



OUR LADY OF GOOD COUNSEL BOYS' SCHOOL

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ASSESSMENT POLICY

Introduction

This policy was revised following a process of consultation by the staff of Our Lady of Good Counsel B.N.S in April 2019 and afterwards, it was presented to the Board of Management for ratification.

Rationale

The core objective 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 this core objective.

This assessment policy was initially reviewed to bring assessment, both formal and informal, up-to-date and in line with current practice as outlined in NCCA guidelines on Assessment in the Primary School Curriculum, and in accordance with DES Circular 0056/2011 Initial steps in the Implementation of the National Literacy and Numeracy Strategy. It is now being further reviewed to incorporate current assessment practices within the school, taking into account the New Language Curriculum Progression Continua and the new Teacher Allocated Model in the SEN setting.

Aims

- To benefit and enhance pupil learning.
- To assist teachers short and long term planning.
- To co-ordinate assessment procedures on a whole-school basis.
- To monitor learning processes.
- To involve parents and pupils in identifying and managing learning strengths or difficulties.
- To generate baseline data that can be used to monitor achievement over time.

Purposes of Assessment

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge skills and attitudes.

1. To inform planning for and coverage of all areas of the curriculum.
2. To gather and interpret data at class/whole school level and in relation to national norms.
3. To identify the particular learning needs of pupils/groups including the exceptionally able.
4. To contribute to the school's strategy for the prevention of learning difficulties.
5. To monitor pupil progress and attainment.
6. To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual pupils/groups are being addressed.
7. To compile records of individual pupil progress and attainment.
8. To facilitate communication between parents and teachers about a pupil's development, progress and learning needs.
9. To facilitate the involvement of pupils in the assessment of their own work.
10. To enable teachers to monitor their own approaches and methodologies.

Methods of Assessment across the Curriculum (App1)

- Self-assessment
- Conferencing
- Portfolio
- Concept mapping
- Questioning
- Teacher observation
- Teacher designed tasks and tests
- Pupil profiles
- Standardised tests

Assessment for Learning (AfL)

Assessment for Learning takes place when the teacher shares information about the child's learning with the child and when the teacher uses this information to plan the next steps in their teaching and in the student's learning.

AfL helps teachers and children to focus on three key questions:

1. Where are the children in their learning?
2. Where are the children going in their learning?
3. How will the children get to the next point in their learning?

Methods:

- Teacher observation
- Teacher questioning(App 2)

June 2019

- Work samples Self-Assessment Learning Folders (S.A.L.F) – rubrics (App 3), KWL grids, evaluation sheets
- Child portfolios
- Checklists
- Pupil Profiles

Different types of assessment are used throughout the school depending on the age group:

- Pictorial/aural/oral in junior and senior infants in conjunction with written work in more senior classes.
- Teacher observation applies to all classes.

Pupil profiles have been formulated for each child in the school and are passed onto the next class level teacher at the end of the academic year.

Pupils are encouraged to self-assess their own work using a selection of the following:

- Redrafting written work
- Looking and responding
- Re-read essays, answers to comprehensions, answers to sums before handing them up for teacher correction
- Rubrics
- Each child has a S.A.L.F folder

Assessment of Learning (AfL)

Assessment of Learning is used to provide a summary of what the student has achieved at fixed points, such as at the end of a period of study, or when a unit of work is completed, or at the end of an academic year. Information from assessment of learning can be used to report to others, such as parents and other teachers.

Methods: Teachers use a selection of the following, applicable to year group.

English:

- Weekly spelling assessment (1st-6th class)
- Work samples
- Handwriting sample (termly)
- Book/character review – fiction and non-fiction (App 3)
- Reading log(App 4)
- Creative writing sample of the different genres (in copy)
- York Assessment of Reading for Comprehension (YARC) – to be administered to children receiving learning support at the beginning of each term by the LS/RT team
- Spelling records (Spellbound – back of book)
- Grammar checklist
- Jolly Phonics checklist
- Peer assessment (oral/written)
- Self-assessment
- Grid for Guided Reading in 1st and 2nd classes

Maths:

- Weekly tables quiz
- Record of mental maths

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- Testing at end of topic and end of term. Results recorded.
- Assessment tick list (based on topics to be covered at each class level. List for each class)
- Work samples
- Peer assessment (oral/written)
- Self-assessment

Gaeilge:

- Weekly/fortnightly litriú assessment (3rd-6th) weekly
- Back of Bua na Cáinte/Bun go Barr (Teacher's book) – test every 4 chapters
- Scéal beag/líon na bearnaí (based on bunscríobh for class level)
- Work samples

SESE:

- KWL charts – termly (App 6)
- Concept map – termly (App 7)
- Project work on display/in copies
- Work samples
- Peer assessment (oral/written)
- Self-assessment

Visual Arts:

- Appreciation, peer assessment and looking and responding

The issue of assessment is addressed in the school's plan for each curriculum subject. Subjects that are assessed through teacher-designed tasks and tests are English, Irish, Maths, History, Geography, Science, spelling and tables.

Standardised Tests Administered

MIST (Middle Infant Screening Test) – administered in a whole class situation by members of the SEN team in February/March every year.

Sigma-T (Maths)

- 1st Class – administered in Oct and May
- 2nd - 6th classes – administered in May

Drumcondra English

1st - 6th classes – administered in May

NRIT (Non-Reading Intelligence Test)

- 1st Class – administered in Oct
- 4th class – administered in Oct

Drumcondra Spelling Test - (whole class administration) end of September

These tests are administered by the parallel class teacher and are corrected by same. Immediate action is taken on these results.

Children with special education needs are reviewed on an individual basis to decide whether the test is appropriate for them to take. If the test is not suitable provision is made where the child will go to their resource teacher while their classmates take the test.

There is a uniform approach across all class levels as to what is recorded from test results. Raw score, standard score, percentile rank and sten score are all recorded electronically. A 3 year comparison is made using PDST tool and Aladdin school management system. Results and trends are discussed at staff meetings and at Board of Management meetings.

Difficulties that are identified are communicated to parents.

In many cases children attending learning support do so as a result of these tests.

The Special Education Needs Team (SENT) analyse the results for all classes. The information gathered from these results is discussed at staff meetings on a whole school level. Results are distributed on an individual class basis to each teacher. The aggregate scores along with bell curve comparisons are also distributed. Aggregate scores and comparisons are shared with the Board of Management and discussed. Sten scores for children in 2nd, 4th and 6th classes are communicated to the DES using the OLCs system. The results from these tests are communicated to parents via summer reports. Comments on the scores are made on the report. The NCCA guide to Sten scores is also issued to parents

The following tests are administered on an individual basis by a member of the SENT.

- YARC
- British Picture Vocabulary Test
- Early Literacy Test
- Dyslexia Screener and Portfolio
- Bracken School Readiness
- Belfield Infant Assessment Profile (B.I.A.P.)
- PSAK toolkit – Primary Schools Assessment Kit (EAL)
- Jolly Phonics Assessment
- MALT

Procedures for early identification/referral/screening of children from within the school

The three-stage assessment process

Stage 1: Classroom support

Pupil experiencing difficulty in learning
Teacher parent consultation
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Gathering information at school/home
Teacher observation
Screening measures/norm-referenced tests

Individual pupil profile:

Identify learning strengths and needs

Teaching and learning intervention at classroom level

If difficulties in learning continue despite intervention



Stage 2: School Support

Collaborative planning between classroom teacher, learning support teacher and parents

Design teaching and learning intervention

If difficulties in learning remain unresolved



Stage 3: School Support Plus

Formal diagnostic assessment

School/classroom teacher/resource teacher and/or learning support teacher/NEPS/parents/other health professionals as appropriate, e.g.: speech and language therapist



Outcome: Individual Education Plan (IEP)

Psychological Assessments

The learning support teacher and, if necessary, the class teacher will consult with parents if it is felt that the pupil is not making sufficient progress with Learning support intervention. These pupils may require more intensive intervention which may warrant consultation with a NEPS psychologist.

Pupils who have been assessed by an outside agency (NEPS etc) and who are deemed to be in need of special intervention may be allocated specific S.E.N hours. The decision rests with the Special Educational Needs Organiser (SENO) under the auspices of the National Council for Special Education. When sanctioned, these pupils receive individual tuition in accordance with the terms of Special Education Circular 02/05. A holistic approach is adopted by SET in their dealings with these pupils. A team approach is taken which involves class teachers, special needs assistants, outside agencies and parents.

Following this process of consultation SSPs are drawn up by the teaching staff for all pupils who require special education intervention. Depending on the individual circumstances and level of need a variety of methods are employed – one to one intervention, small group settings, team teaching and in-class support as appropriate.

Managing Assessments

Psychological assessments, speech and language reports and other such important documents are stored in the filing cabinet of the learning support room. The principal and SENCO

control access to them, taking into consideration the sensitive data contained in them. Reports are stored in line with the schools record and data keeping policy.

Success Criteria

- A range of formal and informal assessment modes are used to place assessment as an integral part of teaching and learning.
- Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects.
- Transfer of information from teacher to teacher happens efficiently at the beginning/end of school year.

Roles and Responsibilities

This revised plan was formulated in April 2019. All teachers were involved in the process. All teachers are responsible for the implementation of this policy.

Implementation Date

These procedures will apply immediately.

Review date

This policy will be reviewed in 2021/2022

Ratification

This policy was ratified by the Board of Management at its meeting

Signed :..... Date :**Tues June 18th 2019**
Michael J. Hunt
Chairperson B.O.M.

Signed :..... Date :**Tues June 18th 2019**
Neil Cadogan
Principal.