**Assessment Policy**

**Introduction:** This policy was first reviewed and ratified by the B.O.M in 2014

**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.

The policy also takes into account our ASD Unit- Lann Eala-

**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 following screening methodologies are used in the school -

* Teacher Observation
* Teacher designed testing
* Screening Tests
* M.I.S.T. Screening test is administered in Senior Infants in Term 2
* Belfield Infant Assessment Programme
* N.R.I.T – 1st class in Term 2.
* Schonell Spelling Test
* Drumcondra ReadingTest – 1ST class - 6TH class in Term 3
* Sigma-T Test - 1st class – 6th class in Term 3
* Verbal/Non-Verbal Reasoning Tests - 2nd and 5th classes in Term 2.

*Class teachers correct and record results of:*

* MIST
* Micra – T Test
* Drumcondra English Reading Test
* Sigma-T Test.

LSRTs correct and record results of:

* NRIT in 1st class
* Verbal Reasoning and Non- Verbal Reasoning Tests in 2ndand 5th classes.

**Diagnostic Assessment:**

The administration of 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 test used in the school include;

* PAK Primary Assessment Kit
* YORK
* Sound Linkage – test of phonological awareness
* Running Records – Senior Infants and 1st Class awareness

**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 help determine the subsequent level of intervention,which may include the formation of an ‘Individual Education Plan’

**Recording:**

Standard and percentile ranking scores are recorded on the class record template and stored in a filing cabinet by each individual teacher. A copy is saved to Aladdin while another copy is held by the Deputy Principal co-ordinator of all Special Education. Procedures are in place to manage sensitive data- (Room Locked) (see Data Protection Policy).

**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 supersedes the policy drawn up in June 2008 and effective from Sept 2014

**Ratification & Communication:**

This policy was ratified by the Board of Management in 2014 and communicated to parents thereafter.

**Review Timetable:**

This policy was reviewed in September 2017, 2019;

**References:**

DES Circular 02/05 – 24/03

DES Learning Support Guidelines 2000

[www.sess.ie](http://www.sess.ie)

Working Together to make a Difference for Children - NEPS

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