

Kiltealy National School

Kiltealy, Enniscorthy, Co. Wexford



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Assessment Policy

Rationale

The core of this policy is that all children should work to their individual potential and experience success at school. We endeavour to identify children who may have learning difficulties or those who are highly able at the earliest possible opportunity, and put in place a programme to respond to their needs. An effective assessment policy is central to this core objective. This policy covers both Assessment of Learning (AOL), which is summative assessment - assessing how well children perform after a specified period e.g. Standardised Testing, and Assessment for Learning (AFL), which is continuous formative assessment and is used to determine future planning and teaching goals.

Relationship to School Ethos

The school adopts a holistic approach to the education and development of each child and the enhancement of teaching and learning processes. An effective Assessment Policy identifies early interventions that need to be put in place to ensure that each child reaches his/her potential and positive self-esteem is achieved.

Aims and Objectives

- To facilitate improved teaching and pupil learning
- To target needs and strengths
- To create a procedure for monitoring progress and achievement
- To identify alternative teaching and learning initiatives and learning processes which assist the long-term and short-term planning of teachers
- To co-ordinate assessment procedures on a whole school basis, including storage of tests and results and reporting of same

Forms of Assessment

There are four main types of assessment – formative, summative, evaluative and informative.

- **Formative:** Covering a range of formal and informal assessments and enabling the teacher to modify the teaching and learning activities to improve child's attainment. This includes self-assessment strategies. Formative Assessment is Assessment FOR learning.
- **Summative:** Using teacher designed tasks and tests to provide information about the achievement of learning targets. This is Assessment OF learning.

- Evaluative: Focusing on the achievements of the school i.e. the teaching and the learning that is taking place. This is Assessment OF Learning.
- Informative: Provides information for parents and for the pupil's next teacher. This is Assessment OF Learning

Assessment Techniques

- Teacher Observation (focused, continuous, informed and structured)
- Teacher designed tasks and tests; weekly and/or termly tests, projects, reports and homework.
- Self-Assessment; e.g. 2 stars and a wish or Peer/Group Feedback/Editing Checklists
- Discussion / Conferencing
- Concept Mapping
- Checklists / Rating Scales
- Time-Sampling Recording / Event Recording
- Portfolios / Projects
- Digital Portfolios (Google Accounts)
- Standardised testing
- Diagnostic Testing

Curricular Assessment

Each subject area on the curriculum has its own assessment criteria recorded in the Plean Scoile.

The criteria cover the assessment of each of the strands of the individual subject areas.

Screening

The following tests are used to screen in Killealy NS:

- Pre-School Profile (on enrolment)
- Junior Infant Work Samples (guided and independent tasks)
- Junior Infant Teacher Designed Screening Test (May/June)
- MIST-Middle Infant Screening Test (Senior Infants-Oct)
- Jackson Phonic Test
- A to Z bench-marking passages (pre and post LLO)
- YARC Reading Test
- NNRIT (4th Class)
- WRAT 5
- NEPs Phonics Checklists
- Austin Index-Schonell Reading
- Austin Index-Schonell Writing
- Bangor Dyslexia Indicator Test
- BELFIELD Infant test
- NEPS "My Thoughts About School" Assessment
- NEAL Analysis Phonics and Reading Assessment

- BAS-3 Reading Ability Scales-word reading test

The following are carried out annually in May from Senior to Sixth Class in the areas of

Numeracy & Literacy

- Drumcondra Early Numeracy Test (Senior Infants)
- Drumcondra Early Literacy Test (Senior Infants)
- Drumcondra Reading Test – May (First to Sixth Classes)
- Drumcondra Maths – May (First to Sixth Classes)

Test Procedure

Administration and Correction

- Screening Tests are administered by the Special Education Teachers and corrected by the Special Education Teachers. Corrected results are uploaded to the Aladdin system by the Special Education Teachers.
- Standardised Tests are administered by class teachers and corrected by class teachers/SET. May be assisted by SET. Results are uploaded to Aladdin system.

Exclusion from Tests

- Pupils may be excluded from the tests if following consultation between the class teachers/SET and Principal, and in line with DES guidance, they have a learning, communicative or physical disability which would prevent them from attempting the test.
- Children may also be excluded if their level of English is such that attempting the test would be inappropriate.

Recording

- Test results will be recorded electronically (via the school data system Aladdin) by the Class Teacher/Special Education Teacher. A class score sheet is generated and given to the class teacher.
- The Special Education Teacher will retain a copy for the purpose of further diagnostic testing and tracking of results.

Tracking

- Results of tests are tracked from year to year using percentile scores and recorded on file by the Special Education Teachers

Storage

- Test results are stored digitally, using the school data system Aladdin.
- Test booklets are stored for 12 months in a secure filing cabinet in the teachers classroom, until replaced by the following year's test. The test booklets are then shredded.

- Results are kept as per Killealy NS's Data Protection & Record Keeping Policy – until the pupils have reached aged 26, and then shredded

Reporting of Results

- Children are not given the results of tests.
- Results of standardised tests are reported to parents via the end of year School Report Card. Results are given in terms of Sten Scores and are accompanied by the teacher's interpretation of their meaning and implication.
- Where a concern arises about a child's test results the Class Teacher will make contact with parents to discuss the concern.
- In the case of children attending the Special Education Teachers, results are given during the formulation/review of the child's School Support Plan twice yearly.
- Where children are transferring to other Primary Schools or Secondary schools results may be forwarded to them without permission from parents. In this event Sten scores are shared with the school and not percentile scores.
- The school will report aggregate standardised test results for 2nd, 4th and 6th Class (via EsiNet) once annually to the Department of Education.
- At the end of each year Class Teachers are given the opportunity to meet with the previous Class Teacher to discuss the results of the tests and the strengths and weaknesses of each child.

Test Analysis

- Test results will be analysed by the Class Teachers and the Special Education Teachers and discussed on a whole-school basis. These results will be used to both monitor the child's progress and to inform classroom planning. (The results may also be used in the school's self-evaluation process)

Note: Parents are not given copies of the test. The Class Teacher may show the completed test booklet to parents if requested, and if this is appropriate in individual circumstances. A parent may view their child's booklet in the presence of the teacher. No photographs are permitted.

Diagnostic Assessment

Special Education Teachers administer any Diagnostic Test deemed necessary. In house diagnostic testing takes place following classroom intervention and the completion of the Classroom Support Plan (as per staged approach) and following referral by the Class Teacher in consultation with parents. A suitable diagnostic test from the list above will be chosen by the Special Education Teacher in consultation with the Class Teacher. The Administration of such tests is in keeping with Circulars 02/05, 0014/2017 and 0018/2021, where a staged approach is used by individual Class Teacher before recourse to diagnostic testing or psychological assessment. See also Special Education Policy.

Psychological Assessment

A psychological Assessment may be recommended in order to provide us with:

- Additional information about a child's difficulties.
- Advice about teaching strategies and resources.
- Assistance in applying for other support e.g. Special Needs Assistants.

A Psychological Assessment is recommended where:

- The results of diagnostic testing carried out by the Special Education Teacher warrant further assessment and a Special Education condition, learning disability or specific learning difficulty is suspected.
- Having initiated a School Support Plan with a child, little progress is taking place.
- There appears to be a marked discrepancy between perceived ability and performance.
- There are several emotional and / or behavioural problems.

Provision of Psychological Assessment

- Psychological Assessments may be done privately or done through the school.
- The school is assigned a school psychologist through NEPS scheme (National Educational Psychological Service). Our current school psychologist is Teresa Newman.
- In the event of our Educational Psychologist not being available (e.g. Maternity leave) the school then has access to psychological assessments through the Scheme for Commissioning Psychological Assessments SCPA, which is administered by NEPS. The number of educational assessments provided under this scheme is at the discretion of NEPS.
- Priority is given to younger children with Special Education Conditions and/or serious Learning Difficulties and children in Sixth Class who may be leaving the school with undiagnosed Learning Disabilities.
- Parents may choose to arrange an assessment privately through a private Educational Psychologist or other agency.

Procedure for Psychological Assessment

- Class Teacher in consultation with the Special Education Teacher recommends an Assessment.
- Parental consent is sought for the Assessment.
- When consent is obtained a decision is made about the provision of the assessment.
- Where the assessment is to be carried out with NEPS Psychologist, the Principal contacts NEPS to arrange for a school visit. Consent forms / referral forms are completed with parents in advance. The NEPS Psychologist will meet with staff, before observing the pupil and carrying out the assessment, when appropriate. After the Assessment, the Psychologist meets with the Parents. The Psychologist meets with the Class Teacher and Special Education Teacher. A report is sent to the parents and to the school.
- Where the Assessment is to be carried out through SCPA, the Principal contacts an Educational Psychologist and a date for the assessment is arranged. Consent / Referral forms are completed by parents & school. The Assessment takes place in the school. After the Assessment, the Psychologist meets with the Parents. The Psychologist meets with the Class Teacher and Special Education Teacher. A report is sent to the parents and to the school.
- The School Support/School Support Plus Process is initiated.

Recording & Storage of Assessments

Class Based Assessments / Tests: E.g. Class tests, portfolios, concept maps, check lists etc. These tests are usually sent home with pupils at the end of the week / month / school year. Results of tests may be stored securely in the classroom filing cabinet by the Class Teacher for reference.

Relevant class based test results should be forwarded to the next teacher for reference. These along with any incidental observation notes by the teacher are shredded at the end of the school year.

Standardised Test Results

- Test results will be recorded electronically (via the school data system Aladdin) by the Class Teacher/Special Education Teacher.
- A class score sheet is generated and given to the class teacher. The Special Education Teacher will retain a copy for the purpose of further diagnostic testing and tracking of results.
- Test results are stored digitally, using the school data system Aladdin.
- Test booklets are stored for 12 months in a secure filing cabinet in the classrooms, until replaced by the following year's test. The test booklets are then shredded.
- Class Results sheets, along with school reports are kept as per Kiltale NS's Data Protection & Record Keeping Policy – until the pupils have reached aged 26, and then shredded.

Diagnostic / Psychological Assessments

- Results of any such testing are kept securely in the pupil's individual file in the central storage filing cabinet in the SET room
- These assessments and accompanying recommendations are scanned and attached to the child's file on Aladdin. These documents are password protected.
- These are kept as per Kiltale NS's Data Protection & Record Keeping Policy – until the pupils have reached aged 26, and then shredded.

Implementation, Review and Communication

This policy was drafted and adopted by the Board of Management in 2023. The Board of Management will monitor the implementation of all aspects of this policy and amend as required. The policy will be reviewed in the light of experience and using the following success criteria:

- Early identification and intervention is achieved
- Procedures are clear and role and responsibilities are defined.
- The transfer of information from Class teacher to Class Teacher happens efficiently at the end of the school year.

It will be reviewed fully every three years or sooner if necessary. Any staff member, Board of

Management member parent / guardian of a current student may request a review at any time, and such a request will be dealt with as soon as possible.

Next Review Date: March 2026

Signed: _____ Date: _____

Chairperson

Signed: _____ Date: _____

Principal