

Kyle Park National School

Assessment and Recording Policy

Introduction

This policy formulated by the Staff of Kyle Park N.S during Croke Park Hours on Friday on 6th of June. The Policy was ratified by Board of Management on

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 this core objective.

Relationship to School Ethos:

The school adopts a holistic approach to the education and development to each child and the enhancement of teaching processes. An effective Assessment Policy identifies early interventions that need to be put in place to ensure that relative success, increased confidence and raised self esteem is achieved.

Aims and Objectives:

The primary aims/ objectives of the policy are to:

- Facilitate and improve pupil learning
- Create a procedure for monitoring achievement
- Track learning processes which assist the long and short term planning of teachers
- Co-ordinate assessment procedures on a whole school basis involving parents and pupils in managing strengths and weaknesses.

Principles

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main purpose of assessment must be to facilitate progress in a pupil's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool.
3. The range of opportunities for carrying out continuous assessment is increased by good classroom organisation, which encourages children to work independently while the teacher is concentrating on a small group.
4. The outcomes of assessment modify our teaching methods, provide feedback on the curriculum as well as indicate pupil progress.
5. We recognise the potential for assessment in developing a positive self-image in the pupil from positive and constructive feedback and feeling of success, which encourages further study.
6. Ongoing teacher observation will be an integral part of assessment.
7. Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
8. Assessment of behaviour and performance gradually builds up into a profile for each pupil over his /her school career. This is a working document for the use of teaching staff only. It is not an official school record. The profiles are stored in the Principal's office and are available to teachers on request.
9. Assessment records must be easy to interpret, useful, manageable and should not be administratively burdensome.

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 profiles, two way communication between parents and teachers, modification of teacher programmes, and Individual Education Plans. See also SEN Policy .

Formal Assessment

- Sigma -T and Micra -T are administered to all pupils from Rang 1 upwards in May of every year. Following DES guidelines all standardised test scores will be give to parents, STEN score will be written in annual report.
- MIST (Middle Infant Screening Test) is administered to Senior Infants in February/ March each year (During the 5th term in school)
- BIAP (Belfield Infant Assessment Profile) is administered to Junior Infants in their 3rd term in school.

All of the above are screening tests only, should any concerns arise from these further diagnostic tests will be carried out by LST (Learning Support Teacher) .

Test results are kept on file the office.

Informal Assessment

1. Homework and class work are marked and comments are made as appropriate. Work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points etc. will normally be made.
2. **Class work:** Obviously, 'Informal' assessment is ongoing during all lessons in response to oral work, team work, skill development, project work etc

3. Homework is checked both formally and informally in a routine way.

Diagnostic Assessment

The school policy on Psychological Assessments lists all diagnostic tests used by the school. Such 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 02/05 where a staged approach is used by individual class teachers before recourse to diagnostic testing / psychological assessment. Parents are advised of the outcome 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

- Neale Analysis
- Aston index
- Profile of maths skills diagnostic test (Norman France)

Screening

The screening tests used to identify learning strengths and weaknesses in our school are:

- Belfield infant assessment programme
- Middle infant screening test
- Non reading intelligence test
- Aston index
- Sigma -T
- Micra -T

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 determine the subsequent level of intervention, be it Learning Support hours or an Individual Education Plan. The most common form of assessment used in our school is teacher observation, teacher designed test, projects and homework (informal assessment). These informal assessments are at the discretion of individual teachers. Records of teacher- designed tests are kept by the individual teachers and communicated to parents at the Parent- Teacher meetings. The most common types of informal teacher designed testing our school are maths tests and worksheets / quizzes.

Recording

Each pupil has a file which is stored in administration office. Test scores are usually stored on a class record sheet with a copy in the office and one in the class of the teacher to teacher on a need to know basis. Children receiving extra support in school have a separate file which contains their IPLP. Procedures are in place to manage sensitive data (Data Protection Policy)

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

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 Special Education team. The principal assumes primary role at all stages and the lines of communication must be always kept open.

Implementation

This policy will be fully implemented by September 2014

Ratification

This policy was ratified by the by Kyle Park N.S Board of Management in June 2104 and communicated to parents thereafter.

Review Timetable

This policy will be reviewed in 5 years time and amended as necessary by means of a whole school collaborative process.

Signed:

Chairperson, BOM.