



Assessment & Recording Policy

Introductory Statement

This policy outlines the practice of St Peter's School in relation to assessment and record-keeping across the curriculum, in accordance with guidance from the Department of Education. It applies to all students in the school and reflects the social, emotional and behavioural difficulties (SEBD) context of the setting.

The policy was developed through consultation with school staff, school management and the Board of Management. It is informed by the Primary Curriculum Framework, the Junior Cycle Framework, NCCA assessment guidelines and relevant Department of Education circulars.

An effective assessment policy supports the identification of student strengths, learning needs and appropriate interventions. In St Peter's School, assessment is used to support each student's academic, social, emotional and behavioural development, ensuring that all students are provided with opportunities to experience success and progress in a supportive learning environment.

Rationale

Assessment is central to quality teaching and learning. It provides teachers with information about what and how students are learning. This information supports decisions regarding teaching approaches, learning activities and interventions.

Assessment in St Peter's School recognises that progress may be demonstrated in academic achievement, attendance, engagement, emotional regulation, social interaction, communication and readiness to learn. As a special school setting, a holistic understanding of student progress is essential.

Relationship to School Ethos

The school adopts a holistic approach to the education and development of each student. Assessment practices support the school's commitment to recognising each student's strengths, promoting wellbeing and fostering positive learning experiences.

Legislation

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results to students and their parents/guardians.

The school's policy on assessment and reporting procedures is guided by:

- The Data Protection Act
- The Equal Status Act (2000)
- The Education (Welfare) Act (2000)
- The Education for Persons with Special Educational Needs Act (2004)
- Looking at Our Schools (2022)

Aims and Objectives

The aims of this policy are to:

- facilitate improved student learning,
- create procedures for monitoring achievement,
- track learning processes to assist long- and short-term planning,
- support holistic assessment of academic, social, emotional and behavioural development,
- coordinate assessment procedures on a whole-school basis,
- involve parents/guardians and students in understanding progress and targets.

Policy Statement

Assessment is an integral part of teaching and learning and is used to inform planning, teaching approaches and student support across all areas of the curriculum.

The school adopts a balanced approach to assessment, incorporating both formal and informal methods. These include teacher observation, student self-assessment, standardised testing, diagnostic assessments, curriculum-based assessment tasks and the monitoring of individual targets through Student Support Plans.

Assessment information is used to:

- identify students' strengths and needs,
- inform classroom planning and differentiated teaching,
- support Student Support Plans,
- monitor progress over time,
- facilitate communication with parents/guardians,
- support transitions within the school and to post-school pathways.

Assessment is divided into two principal approaches:

- *Assessment for Learning (AFL)*: 'The teacher uses evidence on an ongoing basis to inform teaching and learning' (NCCA, 2007: 8). AFL is also known as formative assessment.

- *Assessment of Learning (AOL)*: ‘The teacher periodically records children’s progress and achievement for the purpose of reporting to parents, teachers and other relevant persons’ (NCCA, 2007: 8). AOL is also known as summative assessment.

Formal Assessment

New students will undergo a period of observation, not exceeding 8 school weeks, before formal assessments are considered. This period supports baseline understanding of the student’s learning, social and emotional needs. In consultation with parents/guardians and relevant professionals, the school will determine the most appropriate form of assessment.

The school uses a range of standardised and diagnostic assessments appropriate to students’ needs. Standardised testing is primarily administered to primary-aged students from Second Class equivalent upwards, where appropriate. Decisions regarding participation in formal testing are made by the class teacher in consultation with school management, taking account of the student’s wellbeing and readiness.

Formal assessments may include:

- Drumcondra Primary Reading Test (DPRT)
- Drumcondra Primary Mathematics Test (DPMT)
- Drumcondra Primary Spelling Test (DPST)
- Accelerated Reader Star Reading Assessment
- MIST
- WRAT
- CAT4
- DTEL / DTEN
- Bury Infant Check
- Other diagnostic assessments as appropriate

All formal assessment outcomes are recorded on Aladdin. Where formal assessment is not appropriate, this will be noted and alternative informal assessment evidence recorded.

Junior Cycle Assessment

All Junior Cycle students participate in ongoing assessment as appropriate to their programme. Students following Level 2 and Level 3 Junior Cycle programmes will have records maintained in line with NCCA and Department of Education requirements.

Assessment includes:

- Classroom-Based Assessments (CBAs)
- Assessment Tasks where applicable
- Level 2 Learning Programmes (L2LPs)
- Short Courses
- Examinations
- Ongoing teacher assessment

These records contribute to the Junior Cycle Profile of Achievement (JCPA) where relevant.

Planned Development of Senior Cycle

As part of the ongoing development of senior cycle provision in the school, assessment procedures will be reviewed and expanded to reflect new programmes introduced.

It is anticipated that senior cycle pathways will include Leaving Certificate Applied (LCA) and continued access to Level 2 Learning Programmes where appropriate. Assessment arrangements will be developed in line with programme requirements and individual student needs.

Informal Assessment

Informal assessment is used throughout the school on an ongoing basis and includes:

- teacher observation,
- questioning,
- conferencing,
- student self-assessment,
- teacher-designed tasks,
- checklists,
- portfolios,
- monitoring of Student Support Plans,
- behaviour and engagement tracking.

Teachers select appropriate assessment methods according to student need, stage and programme.

Assessment of Wellbeing and Student Support

In St Peter's School, assessment extends beyond academic attainment to include the monitoring of student wellbeing, engagement, attendance, behaviour and social-emotional development. Given the SEBD context of the school, these areas are considered essential to understanding student progress and informing effective teaching and support.

Teachers monitor progress in wellbeing through:

- daily observation,
- review of attendance and engagement,
- behaviour tracking systems,
- restorative and pastoral records,
- Student Support Plans,
- consultation with parents/guardians and relevant external professionals.

Information gathered supports the setting and review of individual targets and contributes to a holistic understanding of each student's development.

Record Keeping and Reporting

Assessment records are maintained by class teachers using Aladdin and school-based recording systems. Records are used to support planning, review student progress and inform communication with parents/guardians.

Parents/guardians are informed of progress through:

- parent-teacher meetings,
- end-of-year reports,
- Student Support Plan reviews,
- meetings as required.

Monitoring and Implementation

Responsibility for monitoring programme resources and supporting the implementation of agreed assessment procedures rests with the APII (Renate Carrigan), as part of the post of responsibility. The Principal provides overall oversight of the implementation of this the policy, ensuring that agreed procedures and practices are effectively embedded across the school. Implementation is monitored through ongoing review of assessment practices, programme documentation, and recording systems. Teacher meetings provide an important forum for discussion, review, and feedback on the effectiveness of the systems in place, supporting continuous improvement and consistency in assessment practices.

Review

This policy has been drawn up in collaboration with the staff of St. Peter's School, and in consultation with the Board of Management. It will be made available to all members of the school community.

This policy will be reviewed annually and amended if necessary.

Rosemary Fahy

Principal St. Peter's School



Signed:

Date: 24th June 2026

Eoin Ó Donnagáin

Chairperson to the Board of Management



Signed:

Date: 24th June 2026

Appendix 1: *Assessment & Recording Schedule*

By October Mid-Term

- All students will have completed either formal baseline assessment or structured informal assessment.
- Outcomes recorded on Aladdin.
- Parents/guardians informed of initial assessment outcomes.
- Accelerated Reader Star Reading Assessment 1 completed for all relevant students, record outcomes on SSF.

Throughout the School Year

- Ongoing informal assessment by class teachers.
- Student Support Plan targets monitored and reviewed.
- Junior Cycle CBAs, short courses and Level 2 Learning Programme assessment opportunities recorded.
- Teacher observations and wellbeing/engagement records maintained.
- Cuntas Miosuil uploaded to School Share monthly with assessment tasks noted.

May / End of School Year

- Relevant standardised testing for all students where appropriate. Results uploaded to Aladdin and recorded on SSF.
- Accelerated Reader Star Reading Assessment 2 completed and recorded on SSF.
- End-of-year reports/End of year reviews completed, informed by both formal and informal assessments.
- Junior Cycle assessment records reviewed and updated.

Appendix 2: Assessment Record

Name: _____ Class: _____

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		
CAT4		
WRAT		

Assessment Deferred Record

In circumstances where formal assessment cannot be completed, the reason will be recorded on the Aladdin system. Reasons may include significant attendance difficulties, student wellbeing or behavioural needs, or guidance from parents/guardians and/or relevant external professionals.

Parents/guardians will be informed of the decision, and where appropriate, this will be noted as a target or action within the student's Student Support Plan (SSP). The situation will be reviewed at an agreed future date, and opportunities for assessment will be reconsidered in line with the student's needs and readiness.

Reason assessment was not completed (tick as appropriate):

- Attendance
- Wellbeing / Behaviour
- Parent/Guardian guidance
- Advice from external agency
- Other: _____

Date recorded on Aladdin: _____

Parents informed on: _____

Date for reassessment/SSP review: _____