



Scoil Mhuire Gan Smál
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Record Keeping and Assessment Policy

At Scoil Mhuire Gan Smal, assessment is used for two main purposes:

- ◆ Assessment for Learning (AFL)
- ◆ Assessment of Learning (AOL)

We use AFL to gather, interpret and use information to make children's learning more meaningful. It is a tool to enhance future learning opportunities and make informed planning decisions.

We use AOL to build up a picture of what the children have already learned and what skills have been acquired.

Planning Assessment

In Scoil Mhuire Gan Smal we recognise the importance of incorporating formative and summative assessments into the planning process.

- Our Plean Scoile contains an overview of our curricular plans for each class group/groupings, while our yearly plans contain a detailed scheme of work for each subject.
- In addition to this, fortnightly plans are written into "The Folens Primary Teacher Yearbook" and kept in each classroom, and daily plans are kept at the discretion of the teacher.
- A monthly report, the "cuntas Miosuil" is also kept in the teacher's yearbook, and a copy of each is made and kept in a file in the staffroom. This monthly report reviews topics, skills and subjects covered, while also highlighting areas of strength and success, and areas of concern that may need revisiting, which impacts upon future planning and teaching.

When planning, consideration is given to the strengths and weaknesses of each pupil, and where possible and appropriate, every equal opportunity is given to all pupils to acquire the same skills, knowledge and experiences. A variety of learning and teaching styles are provided where appropriate to enable us to do this.

How we assess

- Teacher designated tasks
- Teacher observation
- Discussion with children
- Children's own self-evaluation
- Project work

- End of topic assessments
- Children's own work
- Weekly spelling tests based on the "Spellbound" programme (1st class - 6th class)
- Continual assessment in maths. "Maths Challenge" is currently in use (1st class - 6th class)
- Oral testing in all subjects particularly Irish and tables
- Table quiz testing may be used at end of week to revise areas and topics covered
- Early Intervention programme in the infant classes
- Class Tests/ Summer Tests/ Rockwell Tests
- 2nd class Intervention in Literacy

Standardised Tests

At present there are several types of formal tests being carried out in school:

- Micra T (English: 1st class - 6th class)
- Sigma T (Maths: 2nd class - 6th class)
- Drumcondra Tests (Irish, English & Maths) for 6th class

To the best of our ability all standardised tests are offered to all children at the appropriate times.

Micra T and Sigma T tests are usually administered during the month of October for every class group from 1st -6th class.

Diagnostic Assessment

To help identify the strengths and weaknesses of individual children, diagnostic assessment is carried out.

This is done through:

- ◆ Individual programmes of work
- ◆ IEP's
- ◆ Target setting
- ◆ Checklists
- ◆ Specific activities/tasks
- ◆ N.R.I.T - 2nd/5th class usually conducted by Learning Support teacher (Jan/Feb)
- ◆ M.I.S.T - 2nd class (Feb)
- ◆ Marino - word recognition test
- ◆ Get reading right
- ◆ Steer
- ◆ Young spelling/Young reading test 2nd - 6th class

Psychological Assessment

Children attending Learning Support attend on a termly basis. At the end of each term learning support teachers and class teachers review progress. If a child is deemed not to be improving at an expected rate or if we need extra professional help planning an

educational programme for a particular child a N.E.P.S. psychologist is contacted. If a child is thought to be exceptionally able or gifted as a result of N.R.I.T. and their classroom work they would also be recommended for assessment. We have a list of approved educational and clinical psychologists. Previously, Elizabeth Robertson, who is a chartered educational and clinical psychologist, was our chosen psychologist. Currently, we have been allocated a Psychologist- Flan Geaney from NEPS,(National Educational Psychological Service)

Parents are informed that we would like to involve the psychologist's expertise to further help their child. This happens at the parent/teacher meeting or at a pre-arranged meeting and parents are asked if they would give their consent for this assessment to take place. The assessment takes place in the Learning Support room during school hours. Parents are encouraged to meet the psychologist on the day. This gives the psychologist and parents a chance to gain extra insights into why the child may experience difficulties and it also highlights particular strengths that the child has.

A written report arrives at the school a few weeks later and a copy is forwarded to the parents. The original report is kept in school and is discussed by learning support and class teachers and the principal. These reports are of great benefit when drawing up a programme of work for the child. We are often made aware of relevant medical or family history and of strengths and difficulties we were previously been unaware of and this greatly helps when working with the child and when meeting with the parents to discuss how best to help their child.

Recording and Keeping Evidence

The purpose of recording is to help teachers:

- Monitor children's progress
- Recognise and celebrate children's achievement
- Note strengths and weaknesses
- Document evidence
- Inform future planning
- Inform learning support and Resource teachers
- Form a basis of reporting to different people

Types of Evidence kept

- Children's books/copies
- Teacher's observation notes
- Project work
- IEP's
- Photographic/visual evidence

- Samples of pupils work
- Class test results
- Record of interviews with parents (not annual parent/teacher meeting)
- Record keeping
- Written annual report

In accordance with the NCCA guidelines, the record sheet of standardised test results for each child are kept in locked storage until the age of **21** and test booklets are kept on a yearly basis and replaced when new tests are conducted. These too are kept in locked storage, in the children's own file in the office.

Interpreting Standardised Test Results

- Results of all standardised tests are
 - a. Recorded in individual report booklets
 - b. Class records are kept on file in the office
 - c. Saved on computer files
- Results of all standardised tests must be submitted to the office within one month of testing
- At the January staff meeting whole school results will be analysed and compared with previous years' results and national average performance.
- This should enable us to see specific strengths or weakness in all class groups and from this, we can set out a plan of work, whether it be remediation or challenging work for high achievers

Who we report to:

Teachers record and report information to:

- The children themselves
- Other class teachers
- Learning Support/Resource teachers
- Parents
- Inspectors
- Other professional outside agencies

When we report:

At present we hold verbal parent/teacher meetings in the month of February. At this time the children's progress, along with their standardised test results are discussed. In June, a written end of year school report will be given to parents containing Summer test results where applicable, standardised test results from 1st to 6th class in *Micra T* and *Sigma T* and an overall view of the children's development during that year. Parents

have approx. a week to respond if they so wish. Further verbal or written reports will be given at the discretion of the teachers or at the request of parents.

As of this year 2008, in compliance with NCCA Directives, it has been decided that the staff of Scoil Mhuire Gan Smal will record standardised test results on the End of Year Report in the form of the *Sten* results, together with descriptors. A cover letter will be sent to parents explaining standardised testing.

Ratified on: 14/4/08

Signed: Fr. Michael Kennedy

Reviewed on: _____

Signed: _____