

Tobar an Léinn

RN 16667w

**Assessment
Policy**

Introductory Statement

This Policy was formulated on March 2021 with school staff members during the 2022/2023 school year.

It was further developed and ratified at a meeting of the Board of Management on March 2022

Short Term Aims

- To arrange for the introduction of Self-Assessment Learning Folders and/or ePortfolios in all classes.
- To distinguish between Assessment of Learning and Assessment for Learning in this document.
- To develop a whole school approach to Assessment for learning strategies in classrooms.
- To outline an agreed calendar of school assessment.

Rationale

At present the school is using; (this is not an exhaustive list)

- BIAP
- MIST
- NRIT
- Sigma T
- Micra T
- Diagnostic Spelling Test
- Teacher designed tests
- Teacher observation and curricular textbook tests

The staff has decided to evaluate the forms of assessment used in our school, to evaluate other forms of assessment currently available, and to adopt/drop forms of assessment as appropriate to our school and the long term needs of its pupils.

Relationship to the Characteristics of Tobar an Léinn.

Tobar an Léinn NS seeks to enable each child to develop his/her potential. Assessment activities used in this school will contribute to pupil learning by identifying a pupil with learning strengths and weaknesses as early in their school years as possible, developing strategies in conjunction with our Special Educational Support Team to support that pupil's learning, implementing this plan and reviewing each pupil's development on a regular basis.

Aims

Through the implementation of this Policy the school ideally hopes to;

- benefit pupil learning
- to monitor learning processes
- to generate baseline data that can be used to monitor achievement over time
- to involve parents and pupils in identifying and managing learning strengths or difficulties
- to assist teachers' long and short term planning
- to coordinate assessment procedures on a whole school basis

Assessment for Learning Techniques

Self-Assessment and Learning Folders

We aim to sustain and further develop a classroom culture that supports pupils enquiring into their own learning enabling them to share thinking about that learning and the learning of others.

The school will use Self-Assessment and Learning Folders and/or ePortfolios to profile the learning of each pupil. The folders also provide the pupils opportunities to reflect on their learning on an individual basis and also a publicly shared manner.

Questioning

Principle of Assessment for Learning

Improving quality of answers

Peer Discussion

Active Involvement of all Pupils

Teaching Technique

1. Increasing Thinking/Wait Time
2. Big Questions
3. Collaboration on formulating questions
4. Finding Questions learners got wrong
5. Think-Pair-Share
6. Group Responses
7. Phone A Friend
8. Whiteboards
9. Choice of Answers
10. No Hands Up
11. Setting Ground Rules

Feedback

Principle of Assessment for Learning

Target Setting

Immediacy of Feedback

Peer and Self-Assessment

Principle of Assessment for Learning

Ongoing assessment in lessons

Using summative assessments formatively

38. Curriculum Work Samples with comments

Teaching Technique

12. Comments Only

13. How to Improve

14. Closing the Gap Comments

15. Temporary Comments

16. Two Stars and a Wish

17. Allow Time

18. Self- Assessment

19. Learner-to-learner Dialogue

Teaching Technique

20. Traffic Lights

21. Thumbs Up/Thumbs Down

22. Talk Partners

23. Post-it Challenge

24. KWL/KWHL Grids

25. QuADS Grids

26. Triangles

27. Self-marking

28. Peer-marking

29. WALT

30. Checklists

31. Rubrics

32. Mapping

33. Personal Interest Surveys

34. Reviewing Tests/Tasks

35. Big Copies of Exam Questions

36. Learners Set Questions

37. Exam Question Analysis

Assessment of Learning

Teacher Designed Tests

Standardised Tests

Currently, 'MIST' and 'Micra T' and 'Sigma T' are used by the school in the assessment of English & Maths, respectively. The 'Micra T' and Sigma T will be administered at the end of the third term to all pupils from 1st class upwards.

MIST will be administered every year to the Senior Infants in May .

Dyslexia Screener

The Dyslexia Screener will be administered in Individual pupils as identified by the SET team.

PM Readers: Pupils up to Second Class will be benchmarked and assessed on their reading ability using the PM reading and benchmarking scheme.

Psychological/Educational Assessment

Please refer to the school's Special Educational Support Policy for policy and procedures on referral for Psychological Assessment.

Success Criteria

The school can judge the success criteria of this policy by the following indicators;

1. Positive feedback from the pupil's teacher and/or parents regarding improvement in the pupil's development.
2. Positive feedback from the pupil regarding his/her learning.
3. A culture of reflection on learning by all pupils is evident.
4. A classroom culture that supports children enquiring into and thinking about their own learning is evident.
5. Teachers employing a wide variety of assessment techniques.
6. Pupil's familiarity with a wide variety of assessment techniques are evident.
7. Feedback from NEPS or other outside agencies (appropriate to each pupil's case) regarding the pupil's positive development.

Communication with Parents

The school recognises parents/guardians as the primary educators. Parental/Guardian involvement is an integral part of the success of this policy.

Parents/Guardians are made aware of the results of Teacher Designed Tests.

Parents/Guardians are sent a formal School Report at the end of each year.

Parents/Guardians will be made aware of areas of concern and will be asked to monitor this with the teacher.

The class teacher assumes primary responsibility to communicate with their pupil's parents/guardians on all matters pertaining to the pupil's development. The teacher and SEST member allocated to that class will work together regarding communication with parents/guardians.

The teacher/SEST member may advise certain strategies/activities that the parent/guardian may adopt. The pupil's teacher/SET teacher is available by appointment to discuss a pupil's development with that pupil's parents/guardians.

- Where the school feels that a pupil should be referred for Diagnostic Testing, the parents will be informed of this decision by the pupil's class teacher, SEST teacher, school SENCO or by the Principal.
- Parents/Guardians will be required to assist the school by providing appropriate information as requested by the school.
- Parents/Guardians will be required to sign the appropriate consent form.
- Where a parent/guardian refuses to consent to their child being tested. The school may, where appropriate and if in the best interests of the child, refer the matter to TUSLA.

Roles and Responsibilities

The overall responsibility for arranging, ordering and distributing standardised tests will rest with the Principal and Special Education Support Team.

Each teacher will be responsible for administering and correcting tests administered to pupils in their class.

Individual assessments which may arise during the year should be administered by the SET member allocated to that child's class. SEST members have a responsibility to be cognisant of the various testing mechanisms available in the school and on the market and may advise the teacher accordingly.

SEST members may be allocated to roles assisting with the administration and correction of various assessments by the Principal.

Parents have a role in assisting the school where possible in arranging, evaluating assessments.

Implementation Date

This Policy will be implemented as of March 2022

Ratification

This policy was ratified at a meeting of the Board of Management on 23/03/22

Review

This policy will be reviewed during the 2023/2024 school year, or earlier, if required.

Signature of Chairperson of Board of Management

Mr Paddy Keyes

Date:

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Juniors									Jolly Phonics	
Seniors						MIST Middle Infant Screening Test			Jolly Phonics	
1st									Micra T 1 Sigma T 1	
2nd									Micra T 2 Sigma T 1	
3rd									Micra T 2 Sigma T 2	
4th									Micra T 3 Sigma T 3	
5 th									Micra T 4 Sigma T 4	
6 th									Micra T 4 Sigma T 5	

School Assessment of Learning Calendar