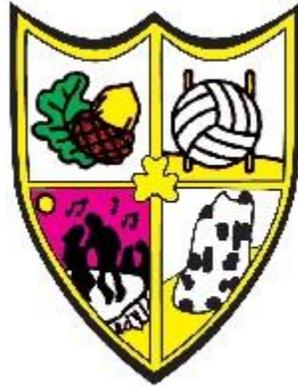


Clocha Rince NS



Assessment & Self-Evaluation Policy

Introductory Statement

This Policy was formulated on Wednesday 29th September 2010 with Mr. Colm Byrne, Ms. Helen Fagan, Ms. Suzanne Murphy (LS/RT Team) and Ms. Rosaleen Mc Cabe and on Friday 1st October 2010 with all staff during a staff meeting. It was brought to the Policy Development Committee for further development and then to the Board of Management. It was sanctioned by the Board of Management on Tuesday 5th July 2011.

Reviewed on Thursday 15th October 2012.

Ratified by Board 20th June 2013.

Short Term Aims

- To arrange for the introduction of Self-Assessment Learning Folders in all classes.
- To distinguish between Assessment of Learning and Assessment for Learning in this document.
- To develop a whole school approach to Assessment for learning strategies in classrooms
- To begin the process of whole school self-evaluation.

Rationale

At present the school is using

- BIAP
- MIST
- NRIT
- Sigma T
- Micra T
- Aston Index
- Teacher designed tests
- Teacher observation and curricular textbook tests

The staff has decided to evaluate the forms of assessment used in our school, to evaluate other forms of assessment currently available, and to adopt/drop forms of assessment as appropriate to our school and the long term needs of its pupils.

Relationship to the Characteristics of Clocha Rince NS.

Clocha Rince NS seeks to enable each child to develop his/her potential. Assessment activities used in this school will contribute to pupil learning by identifying a pupil with learning strengths and weaknesses as early in their school years as possible, developing strategies in conjunction with our Special Educational Support Team to support that pupil's learning, implementing this plan and reviewing each pupil's development on a regular basis.

Aims

Through the implementation of this Policy the school ideally hopes to;

- benefit pupil learning
- to monitor learning processes
- to generate baseline data that can be used to monitor achievement over time
- to involve parents and pupils in identifying and managing learning strengths or difficulties
- to assist teachers' long and short term planning
- to coordinate assessment procedures on a whole school basis

Assessment for Learning Techniques

Self-Assessment and Learning Folders

We aim to develop a classroom culture that supports pupils enquiring into their own learning enabling them to share thinking about that learning and the learning of others.

The school will use Self-Assessment and Learning Folders to profile the learning of each pupil. The folders also provide the pupils opportunities to reflect on their learning on an individual basis and also a publicly shared manner.

The school will adopt the SALF programme by Joan Keating and Siobhan Cahillane-McGovern. The pupil will begin a SALF folder at the beginning of each academic year. Middle and Senior Classes may complete more than one SALF folder in a school year.

Questioning

Principle of Assessment for Learning

Improving quality of answers

Peer Discussion

Active Involvement of all Pupils

Teaching Technique

1. Increasing Thinking/Wait Time
2. Big Questions
3. Collaboration on formulating questions
4. Finding Questions learners got wrong
5. Think-Pair-Share
6. Group Responses
7. Phone A Friend
8. Whiteboards
9. Choice of Answers
10. No Hands Up
11. Setting Ground Rules

Feedback

Principle of Assessment for Learning

Target Setting

Immediacy of Feedback

Peer and Self-Assessment

Principle of Assessment for Learning

Ongoing assessment in lessons

Using summative assessments formatively

Teaching Technique

12. Comments Only
13. How to Improve
14. Closing the Gap Comments
15. Temporary Comments
16. Two Stars and a Wish

17. Allow Time
18. Self- Assessment
19. Learner-to-learner Dialogue

Teaching Technique

20. Traffic Lights
21. Thumbs Up/Thumbs Down
22. Talk Partners
23. Post-it Challenge
24. KWL/KWHL Grids
25. QuADS Grids
26. Triangles
27. Self-marking
28. Peer-marking
29. WALT
30. Checklists
31. Rubrics
32. Mapping
33. Personal Interest Surveys
34. Reviewing Tests/Tasks
35. Big Copies of Exam Questions
36. Learners Set Questions
37. Exam Question Analysis
38. Curriculum Work Samples with comments

Assessment of Learning

Teacher Designed Tests

Standardised Tests

Currently, 'MIST' and 'Micra T' and 'Sigma T' are used by the school in the assessment of English & Maths, respectively. The 'Micra T' and Sigma T will be administered at the end of the third term to all pupils from 1st class upwards.

MIST will now be administered every year to the Senior Infants in January.

The Drumcondra Early Literacy Test and the Drumcondra Numeracy Tests will be administered in May to Senior Infants in May.

The School uses 'The Belfield Infant Assessment Profile' in Junior Infants to assess performance in each of the following five developmental areas:

1. Perceptual Process
2. Motor Development
3. Early Learning Styles
4. Language and Communication
5. Social and Emotional Development.

The BIAP will be administered in January.

The Non Reading Intelligence Test (NRIT) will be administered in September in 2nd class and 4th class.

Pupils in Junior and Senior Infants will complete their Jolly Phonics Assessment in June of each year.

Diagnostic Testing

We currently use the Quest. The Special Educational Support Team have proposed the continued use of the diagnostic portion of this test on pupils that are identified by the MIST as possibly having problems with language.

Dyslexia Screener

The Dyslexia Screener will be used in January with pupils in 1st class and 5th class until 2015 when it will be administered to 1st class alone, except for individual pupils as deemed appropriate by the LS/RT team.

SNAP – Special Needs Assessment Profile

- Assesses Attention and Hyperactivity difficulties
- Developmental Coordination disorder (DCD) Dyspraxia
- Dyscalculia
- Literacy Difficulties
- Working Memory Difficulties
- Processing Speed Difficulties
- Social Awareness and Communicative Difficulties
- Spoken Language Difficulties

Visual and Visual Processing Difficulties
Deficiency of essential fatty acid
Lack of self-esteem.

Psychological/Educational Assessment

Please refer to the school's Special Educational Support Policy for policy and procedures on referral for Psychological Assessment.

Success Criteria

The school can judge the success criteria of this policy by the following indicators;

1. Positive feedback from the pupil's teacher and/or parents regarding improvement in the pupil's development.
2. Positive feedback from the pupil regarding his/her learning.
3. A culture of reflection on learning by all pupils is evident.
4. A classroom culture that supports children enquiring into and thinking about their own learning is evident.
5. Teachers employing a wide variety of assessment techniques.
6. Pupil's familiarity with a wide variety of assessment techniques are evident.
7. Feedback from NEPS or other outside agencies (appropriate to each pupil's case) regarding the pupil's positive development.

Communication with Parents

The school recognises parents/guardians as the primary educators. Parental/Guardian involvement is an integral part of the success of this policy.

Parents/Guardians are made aware of the results of Teacher Designed Tests through email, a written note home, signature on a test, parent/teacher meeting. Parents/Guardians are sent a formal School Report at the end of each year. Parents/Guardians will be made aware of areas of concern and will be asked to monitor this with the teacher. The teacher may advise certain strategies/activities that the parent/guardian may adopt. The pupil's teacher and Principal will always be available by appointment to discuss a pupil's development with that pupil's parents/guardians.

- Where the school feels that a pupil should be referred for Diagnostic Testing, the parents will be informed of this decision by the pupil's class teacher, LS teacher or by the Principal. This will be done without delay.
- Parents/Guardians will be requested to assist the school by providing appropriate information as requested by the school.
- Parents/Guardians will be requested to sign the appropriate consent form.
- Where a parent/guardian refuses to consent to their child being tested. The school may, where appropriate and if in the best interests of the child, inform the Educational Welfare Board, who will arrange an assessment.

Roles and Responsibilities

The overall responsibility for arranging, ordering and distributing standardised tests will rest with the Principal and Learning Support Team. Each teacher will be responsible for administering and correcting tests administered to pupils in their class. The Senior Infant teacher

will administer the MIST. LS team may be required to assist the Senior Infant teacher in this regard. The LS team will administer all diagnostic tests.
Parents have a role in assisting the school where possible in arranging, evaluating assessments.

Implementation Date

This Policy will be implemented as of today's date, 1st October 2010 as a working policy.

Ratification and Communication

This policy was ratified by the Board of Management at a meeting of the Board on Tuesday 5th July 2011 and Thursday 20th June 2013.

Review

This policy will be reviewed in Autumn 2016.

