**Assessment and Recording Policy**

**Scoil Cholmcille Junior,**

**Ballybrack**

**Roll No: 19641T**

**Introduction**

The Board of Management of Scoil Cholmcille Junior is setting out, in this statement, the assessment policy of the school in accordance with the provisions of the Education Act 1998. The Board trusts that this statement of policy will be of assistance to staff, parents and guardians.

**Relationship to Ethos of School**

Scoil Cholmcille is a catholic school that aims:

* To provide a safe and stimulating environment where each individual child can learn and develop holistically to his/her fullest potential – intellectually, physically, culturally, morally, spiritually in a caring Christian atmosphere.
* To develop a sense of community in the school among teachers, support staff, Board of Management and extra-curricular personnel.
* To develop a shared sense of community and ownership of the school with the parents and the wider local community.

Mindful of this Mission Statement, the role of the school is to provide the highest possible standard of education for all its pupils. Assessment is complementary to the learning and teaching process and hence the cyclic process of learning, assessment, identifying individual needs, evaluating teaching strategies and planning future learning experiences is central to effective teaching and learning.

Our Assessments will also provide information for others including:

* Parents and guardians to show progress/concerns, and involve them in the teaching/learning process.
* Other teachers and staff to help them gain an informed view of where the child or class are at.
* LS/SET team and or outside agencies to provide evidence of attainment.

**Aims of this Assessment Policy**

* To benefit children’s learning
* To co-ordinate assessment procedures on a whole school basis.
* To monitor the learning process.
* To generate a base line to monitor achievement/progress over time.
* To involve parents and pupils in identifying and managing learning strengths and or difficulties.
* To assist teachers in identifying children who require additional support in their learning.
* To assist teachers in their long and short term planning.
* To provide teachers with a set of procedures for the organisation of assessment in their classroom.

**Purposes of assessment in Scoil Cholmcille Junior**

* To inform planning for and coverage of all levels of the curriculum.
* To monitor pupils progress and attainment.
* To support and extend a child’s learning.
* To facilitate communication between parents and teachers about pupils’ progress, development and learning needs.
* To gather and interpret data at class and whole school level and in relation to national norms.
* To facilitate the involvement of pupils in the assessment of their own work and the setting of new goals for future development.
* To compile records of individual pupils progress and attainment.
* To identify the individual needs of pupils/groups of pupils and to provide the relevant support structures.
* To contribute to the school’s strategy for the prevention of learning difficulties.
* To enable teachers to monitor their own teaching approaches and methodologies.

A copy of the Finalised Assessment Policy will be emailed to all teachers and SNA’s. A hard copy will also be distributed. The Deputy Principal will hold Assessment tests and manuals in Assessment filing cabinet in her classroom.

**The Policy in Action:**

**Assessment for Learning**:

All teachers are required to regularly evaluate teaching and learning through assessment in order to plan further teaching and to gather and record information on what and how the children are learning. Children should be encouraged to take part in this process through feedback and self assessment. Assessments should be retained in a folder and be used in order to assist in further planning and to use to support conferencing with apparent or child.

The following types of assessment are to be used in class across the curriculum as part of the teaching and learning process. Recommended areas for each type of assessment are listed but teachers may use their own discretion in choosing methods for individual assessment.

* Teacher observation in all subjects.
* Check lists/ Tick Sheets (teacher designed) initially for English, Irish, Maths (P.E., and Music to follow).
* Teacher designed tests and tasks – all subjects.
* Children’s self assessment – all subjects.
* Portfolio, work samples, projects SALF –English, Maths, Art.
* Questioning – Maths, English, Irish, SESE.
* Concept/Mind Mapping from 1st class up – Maths, English, SESE.
* Conferencing – all subjects.

Assessment for learning should be on-going and used at all stages of the learning process.

**Assessment of Learning:**

The following Standardised tests will be administered in early May each year in 1st and 2nd Classes for English and Maths:

* Micra T
* Sigma T

1st classes will also be given the NNRIT in late April or early May.

Senior Infants will be given the MIST screening test will take place in April prior to the SigmaT and Micra T tests for 1st and 2nd Classes.

Selected Junior Infants considered to be in most need of early intervention will be given the BIAP. The list of Junior Infants identified for BIAP testing will be given to the SET in January to enable the SET to timetable and co-ordinate this testing.

The Deputy Principal who is responsible for Assessment shall purchase and distribute the tests in April so that teachers can familiarise themselves with the test, manual, scoring system etc.

MIST and NNRIT, Micra T and Sigma T tests will be administered by the class teacher with help from LS or Resource Teacher and or SNA if available.

If a child with special needs or a second language is unable to take the test because it is inappropriate, they may be exempt with the Principal’s permission.

A letter will go out to parents in early May explaining briefly about the tests due to be administered and requesting full attendance where possible for the nominated week.

Children who are absent from school for the tests will sit the tests with a member of the SET at a later date as will students with Special needs who need to take the test in a smaller group. Pupils who are not taking the test will be supervised in an infant class.

The tests will be marked by the class teacher using the scoring grids.

A record of the child’s class and age based raw score, reading age, percentile and STen will be recorded on class record sheet and also on the pupil’s individual record held in the Principal’s office.

Following the teacher’s analysis and recording of tests scores; the tests will be returned to the Deputy Principal and stored in the Assessment Filing Cabinet for one year. The tests are available to class teachers and SET etc to look at.

 Every test should have the child’s full name i.e. first and surname and the teacher’s initials on it. The tests will be stored for one year and then the cover sheet will be retained until the child is 21 and the test shall be shredded by the Deputy Principal.

Parents will be informed of the child’s STen score in written form in the end of year School Report. A standard letter from the school explaining the STen marking system will be included with the report..

Please see the special needs policy for details on identifying children for Learning Support and the procedures in place for the intervention programme and diagnostic testing.

**Other Assessment of Learning**:

Senior Infants: Christmas and Summer Senior Infant Maths Assessment Tests. Results recorded on class record sheet and copies of tests in class assessment folder.

Teacher Designed Term Tests for 1st and 2nd Classes for core subjects.

Results will be recorded on class record sheet and retained in class assessment folder.

**End of Year Procedures:**

All information from the Teacher’s Class Assessment Folder should be transferred into the class handover folder to be stored in Principal’s office. Copies of individual pupils’ assessment should be put into the individual pupils’ assessment folders and passed to the next teacher.

**Assessment of Learning for Assessment Folder**

The following table details the Assessment of learning Checklists & Tests to be completed for each class. All assessments should be clearly dated and annotated. Copy of yearly reports to be retained in Principal’s office.

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| --- | --- | --- |
| Class | Individual Pupil Assessments | Class Assessments |
| Junior Infants | One writing sample per term of children’s pre-writing (Showing progression)Tricky Word Checklist (1-10) Maths ChecklistLetter Identification Check List | Class hand over check lists. |
| Senior Infants | Christmas and summer maths assessment testsOne sample of handwritingOne sample of free writing per term.Letter identification sheetTricky Word Checklist ( 1 - 20) | Class hand over listsClass Record Sheet for MIST resultsClass record sheet for Christmas and Summer maths assessments |
| 1st Class | One sample of writing for each First Steps Genre taught in 1st Class and 3 samples of free writing.One sample of child’s handwritingTerm maths assessmentsCopies of teacher designed tests /checklists for English, Maths, and Irish.Tricky words Checklist (1-35) | Class handover checklist Class record sheet for NNRIT. Class record sheet Micra T, Sigma T resultsAnalysis of Sigma T TestsSpelling Assessment |
| 2nd Class | Sample of First Steps writing for each genre and 3 samples of free writing.One sample of child’s handwritingCopies of term maths tests.Copies of teacher designed term tests /checklists for English, Irish and Maths.One sample of spelling test per term.Tricky words Checklist (1 – 60) | Class handover checklistsClass record sheet for Micra T and Sigma T results.Analysis of Sigma T testsSpelling Assessment |

**Teacher Resources for Assessment:**

‘Assessment in the Primary School Curriculum – A Guideline for Teachers’

The Primary School Curriculum Books

School Assessment Folder/ Records – containing folders with class records, stored in Principal’s Office.

A class assessment folder – with sections or folder for each child.

Individual SALF folder to move up through the school with the child.

Class handover file (General overview of each child, class assessments, screening and standardised testing results).

**Formulation process**

This policy was formulated by the staff during September and October 2012. All parents were invited to a discussion of the policy on 18th January 2013. The policy was ratified by the Board Of Management on Monday 28th January 2013.

**Monitoring and Evaluation**

The primary responsibility for monitoring class assessment is with the class teacher. The Assessment Co-ordinator (Deputy Principal) will link in with class teachers in December and again in May/June to ensure that procedures are being followed and to give support if necessary.

**Review Procedure**

The policy will be reviewed in the light of experience and from information gathered by the Assessment Co-ordinator (Deputy Principal) in discussions with class teachers. It will be reviewed by the full staff and Board of Management every five years. Any staff member, board member, parent, guardian or student who is unhappy with the content or the implementation of any school policy may request a review at any time and such a request will be dealt with as quickly as possible. Next review of this policy will occur before or during the school year 2013 to judge it’s implementation.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management