

# Assessment Policy.

## Introductory Statement.

The development of a whole school policy on assessment in Ss. Peter & Paul's has been done within the context of the revised primary school curriculum, the Education Act of 1998 (Article 22) and circular 0138/2006 issued by the Department of Education and Science.

Assessment is integral to all areas of the curriculum and it encompasses the diverse aspects of learning:-

- the cognitive
- the creative
- the affective (emotional)
- the physical
- the social

In addition to the products of learning, the strategies, procedures, and stages in the process of learning are assessed.

Assessment includes:-

- the growth in self-esteem
- interpersonal and intrapersonal behaviour
- the acquisition of a wide range of knowledge, skills, attitudes and values.

## Rationale.

In Ss. Peter & Paul's we are committed to providing a holistic education to the pupils in our care. We therefore hope that within that context our Assessment Policy will enable us to:

- identify development stages of pupils
- outline procedures and practices in relation to pupil assessment
- assist planning (short/long term)
- assist parents in making an informed decision in relation to enrolling their children in our school
- develop communication structures for the involvement of parents in their children's education
- aid both children and teachers self-evaluation.

## School Mission Statement.

S.S. Peter & Paul's C.B.S. is a Catholic school committed to the mission of nurturing the whole child – Spirit, mind and body. It seeks to welcome and accommodate the

beliefs and customs of children of other faiths and cultures.

The staff of the school aims to ensure that the boys graduate from the school with a healthy sense of confidence and a willingness to face the future with self discipline and a deep respect for themselves, others and the environment.

Parents are acknowledged as their children's primary educators and, as such, are encouraged and facilitated to work together with teachers for the benefit of their children

Each pupil is encouraged to develop all his talents – academic, creative, spiritual and physical. The school endeavours to value all children equally in accordance with the values of the Gospel.

### **Aims of Assessment:**

- Establish pupils' current educational developmental stages
- Assist in teachers' short/long term planning in all areas of the curriculum
- Evaluate teaching methodologies/approaches to teaching
- Monitor the pupils' progress
- Identify learning needs/strengths in individual pupils
- To involve parents and pupils in identifying and managing learning
- To facilitate teachers in devising differentiated programmes for pupils
- Help identify children with special needs including gifted children
- Help co-ordinate whole school assessment and analysis
- To help the keeping/updating of pupils' progress records
- To facilitate the discrimination of accurate information to parents in regard to their children's progress
- To encourage parents to participate in programmes designed to help their children's learning
- To encourage pupils to assess their own work.

### **Curriculum Implementation.**

The curriculum indicates the elements of each subject area that should be assessed and suggests several procedures that can be used.

In both short-term and long-term planning, the teacher will give careful consideration to the forms and uses that will best facilitate the learning process and provide the most relevant information about the progress of individual children.

### **Roles & Responsibilities.**

We believe that the effective implementation of our school policy on Assessment is a collaborative responsibility shared by all the different partners involved in pupil education:

B.O.M.  
Principal

Parents  
Child  
Class teacher  
L.S.T.  
R.T.  
R.T.T.  
Language Support Teachers  
S.N.A.'s  
H.S.C.L.  
Posts of Responsibility

(c.f. Policy for Learning Support/Resource Teaching pp. 4/8).

## **Assessment Methods.**

### **Informal Tools:**

teacher observation  
class work  
homework  
discussion with pupils  
projects  
curriculum profiles.

### **Formal Screening Tests.**

M.I.S.T. (Senior Infants Term 2)  
Drumcondra Primary Reading Tests (Summer 1<sup>st</sup>/6<sup>th</sup>)  
Drumcondra Primary Maths Tests Summer 1<sup>st</sup>/6<sup>th</sup>)  
Schonell Spelling Test (Nov – 2<sup>nd</sup> – 3<sup>rd</sup> Class)  
N.R.I.T. (2<sup>nd</sup> and 5<sup>th</sup> – November)  
Young Group Reading Test (1<sup>st</sup> – 3<sup>rd</sup> – November)

The class teacher and/or SEN teachers administer these tests. The tests are corrected by the class teacher and/or SEN teachers. The tests are analysed and % of children scored under percentile categories (e.g. 0% – 12%/13% - 20%/21% - 40% etc.) c.f. Result Sheet. The results of standardised tests, along with the informal testing recorded above, inform what support is provided.

## **Recording/Reporting.**

Results recorded in Pupil Profiles by class teacher  
These Pupil Profiles will be passed from teacher to teacher.  
Learning Support/Resource test results will be kept on file by L.S./R.T.  
Psychological tests and tests administered by professionals other than class teachers and L.S./R.T. will be kept in a filing cabinet in the Principal's office.  
All tests will be available for inspection by parents and Department officials within the context of confidentiality.  
When reporting Drumcondra results to parents the STEN score method (with an

explanation will be used.

The Forward Together programme is offered to parents who wish to participate following administration of M.I.S.T. tests.

## **Standard Letters.**

Standard letters of consent are sent to parents for the following:

Psychological and other professional assessments  
Permission for child to attend L.S./R.T.  
Withdrawal of child from same if deemed appropriate by class/L.S. teachers (c.f. L.S/R Policy

## **Roles & Responsibilities.**

The following is a list of the personnel at the frontline of roles and responsibilities.

Principal  
Class teacher  
Learning Support Teachers  
Resource teachers  
B.O.M.  
Parents.

The S.N.A.'s will be employed to assist with testing if/when appropriate.

## **High Achievers/Exceptionally able pupils.**

### **Background.**

It is proposed to formulate a policy for high achievers/exceptionally able pupils as part of our existing Special Needs Policy in the school year 09/10. Reviewing our Assessment and our S.E.N. policies, our development personnel and resources in S.E.N. we felt that such a policy would be beneficial. The following will be a basis for discussion.

### **Aim.**

We are committed to providing an environment which encourages all pupils to maximise their potential, and this clearly includes pupils who display some form of exceptional ability.

## **Identification of the exceptionally able pupil.**

Before identifying any student as exceptionally able in a particular area, we aim to ensure that all pupils have had the opportunity to learn and succeed in this area. This makes the process of identification fair. An exceptionally able pupil should be identified using a variety of methods. The specific procedure will vary according to subject but will include elements of the following:

- Teacher referral
- Assessment result
- Parent referral
- Identifying by previous teacher/school identifying by outside agency or organisation.

## **The Exceptionally Able Pupil**

Children may be identified as exceptionally able through the following checklist (Eyre, 1993).

- Good all-rounders
- High achievers in one particular area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Exceptionally able but with short attention span
- Exceptionally able but with a learning disability that masks achievement
- Keen to disguise ability.

## **Future Plan.**

In the event that a pupil is identified as exceptionally able the class teacher consults with other teachers and L.S./R.T. The area of ability is recorded with reference to which aspect the pupil has exceptional abilities in. Parents are consulted. An individual education plan, (I.E.P) will be put in place to meet the needs of the pupil. This plan may be implemented by the extension of class work and/or working independently on specific designed tasks, under the supervision of class teacher or special education needs teacher and/or the assistance of outside agencies or organisation e.g. Mensa.

## **Review:**

This policy will be kept under regular review.

N.B. This policy should be read in conjunction with the school's Learning/Resource Policy.

