



Assessment Policy

Draft

This policy was adopted by the board on _____

To be reviewed by _____

Chairperson of the BOM _____

Principal & Secretary of the BOM _____

Implementation Date _____

Date set for Review _____

Assessment Policy

Introductory Statement:

In line with the NCCA, all staff believe that assessment is integral to teaching and learning and is concerned with children's progress and achievement.

Rationale:

In order to ensure that all pupils here in St. Augustine's school achieve to the best of their ability, it is imperative that any difficulties to learning are identified at the earliest opportunity. To achieve the above, an effective assessment policy is central to the process of teaching and learning and ensures quality in education holistically.

Aims:

Assessment activities used in this school will aim:

- To benefit pupil learning.
- To monitor the learning process.
- 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 planning and preparation, teachers will provide age and stage appropriate resources.
- To coordinate assessment procedures on a whole school basis.

Purpose of Assessment:

- To gather and interpret data to inform planning.
- To identify particular learning needs.
- To monitor progress and attainment.
- To compile records of individual pupils' progress (IEPs).
- To facilitate the involvement of pupils in assessment of their own work where feasible.
- To enable teachers to monitor their own approaches and methodologies.
- To inform planning for, and coverage of, all areas of the curriculum.
- To gather and interpret data at whole school/class level and in relation to national norms.

(Dates of Assessment Meetings, Pre's, Summer Christmas, IEP deadline review, type of IEP, type of testing

JCT Assessment:

Each student will be awarded the (JCPA) Junior Cycle Profile of Achievement from the school. The JCPA will reflect all of the different assessment elements undertaken over the three years of the Junior Cycle here in St. Augustines and will reflect State Examinations Commission subject results, classroom based assessments, wellbeing, short courses and other areas of learning.

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for learners to take through a differentiated curriculum, or to identify specific areas of difficulty (or strength) for a given learner.

Classroom Staff

In the classroom a range of assessment approaches will be used to compliment learning. Teachers use a variety of assessment tools to gather information about students' learning eg. asking questions, giving written tests at the end of units of study, setting and correcting class work, weekly reflection electronic system. While different techniques may be employed for formative and summative testing, diagnostic and certification purposes, assessment of any kind can improve learning by exerting a positive influence on the curriculum at all levels. To do this it must reflect the full range of curriculum goals. Essentially, the purpose of assessment at this stage of education is to support learning. To support their engagement with assessment, teachers and schools have access to an Assessment Toolkit. Along with the guide to Subject Learning and Assessment Review, the Toolkit has learning, teaching and assessment support material, including:

- Formative assessment
- Summative assessments
- Planning for and designing assessment
- Assessment activities for classroom use
- Judging student work – looking at expectations for students and features of quality
- Reporting
- Thinking about assessment: ideas, research and reflection
- Eportfolio

Teachers use the results of this assessment to inform students on their progress, to report to parents and to inform IEPs.

Students:

Students should be more involved in, and more responsible for, gathering and presenting evidence of learning.

Assessment for Learning:

A variety of assessment methods are used in the school.

Standardised / Diagnostic Tests:

Diagnostic tests are used to determine the appropriate learning support for individual pupils who present with learning difficulties.

Form signed by parents to record parents consent (NEPS).

What procedures are used for sharing information? Who interprets the results?

What criteria is used when deciding which pupils should be selected for JC support. (RACE)

Success Criteria:

- A range of informal and formal assessment modes are used.

Reference

- Assessment in the Primary School Curriculum NCCA
- Special Educational Needs - A Continuum of Support, NEPS
- Working Together to make a difference to children NEPS
- SESS (Special Education Support Service)
- NCSE (National Council for Special Education)