



Assessment Policy

Date ratified by Board of Management: 5th June 2019

Date reviewed: 27th January 2020

**School Patron: The Right Rev. Dr. Paul Colton,
Bishop of Cork, Cloyne and Ross**

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Roll number: 14726C

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Chairperson: Mr Daniel Emerson

Principal: Ms Jill Horan

Aims

- To ensure that all children reach their full potential, insofar as possible.
- To ensure that suitable teaching and equipment is in place to accommodate those who struggle academically.
- To put in place procedures for assessment of children with educational difficulties.
- To assist the formulation of individual programmes of work, if deemed necessary.
- To provide CPD (continuous professional development) for staff to ensure knowledge and skills are in-line with current policy and procedures.

Role of Assessment

- Assessment is used to monitor learning and to ascertain achievement in each area of the curriculum
- Assessment is also used to identify children with specific learning difficulties or gifted pupils providing information so as effective intervention can be put in place.
- Assessment assists communication between teacher and child, teacher and parent and between teacher and teacher
- Assessment/testing affirms the good work being done in school
- Assessment/testing allows progress to be monitored

St. Multose National School assesses pupils' progress in all curricular areas on a continuous basis.

Continuous Assessment

Continuous form of Assessment includes the following:

- Teacher observation
- Teacher designed tasks and tests
- Pupil projects and portfolios
- Self-Assessment by pupils (e.g. in their free writing copies)
- Discussion with parents/guardians
- Pupil Profiles
- Samples of pupils' work
- Record Keeping
- Annual Report

This continuous assessment will form the basis of parent-teacher meetings and planning for future teaching, both in class, small group intervention and/or individual tuition. Formal assessment is also used as a form of assessment for pupil learning and teacher planning. The following forms of formal assessment are carried out on an annual basis in St. Multose National School:

Formal Assessment:

- Annually, in September/October, the New Non-Reading Intelligence Test (NNRIT) is administered to 1st, 3rd and 5th classes and to newly enrolled pupils in 2nd, 4th and 6th classes.

If required, pupils may be retested in subsequent years.

- Annually, in September/October, TEST2r is administered by SETs to pupils aged 5-6-years old in Senior Infants. TEST2r is a tool to assist teachers in the classroom to devise plans which meet the learning needs of each pupil. This screening test will also help to identify areas for supplementary teaching or revision within the classroom.
- Annually, in February, the Drumcondra Spelling Test is administered to all children from 1st – 6th Class.
- As per the Department of Education and Skills regulations, the school administers Standardised Tests annually in May. We specifically administer the reviewed 2018 version of the Drumcondra Reading and Maths Assessment Tests. Class teachers record their pupils' results on a template. A database of results is maintained in a locked file in the office. Results are discussed at staff meetings, with a main focus on pupils who score a STen of 4 or below. This assists with whole school planning, alerting teachers to areas of concern in their planning/pupils' learning and identifying pupils for supplementary intervention. STen test results are inputted to the end of year school reports and circulated to parents/guardians in mid-June, along with an explanatory sheet and an option to discuss the results with class teachers if desired.
- Annually, the PM Benchmark Reading Assessment Kit are used to establish the reading level of pupils in the younger classes (Senior Infants and 1st Class) and as necessary with older pupils (2nd Class -6th Class). This typically occurs at the beginning of each academic year and is carried out by SETs.
- Under the class teacher's discretion, the Middle Infant Screening Test (MIST) may be administered to pupils in Senior Infants in April.

Assessment of Pupils for Supplementary Teaching

The following tests are organised by the Special Education Teachers (SET) in conjunction with the class teachers.

Tests used:

- Standardised Tests (Drumcondra Reading, Spelling, Maths)
- Diagnostic Tests (NNRIT, YARC etc.)
- Ability Tests (Verbal and Non-Verbal)

Teachers will attend Continual Professional Development (CPD) on administering assessment/screening tests, new initiatives in assessment, new/revised diagnostic test, the work of National Educational Psychologist Service (NEPS) etc. as these become available.

A Continuum of Support file will be opened for all children assessing supplementary intervention whether class based or SET small group/individual tuition. Individual Learning Profiles will be prepared based on the results of all the assessment methods outlined in this policy. These should be given to the deputy principal for approval before being given to the principal for signing.

End of year School Reports should be

- Clear, concise and factual
- Dated
- Completed by the date specified by the principal (who will review and amend, in consultation with the class teacher, as necessary)
- On request, hard copies of the 6th class Education Passport will be forwarded to their respective secondary schools.

Reporting to Outside Agencies on Individual Pupils

Should the assessments/interventions available in the school indicate a need for the involvement of an outside agency to support the learning experiences of the pupils and/or the teaching experiences of the staff, the SET, in consultation with the class teacher and the principal, will make the necessary referrals.

Under no circumstances will individual members of staff discuss the necessity of intervention by any external agency without consulting with the principal and having had a school team discussion. In many cases, the class teacher and the principal will meet with the relevant parents/guardians to discuss the necessity for a referral.

The following are agencies the school, in consultation with parents/guardians, may access. The list is comprehensive but not exhaustive.

- National Educational Psychological Services (NEPS)
- Tusla – education welfare officers/social workers
- National Council for Special Education (NCSE)
- Special Education Needs Organiser (SENO)
- HSE Speech and language therapists
- HSE Occupational therapists
- HSE assessment of need officers
- Child and Adolescent Mental Health Services
- Special Education Support Service (SESS)
- Family G.P.s
- Kinsale Youth Social Services (KYSS)
- Sensational Kids
- Sunshine Clinic
- Stepping Ahead Clinic
- Éirín
- Shine (Children on the Autistic Spectrum)
- South Lee ASD services, **Marian House**

This policy will be reviewed, as necessary. It is available to view in the office and on our school website.

Signed: _____
Daniel Emerson
Chairperson of the Board of Management

Date: 27th January 2020