

Bennettsbridge N.S.

Assessment and Record Keeping Policy

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1. Introduction

- ❖ This policy has been developed to provide information and guidelines to teaching staff, parents and the wider school community about procedures for assessment and reporting at Bennettsbridge N.S.
- ❖ Assessment is an integral part of teaching and learning and it has been given statutory obligation in Section 22(2)(b) of the Education Act 1998 which requires schools to;

“regularly evaluate students and periodically report the results of the evaluation to the students and parents”.

Thus in formulating this policy Bennettsbridge N.S. understands assessment to be;

“the process of gathering, recording, interpreting, using and reporting information about a child’s progress and achievement in developing knowledge, skills and attitudes” (NCCA, 2007, p. 7)

2. Relationship to School’s Ethos and Mission Statement

“In Bennettsbridge N.S. we celebrate the uniqueness of the child as it is expressed in each child’s personality, intelligence and potential for development. We strive to nurture the child in all dimensions of his or her life: spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical”.

- ❖ The school community works together to create a *safe and educationally stimulating environment.*
- ❖ *We believe that an effective assessment and record keeping policy supports and enhances teaching and learning in our school and that through this holistic approach the pupils in our school will achieve success, increased confidence, raised self-esteem and become active participants in their learning journey.*

3. Policy Rationale

- ❖ To ensure that our assessment methods reflect best educational practice and to inform and enhance teaching and learning in the school.
- ❖ To encourage children to take ownership of their own learning in a safe and positive environment where every child has the ability to improve and develop.

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- ❖ To facilitate communication with parents to ensure that they are informed about their child's learning .
- ❖ Outline recording and storage procedures

4. Purpose of Assessment

A. Why should children's learning be assessed?

- ❖ Assessment is an intrinsic part of teaching and learning.
- ❖ It provides the teacher with information to make decisions about what and why the child is learning.
- ❖ This information enables the teacher to identify the next steps in progressing the child's learning and adapting teaching strategies and /or learning activities as appropriate.
- ❖ Using assessment teaching to inform teaching and learning in this way makes learning a more enjoyable and challenging experience for the child.

B. What should be assessed?

- ❖ All curriculum areas of the Primary School Curriculum should be assessed using appropriate assessment methods based on the curriculum objectives in each subject area.
- ❖ Assessment encompasses the knowledge the child acquires, skills learned, attitudes and values the child develops and the disposition that the child shows.

C. When should children's learning be assessed?

- ❖ Assessment is an ongoing process throughout the child's primary school experience and reflects the child's age and stage of learning and development.
- ❖ Assessment information is used to provide intervention and support, appropriate to the child' stage of learning.
- ❖ Diagnostic assessment is used to identify and provide for children with special educational needs and for exceptionally able children

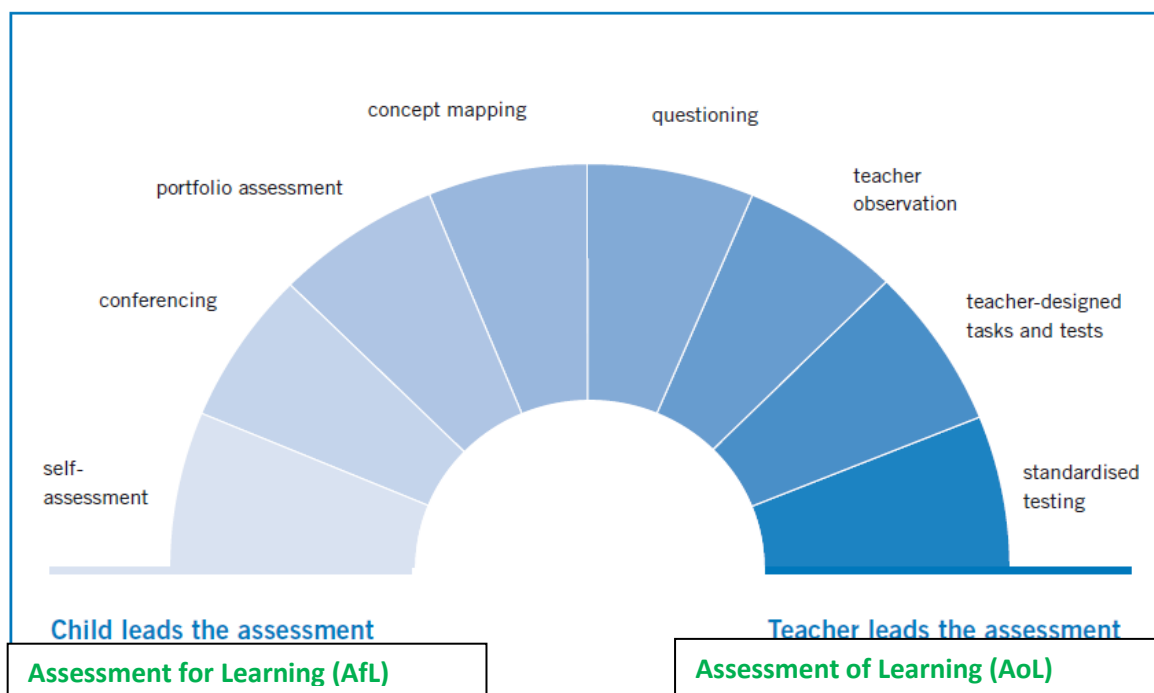
5. Roles and Responsibilities

- ❖ This policy was drafted through a collaborative process involving the Board of Management, teachers and parents.
- ❖ The principal, class teachers and special education teachers are responsible for the implementation of this policy.

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6. Approaches to Assessment

Continuum of Assessment



- ❖ This continuum of assessment demonstrates the variety of assessment methods suitable for use in the primary school.
- ❖ Assessment for Learning (AfL) and Assessment of Learning (AoL) are two interrelated and complimentary approaches to assessment that are used in Bennettsbridge N.S
- ❖ While no single assessment method is exclusively AfL or AoL those to the left of the continuum (more child-led) generally have a stronger AfL focus while those to the right generally have a stronger AoL focus (teacher-led).
- ❖ Assessment results are used to communicate a child’s progress to his/her parents (AoL),
- ❖ Results are also used to help teachers plan lessons both for class and to differentiate the learning experience for particular pupils (AfL).

Assessment for Learning (AfL)	Assessment of Learning (AoL)
Assessment for Learning takes place during the natural day-to-day, minute-by-minute interactions between teachers and children providing the teachers and the children with information about what they do and do not understand and what they can and cannot do.	Assessment of Learning focuses on medium to long term assessment of child’s learning at the end of a given period (unit of work, week, term, year), measuring the child’s cumulative progress towards curriculum objectives.

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<p>Providing feedback is central in helping children identify and celebrate their progress and achievements, pinpoint challenges, and decide what the next steps should be. The child plays an active role in his/her own learning, heightening awareness of him/herself as learners and encouraging more responsibility for, and pride in, his/ her learning.</p>	<p>Teachers use the information to give children (usually given in terms of scores or grades) and also to report to parents, other relevant teachers, the DES Inspectorate and NEPS when appropriate.</p>
<p>The teacher uses assessment evidence on an ongoing basis to support children in their work and plan effectively by focusing on 3 key questions;</p> <ol style="list-style-type: none">1. Where are the children now in their learning?2. Where are the children going in their learning?3. How will children get to the next point in their learning?	<p>AoL supports the teacher to plan future work, to set new targets, and to provide feedback.</p>

Assessment for Learning in Action in Bennettsbridge N.S.

These include but are not limited to;

- ❖ Using a variety of questioning frameworks
- ❖ Dialogue and discussion.
- ❖ Providing regular, clear and motivating, individual, group or whole class feedback.
- ❖ Conferencing
- ❖ Portfolio assessment
- ❖ Concept- mapping
- ❖ Self- assessment and peer-assessment
- ❖ WALT (We are learning to) Sharing of learning intentions with children
- ❖ WILF (What I'm Looking for) Helping children to know and to recognise the success criteria they are aiming for
- ❖ KWL (Know, Want to know and Learned)
- ❖ Visual Aids
- ❖ Smiley Face system
- ❖ Traffic light system
- ❖ Two stars and a wish
- ❖ EBI (even better if...)
- ❖ Thumbs up/ thumbs down

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Assessment of Learning in action in Bennettsbridge N.S.

All Classes	Teacher observation (listening, observing, questioning, conferencing etc)			
Class	Test	Administered when;	Administered by;	Reported to
All	Teacher designed tasks and tests, checklists, end of term assessments	Ongoing	Teachers	Pupils Parents Other teachers as appropriate
Senior Infants	MIST	(not before 5 th term following enrolment)	Class Teacher & SETs	Parents if intervention is needed
1 st – 6 th	Micra -T	May/June	Class Teacher	Parents BoM DES (aggregated form)
1 st – 6 th	Sigma-T	May/June	Class Teacher	Parents BoM DES (aggregated form)
2 nd - 6 th	Accelerated Reading Star Assessment	Termly (using ICT)	Independently under the supervision of class teacher/SETs	Pupils Parents
Senior Infants - 2 nd	PM Benchmarking assessment for Literacy Lift Off	Annually pre and post Literacy Lift Off Intervention	SETs	Pupils Parents
*SET	Neale analysis WRAT V Drumcondra Spelling Vernon Spelling Test 2R British Ability Scale- word reading		SETs	Parents NEPS
*Individual Students	Educational Psychological Assessment	When recommended by NEPS Psychologist following school consultation and with parental agreement	NEPS Psychologist	Parents Principal Relevant Teachers

*See Special Educational Needs Policy for further detail of assessment in these areas.

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7. Recording and Storage of Assessment Information

As per NCCA guidelines for assessment policy formation, information regarding the storage of assessment information is outlined under five key questions;

❖ *How is assessment recorded?*

Assessment information is recorded through marks. Grades, checklists, profiles and narrative comments both oral and written. Comments are phrased in a positive manner that supports further learning and development.

❖ *How is assessment information stored?*

Assessment information is stored in each child's individual file in a secure filing cabinet. The results are also stored on the school's Aladdin system.

❖ *With whom is assessment information shared?*

1. Bennettsbridge N.S complies with the Data Protection Acts 1988 – 2018 and the EU General Data Protection Regulation (GDPR) which entitles parents to regular information on the progress and achievement of their children under the Education Act whether stored electronically or in hard copy.
2. Legislation also requires information to report assessment information when requested to other teachers, other primary schools and secondary schools when the children transfer and to the children themselves where appropriate. Parents give written approval for the transfer of this information as part of the school enrolment process.
3. The school also shares information with other relevant individuals and agencies such as the DES Inspectorate, National Educational Psychology Services (NEPS), Special Educational Needs Organisers (SENOs), TUSLA and other professionals such as speech and language, physiotherapists and occupational therapists.
4. Confidentiality is paramount when sharing information. All requests from external agencies for assessment information must be made through the principal.

❖ *How is Assessment information shared with parents/guardians?*

1. Assessment information is formally shared with parents twice a year. Parent/teacher meetings take place once a year usually in the first term.
2. Written reports are sent to parents in June 2 weeks prior to summer closure. This report address academic and social progress with suggestions of how parents can further support their child's learning.

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It also includes results of standardised tests(1st- 6th) and a short explanation of the grading system.

3. Results of the MIST are share with parents of children whose results have cause for concern
4. Results of diagnostic tests are shared with parents and teachers of the child concerned.

Teachers and parents may, depending on the child's needs have other meetings and phone calls. Parents may ring the school office to make an appointment .

❖ How long is assessment information held ?

Retention periods are in line with Data protection Act 2018. Assessment records are stored securely until the child has reached 25 years of age.

8. Success Criteria

The effectiveness of this policy is measured by the following criteria;

- ❖ A range of informal and formal assessments are used and these are an integral part of teaching and learning
- ❖ Each child experiences a range of assessments methods as outlined in the continuum of assessment
- ❖ Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for the different aspects of assessment.
- ❖ Teacher planning is continually informed by assessment practices
- ❖ Transfer of information from teacher to teacher happens efficiently at the beginning and end of school year
- ❖ Assessment outcomes inform whole school planning

9. Implementation

Following approval by the Board of Management this policy will apply with immediate effect.

10. Review

This policy will be reviewed in full during the 2024/2025 school year or beforehand if warranted.

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11.Ratification

This Policy was ratified by the Board of Management on March 29th 2022.

Signed: _____ Chairperson, Board of Management	Date:_____
Signed: _____ Principal	Date:_____