Assessment Policy

An outline policy on Assessment in Derrycreha N.S. was formulated by the staff in June 2007 and reviewed in November 2011.

Aims:

- *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*

Content:

a) Purposes of Assessment

- To inform planning for, and coverage of, all areas of the curriculum
- To identity the particular learning needs of pupils/groups of pupils including the exceptionally able
- To contribute to the school's strategy for prevention of learning difficulties
- To monitor pupil progress and attainment
- To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual pupils/groups are being addressed
- To compile records of individual pupils' progress and attainment
- To facilitate communication between parents and teachers about pupils' development, progress and learning needs

b) Assessment for learning

The informed assessment methods used in this school are:

- Teacher observation
- Teacher-designated-tasks and tests
- Work samples, portfolios and projects

We await further guidelines from NCCA which we will incorporate into our planning where appropriate

c) Standardised Tests

The Micra -T and Sigma - T have been used in this school since 1996. All classes are tested every year during the month of May. The principal is responsible for the purchase, distribution and coordination of testing. Each class teacher administers own class test.

The follow results are recorded – raw score, standard score, percentile rank, STEN, reading age. The results are analysed by staff and Learning Support Teacher. Pupils in need of learning support are allocated resource time after consultation with parents.

d) Screening

The Middle Infant Screening Test is administered by the LST during the final term each year. Appropriate action is taken depending on results. Parents are kept fully informed when staff have concerns regarding pupils. Further diagnostic testing is undertaken when necessary.

e) Diagnostic Assessment

Diagnostic assessment is carried out when necessary by the L.S.T who has the expertise in this area. The class teacher will consult with parents and keep them informed at all stages. The Principal will contact NEPS where necessary.

f) Psychological Assessment

The Principal/class teacher liases with parents using standard letters/consent forms. Psychological reports are stored in the filing cabinet and the Principal controls access to them. They provide a starting point in drawing up individual education plans for pupils.

g) Recording the results of Assessment

At present assessment results are in written form in pupils' files.
Appropriate information is passed on orally from teacher to teacher.

Parents are kept informed at parent-teacher meetings each October and by a written report in June. There is a strong tradition here whereby parents and teachers make immediate contact when either party have concerns regarding a pupil.

Roles and Responsibilities

The Principal has particular responsibility for coordinating this policy.
These procedures as outlined above apply at present. They will be reviewed and amended as necessary.

N.B. please see attached information from NCCA 'Your child and standardised testing',