

# MOUNTBOLUS NATIONAL SCHOOL

## Policy on Assessment

### Introduction

This policy was drafted in 2016 following a review of assessment practices in the school

### 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 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 to –

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 whole 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 in place early enough to facilitate remediation. These strategies may include pupil self assessment, pupil profiling
- reporting on the child's learning progress and achievement to parents and other relevant people such as the SEN teacher, the principal or the school psychologist which is **AOL**

- looking at pupils work to assess what the teacher might need to help the pupil progress **AFL**
- developing self-assessment and peer assessment.

## **Standardised Testing**

The school uses Micra T and Sigma T. All classes from First class upwards are tested. The tests are usually administered in May by the class teacher. Scores are recorded on the SCORZ system. Records are held in the office. The SET analyses results with staff each year.

## **Diagnostic Assessment**

Diagnostic tests are administered by the SET 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 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.

## **Screening**

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

- ✓ Belfield Infant Assessment Programme
- ✓ Middle Infant Screening Test (MIST)
- ✓ Non Reading Intelligence Test (NRIT)

These tests are administered individually or on a whole class basis. The MIST and BIAP are administered on a whole class basis in second term of each year.

## **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. The most common form of assessment used in our school is teacher observation, teacher designed tests, 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 meeting / end of year report. Each teacher has discretion as to the format, administration and frequency of in-class testing. The most common types of informal teacher designed testing in our school are Maths tests, spelling tests.

## **Recording**

Each pupil has a file which is stored in the office. This file records standardised test results and end of year reports.

## **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**

Mainstream teacher, SET and the Principal assume shared responsibility. It is the responsibility of the class teacher to set in train staged interventions at class level.

## **Ratification**

This reviewed policy was ratified by the Board of Management in 2018

## **Review Timetable**

This policy will be reviewed in 3 years time and amended as necessary by means of a whole school collaborative process.

Signed *Joan Murray*

Date 10/10/18

Chairperson

Signed *Michele Balfé*

Date 10/10/18

Principal