

RATIONALE AND PURPOSE:

This policy is a record of practice at St Peter's regarding assessment and recordkeeping across the curriculum. Following a WSE in January 2024 this policy has been revised in line with Department of Education guidelines. The policy is the result of consultation with parents, teaching staff and school management. It has been formulated by school staff following several planning sessions. Curriculum guidelines and curriculum statements inform it as well as the NCCA Assessment Guidelines, The Primary Curriculum Framework and the Junior Cycle Framework.

The core of this policy is that all children should experience success at school. This policy endeavours to ensure a uniform approach to planning, assessment and recordkeeping throughout the school.

➤ **Relationship to School Ethos**

The school adopts a holistic approach to the education and development of each child and the enhancement of teaching processes. An effective Assessment policy identifies early interventions that need to be put in place to ensure that relative success, increased confidence and raised self-esteem is achieved.

➤ **Aims and Objectives**

The primary aims/objectives of the policy are to:

- facilitate improved pupil learning
- create a procedure for monitoring achievement
- track learning processes which assist the long and short-term planning of teachers
- coordinate assessment procedures on a whole school basis involving parents and pupils in managing strengths and weaknesses.

POLICY STATEMENT:

This policy is geared towards using assessment to inform planning and identify the needs of all pupils so that adequate strategies are in place early enough to facilitate any necessary remediation. These strategies may include pupil self-assessment, pupil profiling, two-way communication between parents and teachers, modification of teacher programmes, and Individual Education Plans.

Assessment is an integral part of the teaching and learning process and a valuable formative tool. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and all learning opportunities. The main purpose of assessment must be to facilitate progress in a pupil's learning. The outcomes of assessment modify our teaching methods, provide feedback on the Curriculum as well as indicate pupil progress. In St Peter's School, we recognize the potential for assessment in developing a positive self-image in the pupil from positive and constructive feedback and the feeling of success, which encourages further study. In addition to assessment, opportunities are taken to record significant points in a child's development, such as:

- a moment of 'breakthrough' in understanding
- surprises and unusual reactions
- difficulties encountered and possible reasons for them.

Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties. Assessment of behaviour and performance gradually builds up into a profile for each pupil over their school career. This is a working document for the use of teaching staff only. It is not an official school record. The profiles are stored in the principal's office and are available to teachers on request.

As assessment is a fundamental element in education, formal and informal assessments must be documented. Records must be easy to interpret, useful, manageable and should not be administratively burdensome.

➤ **Formal Assessment**

New pupils will undergo a period, no more than 8 weeks, of informal observations before any formal assessments are carried out. This is to establish a baseline. (See Appendix 1 for assessment schedule) In consultation with parents and/or outside agencies, a decision will be made as to whether a formal assessment is appropriate. The assessment consists of the New Drumcondra Primary Reading Test (DPRT), New Drumcondra Primary Mathematics Test (DPMT) and Drumcondra Primary Spelling Test (DPST). Should the formal assessment be inappropriate it will be noted on Aladdin and informal assessment will take place which also will be recorded on Aladdin.

The school uses Drumcondra tests for literacy (DPRT), spelling (DPST) and numeracy (DPMT). Standardised testing will be provided for all Primary aged students from Junior 2 upwards. The tests used for each pupil will be selected by the class teacher while considering the pupil's mental health and well-being. The tests are administered towards the end of the THIRD term by the class teacher. All assessments are recorded and stored by each teacher on Aladdin Record of Assessment (Appendix 2). The pupil's tests will be stored in the school. In the event that it is inappropriate or has been unsuccessful to assess a student within the 8 weeks, during the third term etc, it will be noted on the Aladdin Record of Assessment with an explanation.

Each student's reading level be assessed in Term 1 and their progress assessed in Term 3 using our Accelerated Reading programme. (See Appendix 1)

Pupils at Senior Infants level can be assessed using the MIST test, DTEL and DTEN and pupils at Junior Infants level are assessed using the Bury Infant Check. Following DES guidelines all standardized test scores will be orally given to parents/guardians at Parent/Teacher meetings and a STEN score will be written in the end-of-year reports

Several diagnostic tests may be used within the school. When a need arises, these tests will be administered by the class teacher following agreement with parents. The administration of such tests is in keeping with the approach recommended by Circular 02/05 where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment. In cases where a psychological assessment is required, the principal will refer the student to NEPS following consultation with parents.

Tests

used to identify learning strengths and weaknesses in our school are –

- Bury Infant Check (BIC)
- Middle Infant Screening Test (MIST)
- Drumcondra Test of Early Literacy (DTEL)
- Drumcondra test of Early Numeracy (DTEN)

- Basic Number Diagnostic Test
- Basic Number Screening Test
- Basic skills checklist (Breitenbach)

All Junior Cycle students (Levels 2 & 3) will have an ongoing record of Assessment Opportunities completed by their teacher and the Junior Cycle Team. This will inform the record/achievements submitted to the Department of Education at the end of their Junior Cycle. This record is called a JCPA (Junior Cycle Profile of Achievement). All short courses, Level 3 exam results, Short Courses, Level 2 Primary Learning Units and Classroom Based Assessments will be recorded on this document. All Junior Cycle subjects and short courses require at least one Classroom based assessment. These are subject specific projects or tasks which will be done during school time. These pieces of work are then given a descriptor, which is determined by the relevant teacher and reviewed by the Junior Cycle team, termly.

➤ **Informal Assessment**

The most common forms of informal assessment used in our school are self-assessment, conferencing, concept mapping, questioning, teacher observation and teacher-designed tasks like quizzes and tests (spelling, mathematics etc). A bank of informal assessments was collated with all members of the teaching staff as part of an NCSE training session. Selection of the most appropriate tests is at the discretion of individual teachers so is their format, administration and frequency. The Junior corridor of St. Peter's uses the same schemes for English and Mathematics with inbuilt self-assessment. Homework and classwork are marked and comments are made as appropriate. Marks and especially grades are not usually given. Work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points etc. will normally be made.

➤ **Psychological Assessment**

If teacher intervention fails and there are concerns regarding the learning of a pupil the class teacher / Principal will contact the parents for permission to secure a Psychological Assessment for their child (see Psychological Assessment policy).

➤ **Implementation**

This policy will be fully implemented by January 2025.

Ratification & Review

This policy was ratified by the Board of Management in June 2025 and communicated to parents thereafter. It will be due for review in 2026 and amended as necessary by means of a whole school collaborative process.

Signed:



Mr Eoin Ó Donnagáin
Chairperson
St Peters School
Date: 17th June 2025

Signed:



Ms Rosemary Fahy
Principal
St Peters School
Date: 17th June 2025

Appendix 1:

Assessment Schedule **(see also: Assessment Record – app2)**

All students new to the school will have undergone either a formal or informal assessment by October id-term. This will be recorded on Alladin and parents will have been informed of the outcome.

AR Star Reading assessment 1, for all students, by October midterm and uploaded onto Aladdin. This will provide a progress target for the year.

AR Star Reading assessment 2, for all students, by end of May and uploaded onto Aladdin. This tracks the progress made since Assessment 1.

Formal and/or informal testing, for all primary students, takes place in May and is uploaded onto Aladdin.

All CBAs associated with the Junior Cycle curriculum and short courses which take place throughout the year, are recorded on individual Student Records of Assessment Opportunities at the termly Junior Cycle Team meetings. Descriptors are submitted to the Department at the end of the Junior Cycle and will appear on the student's Junior Cycle Profile of Achievement (JCPA).

Appendix 2

Initial Assessment Record

Name:

Class:

Date of birth:

Name	date	Result/comments
Drumcondra reading test		
Drumcondra spelling test		
Drumcondra test of early literacy (DTEL)		
Drumcondra Mathematics		
Drumcondra test of early Numeracy		
Basic Number Screening test		
Basic Number Diagnostic test		
Accelerated Reader		
Mist		
BIC		
Basic skills checklist (Breitenbach)		
Elkin (S&L) checklist		
RAIN sentence reading test		
Jackson Phonics assessment		
Graded word spelling test		
Edinburgh reading Test 4		
GRT II		
Mathematics checklist for assessing student's skills		
Social Skills checklist		
Schonell spelling test		
Tick list for letter formation		
Dolch words tick list		
First 100 high frequency w.		
Phonological Awareness Skills Screener (PASS)		
Teacher designed test		
Assigned worksheets		
Performance assessments through worksheets		
Sample of work		
Teacher observation		

Year of enrolment:

*No assessments have been done due to:

Attendance

☐

Behaviour

☐

Guidance from Parents/Outside Age

☐

This was noted on _____ on the Aladin system.

Parents were informed on _____, it has been noted as an IEP goal on

_____ and will be revisited on _____.

