



Assessment & Recording Policy

Date Ratified: 26th January 2017

Review 1: November 2020

Signed:

Fr. Richard Sheehy
Chairperson Board of Management

1. Introduction and Rationale

This Policy was drafted in 2016, by all members of the teaching staff led by the Special Education Department. The Special Education Department includes a team of Special Education Teachers, that were previously termed learning support teachers, resource teachers and English as an Additional Language (EAL) teachers.

This policy takes cognisance of directives contained in the Education Act (1998), the EPSEN Act (2004), the Learning Support Guidelines (Department of Education and Skills, 2000), Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools (DES 2017) Circular 0013/2017 (DES, 2017) and the National Council for Curriculum and Assessment (NCCA) publication on *Assessment in Primary Schools Curriculum – Guidelines for Schools*. This policy should be read in conjunction with the Special Education Policy.

The aims of the policy are to:

- facilitate improved pupil learning
- create a procedure for monitoring achievement
- track learning processes which assist the long and short term planning of teachers
- coordinate assessment procedures on a whole school basis
- facilitate communication with parents and external professionals involved in supporting pupils

2. Relationship to Ethos

Our school ethos prioritises the creation of a school climate of love, trust, respect and tolerance, which recognises the need for the cooperation and involvement of the whole school community, to establish our school as a centre of excellence in the provision of educational opportunities for each individual pupil. Assessment information gathered is used to both guide pupils' learning and monitor their achievements.

3. Aims

- To set out the approach of St. Brigid's G.N.S. to assessment, recording and storage of assessment information
- To facilitate improved pupil learning
- To monitor pupil learning achievements and progress over time
- To identify any particular needs of all pupils including; those encountering difficulties and those exceptionally able
- To assist teachers long and short term planning
- To coordinate assessment procedures on a whole school basis
- To communicate with, and involve parents and pupils in identifying and managing learning strengths or difficulties
- To foster a collaborative approach to learning among the whole school community

4. Assessment

Assessment is defined as; *the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, concepts, skills and attitudes.* Though formal testing is an important component, assessment is more and particularly includes; all those normal daily informal classroom observations, interactions and discussions.

The approach to assessment may be broadly considered as divided into two:

- Assessment for learning (AfL), which is used to guide individual pupil learning,
- Assessment of learning (AoL), which is used to monitor pupil progress and achievements

Gathering information for AfL is generally informal and part of the normal daily classroom routine and involves information being shared with the pupil on the quality of the learning. It includes teacher observation, conferencing, teacher-designed tests and tasks, peer-assessment and pupil self-assessment.

Assessment of learning (AoL), retains many of the above elements, but also includes the administration of standardised tests, tabulated below, which enables teachers to make better judgements on the learning that has happened and, as necessary, develop appropriate interventions. In addition to the standardised tests listed below mathematics problem solving tests are administered half-termly in first to sixth class (as part of the Numeracy School Improvement Plan) the results of which may be recorded on Aladdin.

5.0 Standardised Testing, Diagnostic Testing and Screening

5.1 Standardised Testing

Standardised tests are administered to pupils annually as outlined in the table below:

Test	Class	Term
NNRIT (New Non-Reading Intelligence Test)	2 nd & 4 th Classes	Spring Term
MICRA-T (Mary Immaculate Reading Attainment Test)	1 st – 6 th Classes	Summer Term (May)
SIGMA-T (Numeracy)	1 st – 6 th Classes	Summer Term (May)

Class teachers administer NNRIT/MICRA-T/SIGMA-T tests. Special Education Teachers (SET) are assigned to classes to support class teachers with the correction of tests and the uploading of results to Aladdin. SET also administer the tests at a later date to those pupils who are absent on the date of testing. Standardised tests are administered to all pupils in 1st to 6th class. Appropriate supports are put in place for pupils presenting with special educational needs e.g. SET may administer the test individually to the child and/or the SNA may support the child during administration of the test.

5.2 Diagnostic Assessments

Diagnostic tests are administered by the Special Education Department, following referral to the special Education Department by class teachers. The following is a list of the diagnostic tests which may be administered to pupils:

- Neale Analysis
- York Assessment of Reading Comprehension (YARC)
- Single word spelling test
- Maths Assessment for Learning and Teaching (MALT)
- Non-verbal Reading Assessment

Reading Recovery Assessments

- Reading Recovery Observation Survey
- Concepts About Print
- Letter Identification
- Hearing and Recording Sounds in Words
- Running Records
- Word Vocabulary
- Duncan Word Test
- British Ability Scales

5.3. Screening

Test	Class	Term
MIST (Middle Infant Screening Test)	Senior Infants	Spring Term (February/March)
Drumcondra Test of Early Numeracy	Senior Infants	May
EAL Assessment (Primary School Assessment Kit)	Any EAL pupil who has just arrived in the school	Anytime
SET 1/Placement		
Set 2/3		

Since a significant portion of the MIST is dictation based, it is administered to half the class at one time by the class teacher with the assistance of a Special Education Teacher. The MIST tests are corrected by the class teacher and the results recorded on Aladdin. A class record sheet is also kept in hard copy and retained by the Special Education Teacher.

6. EAL Assessment

The *Primary School Assessment Kit* is used for assessment of English as an additional language.

SET 1/Placement – This placement assessment is used with pupils who have arrived in the school recently.

SET 2/3 – Progress and Achievement Assessment is used annually in May/June to identify pupils' progress.

8. Assessment by External Professionals

The school may formally request a consultation from other professionals outside the school in respect of pupils who fail to make sufficient progress (at Stage 2 of the Continuum of Support) after additional support or the implementation of a behavioural programme, as appropriate. Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists etc. This is carried out in consultation with and with the permission of the pupil's parents/guardians. This consultation may result in a formal assessment. Following this consultation (and possible assessment) the Class Teacher, Special Education Teacher, parents and outside professional (if available) will draw up a School Support Plus Plan for the pupil.

In the case of pupils identified at an early age as having significant special educational needs, intervention at Stage 3 of the Continuum of Support will be necessary on their entry to school. More often than not, these pupils start school having gone through a formal assessment process e.g. psychological assessment, occupation therapy assessment etc which will confirm their School Support Plus Plan.

9. Records and Reporting

Assessment records are subject to the provisions of the Data Protection (Amendment) Act (2003) and further detail of their management, control and accessibility can be found in the school ***Data Protection Policy***.

- Class Teachers will keep a record of teacher designed tests, end of term tests and checklists in an assessment folder for their class.
- Once a School Support Plan is initiated a file is started and stored in Room 17 (locked filing cabinet) containing hard copies of all School Support Plans and School Support Plus Plans. The Log of Actions is only held in electronic form as it is a running record. Special Education Teachers will hold copies of School Support Plans/School Support Plus Plans, Pupil Input forms, copies of diagnostic tests etc in their own planning folder and shred same at the end of the academic year. Other records that provide evidence of the pupil's progress are stored by the Class Teacher and Special Education Teacher.
- Evidence of the student's progress towards agreed learning targets include checklists, running records, samples of written work, etc are stored in the Special Education Teacher's own files.
- Personal Pupil Plans for pupils in receipt of SNA access will also be kept in the pupil's file in Rm 17.
- Professional reports including psychological reports, speech and language reports, occupational therapy reports etc that are active at any given time are stored in the particular pupils file in the locked filing cabinet in Room 17. Access to such professional reports is restricted to those who directly

support the student.

- Results of all standardised tests are uploaded to Aladdin. Hard copies of all standardised test results are also filed and retained by a Special Education Teacher.
- The NNRIT results are uploaded onto Aladdin and the test sheet is shredded at the end of the school year. The test booklets are shredded.
- The SIGMA-T/MICRA-T/booklets are kept for a year and test is completed. These booklets are then shredded/recycled at the end of the school year.
- Results of Drumcondra Early Numeracy, MIST, MaLT, YARC and EAL benchmarking tests are also uploaded onto Aladdin and test booklets are shredded at the end of the year.
- End of Year school Report will be issued annually to parents/guardians in June. These reports are saved in Aladdin.

All records are stored in line with the school's Data Protection Policy.

10. Roles and Responsibilities

10.1 The Board of Management

The Board of Management has an important role in developing, supporting and monitoring school policy on Assessment and Recording and ensuring that systems are in compliance with GDPR requirements. It provides a secure facility for storage of records relating to pupils until the student reaches the age of twenty-five.

10.2 Principal Teacher

- Assumes overall responsibility for the development and implementation of the school's policy on Assessment and Recording in co-operation with the classroom teachers and the Special Education Department.
- Monitors the implementation of the school policy on Assessment and Recording on an ongoing basis.
- Monitors the identification of pupils for support teaching.
- Oversees the implementation of a whole-school assessment and screening programme to identify pupils with special educational and additional needs.

10.3 Deputy Principal

- Ordering of standardised/diagnostic tests including Micra-T/Sigma-T/NRIT/MIST.

10.3 Special Education Teachers

- Contribute to the review and development of the policy for Assessment and Recording at the whole school level.
- Support Class Teachers in the administration and correcting of standardised tests, together with uploading of standardised test results to Aladdin e.g MIST, NRIT, Micra-T, Sigma-T.
- Administer a range of formal and informal assessments and maintain records of the outcome of those assessments which are used to inform planning.
- Comply with procedures for assessment and recording as laid down in this policy and the Special Education Policy.

10.4 Class Teachers

- Administer a range of formal (Micra-T, Sigma-T. MIST, NRIT, Drumcondra Early

- Numeracy test) and informal assessments and maintain records of the outcome of those assessments which are used to inform planning.
- Comply with procedures for assessment and recording as laid down in this policy and the Special Education Policy.

11. Reporting to Parents/DES/Other Schools

Results (class-based STen) of MICRA-T/SIGMA-T standardised tests are included in the end-of-year reports. An explanation of how these results can be interpreted forms part of the school report. Assessment information may also be communicated to parents at the annual parent-teacher meeting usually held in November.

Results from 2nd, 4th and 6th classes are submitted, as required, to the DES annually. In the event of a pupil transferring to a new primary school the school will send a *School Transfer Form*, to the receiving school. In the case of a 6th class pupil transferring to a secondary school a copy of the *Education Passport* is sent on request, to the receiving secondary school.

12. Reporting Assessment Results to Board of Management

The school reports annually aggregated assessment data from Sigma-T/Micra-T to the Board of Management. This is facilitated at the first Board of Management Meeting at the start of each school year.

13. Ratification & Communication

This Policy was ratified by the Board of Management in January 2017 and reviewed in November 2020. The policy is available from the school on request and also available to download on the school website www.stbrigid.ie

14. Review

This Policy will be reviewed every three years or as the need arises, by staff led by the SET department in collaboration with the Board of Management. Changes to this policy will be made as deemed necessary and in line with DES and NCSE recommendations and guidelines. Modifications to practice may be made from time to time outside of the formal review which will take place in November 2022.