

Gaelscoil Shlí Dála

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ASSESSMENT POLICY October 2020

Covid 19 Impact on Assessment: Please note, due to Covid-19 Formal assessments did not take place as normal during the third term of the school year for 2019/2020.

For the current school year, formal assessment will not take place as per Department guidelines until the third term. Informal assessment will continue as normal and pupils' progress will be to be monitored by the teachers.

Introductory Statement and Rationale

This policy was formulated by the staff of Gaelscoil Shlí Dála and is based on advice and information provided in the Primary Curriculum, the NCCA Website, the NCCA booklet Assessment in the Primary School Curriculum - Guidelines for Schools and Circular 0138/2006.

Relationship to characteristic spirit of the school

Assessment activities used in this school will contribute to pupil learning and development by gathering relevant information to guide each pupil's further learning (assessment for learning) and by providing information on each pupils achievement at a particular point in time (assessment of learning). This links with our aim to create a happy, friendly, inclusive, educational environment where each child is unique and valued.

Aims of our Assessment Policy

- 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.

Purposes of assessment:

- To inform planning for all areas of the curriculum
- To gather and interpret data at class/whole school level and in relation to national norms
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- To enable teachers to modify their programmes and their teaching methodologies in order to ensure that the particular learning needs of individual pupils/groups are being addressed
- To compile records of individual pupils' progress and attainment
- To facilitate communication between parents and teachers about pupils' development, progress and learning needs
- To facilitate the active involvement of pupils in the assessment of their own work

Definition of Assessment

In line with the NCCA, our staff believe that assessment is integral to teaching and learning and is concerned with children's progress and achievement. It involves gathering information to understand how each child is progressing at school and using that information to further a child's learning. We concur with their definition of classroom assessment 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."** Assessment, therefore, involves much more than testing. It is an ongoing process that concerns the daily interactions between the teacher and the child that include moment-by-moment conversations, observations and actions. (NCCA, Assessment in the Primary School Curriculum - Guidelines for Schools. November 2007, p.7).

Range of Assessment Methods used Throughout the School:

Both assessment **of** learning and assessment **for** learning will be used by teachers to make professional judgements about pupil achievement/progress. Deciding what to assess will be based on the curriculum objectives in each curriculum area/subject and on what the teacher intends to help the children to learn. Each teacher will use the most appropriate assessment method to measure the extent to which children have achieved these objectives. The range of assessment methods to be used throughout the school are outlined below.

Assessment for each subject is mentioned in the relevant curriculum plans. Accordingly, the assessment policy will present a comprehensive overview of the strategies for assessment engaged throughout the school.

ASSESSMENT FOR LEARNING:

The following methods of Assessment for Learning (AFL) are used in the school

Sharing the learning intention/objective and devising success criteria (Guidelines pp9, 70 and 77)

- Teachers will inform children of WALT (We Are Learning Today) and WILF (What I Am Looking For)/ CAT- Cad atá ag teastíl uaim & TAF (táimid ag foghlaim)

Teacher observation

- Each teacher will have an observation book/folder/checklist where significant observations of children's progress will be recorded. This may be as a result of child observation, event samples or other anecdotal observations.
- Where appropriate, teachers will use/develop rubrics or checklists to assist with teacher observation.
- Teacher observation will be used to inform teaching **Teacher-designed tasks and tests**.

Portfolios

- An assessment folder for each child from 3rd to 6th classes contains work and test samples as well as teacher observations. Records of test results are included to record and track each child's progress.
- 3rd to 6th Teacher select pieces based on the three genres of writing for that year. Observations are informed by assessing the work of children at the beginning of teaching a genre and at the end.
- Nai. Bheaga - Nai. Mhóra. From Teacher designed tests and children's work, teacher selects samples of letter formation, writing and phonics testing
- R1 & R2 From teacher designed tests, spellings and tables and other samples of work are stored

3rd - 6th Prompts for examining pupils writing

- Effective teacher questioning - based on Bloom's Taxonomy of Questioning as appropriate to nurture higher order thinking

PUPIL SELF ASSESSMENT -

Self-assessment is the means by which pupils take responsibility for their own learning and is promoted as part of the school self -assessment.

Each child has a SALF folder.

ASSESSMENT OF LEARNING

Standardised tests

- The following tests are used
- Drumcondra Gaeilge, Maths & English - third term each year from 1st to 6th
- The purpose of the standardised tests is to allow teachers to make progress decisions based on assessment results and to develop appropriate interventions for certain children.
- Each child's raw score, standard score, percentile rank, STEN and Reading age is recorded.
- The results will be analysed at whole school level and at individual class level, and the information gathered from the tests will be used to inform teaching and learning.
- The STen score is communicated to parents in the summer report and an explanation/descriptor will be provided with each result.

Screening:

- Screening tests are administered throughout the school year and additionally as needed

Psychological Assessment:

- Principal liaises with parents if it is felt that a psychological assessment or other assessment is required. Standard letters and consent forms are used.
- SET and class teacher collaborate to use assessment results to draft an educational plan for a pupil
- Psychological reports are stored in the office in filing cabinet with limited access.

Recording the results of assessment

- Test results are recorded on class record sheets and these are stored in the office according to GDPR regulations.
- Children's standardised test results will be recorded on school database.
- Arrangements for the transfer of appropriate information based on assessments include: informal and formal P/T meetings, Student Support Plan meetings and written report at end of year.
- Assessment information will be safely stored to facilitate access to it by former pupils at any stage until their 21st birthday

Assessment in ASD Early Intervention Classes

Teacher Designed Tasks

Teacher Observation - based on TEACCH or observation profile "Autism in the Early Years"

ABLBS/VB MAPPS in first term/last term

Pep 3 in May

Success Criteria

- A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning.
- Transfer of information from class teacher to class teacher happens efficiently at the beginning/end of school year.

Ratification & Communication

This assessment policy was officially ratified by the BoM on _____

_____ Chairperson, Board of Management