

Kiltiernan N.S.

Assessment and Recording Policy

Introduction

This policy on Assessment has been drafted by the teachers of Kiltiernan N.S. in January 2008 and ratified by the Board of Management and Parents' Council.

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 whole school response to their needs. An effective assessment policy is central to these core objectives.

Relationship to School Ethos

The school adopts a holistic approach to the education and development of each child. 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 to –

1. facilitate improved pupil learning.
2. create a procedure for monitoring achievement
3. generate baseline data that can be used to monitor achievement over time.
4. Track learning processes which assist teachers in short and long term planning.
5. involve parents and pupils in identifying and managing learning strengths and difficulties.

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 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

Formal Assessment

Screening

The screening test used to identify learning strengths and weaknesses in our school are –

ü Early Literacy Drumcondra Literacy Senior Infants

ü Early Literacy Drumcondra Numeracy Senior Infants

ü New Drumcondra Literacy 1st Class

The Screening Test is administered to Senior Infants on a whole class basis around Easter of each year. Screening is used by the school to initiate the staged approach to intervention as per circulars 24/03, 02/05 and 0018/2021

Standardised Testing

The following whole school decisions have been made in relation to standardized testing:

- Ø Drumcondra tests are used for measuring standards in Reading and Mathematics.
- Ø All classes from First class upwards are tested.
- Ø The tests are usually administered in the last week of May or first week of June by the class teacher.
- Ø The staff analyse the results in June for allocation of resources to pupils in September.
- Ø Standard and Percentile Rankings scores are recorded on the class Record template and stored centrally in the strong room with a copy held in the learning support office and on Aladdin School system.
- Ø The Learning Support teacher will administer the test to those pupils who were absent on the day the test was administered.
- Ø Results are given in writing in school report at the end of the school year using a Sten score/ Standardised Score and descriptor, (Appendix 1) and are discussed at the parent teacher meetings in October where relevant.
- Ø Pupils at or below the 10th percentile will receive learning support.

Diagnostic Assessment

If after initial screening further intervention is required for diagnostic testing/ supplementary teaching, parental approval is sought (App. 2)

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 recommended by Circular 0018/2021 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 –

- Ø Neale Analysis
- Ø Jackson Phonics Test
- Ø Get Reading Right
- Ø Dolch Word list
- Ø Schonell Reading and Spelling Analysis
- Ø Free Sample of pupil's writing
- Ø High frequency words
- Ø Phonological Awareness Checklist
- Ø 100 High Frequency Spellings
- Ø Drawing for comprehension
- Ø Aston Index
- Ø Dyslexia Screening Test,
- Ø Running Records
- Ø Maths Error Analysis
- Ø Maths Check Lists
- Ø Maths Language Checklist

Psychological Assessment

Some pupils who continue to present with significant learning needs will require more intensive intervention. 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, be it Learning Support, Resource hours or an Individual Education Plan. The most common forms of assessment used in our school are teacher observation, teacher designed tests, projects and homework (informal assessment).

On receipt of the psychological assessment, a meeting will be arranged between

- (a) The L.S. / Resource teacher and the class teacher and
- (b) L.S. / Resource/ Class teacher and parents to discuss and evaluate the report.

An Individual Education Plan will then be drawn up.

Kiltiernan N.S. is obliged to report assessment information when requested to other teachers, other schools and the children themselves where appropriate. The school is also obliged to share assessment information with other individuals who are involved in the child's education, including DES inspectors, NEPS Psychologists, SENOs, and Educational Welfare Officers as well as other professionals such as speech and language therapists and Occupational Therapists. Parents are informed when this information is to be shared.

Psychological reports will be held in a locked filing cabinet in the learning support room.

Recording

- Ø Standardised Tests-All assessment results are recorded by the teacher on Aladdin School systems and on standardized forms, found in the Drumcondra manual. A copy of the results is given to the L.S. teacher and a copy is held in the filing cabinet in the office.
- Ø Report Card-Each child has a Pupil Profile folder with a report booklet showing all reports from infants until sixth class. This report card shares assessment information with parents in an accessible format, and strengthens the link between home and school.
- Ø Teacher's Day to Day Records- The teacher keeps their own day to day records of observations, incidents etc, as they occur in the classroom and playground.

Ø Psychological Reports- all external assessments received by the school will be circulated to the Principal, L.S. /Resource and relevant class teachers. These will be held in a locked filing cabinet in the Learning Support/ Resource Room.

Ø Assessment information will be formally reported to parents at the parent teacher meetings and in end of year reports. Teachers may also meet parents informally throughout the school year.

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Procedures are in place to manage sensitive data (see Data Protection Policy).

Retention of Records

Ø Standardised test results are stored in a locked filing cabinet in the strong room and results will be kept until the pupil is 21 years old.

Ø L.S./Resource teacher retains a copy of all standardised test results.

Ø Test booklets will be kept for one year, after which, the front page will be retained and the rest of the booklet will be recycled.

Ø Samples of work will be stored in the Pupil Profile folder, which will be passed on to the class teacher as the child progresses in classes.

Ø Report cards will be held in the Pupil Profile folder and it is that teacher's responsibility to pass the folders up to the next class teacher as the child progresses.

Success Criteria

This policy is considered successful if –

- Early identification and intervention is achieved
- Clarity is achieved regarding procedures involved in staged approach
- Procedures are clear and roles and responsibilities are 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 has been drawn up in January 2008 and is effective immediately.

Ratification & Communication

This policy was ratified by the Board of Management in March and communicated to parents thereafter.

Review Timetable

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

References

D.E.S. Learning Support Guidelines 2017

www.sess.ie

Working together to make a difference for children – NEPS

Education Act (1998)

Data Protection Amendment Act (2003)

Education Welfare Act (2000)

Education of Persons with Special Needs Act (2004)

Freedom of Information Act (1997,2003)