

Taney Parish Primary School

Sydenham Villas, Dundrum, Dublin 14.



POLICY DOCUMENT

“The school is above all a happy school, a place where pupils enjoy coming each morning. A caring community of adults and children, where each is valued for her/his own unique contribution and effort, Taney Parish Primary School has a long tradition of providing the widest range of opportunities for children from the arts to sport and crucially and centrally in the academic area.”

School Policy for Assessment

School Policy for Assessment

Name of School: Taney Parish Primary School

Roll Number: 15284B

General:

1. Taney Parish Primary School, Sydenham Villas, Dundrum, Dublin 14, Tel: 2985015, is a co-educational national school in the State education system under the patronage of the Church of Ireland Archbishop of Dublin.
2. The school was originally established as a parochial and charitable school for the underprivileged of the parish in 1792. The present school building was built as a six-teacher school and opened in November 1970. It was subsequently extended in 1994.
3. The school is a double-stream school, with two classes at each standard from Junior Infants to 6th Class. Pupils normally enrol and attend at the school after their 4th birthday and leave after their 12th birthday.

Introductory Statement and Rationale:

This policy first emerged out of a review of our assessment procedures in place in Taney Parish Primary School on a training course day held on 4th June 2008, facilitated by the School Development Programme (SDP).

This policy was reviewed and updated in March 2018.

The policy identifies existing good practice. It also identifies areas for change and improvement.

Vision and Aims:

The school's duty of care for pupils is discharged having regard to the Ethos Statement for our school, published and distributed by the School Patron, the Archbishop of Dublin and Glendalough. The Ethos Statement identifies the value to be afforded the individual within the community setting. It is a fundamental and underlying principle of our duty of care towards pupils that we have regard to the individual needs of pupils and to the demand that we do our very best for each child.

The aims of our Assessment Policy are:

- To benefit pupil learning.
- To monitor learning processes.
- To generate base-line 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 co-ordinate assessment procedures on a whole-school basis.
- To provide data on which to base future learning and teaching.

Some of the important purposes of assessment are:

- To monitor pupil progress and attainment.
- To facilitate the involvement of pupils in assessment of their own work.
- To facilitate communication between parents and teachers about pupils' development,

progress and learning needs.

- To inform planning for and coverage of all areas of the curriculum.
- To enable teachers to monitor their approaches and methodologies.
- To enable teachers to modify their programmes in order to ensure that the particular learning needs of individuals/groups, are being addressed.
- To contribute to the school strategy to minimise the impact of learning difficulties.
- To identify the particular learning needs of pupils, groups of pupils and children with complex needs in order to support all children under the continuum of support, giving:
 - Class support – support for all
 - School support – support for some and
 - School support Plus – support for a few.
- To compile records of individual pupils' progress and attainment.
- To collate standardised scores in literacy and numeracy and return these to the Department of Education and Skills.

Class Support - Support for All:
(*See addendum)

Standardised Tests:

The following standardised tests are in use in Taney Parish Primary School:

Reading	Class	Time of Year
Jolly Phonics Reading Assessment	Junior Infants	Summer
Drumcondra Test of Early Literacy – Screener (D.T.E.L.-S.)	Senior Infants	Spring
Micra-T (Level 1)	1 st Class	Autumn
Drumcondra Primary Reading Test (D.P.R.T.)	1 st – 6 th Classes	Summer
Spelling		
Single Word Spelling Test (S.W.S.T.) – NFER/Nelson	1 st Class	Autumn
Drumcondra Primary Spelling Test (D.P.S.T.)	1 st – 5 th Classes	Summer
Numeracy		
Drumcondra Test of Early Numeracy – Screener (D.T.E.N.-S.)	Senior Infants	Summer
Sigma-T	1 st – 6 th Classes	Summer
Other		
Belfield Infants Assessment Profile (B.I.A.P.)	Infants	As Required
New Non Reading Intelligence Test (N.N.R.I.T.)	2 nd and 5 th Classes	Autumn

The standardised tests are administered by the class teachers and/or the Special Education teachers.

The standardised testing is overseen by the Principal and the Special Education teachers.

Some children with complex needs or English as an additional language are exempted from standardised tests.

Raw scores, standard scores, percentile rank and STen scores, together with reading ages, are recorded in a uniform approach across all classes.

The required results of standardised screening tests are communicated with parents on reports at the end of the year.

The results of screening tests are analysed by the class teacher and by the special education needs team. These results help to determine the allocation of learning support which children should receive using the staged approach outlined in Supporting Pupils with Special Educational Needs in Mainstream Schools, Guidelines for Primary Schools, Circular 0013/2017.

School Support: Support for Some

Special Education Teachers also complete a wide variety of standardised and diagnostic testing. For example:

Literacy:	York Assessment of Reading for Comprehension (Y.A.R.C.)
	Single Word Spelling Test
	New Group Reading Test
Numeracy:	Maths Tracker
	Mathematics Assessment for Learning and Teaching (M.A.L.T.)
	Profile of Mathematical Skills – NFER/Nelson

School Support Plus: Support for a Few

The school has access to the services of an educational psychologist with the National Educational Psychological Service (NEPS). Each year, if the need arises, candidates for educational psychological assessments are ranked in order of priority, and usually, two or three assessments are carried out per year. The main purposes for a full educational psychological assessment are:

- to diagnose the nature and extent of any learning difficulty or otherwise that a child may have;
- to assess the child's level of attainment relative to other children of his/her age;
- to conduct an intelligence assessment which will be indicative of a comparison with other children of this child's age, and
- to make recommendations regarding the teaching and learning strategies to be adopted with this particular child.

Normal consent and reporting procedures, as outlined in the Good Practice of the NEPS service, are adhered to on all occasions.

The Special Education teacher and class teacher may recommend the referral of a child to external professionals for assessment e.g. Occupational Therapy Assessment, Clinical Psychological Assessment, Speech & Language Assessment.

Roles and Responsibilities:

The Principal oversees, co-ordinates and leads work in the Special Education service in the school. The Special Education teachers and Principal normally deal with contacts associated with parents and outside agencies.

The Special Education Team meets every week to assess on-going issues relating to specific cases and to the running of the Special Education service in general. Minutes of meetings are recorded

every week and distributed on Mondays or Tuesdays. Confidentiality is maintained in the minutes at all times in respect of all pupils who attend special education needs classes.

Implementation and Review:

This policy is largely a statement of the very good practice that has been in place in Taney Parish Primary School for many years.

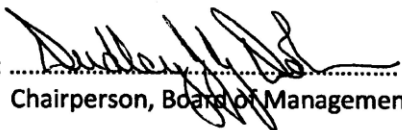
The Board of Management undertakes to support the work of the Special Education Team by providing resources to implement the policy effectively.

This policy is implemented, having regard to the obligations outlined in other school policies, including the Code of Behaviour, the Anti-Bullying Policy, the Child Protection Policy and the Special Education Policy.

This policy will be reviewed on an on-going basis, as necessary. A formal review of the policy will take place during the school year 2020/2021.

Ratification and Communication:

This policy was ratified by the Board of Management of Taney Parish Primary School on 18th April 2018 and is adopted immediately. It will be reviewed as necessary, in line with relevant legislative changes. It will be available to parents and guardians of pupils who have access to SNAs.

Signed: 
Chairperson, Board of Management

Date: 18-04-2018

ADDENDUM

Assessment in the classroom:

Assessment for Learning and Assessment of Learning:

Assessment for learning takes place on an ongoing basis in the classroom to give pupils feedback as to how they are progressing and to allow the teacher to tailor plans to suit the needs of the children to optimise their learning.

Assessment of Learning allows the teacher form a picture of the level at which pupils are achieving in a particular topic or subject area. This is used to communicate to parents the levels of attainment of their children.

Assessment for learning or assessment of learning may select from the following:

- **Self-assessment:** the child reflects on his/ her own work. Self-assessment tools include rubrics, questions, evaluation sheets, KWL grids, Two Stars and a Wish, Thumbs up/thumbs down, Talk partners.
- **Conferencing:** The teacher helps the child reflect on his/ her assignment. This can occur in a one to one setting, in small groups or whole class settings.
- **Portfolio:** A selection of child's work samples identifying progress made.
- **Concept Mapping:** Graphically presenting knowledge of a particular topic. This can be amended and extended as learning occurs.
- **Questioning:** ranging from closed to open –ended questioning to encourage higher order thinking and to assess learning levels.
- **Teacher Observation:** Observations of the child's play and activity, written work discussion and questioning in class or while engaging in group work. Noting specific strengths challenges or strengths.
- **Teacher designed tasks and tests:** Oral and written tests frequently set to gather information about a pupil's learning and to revise and consolidate learning.
- **Pupil Profiles:** Assessment information about each pupil to identify progress made in learning or other aspect of his/her development.
- **Standardised tests:** Used to measure the child's achievement in English reading, spelling and Mathematics.