



## Kilgarvan Central School

# Policy on Assessment

### **Introduction:**

This policy was originally drafted on 9<sup>th</sup> March 2007 during a school planning day using the expertise of the School Development Planning Service facilitator. The policy was redrafted on November 12<sup>th</sup>, 2018.

### **Policy Rationale:**

The core of the policy is that all children should experience success at school. This policy endeavours 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.

### **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 co-ordinate 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 uses Dromcondra Primary Reading Test, Drumcondra Primary Spelling Test and Sigma T for assessing the pupils in literacy and numeracy. All classes from First class upwards are tested. The tests are usually administered in the last week of May or first week of June by the class teacher. Standardised score, sten and percentile ranking scores are recorded on the class record template and stored in the SET filing cabinet. The MIST (Middle Infant Screening Test) is used to assess the pupils in Senior Infants. The Special Education Teachers (SET) analyse the results in June for allocation of support to pupils in September. Following DES guidelines, all standardized test scores will be orally given to parents / guardians at Parent / Teacher meetings and a STEN score will be written in the end of year reports. Results of the standardised tests will be reported by the Principal to the Board of Management.

### **Diagnostic Assessment:**

Diagnostic tests are administered by the Special Education Teachers (SET) following referral by the class teachers in consultation with parents/guardians. The administration of such tests is in keeping with the approach recommended by **Circular 02/05** 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.

The diagnostic tests used in the school include;

- NARA - Neale Analysis of Reading Ability
- Aston Index
- Wiat - 11 UK - T
- YARC - York Assessment of Reading for Comprehension
- Jackson Phonics
- RAIN
- NRIT - Non Reading Intelligence Test

### **Screening:**

The screening tests used to identify learning strengths and weaknesses in the school are;

- Middle Infant Screening Test (MIST)
- YARC - York Assessment of Reading for Comprehension
- Sigma T
- Drumcondra Primary Reading Test
- Drumcondra Primary Spelling Test
- Dyslexia Portfolio

The MIST is administered around Easter of each year. Screening is used by the school to initiate the staged approach to intervention as per **Circular 24/03** and **Circular 02/05**.

### **Psychological Assessment:**

If stages 1 and 2 fail to deliver adequate intervention, the class teacher/Principal will contact the parents for permission to secure a psychological assessment for their child. An assessment will determine the subsequent level of intervention. 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 maths tests, spelling tests and quizzes.

### **Recording:**

Each pupil has a file which is stored in the administration office. Pupils who are receiving extra support from SET have a student support file. Procedures are in place to manage sensitive data (see Data Protection Policy). Records of standardized test results and end of year reports are kept in folders in the Office filing cabinet. These results are passed from teacher to teacher as the child progresses through the system. Scores for 6<sup>th</sup> class pupils are passed on to the relevant secondary school.

### **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 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 Principal 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 supercedes the policy drawn up in September 2013 and is effective from November 2018.

### **Ratification & Communication:**

This policy was ratified by the Board of Management on November 15<sup>th</sup>, 2018 and communicated to parents thereafter.

### **Review Timetable:**

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

**Signature of Chairperson** \_\_\_\_\_

