil learning.
- To establish procedures for monitoring student achievement.
- To track learning progress to support effective short- and long-term teacher planning.
- To identify learning difficulties and implement appropriate intervention strategies.
- To recognize gifted, able, or talented children and provide suitable extension activities.
- To maintain attainment records that support the reporting process.

- To utilise validated assessment data for setting targets and raising expectations and standards.

## Policy Content

This policy emphasises the use of assessment to inform planning and address the needs of all pupils, ensuring strategies are implemented promptly to support their development. Strategies include:

- Pupil self-assessment.
- Open, two-way communication between parents and teachers.
- Differentiation and the use of Student Support Plans to adapt teaching programs.

## Purposes of assessment:

- To inform planning for all areas of the curriculum
- To gather and interpret data at class/whole school level and in relation to national norms
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- To enable teachers to modify their programmes and their teaching methodologies 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 active involvement of pupils in the assessment of their own work

## Definition of Assessment

In line with the NCCA, our staff believe that assessment is integral to teaching and learning and is concerned with children's progress and achievement. It involves gathering information to understand how each child is progressing at school and using that information to further a child's learning. We concur with their definition of classroom assessment as "the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, concepts, skills and attitudes." Assessment, therefore, involves much more than testing. It is an ongoing process that concerns the daily interactions between the teacher and the child that include conversations, observations and actions. (NCCA, Assessment in the Primary School Curriculum – Guidelines for Schools. November 2007, p.7).

## Roles and Responsibilities

Class Teacher:

- Responsible for conducting, correcting, and recording assessments within their class, including administering tests as outlined for their year group.
- Ensures Cúntas Míosúil is emailed to the principal.
- Records standardized test scores accurately and ensures they are properly filed in each child's folder in the office.

Special Education Teacher:

- Administers, corrects, and records diagnostic tests based on guidance from the class teacher.
- Shares test results with the class teacher to support their planning and interventions.

Principal:

- Holds overall responsibility for all assessments conducted within the school.
- Ensures the effective implementation and adherence to this policy.

## Range of Assessment Methods used Throughout the School

The school follows the NCCA guidelines on Assessment in the Primary Classroom. These are summarised on p12 and p13 of the document. They are listed below with page reference numbers for fuller explanations:

## Scoil Bríde, Carns, Moneygold

- Self-assessment page 14
- Conferencing page 24
- Portfolio assessment page 30
- Concept mapping page 36
- Questioning page 42
- Teacher observation page 46
- Teacher-designed tasks and tests page 54
- Standardised testing page 60.

Teachers would also be informed by assessments by psychologist, speech therapist, occupational therapist etc.

### Standardised Testing

Standardised testing is conducted during the school year, with the majority being done in the third term each school year, using the following tools:

- Middle Infant Screening Test (Mist) - Senior Infants (March)
- Drumcondra Early Literacy - Senior Infants
- Drumcondra Early Numeracy - Senior Infants
- Drumcondra Reading Tests: 1st to 6th classes
- Drumcondra Maths: 1st to 6th classes
- Drumcondra Spelling Test: 1st to 6th classes
- NRIT- 2<sup>nd</sup> (March)
- YARC- Administered on First-Sixth class in November and April
  
- Sigma T and Micra T are also used on occasion, when a need for additional assessment may arise
- BIAP- Junior Infants (Note the BIAP is used to assess early infant skills such as gross motor skills, fine motor skills, etc. If the class teacher feels that a pupil would benefit from taking the BIAP screening test, parental permission will be sought. The results will inform both the teacher and parents about how these skills can be improved if necessary and may be used to form part of a process for further support whilst in the school).

Testing outcomes are used to monitor pupils' progress and inform classroom planning. Results may also contribute to decisions about providing additional support. In compliance with the Department of Education's Literacy and Numeracy Plan, aggregated data is reported to the Department of Education without identifying individual students.

## **In-Class Assessment**

Teachers are expected to assess all curriculum subjects, including both core and non-core areas, to ensure comprehensive evaluation of student progress. Teachers may use the following tools to document and track assessments:

- A specific assessment folder.
- A section within their teaching plans for recording assessment results.
- A portfolio of student work.
- An electronic medium for recording assessment.

Teachers may use the following informal assessment methods:

- Teacher designed tasks and tests:
  - Checklists,
  - spelling tests
  - table tests
  - Mental Maths books
  - Maths Assessment Books
  - SESE scrapbooks
  - Reading running records
  - Dolch word reading test
  - Jolly Phonics screening
  - Free writing samples
  - homework and teacher designed tests in curricular areas.
- Teacher observation: In all classes , ongoing informal observation in all areas of the child's development i.e. cognitive, social, emotional, physical and behavioural. These observations are not always recorded, although observational tools such as ABC behaviour charts may be of use for identifying patterns in recurrent behaviours.

It is up to individual class teachers to record results of these tests.