*Assessment Policy – The Monastery School*

**Introductory Statement:**

This policy was drawn up by the Principal and Staff of the Monastery C.B.S. at a series of consultable meetings, which took place during October 2012. This policy was reviewed and updated by staff in May 2019.

**Rationale**:

In our school we recognise the importance of assessment in achieving successful planning and implementation of the curriculum and to provide the teacher with continuous detailed information about children’s knowledge, their grasp of concepts and mastery of skills. This in turn can enable the teacher to effectively plan appropriate learning activities.

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 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;

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 school basis involving parents and pupils in managing strengths and weaknesses
5. To monitor pupil attainment with a view to identifying and targeting children for inclusion in the School Completion Programme.

**Roles and Responsibilities**:

The implementation of our policy will be supported as follows:

**Roles** **Person(s) Responsible**

* Ordering and allocating of Standardised Test:- Special Ed. Team
* Annual reporting of Standardised Test results via Esinet – Secretary
* Administering, correcting and inputting results of

Standardised tests:- Class Teacher

* Absent children will be tested by:- Special Ed. team
* Diagnostic Assessment Special Ed. team
* Cuntas Miosuil Class Teacher & Special Ed.

 Teacher

* SAL Folders Class Teacher

**Guidelines (Content of Policy)**

**AOL / AFL**

Assessment of learning is 'summative', its main purpose is to grade and certify students' achievement, while Assessment for learning is 'formative', aiming to support and advance students in their learning

# Standardised Testing:

Standardised Tests are administered each May. Once results have been tabulated by individual teachers, team meetings follow. Present at these meetings are: The Principal, Class Teacher, Special Education teacher. Each child’s performance is discussed and individuals who appear to be underachieving may be identified for further support. This meeting gives the class teacher an opportunity to input his/her observations of the child. The Special Ed. Team will use this information to plan their allocation of hours under the new model for the next school year.

The results of the Standardised test will be communicated to parents through the school reports. Copies of Sigma-T and Micra-T results are kept on Aladdin and in hard copy in the office.

**Classroom Assessment**

Children may be assessed by:-

* Regular and continuous teacher designed tasks and tests,
* Work samples and projects
* Questioning
* Observation
* Concept mapping
* Group work
* Peer assessment
* Self assessment - WALT / WILF
* S.A.L Folders
* E-portfolios
* Conferencing

**Special Ed. Assessment**

**Screening/Diagnostic Assessment in the Special Ed. setting**

The New Non-Reading Intelligence Test (NNRIT) will be administered during the second term of Second Class to aid in the detection of language difficulties and specific learning difficulties. Results will be analysed in relation to Standardised Test results.

List of Screening/Diagnostic methods which may be used by our school

Input from parents

Teacher observation

Teacher designed tasks and tests

Dolch Lists

NNRIT

MICRA T

Drumcondra English Reading Test (DPRT)

SIGMA T

Drumcondra Maths Test

Teacher Designed Tests

Teacher Observation

Neale Analysis

Quest Diagnostic

The Dyslexia Screening Test – Junior (DST-J)

Aston Index (Schonell Word Reading and Spelling)

Talkabout checklists

 Checklists from the NEPs Continuum of Support Resource Pack for Teachers.

**Early Intervention and Supplementary Teaching**

If a child begins to show signs of difficulty or a discrepancy becomes apparent between the chronological age of the child and their level of attainment, the SEN teacher and the Class Teacher will meet to discuss with the parents/guardians, the possibility of further testing in order to establish the nature of any difficulty. At this point the parents/guardians will be asked to sign a consent form allowing their child to receive additional support. After this consultation with parents/guardians, the SEN teacher, in co-operation with the Classroom Teacher and Principal, will administer screening/diagnostic checklists and/or tests in order to identify any underlying causes of learning difficulties which are acting as obstacles to learning. By eliciting more precise information, it is possible to analyse the relative strengths and weaknesses of the child. Programmes can then be devised, based on the needs of the child, in order to give him specific help.

If there is still cause for concern, after School Support intervention, the child is referred to the Principal and possibly placed on a priority list for an educational psychological assessment. Children will only be put forward for an educational psychological assessment on receipt of written consent from the child’s parents/guardians.

In the case where a child is selected for supplementary teaching but the parents do not wish for the child to receive such support, a written letter from the parents will be sought outlining that while the school made them aware of the difficulty their child was experiencing and while supplementary teaching was made available, they have decided that they do not wish the child to avail of this support.

**Education passport**

Prior to graduation from 6th class, the class teacher will prepare for each child The Pupil Passport Suite of Documents to be transferred to second level school of their choice.

This policy on *Assessment* will be ratified by the Board of Management. This policy will be reviewed in two years time.

Ratified by Board of Management: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date

Signed; ----------------------------------------------------------

 Mr. Joe Fitzgerald.

 Chairperson Board of Management