

# Assessment Policy

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## 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 test results and reporting of same.

## Forms of Assessment

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

- **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.

## Assessment Techniques

- Teacher Observation (focused, continuous, informed and structured)
- Teacher designed tasks and tests; weekly and termly tests, projects, reports and homework.
- Self-Assessment or Peer/Group Feedback
- Discussion/Conferencing
- Concept Mapping
- Checklists
- Recording
- Portfolios/Projects
- Digital Portfolios (Seesaw)
- 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.

### Assessments available in Kilbonane National School

Class	Assessment Used for All Pupils
Junior Infants	Belfield Infant Assessment Profile Term 2 Jolly Phonics Sounds and Tricky words test Term 2/3 Jolly Phonics Test 1A/B Term Term 3
Senior Infants	MIST Term 2, Drumcondra Early Literacy and Numeracy Tests Term 3
First Class	Micra –T Term 3, Sigma-T Term 3
Second Class	Micra –T Term 3, Sigma-T Term 3
Third Class	Micra –T Term 3, Sigma-T Term 3
Fourth Class	Micra –T Term 3, Sigma-T Term 3
Fifth Class	Micra –T Term 3, Sigma-T Term 3
Sixth Class	Micra –T Term 3, Sigma-T Term 3

Class	Assessment Used after referral to SET
Junior Infants	Fine Motor Assessment Checklist Jolly Phonics Sounds and Tricky words test
Senior Infants	Drumcondra Early Literacy Diagnostic Test, Diagnostic Numeracy Tests YARC Early Reading Test Middle Infant Screening (MIST) Test Jackson Phonics
First Class	Drumcondra Reading Test, Drumcondra Spelling Test, YARC Early Reading Test YARC Reading and Comprehension Jackson Phonics Drumcondra Mathematics Test
Second – Sixth Class	Drumcondra Reading Test, Drumcondra Spelling Test, YARC Reading and Comprehension Jackson Phonics Drumcondra Mathematics Test

### Other Assessments Used

Senior Infants – Sixth Class	NRIT 1-3
Senior Infants-Second Class	GL Assessment Non Verbal Reasoning 6-8
Third Class–Sixth Class	GL Assessment Non Verbal Reasoning 9-11
All Classes	GL Assessment Dyslexia Portfolio
Senior Infants to Sixth Class	Pearson Dyslexia Screening Test - Junior (DST-J) 6y6m to 11y5m
Junior Infants - First Class	PEP-3: Psychoeducational Profile (3rd Edition) up to 7 years
Senior Infants – Sixth Class	Neale Analysis of Reading Ability (Used as an alternative to YARC)
All Classes	Primary School Assessment Kit

### Test Procedure

#### ***Administration and Correction***

- Tests are generally administered by the Class Teacher but on occasion the Special Education Teacher may administer tests (in the case of pupil absences, for example) and corrected by the Class Teacher/SET.
- Corrected results are uploaded to the Aladdin system by the Class Teacher/SET.

#### ***Exclusion from Tests***

- Pupils may be excluded from the tests if in the view of the Principal, and in line with DE guidance, they have a learning, communicative or physical disability which would prevent them from attempting the rest.
- 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/SET.
- The Special Education Teacher will have access to the above test results 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 may be referred to by the Class Teacher/SET.

#### ***Storage***

- Test results are stored digitally, using the school data system Aladdin. Test booklets are stored in the child's file in the Teacher's secure filing cabinet.
- Results are kept as per Kilbonane National School's Data 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 appropriate
- Where a concern arises about a child's tests results arises the Class Teacher will make contact with parents to discuss the concern.
- Where children are transferring to other Primary Schools or Secondary schools results may be forwarded to them without permission from parents.
- The school will report aggregate standardised test results for 2nd, 4th and 6th Class (via Esi-Net) once annually to the Department of Education.

### **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 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.

### **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

*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 Cáit Fair.
- In the event of our Educational Psychologist not being available, 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 6<sup>th</sup> 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**

- The 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/SET 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 and/or parents, 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.

#### **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. A selection of samples will be kept by the Class Teacher in their Assessment Folder to inform their knowledge and planning for the class. Results of tests may be stored securely in the classroom filing cabinet by the Class Teacher for reference.

#### ***Standardised Test Results:***

- Test results will be recorded electronically (via the school data system Aladdin) by the Class Teacher/Special Education Teacher.
- The Special Education Teacher will have access to the above test results 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 in the child's file in the Teacher's secure filing cabinet.
- Results are kept as per Kilbonane National School'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.
- These assessments and accompanying recommendations are scanned and attached to the child's file on Aladdin.
- These are kept as per Kilbonane National School's Data Protection Policy

#### **Implementation, Review and Communication**

This policy was initially reviewed and adopted by the Board of Management at a meeting on 27/9/2022. It will be reviewed as and when necessary

Signed: Cathal Brophy  
(Principal)

Signed: Denis Healy  
(Chairperson B.o.M.)