**Assessment, Recording and Reporting**

**Aims**

This policy’s Assessment aims are:

* To move children on in their learning
* To ascertain what has been remembered, what skills have been acquired, and what concepts have been understood
* To enable teachers to reflect on what children are doing and inform future planning
* To help children become involved in raising their own expectations. Such attainment needs to be compared with the child’s previous work, but also against children in the class and the National norms
* To provide information for others including:

**Parents** to show progression/concerns, and involve them in the teaching process

**Other teachers and staff** to help them plan and gain informed views

Outside agencies to provide hard evidence of attainment

**Special needs co-ordinator** to provide hard evidence of attainment when planning for assessments.

This policy’s **Recording** and **Reporting** aims are:

* To help teachers monitor children's progress
* To recognise achievement and celebrate this with the child
* To aid memory: we cannot remember everything so it is best to write it down, especially to note specific achievements, quick progress, gaps in learning etc.
* To note strengths and weaknesses
* To document evidence and to inform planning
* To form a basis for reporting to: children, parents, other schools and DES
* To provide a summary for discussion and to inform verbal and written reports.

**Assessment**

It is important that formative and summative assessments are incorporated into the planning process. Planning should indicate appropriate assessment opportunities.

All subjects have a scheme of work and *Cuntas Miosiuils* are completed by teachers.

**Teaching Strategies and Learning Opportunities**

At Kildavin NS we provide for differing abilities and aim to provide learning experiences which accommodate a variety of learning and teaching styles.

We use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need. We, therefore, need to take account of task and test results to analyse strengths and weaknesses of a child.

**Keeping Evidence**

A range of evidence is kept in the form of

* Assessment files for each child
* Written assessments
* Maths assessments
* Test results
* Childrens’ library card/Paired Reading Log
* IPLPs/IEPs
* Teachers’ notes of observations (where applicable)
* Record of meeting with parents

**Formative Assessment (Assessment For Learning)**

All teachers should assess their class or group on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis with:

* Individual assessments
* Class assessments

**Through:**

* Observation
* Discussion
* Hard evidence
* Diagnostic Assessment
* Self Assessment

Staff, to help identify strengths and weaknesses of individual children, carry out diagnostic assessments. This is done through:

* Individual programmes of work
* IPLPs /IEPs
* Target setting
* Specific activities/tasks

These can be linked with support agencies.

**Summative Assessment (Assessment of Learning)**

Summative assessments are used to help us decide what a child can do at a particular time, and can be used as comparators.

This is done **through**:

* Assessments for specific tasks - at the end of a topic or after teaching a specific skill or concept
* Norm related tests.

The MIST test is administered to the senior infants before Easter by the Special Education Team and any areas of difficulty which become apparent when the tests are corrected are discussed with the class teacher and a strategy to address these difficulties is devised by the class teacher and the LST.

All classes from first up sit the English Micra T and Maths Sigma T tests each year. These tests are administered and corrected by the Special Education Team, and the results of these assessments/ tests together with teacher observation act as aids in the identification of pupils who require L.S. These tests are administered in May/June.

The NRIT is administered in 1st and 4th Class in the first term by the Sp. Ed. Team and this aids the identification of pupils who may be under-achieving academically according to their level of cognitive verbal ability.

**Good Practice in Testing**

**Teacher Preparation**

* Read the manual
* Check wording…do you need to use the exact wording as in the manual?
* Familiarise yourself with the test. Try out the test on an individual or small group before testing for the first time
* Check time frame, do you have adequate time to complete the session?
* Ensure that you have the correct number of forms and that they are at the correct level for the class you are testing
* Have all materials necessary- pupil booklets, recording sheets, pencils, erasers, stopwatch etc.
* Do not teach to the test beforehand, as this invalidates results. Do not give booklets or test materials to parents.

**Classroom and School preparation**

* Ensure that there will be no interruptions or distractions during testing
* Place a ‘Testing-Do Not Disturb’ sign on door
* Ensure that there is a whiteboard available to demonstrate instructions
* Ensure that charts and visual aids related to test items are covered or removed.

**Preparing the children**

* Take adequate time to demonstrate practice items so that the children are familiar with the procedure
* Children with hearing loss and concentration difficulties should sit near the front
* Ensure that all children have their name and date entered on the test booklet
* Ensure that they cannot copy from each other
* Reassure the children that there may be difficult items that they will not be able to complete, but encourage them to attempt all test items
* Encourage children to re-read and check answers.

**Organisation**

* Avoid testing on days after school breaks, or on days when there are other activities planned in the school
* Make sure that the children have materials needed to complete the test
* Ensure that all children have a quiet activity to work on if they finish early.

**Marking, Scoring, Interpreting the test**

* Ensure that you calculate the child’s chronological age accurately
* It helps to calculate totals on each page as you are correcting
* Make sure to use the correct conversion table when converting raw scores. Check whether it is form A or B, and whether they are autumn or spring norms.

**CTYI**

Sometimes children who do exceptionally well in these tests (NRIT) may qualify to attend the Centre for Talented Youth and following a discussion with parents are referred onward to DCU.

Principals need to have results of norm-related tests and other records to identify school-based issues. Some of this information will be stored. These will include: English & Maths Assessments.

**Recording and Reporting**

**What should we record?**

* English: writing samples, once each term
* Informal & formal test scores
* Maths: formal & informal test scores
* IPLPs/IEPs (where necessary)
* Behaviour records, to be added to as specific incidents occur
* All formal test scores will be tracked on an individual basis to track their progress throughout their time in school. This information will be on file in the office.

All such records will be available for staff to access, and will be completed by teachers, support staff, and other professionals as appropriate.

**Written Reporting**

The report format provides opportunities for comments by the class teacher and principal.

Our reports are summative and informative; they provide information on children's progression and achievements to date. Comments are subject specific, and are written to clearly show how well a child is progressing against their own targets and against the class in general. The reports are written in June. A child’s attendance is noted, as well as authorised and unauthorised absence. Sten scores from Micra T and Sigma T Tests will be included with matching descriptors (please see below).

As of June 2012 an NCCA template will be used for written reports, see appendix attached.

**Verbal Reporting**

Parent/Teacher meetings are held in the Autumn. Parents have the opportunity to discuss their child’s progress with the class teacher. School records are used to inform these meetings. Reporting test results to the parents will involve giving sten scores from previous year’s tests and the matching descriptor:

|  |  |  |
| --- | --- | --- |
| Sten Score Range | Descriptor | Coverage |
| 8-10 | Well above average | Top one-sixth of pupils |
| 7 | High Average | One-six of pupils |
| 5-6 | Average | Middle one-third of pupils |
| 4 | Low Average | One-sixth of pupils |
| 1-3 | Well below Average | Bottom one sixth of pupils |

Personal contact with parents on a regular basis before and after school is encouraged if appointments are made prior to contact. This will vary from child to child and from teacher to teacher.

**Reporting between Staff**

It is important that discussion takes place before children transfer into another class, between class teacher and SET. Where possible time will be given for this, but it is also expected that staff will make individual arrangements. Time is given in each staff meeting to discuss children causing concern, or to celebrate their achievement.

**Reporting between schools**

Copies of pupils report card information and standardised test results will be forwarded to the principals of schools to which pupils transfer following the pupils enrolment in that school. (sixth class or earlier).

**Reporting to BOM and DES**

As of June 2012 aggregated standardized test results from 2nd, 4th and 6th classes will be submitted to the BOM and DES, see appendix attached.

Standardised test results can be interpreted and used at three different levels:

At **Whole Class** level one can look at results from both general and diagnostic viewpoints – analysing results in a manner that would inform the ‘how’ and the ‘what’ of our classroom practice with both methods ultimately leading to informed decisions on teaching and learning for the whole class. Questions that can be asked when looking at whole class record sheets include:

* Which pupils are within average range / below average / above average?
* Which pupils are in need of support?
* How will these results inform how I group the pupils in my class? Groups / Pair work – Who can scaffold whom? What type of learning experiences do these children need?
* What are whole class strengths?
* What are whole class areas of difficulty?
  + Vocabulary? Comprehension? Phonological awareness?
* How will this enable me to make more informed decisions regarding my teaching?
* What feedback can I give the child?

At an **Individual** level one can look at identifying individual strengths and areas of difficulty to inform teaching and learning for that child.

Questions that can be asked when looking at a child’s test booklet include:

* What are the implications of these results for this pupil?
* What are his/her strengths/weaknesses?
* Does this test result reflect the child’s performance in class?
* What feedback can I give this child?
* What learning experiences can I plan for that will enhance this child’s learning
* How does it compare to previous results in standardized testing?

Both of these methods of interpretation may be utilised to feed into **Whole School** practice, allowing us to identify trends, emerging patterns or whole school strengths and areas of weakness. This ‘big picture’ will inevitably prove invaluable when used as a basis for whole school planning in literacy and numeracy and inform our School Improvement Plan which is in place as of September 2013.

This policy was reviewed by staff on the 1-5-18. It was brought to the attention of the BOM and ratified on Tuesday, ­­­­­­­­­­­­­20-6-18. This policy was communicated to the PA accordingly.

This policy will be reviewed every two years.