

**NEWPORT CONVENT**



**Creid Ionat Féin**

### **Introduction:**

This policy was originally drafted by school Staff Team during planning meetings and using the *NCCA Assessment in the Primary School* guidelines to inform us on how best to fulfill Section 22 of the Education Act. A balanced combination of Assessment for Learning and Assessment of Learning will be used to support assessment of children's progress and achievement and to extend and enrich their learning.

### **Policy Rationale:**

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.

### **Aims and Objectives:**

The primary aims/objectives of the policy are;

To facilitate improved pupil learning and outcomes

1. To identify children who are experiencing difficulty/and those who are high achievers with their learning and to put an appropriate response in place for them
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 assist teachers in the reporting of children's strengths and weaknesses to parents

### **Principles**

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main purpose of assessment must be to facilitate progress in a pupils' learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool.

3. The range of opportunities for carrying out continuous assessment is increased by good classroom organization, which encourages children to work independently while the teacher is concentrating on a small group.
4. The outcomes of assessment modify our teaching methods, provide feedback on the Curriculum as well as indicate pupil progress.
5. We recognize the potential for assessment in developing a positive self-image in the pupil from positive and constructive feedback and the feeling of success, which encourages further study.
6. Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
7. Assessment records must be easy to interpret, useful, manageable and should be easily accessible.

#### **Policy Content:**

This policy is geared towards using assessment to inform planning and identify the needs of all pupils, including the exceptionally gifted so that adequate strategies are put in place early enough to facilitate progress. These strategies may include pupil self assessment, pupil profiling, two way communication between parents and teachers, modification of teacher programmes and Student Support Plans. See also SEN Policy.

The two principle approaches to assessment are:

#### ***Assessment For Learning (AFL)***

Assessment for learning seeks to identify the next steps needed to make progress. It takes into consideration pupils' strengths and weaknesses. It enables continuous reflection on what pupils know and what they need to learn next. It also promotes immediate intervention and enables teachers to meet the needs of individual children more effectively.

Assessment for Learning include

Teacher Observation, Teacher Questioning

Check Lists

Conferencing,

Self-assessment, Peer assessment

Thumbs up, Thumbs down

Emojis

Two Stars and a wish

Homework assignments

Work Samples

Parental feedback or observations

Teacher designed Tasks and Tests,

Work Presented

Concept mapping - basic methods for children e.g draw a picture of what they think of when they hear the word airport etc.

### ***Assessment of Learning (AoL).***

Assessment of Learning provides a summary judgement of what has been learned at a particular point in time. Assessment of learning compares children to externally agreed criteria and standards. It identifies gaps in pupils' knowledge and understanding. These interrelated and complementary approaches emphasise two aspects of assessment that are central to the work of teachers in our school. The teacher uses evidence on an on-going basis to inform teaching and learning. (AfL). The teacher periodically records children's

progress and achievement for the purpose of reporting to parents, teacher and other relevant persons.

Assessment of learning includes:

The strategies above

Standardised tests

Diagnostic tests

Psychological assessments

These assessment methods demonstrate the diversity of assessment methods available and in use in our school. They include methods which are teacher lead (standardised testing) and child- lead (self-assessment). All curricular areas are assessed using appropriate methods.

### **Completion of Project work**

Children complete projects in groups. They present their work to the class. The teacher recognizes excellence and indicates the areas that need improvement.

### **Primary to Secondary**

A meeting is held each year with staff from the local second-level schools to discuss pupils' performance in their assessment tests and to report on individual pupils. This meeting is attended by the sixth class teacher in consultation with principal.

For pupils leaving the school, up to date records are passed on to the principal by the class teacher for forwarding to the new school - following confirmation of enrolment.

### **Standardised Testing:**

The school administers Micra T (English) and Sigma (Maths) to all classes from 1<sup>st</sup> upwards.

The tests are usually administered in the last week of May or first week of June by class teachers and Special Education Team (SET). Standard, sten and percentile ranking scores are recorded on the class record template and stored by each individual teacher with a copy held in the Principal's office. The Special Education Team (SET), in consultation with the Principal analyse the results in June for allocation of resources to pupils in September.

The M.I.S.T is administered to Senior Infants by the SEN team in February or March to identify learning strengths and weaknesses.

### **Diagnostic Assessment:**

Diagnostic tests are administered by the SET following referral by the Class teachers in consultation with parents/guardians. The administration of such tests is in keeping with the approach recommended by **Circular 02/05** where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment. Parents are provided with test results, advice intervention is sought from NEPS and if a psychological assessment is warranted, parental permission is sought and a consent form is completed. The Principal will facilitate such an assessment happening.

The diagnostic tests used in the school include;

Neale Analysis

### **Screening:**

The screening tests used to identify learning strengths and weaknesses in the school are;

Belfield Infant Assessment Programme (Junior Infants)

Middle Infant Screening Test (MIST)

WRAT IV (Wide Range Achievement Test 4)

Jackson Phonics

Dolch sight words

DRA

Schonell reading and spelling tests

### **Continuum of Support**

Screening is used by the school to initiate the staged approach to intervention as per Continuum of Support and department guidelines.

Stage 1: Classroom Support

Stage 2: School Support

Stage 3: School Support Plus

If stages 1 and 2 fail to deliver adequate intervention, the Principal will contact the parents for permission to seek advice and/or intervention from NEPS (National Educational Psychological Service). This advice will determine the subsequent level of intervention, be it a differentiated programme, in-class support or a 'Student Support Plan'.

The most common form of assessment used in our school is teacher observation, teacher designed tests, projects and homework (informal assessment). These informal assessments are at the discretion of individual teachers. Records of tests are kept by the teachers and are communicated to parents at the Parent-teacher meeting and the school report issued at the end of the school year. Each teacher has discretion as to the format, administration and frequency of in-class testing.

**Recording:**

Files are stored in the Principal's office, special ed rooms, classrooms and/or stored electronically in Aladdin. The file for each pupil on Aladdin records standardised test results and end of year reports. This file is passed from teacher to teacher as the child progresses through the system. Procedures are in place to manage sensitive data.

**Success Criteria:**

This policy is considered successful if;

Early identification and intervention is achieved

Clarity is achieved regarding procedures involved in a staged approach

Procedures are clear, with roles and responsibilities defined

The Special Education team have clearly defined roles and objectives

There is efficient transfer of information between teachers

### **Roles and Responsibilities:**

The Principal has overall responsibility to ensure that all tasks and duties in this policy are delivered and completed in an effective way.

The S.E.N post holder will co- ordinate standardised testing within the school.

It is the responsibility of the class teacher to set in train staged interventions at class level. At Stage 2, the responsibilities are shared with the Special Education Team. The Principal is involved at all stages of the continuum of support and assumes a primary role at Stage 3 when a Psychological Assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

### **Reporting**

Information in relation to the assessment of children will be routinely reported.

Information will be communicated to parents through:-

1. Parent teacher meetings.
2. End of year reports.
3. Standardised tests are reported through the end of year reports in classes from 1<sup>st</sup> to 6<sup>th</sup>.

Parents are encouraged to contact the school if any more information is required.

### **Ratification & Communication:**

This policy was reviewed by Staff & Parents.

This policy was ratified by the Board of Management on 04/02/2025 and communicated to parents thereafter.

### **Review Timetable:**

This policy will be reviewed in 2 years time and amended as necessary by means of a whole school collaborative process.

### **References:**

NCCA Assessment in the Primary School

DES Circular 02/05 - 24/03

DES Learning Support Guidelines 2000

Special Educational Needs - A Continuum of Support

Signed:   
(Chairperson of Board of Management)

## Appendix A

### Subject Specific Assessment per class

<b>Junior Infants</b>	
<b>Literacy</b>	<p><b>Literacy:</b></p> <p>Oral Language(Station teaching)- teacher observation</p> <p>The 26 sounds- checked all along at Christmas, February Mid-term, Easter and Summer</p> <p>Jolly Phonics Tricky Words- First 20</p> <p>CVC reading check at Christmas, February Mid Term, Easter and Summer</p> <p>BIAP- on selected children in May/June, administered by SET</p>
<b>Numeracy</b>	<p>Making Sets up to 5</p> <p>Formation of numbers from 0-5</p> <p>Counting up to 10</p> <p>Assessments at Christmas, February Mid-Term, Easter and Summer-completed by class teacher and SET</p>
<b>Gaeilge</b>	<p>Teacher Observation</p> <p>Teacher designed tasks &amp; tests at Christmas, Easter &amp; Summer</p>
<b>SESE</b> <b>Art</b> <b>PE</b> <b>Music &amp; Drama</b> <b>SPHE</b>	<p>Teacher Observation</p>

Senior Infants	
<b>Literacy</b>	<p>Tricky Words( Yellow and Red)-see attached list -80 words</p> <p>Running Record- PM Benchmarking Kit to be administered by SET team, last week in October, end of January/February (Post LLO) and in June in preparation for LLO in 1<sup>st</sup> class.</p> <p>Dictation of simple cvc words and sentences</p> <p>42 letter sounds-termly</p> <p>Letter formation</p> <p>PAT-CVC words-dictation sentences weekly</p> <p>MIST- March</p> <p>Drumcondra Early Literacy Test- May</p> <p>Tricky Words-termly</p> <p>Jolly Phonics Sounds-termly</p>
<b>Numeracy</b>	<p>Assessments at Halloween, Christmas &amp; Easter</p> <p>Drumcondra Early Numeracy Test</p> <p>Teacher Observation</p> <p>Teacher designed tasks</p>
<b>Gaeilge</b>	<p>Teacher Observation</p> <p>Teacher designed tasks</p>
<b>SESE</b> <b>Art</b> <b>PE</b> <b>Music &amp; Drama</b> <b>SPHE</b>	<p>Teacher Observation</p> <p>Teacher designed tasks</p>

<b>First Class</b>	
<b>Literacy</b>	Spellings based on sounds & high frequency words weekly Termly test at Midterm, Christmas, Easter and Summer Running records (post LLO) Questioning and Observation Peer feedback Self Evaluation Micra-T standardised test in May
<b>Numeracy</b>	Tables(+,-)test weekly Termly test at Midterm, Christmas, Easter and Summer Questioning & Observation Completion of written tasks Ballard Westwood Tables test (termly) Sigma T standardised test in May
<b>Gaeilge</b>	Questioning Observation Completion of tasks in Abair Liom
<b>SESE</b> <b>Art</b> <b>PE</b> <b>Music &amp; Drama</b> <b>SPHE</b>	Completion of activities Self Evaluation

<b>Second Class</b>	
<b>Literacy</b>	<p>Running Record- PM Benchmarking Kit to be administered by SET team Sept &amp; April</p> <p>Schonell Reading Test Sept &amp; May/June</p> <p>Spellings based on phonics (weekly)</p> <p>Teacher Observation</p> <p>Work Samples</p> <p>Questioning</p> <p>Termly assessment at Christmas, Easter and Summer</p> <p>Micra T standardised test in May</p>
<b>Numeracy</b>	<p>Mental Maths weekly assessment</p> <p>Termly assessment at Christmas, Easter and Summer</p> <p>Teacher designed tasks after each topic is completed</p> <p>Teacher Observation</p> <p>Ballard Westwood Tables Test (termly)</p> <p>Sigma-T in May</p>
<b>Gaeilge</b>	<p>Litriú gach seachtaine</p> <p>Termly assessment at Christmas, Easter and Summer</p>
<b>SESE</b> <b>Art</b> <b>PE</b> <b>Music &amp; Drama</b> <b>SPHE</b>	<p>Teacher designed tasks</p> <p>Teacher Observation</p> <p>Self- Evaluation</p> <p>KWL charts</p> <p>Project/Poster presentation</p>

**Third Class****Literacy**

Running Records-PM Benchmarking Kit  
Weekly spelling test (Spell It)  
Teacher Observation  
Work Samples  
Questioning  
Conferencing for AFL and AOL  
Raz Kids Quiz  
Teacher Child conference  
Writing Portfolio-scrapbook  
Micra T Test in May

**Numeracy**

Teacher designed tasks  
Teacher observation  
Mental Maths test weekly  
Ballard Westwood Tables test (termly)  
Work Sample  
Checklists  
Rubrics  
Sigma T test in May

**Gaeilge**

Teacher Observation  
Weekly Spellings test  
Abair Liom E Measúnú –Leathanach  
Measúnaithe  
Triail Litríthe  
Work Samples

**SESE**

Teacher designed tasks

**Art**

Art Portfolios  
KWL Charts

<b>PE</b> <b>Music &amp; Drama</b> <b>SPHE</b>	Peer Review Event sampling for P.E. Concept mapping for AFL and AOL Kahoot Poster Presentations
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<b>Fourth Class</b>	
<b>Literacy</b>	Self Assessment(thumbs up/down/side) & self reflection Author's Chair (2 stars & 1 wish) Work samples of writing genres Weekly spelling test (Spell It) Teacher Observation and Questioning Conferencing and class discussions Teacher designed tasks Self Assessment in writing process(using writing check lists, self reflection and conferencing) Micra T test in May
<b>Numeracy</b>	Self Assessment- thumbs up/down to the side checking for understanding ,mental maths corrected as whole class, " Fix it & Tick it" Teacher observation- holding up whiteboards Questioning Tables Test Weekly Mental Maths Weekly Test Ballard Westwood Tables test (termly)

	<p>Termly Assessment at Mid Term, Christmas, Easter &amp; Summer</p> <p>Teacher designed assessment at the end of each topic</p> <p>Sigma T Test in May</p>
<b>Gaeilge</b>	<p>Weekly spelling test –Fuaimanna &amp; Focal</p> <p>Grammar assessments</p> <p>Breathnóireacht an mhúinteoir</p> <p>Tascanna agus scrudaithe ón mhúinteoir</p> <p>Sampla Oibre</p> <p>Féin Mheasúnú</p> <p>Ceistiú</p> <p>Firicí Curaclam</p>
<p><b>SESE</b></p> <p><b>Art</b></p> <p><b>PE</b></p> <p><b>Music &amp; Drama</b></p> <p><b>SPHE</b></p>	<p>-Project Work, Teacher Observation, KWL Charts</p> <p>-Independent art work &amp; teacher observation, work samples</p> <p>-Swimming Assessment (U.L) Teacher observation</p> <p>-Teacher Observation, questioning, Class discussions, Conferencing and teacher designed tasks</p>

<b>Fifth Class</b>	
<b>Literacy</b>	<p>Weekly Spellings test</p> <p>Termly comprehension test</p> <p>Self Evaluation- checklist</p> <p>Teacher observation &amp; questioning</p> <p>Micra-T in May</p>

<b>Numeracy</b>	Weekly Tables test Weekly maths test Completion of written tasks Assessment each term on chapters completed Ballard Westwood Tables test (termly) Sigma T in May
<b>Gaeilge</b>	Termly Assessment Weekly spelling test Completion of tasks Teacher observation and teacher designed tasks
<b>SESE</b> <b>Art</b> <b>PE</b> <b>Music &amp; Drama</b> <b>SPHE</b>	Teacher Observation Table Quiz Monthly End of Chapter written test Self Evaluation KWL Charts

<b>Sixth Class</b>	Weekly spelling test (Spell It)
<b>Literacy</b>	

	<p>Reading Zone activities</p> <p>Self-Evaluation</p> <p>Teacher Observation/questioning</p> <p>Micra-T in May each year</p>
<b>Numeracy</b>	<p>Chapter tests (Busy at Maths)</p> <p>Completion of written tasks</p> <p>Term assessments (Busy at Maths)</p> <p>Ballard Westwood Tables test (termly)</p> <p>Sigma-T in May</p>
<b>Gaeilge</b>	<p>Weekly spelling test (Am don Léamh)</p> <p>Completion of tasks</p> <p>Teacher observation</p> <p>Scrúdú Béil (At the end of some chapters)</p>
<p><b>SESE</b></p> <p><b>Art</b></p> <p><b>PE</b></p> <p><b>Music &amp; Drama</b></p> <p><b>SPHE</b></p>	<p>Self-Evaluation</p> <p>KWL charts</p> <p>Completion of activities</p> <p>Teacher Observation/questioning</p>