



# ASSESSMENT WHOLE SCHOOL PLAN

May 2023

Signed: \_\_\_\_\_  
Conan Daye (Principal), Martina McDermott (Co-ordinator), ISM

Signed: \_\_\_\_\_ (Chairperson B.O.M.)

Due for Review: May 2024

## **Introduction**

This policy was drafted in 2023, following an audit of all policies within the school and in consultation with the ISM team using the NCCA Assessment in the Primary School guidelines to inform us on how best to fulfil Section 22 of the Education Act. A balanced combination of Assessment for Learning and Assessment of Learning will be used to support assessment of children's progress and achievement and to extend and enrich their learning.

## **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) and Assessment for Learning. Assessment of Learning 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. Assessment for Learning (AFL) The concept of assessment for learning (AFL) extends the potential of formative assessment. It emphasises the child's active role in his/her own learning, in that the teacher and child agree what the outcomes of the learning should be and the criteria for judging to what extent the outcomes have been achieved. In essence, AFL helps teachers and children to focus on three key questions:

- where are children now in their learning?
- where are children going in their learning?
- how will children get to the next point in their learning?

Providing feedback to children is therefore central to AFL.

This feedback is based on evidence of how and what the children are learning. Feedback focused on the learning or task in hand, can help children identify and celebrate their progress and achievements, pinpoint challenges they experience, and decide what the next steps should be. This level of involvement in shaping their own learning can heighten children's awareness of themselves as learners and encourage them to take more personal responsibility for, and pride in, their learning.

## **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 and 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
- End of Term Literacy and Numeracy Tests administered, results uploaded on to Aladdin
- Self-Assessment; e.g. 2 stars and a wish or Peer/Group Feedback
- Discussion / Conferencing
- Concept Mapping
- Checklists / Rating Scales
- Time-Sampling Recording / Event Recording
- Portfolios / Projects
- Digital Portfolios
- Standardised testing
- Diagnostic Testing

***Teachers are advised to refer to Assessment in the Primary School Curriculum Guidelines for Schools NCCA***

## Screening

The following tests are used to screen in Scoil na Coroine Mhuire:

- Pre-School Profile (On enrolment)
- Junior Infant Work Samples (guided and independent tasks)
- Jackson Phonic Test
- PM Reading Test (pre and post LLO)
- YARC Reading Test
- Belfield Infant Assessment Programme (Junior Infants)
- Middle Infant Screening Test (MIST)

## Standardised Tests

We are cognisant of the value of standardised testing in order to establish pupil attainment in Mathematics and English reading.

Standardised testing allows us:

- To compare pupils' achievements with national norms
- To monitor pupils' performance in Mathematics and English reading
- To identify strengths and weaknesses in the school approach to the teaching of literacy and numeracy
- To inform teaching strategies in literacy and numeracy
- To alert teachers to pupils' difficulties in either literacy or numeracy
- To provide a nationally agreed method of reporting to parents of their pupils' progress in the area of literacy and numeracy

The following are carried out annually Senior Infants to Sixth Class in the areas of Numeracy, Literacy and Spellings.

- Middle Infant Screening Test (Senior Infants)
- Drumcondra Spelling Test –September (First – Sixth Classes)
- Micra T – May (First to Sixth Classes) (October and May for 1<sup>st</sup> Class)
- Sigma T – May (First to Sixth Classes) (October and May for 1<sup>st</sup> Class)
- Drumcondra Irish Reading Test – February (3<sup>rd</sup> and 5<sup>th</sup> classes)

## Test Procedures See Appendix 2

**All teachers read the agreed procedures every year before tests are administered. Procedures are then reviewed by teachers and SET at end of each year.**

## Diagnostic Testing

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. 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.

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).
- Parents may choose to arrange an assessment privately through a private Educational Psychologist or other agency

#### **Recording & Storage of Assessments**

Class Based Assessments / Tests: e.g. Class tests, portfolios, concept maps, check lists etc. These tests are sometimes sent home with pupils at the end of the week / month / school year in their work copies. End of term assessment tests in Literacy and Numeracy are uploaded to Aladdin. Results of tests may be stored securely in the classroom filing cabinet by the Class 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 are stored digitally, using the school data system Aladdin.
- Test booklets are stored for 12 months in a secure filing cabinet in the central storage area, until replaced by the following year's test. The test booklets are then shredded. Results (cover page of test) are kept until the pupils have reached aged 26.

## **Diagnostic / Psychological Assessments**

- Results of any such testing are kept securely in the pupil's individual file in the central storage filing cabinet.
- These assessments and accompanying recommendations are scanned and attached to the child's file on Aladdin. These documents are password protected.
- These are kept until the pupils have reached aged 26.

### **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:**

Principal has overall responsibility to ensure that all tasks and duties in this policy are delivered and completed in an effective way. The Deputy Principal will co-ordinate SET within the school. 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 and Deputy Principal are involved at all stages of the continuum of support and 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, Review and Communication**

This policy was 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.

**Next Review Date:** May 2024

**Signed:** \_\_\_\_\_ (Principal)

**Signed:** \_\_\_\_\_ (Chairperson B.o.M.)

## Appendix 1: Samples of assessments

### Self-assessment

- Rubrics
- Thumbs up/thumbs down
- Traffic lights
- Plus, Minus and Interesting (PMI) diagrams
- Talk partners/buddies
- Two Stars and a Wish
- WALT
- WILT

### KWL Grid

Child		Date
<b>K</b> What I Know already	<b>W</b> What I Want to know	<b>L</b> What I have Learned
<i>Complete at start of lesson</i>	<i>Complete at start of lesson</i>	<i>Complete at end of lesson</i>

Teacher's Notes:

## Reflection Template

Child:	Date:
<p><b>Description of the Work:</b></p> <p><b>What I tried to do:</b></p> <p><b>What I did:</b></p> <p><b>What I learned:</b></p> <p><b>What I like about this piece of work:</b></p> <p><b>What I would like to work on:</b></p>	
<p><b>Teacher's Notes:</b></p>	





## Two Stars and a Wish



## Two Stars and a Wish



Rubric for Participation and Contribution to Group Discussions

**Speaking and Listening to Group:**

<p><b>Taking turns during the group conversation.</b></p>	<p>The student does not demonstrate an understanding of turn-taking.</p>	<p>The student made some errors in allowing another person to speak or putting themselves forward to contribute an idea/opinion.</p>	<p>For most of the conversation, the student was capable of waiting for their turn to speak while listening to others.</p>	<p>The student made interjections appropriately, followed turn-taking rules and listened and responded appropriately.</p>
<p><b>Volume, projection, tone of voice, clarity of speech.</b></p>	<p>The student was unable to project their voice and deliver their thoughts/opinions to the group with clarity.</p>	<p>The student pronounced most words accurately and an appropriate volume was used.</p>	<p>The student made a good effort to use appropriate tone and projection. All vocabulary was pronounced correctly by the student.</p>	<p>The student demonstrated clear projection, clarity of thoughts and their opinions were delivered with confidence. The student used an appropriate volume and tone.</p>
<p><b>Eye contact</b></p>	<p>Very little eye contact was made by the student throughout the conversation.</p>	<p>At times, the student made eye contact.</p>	<p>The student managed to make a good effort at maintaining eye contact with the speaker or listener.</p>	<p>The student engaged in eye contact with speakers and listeners throughout the conversation.</p>
<p><b>Body Language</b></p>	<p>No use of gestures or facial expressions.</p>	<p>Using the same body language throughout.</p>	<p>Some variation of body language used to express thoughts/opinions.</p>	<p>Appeared very relaxed throughout and used appropriate body language when required.</p>

# Rubric for Participation and Contribution to Group Discussions

Child's name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

	1	2	3	4
<b>Efforts to contribute:</b>	The student made no effort to contribute.	The student made limited efforts to contribute to the conversation.	The student made several efforts to contribute to the conversation.	The student contributed often with confidence with relevant information to the conversation.
<b>Asking questions</b>	No questions were asked by the student.	The student asked one question during the conversation.	The student asked a small number of questions during the conversation.	The student asked several relevant/appropriate questions throughout the conversation.
<b>Remained focus on the conversation:</b>	The student did not follow the conversation at all.	The student had limited focus on the conversation.	The student focused on most of the conversation.	The student focused on the conversation throughout.
<b>Responding to comments of others.</b>	The student was unable to respond to contributions of others in the group.	The student makes an effort to respond to a peer's contribution.	The student responded to most of the contributions of the group.	The student responded appropriately to all contributions made in the group.
<b>Expression of thoughts and opinions</b>	The student made no effort to express an opinion or thoughts.	The student made some effort to express an opinion.	The student made an effort to express their thoughts and opinions with back up information/reasoning.	The student is highly competent in expressing and evaluating their thought and opinions.
<b>Use of vocabulary related to the topic of the conversation.</b>	The student used no relevant vocabulary.	The student made some attempts to use the relevant vocabulary.	The student used relevant vocabulary and made an attempt to make connections with background/related knowledge on topic.	The student used relevant vocabulary throughout conversation, using connections of previous knowledge of subjects by inferring.

# Student Self-Assessment: Writing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of my story: \_\_\_\_\_

	Never	Sometimes	Always
I used interesting words.			
I varied my sentences.			
I gave lots of details.			
I included many interesting events.			
My story was well organized and easy to read.			
I had few spelling and grammatical errors.			
My story had interesting character development.			
My story had a beginning, middle and end.			
The setting of my story is detailed and interesting.			



# Student Self-Assessment: Speaking Skills

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I spoke to: \_\_\_\_\_

	Never	Sometimes	Always
I made eye contact with my audience. I tried making eye contact with everyone in the audience.			
I spoke clearly.			
I spoke loudly enough so everyone could hear me.			
I stayed on topic.			
I let others have a chance to speak and didn't talk over them.			
I set a good pace.			
I took a slight pause between commas and at the end of sentences. I took a larger pause between paragraphs and at important points.			
I stood straight and confident.			
I let my audience know when I was finished speaking.			

# Student Self-Assessment: Listening Skills

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I listened to: \_\_\_\_\_

	Never	Sometimes	Always
I made eye contact with the speaker.			
I ignored or got rid of any distractions.			
I know why it's important to listen.			
I asked clarifying questions.			
I did not interrupt the speaker.			
I empathized with the speaker.			
I kept an open mind when listening to the speaker.			
I was aware of the feelings of the speaker and those of the audience.			
I listened and tried to understand what the speaker was saying before asking questions.			
I did not get defensive when listening to the speaker.			

# Student Self-Assessment: Science Experiments

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Science Experiment: \_\_\_\_\_

	No	Yes
I used the appropriate materials for this experiment to create an innovative and appropriate design.		
I followed the safety procedures.		
I altered my experiment when necessary.		
I understand the scientific concepts relating to my experiment.		
I conducted my experiment more than once.		
Using the relevant scientific concepts I explained the results of my experiment.		
I understand why this experiment is relevant.		
I am aware of the variances in results based on environmental issues.		
I am interested in what I am doing.		





# Student Self-Assessment: Group Work

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of my story: \_\_\_\_\_

	No	Somewhat	Yes
The work was shared equally.			
Our group helped each other.			
We encouraged each other.			
I did my fair share of the work.			
We set clear obtainable objectives.			
We were respectful of each other.			
Everyone clearly understood their roles and objectives.			
We learned from our disagreements and used this to give constructive feedback and make our work better.			
I listened and tried to understand others.			
We helped each other.			

## Appendix 2 Assessment Procedures

### STANDARDISED ASSESSMENT AGREED PROCEDURES

Reviewed June 2021

MICRA-T (New)

An online computerised scoring system is available, visit [www.scorz.ie](http://www.scorz.ie)

- Level 1 – First Class.
- Level 2 – Second & Third Class.
- Level 3 – Fourth Class.
- Level 4 – Fifth & Sixth Class.

SIGMA-T

- Level 1: Beginning of 1st Class – End of first term in 2nd Class.
- Level 2: Last term in 2nd Class – End of first term in 3rd Class.
- Level 3: Last term in 3rd Class – End of first term in 4th Class.
- Level 4: Last term in 4th Class – End of first term in 5th Class. **(2 parts, to be administered on separate occasions)**
- Level 5: Last term in 5th Class – End of 6th Class. **(2 parts, to be administered on separate occasions)**

**In multigrade classrooms, tests may be administered concurrently with other levels of the tests, administering the test to the older age group first.**

**Triail Ghaeilge Dhroim Conrach do Bhunscoileanna Rialta déanta i rang a trí agus rang a cúig faoi láthair, i mí Eanáir**

- **Not** to be carried out Monday/Friday or day after Bank Holiday
- Timetables to be organised week ahead of testing, teachers must liaise with SET teachers when deciding on times to ensure SET teacher or ANOther is present during testing
- Test to be completed in one setting so commence by 9.30am
- Wall Charts, Word walls etc. to be removed or covered (Number lines ok for 1<sup>st</sup> & 2<sup>nd</sup>)
- Children can be given blank sheets of paper for extra rough work but these must be included with the test when handed up
- Notice on the doors – no interruptions
- Grass cutting, strimming not to take place during testing
- The removal of a child for completion of the test in another room has to be passed by Conan
- Children may be exempted from testing (*Circular 0026/2019 – Pupils may be excluded from standardised testing if, in the view of the school principal, they have a learning or physical disability which would prevent them from attempting the test or, in the case of migrant students, where the level of English required in the test would make attempting the test inappropriate. Exemptions should be considered on a case-by-case basis and be warranted only in exceptional cases.*)
- All details to be inputted on Aladdin by last Friday in May

- **Absolutely** no mention or forewarning of the test in advance - to avoid creating undue anxiety/pressure
- SET to analyse Micra T and Sigma T results to inform planning in preparation for the following year
- Ensure **name, surname and date** of testing in marked clearly on booklet
- Test Booklets and Teachers' Manuals distributed on the morning of the test
- All Manuals collected and returned to office by given date
- Teacher is responsible for ensuring all stencils are included in Teachers' Manuals before they are returned to office
- Correction – Test Booklets to be swapped with partner teacher/teacher within their class band for correction, teachers do not correct own class tests
- Corrections take place outside of teaching hours, Croke Park hours are used to facilitate correction
- All test booklets to be passed on to the following year teacher. At the end of that year the outer cover may be taken off the booklet and kept by Mr Daye, discarding the remaining pages
- Results, both class based and age based scores, inputted to Aladdin by last Friday in May
- Results sent to parents in end-of-year reports
- On occasion it may be necessary to discuss results with parents in person, this should be decided with SET and Conan
- Principal reports information from standardised tests to the Board of Management
- Results sent to Dept of Ed and Skills in June on POD in Esinet portal

#### **CHECKLIST**

- Teacher Manual
- All stencils in order
- Spare blank tests
- Signs for doors