

Holy Family Senior School

Ennis, Co Clare

November 2017

Roll Number: 07315N

Email: info@hfss.org

Website: <http://www.hfss.org/>

Assessment & Recording Policy

Acting Principal: Hugh Connolly

SEN Coordinator: Helen Whyatt



Holy Family Senior School

Title: **Assessment and Recording**

Introductory Statement

Holy Family Senior School is a community where pupils, teachers and parents/ guardians work together to ensure that all pupils feel happy and valued and are afforded every opportunity to flourish as learners and individuals .This policy was drafted as a collaborative exercise between the Board of Management, staff, parents/guardians and pupils.

Rationale

This policy has been drawn up by a representative committee of teaching staff, with the consultation of parents and SNAs.

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/ emotional / behavioural difficulties and put in place a whole school response to their needs. An effective assessment policy is central to this core objective.

Relationship to Characteristic Spirit of the School

Holy Family Senior School aspires to achieve the full potential of each child with particular concern for those who are disadvantaged or marginalised regardless of race or gender. It is our intention that the procedures identified in this policy will contribute to best practice in assessment.

An effective Assessment policy identifies early interventions that need to be put in place to ensure that relative success, increased confidence and raised self esteem is achieved.

Aims

The primary aims of the policy are;

- facilitate improved pupil learning
- create a procedure for monitoring achievement and progress
- track learning processes which will assist the long and short term planning of teachers
- Coordinate assessment procedures on a whole school basis involving parents and pupils in managing strengths and weaknesses.

Guidelines (content of policy)

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 in place to facilitate remediation.

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the curriculum and learning opportunities. The main purpose of assessment must be to facilitate progress in a pupil's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool.
3. The outcomes of assessment modify our teaching methods, provide feedback on the curriculum as well as indicate pupil progress.
4. We recognise 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.
5. Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
6. Assessment of behaviour and performance gradually builds up into a profile for each pupil over his school career. This is a working document for the use of teaching staff only. It is not an official school record. The profiles are stored in the Principal's office and are available to teachers on request
7. Assessment records must be easy to interpret, useful, manageable and should not be administratively burdensome.
8. We will seek to develop opportunities for a variety of assessment for learning as well as assessment of learning, through staff training and use of in school experience.

Whole School Approach

The most common forms of assessment used in our school are teacher observation, teacher designed tests, projects and homework (informal assessment). These informal assessments are at the discretion of individual teachers. Records of teacher-designed tests are kept by the individual teachers and communicated to parents at the Parent teacher meeting, in end of year report. Each teacher has discretion as to the format, administration and frequency of in-class testing. The most common types of informal teacher designed testing in our school are Maths tests, spelling tests and quizzes. Teachers also keep day to day records of pertinent observations they make on children. This helps the teacher to meet the needs of the individual child more effectively and also informs classroom organisation.

From September 2014 the school is committed to introducing self-assessment for children. Using a variety of different methods, children are encouraged to reflect on their learning and to be more actively involved in the learning process.

Class groups meet regularly to analyse and discuss the progress of the classes, they use the information they have gathered through the variety of methodologies listed to inform the planning for their classes and to include differentiation for individuals as required. The school committees for Literacy and Maths are also cognisant of the results of assessment and allocation of programmes and resources is based on these. This is then used to inform and review the School Plan, our DEIS planning and School Improvement Planning.

Recording of assessment is an integral part of the Cuntas Miosuil.

The Board of Management promote the professional development of staff in the school. This includes facilitating participation in a variety of courses in school, in our local Education centre, in Colleges of Education and Online.

Formal Assessment

Each class group is assessed using standardised tests in May of each year (Sigma T Maths test, Drumcondra Reading Test and Drumcondra Spelling Test). The results of these tests are communicated to parents in 2^M, 4th and 6th classes through the school

report card, in line with Department of Education and skills guidelines. Parents are also informed of results at the formal parent teacher meetings.

Screening

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

- Drumcondra Reading Test
- Drumcondra Spellings Test
- Sigma T
- British Ability Scales (Spelling)
- BURT Word Reading Test
- NRIT
- The Primary Assessment Kit (EAL Assessment)
- Accelerated Reader Tests to establish reading proficiency levels.
- SRA in-built assessment
- PM Benchmark Reading Test — 2nd Class
 - CAT -2nd Class

Parent and pupil questionnaires

These tests are administered individually or on a whole class basis. These are then used to aid the teacher to plan for their whole class, to differentiate and to monitor progress of the individual child.

The CAT is administered on a whole class basis to 2nd class term 1 of each year. Standardised tests such as Drumcondra reading and Spelling and Sigma T are administered in May of each year. The Drumcondra Spelling Test is administered in the first term. The rest of the tests are administered as they are needed, dependent on the needs of the pupils.

Screening is used by the school to initiate the staged approach to intervention as per circulars 24/03 and 02/05.

Psychological Assessment

If stages 1 and 2 fail to deliver adequate intervention the class teacher, the Principal / SET co-ordinator will contact the parents for permission to secure a Psychological Assessment for their child. An assessment will determine the subsequent level of intervention, be it Learning Support Resource hours or an Individual Education Plan. Preliminary testing prior to psychological assessment is often carried out by the SEN team. Observation and recording of data is considered good practice in the school and for children with EBD. Recording

Each pupil has a file which is stored in the administration office and a class file which is kept in a locked filing cabinet Test scores are usually stored on a class record sheet with a copy in the office and one in the class of the teacher with overall responsibility for assessment in the school. Information is passed on from teacher to teacher on a need to know basis. Children receiving extra support in school have a separate file which contains their IPLP/GPLP. 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 using the NEPS staged approach.
- Procedures are clear and roles and responsibilities are defined.
- The Special Education team have clearly defined roles and objectives.
- There is efficient transfer of information between teachers.
- A variety of SALF techniques will be visible in classrooms throughout the school.

Roles and Responsibilities

Special Education teachers and the Principal assume shared responsibility. 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 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.

Timeframe for Implementation**Timeframe for Review**

This policy will be reviewed in 3 years or as necessary

Responsibility for Review

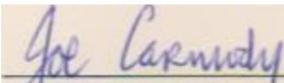
The review will be instigated by SET co-ordinator

Ratification and Communication

This draft policy will be posted on our website for a period of two weeks and parents will be invited to comment and contribute. The policy will then be presented to the Board of Management for ratification at the meeting on 28th November 2017. The ratified policy will be posted on our website and will also be available in hard copy form in reception.

This policy was ratified by the Board of Management.

Signed:


Chairperson

Date

