



Assessment & Recording Policy

1. Introduction and Rationale

1.1 Introduction

This Policy was reviewed in January 2024 by the in-school Middle Management Team, informed by the views of all staff, parents/guardians and the Board of Management (BOM), taking cognisance of directives contained in the Education Act (1998), the EPSEN Act (2004), the Learning Support Guidelines (Department of Education and Skills, 2000), Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools (DES 2017) Circular 0013/2017 (DES, 2017), the National Council for Curriculum and Assessment (NCCA, 2007) publication on *Assessment in Primary Schools Curriculum – Guidelines for Schools* and in line with the Primary Language Curriculum Webinar 3 in December 2021. This policy should be read in conjunction with our [Inclusive and Special Education Policy](#)

1.2 Rationale

The core of this policy is that all pupils should work to their potential and experience success at school. This policy endeavours to identify, at the earliest opportunity, pupils who may have learning difficulties and put in place an appropriate school response to their needs. An effective assessment policy is central to this core objective. This policy covers both Assessment of Learning (AoL), which is summative assessment-assessing how well pupils perform after a specified period, e.g Standardised Testing and Assessment for Learning (AfL), which is continuous formative assessment which is used to determine future planning and teaching goals.

2. Relationship to Ethos

Our school ethos prioritises the creation of a school climate of love, trust, respect and tolerance, which recognises the need for the cooperation and involvement of the whole school community, to establish our school as a centre of excellence in the provision of educational opportunities for each individual pupil. Assessment information gathered is used to monitor pupil progress, inform teacher's individual practice, improve pupil experiences and outcomes ensuring that each pupil reaches their potential, with confidence.

3. Aims and Purpose of our Assessment Policy

3.1 Aims of our Assessment Policy

- To set out the approach of St. Brigid's G.N.S. to assessment, recording and storage of assessment information
- To facilitate improved pupil outcomes and learner experiences
- To monitor pupil learning achievements and progress over time
- To identify the needs of all pupils including those encountering difficulties and those who are exceptionally able
- To assist teachers with long and short term planning
- To coordinate assessment procedures on a whole school basis
- To communicate with, and involve parents/guardians and pupils with identifying and managing their learning strengths or challenges
- To foster a collaborative approach to learning among the whole school community

3.2 Purpose of Assessment

- To facilitate progress in pupil's learning
- To inform planning for all areas of the curriculum
- To identify the particular learning needs of pupils/groups of pupils, including the

- exceptionally able
- To enable teachers to modify their programmes and their teaching methodologies in order to ensure that the particular learning needs of individual pupils/groups are being addressed
- To compile records of individual pupil's progress and attainment
- To facilitate communication between parents/guardians and teachers about pupil's attainment
- To facilitate communication between parents and teachers about pupil's development, progress and learning needs
- To facilitate the active involvement of pupils in the assessment of their own work
- To gather and interpret data at class/whole school level in relation to national norms

4. Assessment

4.1 Assessment Definition

Assessment is the process of “ **gathering, recording, interpreting, using and reporting information** about a pupil's progress and achievement in developing knowledge, concepts, skills and attitudes “. Assessment is integral to teaching and learning and is concerned with pupil's progress and achievement. It involves gathering information to understand how each pupil is progressing at school and using that information to extend a pupil's learning. Assessment, therefore, involves much more than testing. It is an ongoing process that concerns the daily interactions between the teacher and pupil that include moment-by-moment conversations, observations and actions. (NCCA, Assessment in the *Primary School Curriculum-Guidelines for School*, November 2007 p.7).

4.2 Policy Content

Our school embraces the NEPS Continuum of Support and we follow the DES Guidelines for the Model of Support (2017). This policy is geared towards using assessment to inform planning and identifying the needs of all pupils, including the exceptionally able so that adequate strategies are put in place at a key stage to facilitate remediation. These strategies include pupil self-assessment, pupil profiling, two-way communication between parents/guardians and teachers, modification of teacher programmes (differentiation in the classroom) and School Support Plans.

4.3 Forms of Assessment

There are three main types of assessment-formative, summative and evaluative.

- **Formative**-Covering a range of formal and informal assessments and enabling the teacher to modify the teaching and learning to improve pupil attainment. This includes self-assessment strategies. Formative assessment is Assessment for Learning (AfL).
- **Summative**-Using teacher designed tasks and tests to provide information about the achievement of learning targets. This is Assessment of Learning (AoL)
- **Evaluative**-Focusing on the achievement of the school, i.e. the teaching and learning that is taking place. This is Assessment of Learning (AoL)

4.4 Range of Assessments Used Throughout the School

Both Assessment of Learning and Assessment for Learning are used by teachers to make professional judgements about pupil achievement/progress. Deciding what to assess is based on the curriculum outcomes in each curriculum area/subject and on the particular learning experiences. Each teacher uses the most appropriate assessment method to measure the extent to which pupils have achieved the learning outcomes. Examples of a range of assessment methods which may be used throughout the school are outlined below.

Mode of Assessment	How the Assessment may be Used
Self-assessment	<ul style="list-style-type: none"> • Pupils are involved in self-assessment when they look at their own work in a reflective way, identify aspects of it that are good and that could be improved, and then set personal learning targets for themselves. • Self-assessment may take place in the form of a thumbs up/thumbs down signal, KWL chart, self-evaluation questions to facilitate reflection, two stars and a wish.
Conferencing	<ul style="list-style-type: none"> • Conferencing in the context of assessment means that those concerned with the pupil's learning share their knowledge and understanding of the pupil's work, its processes and outcomes during a planned or intuitive meeting.
Portfolio Assessment	<ul style="list-style-type: none"> • A portfolio is a collection of the pupil's work, reflecting her learning and development over a period of time. It can provide evidence of progress in learning in a curriculum area, a subject, a strand, or across a number of these, using a topic or theme as the focus. • At St. Brigid's, we use the ePortfolio SeeSaw from Junior Infants-2nd Class and Google Classroom from 3rd Class-6th Class. • Please see linked our Digital Learning Plans dating from 2019-present to view how we have progressed utilising Digital Learning and Digital Infrastructure as an assessment tool across all curricular areas.
Concept Mapping	<ul style="list-style-type: none"> • Concept mapping (also known as semantic networking) is a process used to make spatial representations of ideas and the relationships between these ideas. The concept maps (or semantic networks) are similar to graphs containing ideas and labelled lines which describe the relationships between them.
Questioning	<ul style="list-style-type: none"> • Questioning underpins all classroom assessment methods. Teachers regularly ask pupils oral questions about their work to find out what they have done and why. Teachers use these questions to assess knowledge and understanding and to guide pupils in their learning.

Teacher Observation	<ul style="list-style-type: none"> Teacher observation, spontaneous or planned, can happen any time a teacher and child interact. Observations made by the teacher in the classroom provide some of the most immediate and accurate information about a pupil's learning.
Teacher Designed Tasks and Tests	<ul style="list-style-type: none"> Tasks and tests can take the form of written or oral assessments or practical assignments developed by the teacher to assess pupil's learning.

5.0 Standardised Testing, Diagnostic Testing and Screening Testing

5.1 Standardised Testing

Standardised tests are used to measure a pupil's reading and mathematical skills and to determine a pupil's progress in those areas. The purpose of the standardised tests is to allow teachers to make placement and progress decisions based on assessment results and to develop appropriate interventions for certain pupils. All classes from 1st to 6th class are given standardised tests from each year. We currently use the SIGMA-T Maths assessment and MICRA-T English assessment. These tests are administered by the class teacher during the summer term.

The standardised tests are administered to pupils annually are outlined in the table below.

Test	Class(es)	Term
MICRA-T (Literacy)	1 st – 6 th Classes	Summer Term (May)
SIGMA-T (Numeracy)	1 st – 6 th Classes	Summer Term (May)

5.2 Screening Testing

Screening facilitates the early identification of learning difficulties amongst pupils and allows for effective communication between school and home. The screening tests are administered to pupils annually are outlined in the table below.

Test	Class	Term
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Middle Infant Screening Test (MIST)	Senior Infants	Spring Term- Feb/March
NNRIT (New Non-Reading Intelligence Test)	2 nd & 4 th Classes	Spring Term (February)
Drumcondra Test of Early Numeracy Screening (DTEN-S)	Senior Infants	Summer Term (May)
The Primary School Assessment Kit (EAL Assessment)	Any EAL pupil who has just arrived in the school Any EAL pupil in receipt of support at the end of the school year	September/June

- **MIST and DTEN-S** are administered to half the class at one time by the class teacher with the assistance of a SET Teacher. The MIST tests are corrected by the class teacher and the results are recorded on Aladdin.
- **NNRIT** The NNRIT is administered to pupils in 2nd and 4th class in February. This results are used along with the results of the standardised tests for screening purposes.
- **The Primary School Assessment Kit** is used for the assessment of pupils who are learning English as an additional language. SET 1/Placement – This placement assessment is used with pupils who have arrived in the school recently. SET 2/3 – progress and achievement assessment is used annually in the summer term to identify pupils' progress.

5.3 Diagnostic Testing

Diagnostic tests are administered by the Special Education Department, following referral to the special education department by a class teacher. The following is a list of the diagnostic tests which may be administered to pupils:

- Neale Analysis
- York Assessment of Reading Comprehension (YARC)
- Single Word Spelling Test
- Maths Tracker
- Non-verbal Reading Assessment
- Belfield Infant Assessment Profile (B.I.A.P)

5.3.1 Reading Recovery Testing

- Reading Recovery Observation Survey
- Concepts About Print
- Letter Identification
- Hearing and Recording Sounds in Words
- Running Records
- Word Vocabulary
- Duncan Word Test

6. Assessment by External Professionals

The school may formally request a consultation from other professionals outside the school in respect of pupils who fail to make sufficient progress (at Stage 2 of the Continuum of Support) after additional support or the implementation of a behavioural programme, as appropriate. Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists etc. This is carried out in consultation with and with the permission of the pupil's parents/guardians. This consultation may result in a formal assessment. Following this consultation (and possible assessment) the Class Teacher, Special Education Teacher, parents and outside professional (if available) will draw up a School Support Plus Plan for the pupil.

In the case of pupils identified at an early age as having significant special educational needs, intervention at Stage 3 of the Continuum of Support will be necessary upon their entry to school. More often than not, these pupils start school having gone through a formal assessment process e.g. psychological assessment, occupation therapy assessment etc which will confirm their School Support Plus Plan.

7. Record Keeping and Storage of Assessments

Assessment records are subject to the provisions of the Data Protection (Amendment) Act (2003) and further detail of their management, control and accessibility can be found in the school [Data Protection Policy](#).

- Class based assessments are stored by classroom teachers and may be passed from teacher to teacher at the end of each academic year.
- Individual pupil assessments carried out by Special Education Teachers (SET) are stored by SET and shredded at the end of each academic year.
- At the end of 6th class, psychological reports, assessment results and other relevant information is stored and retained until the pupil turns the relevant age.
- NNRIT, MIST, DTEN, Benchmarking, YARC, SIGMA-T and MICRA-T results are stored on Aladdin.
- NNRIT, MIST, DTEN, Benchmarking and YARC assessments are shredded at the end of each academic year.
- The SIGMA-T/MICRA-T booklets are kept for a year and passed on with the class until the next test is completed. These booklets are then shredded/recycled at the end of the school year.
- Information based on assessments will be transferred from teacher to pupil, teacher to teacher, teacher to parent/guardian, primary to post-primary level and to other agencies e.g. NEPS, when necessary.
- Formal parent teacher meetings are held in November of each academic year. Additional parent teacher meetings are convened, as required.
- End of Year school Reports are issued to parents/guardians in June, via Aladdin.

All records are stored in line with the school's [Data Protection Policy](#).

8. Roles and Responsibilities

8.1 The Board of Management

The Board of Management has an important role in developing, supporting and monitoring school policy on Assessment and Recording and ensuring that systems are in compliance with GDPR requirements. It provides a secure facility for storage of records relating to pupils until the pupils reach the age of twenty-five.

8.2 Principal Teacher

- Assumes overall responsibility for the development and implementation of the school's policy on Assessment and Recording in co-operation with the classroom teachers and the Special Education Department.
- Monitors the implementation of the school policy on Assessment and Recording on an ongoing basis.
- Monitors the identification of pupils for special education teaching.
- Oversees the implementation of a whole-school assessment and screening programme to identify pupils with special educational and additional needs.

8.3 Deputy Principal

- Coordinates standardised/diagnostic/screening testing at whole school level, in consultation with the Principal and class teachers.
- Monitors the identification of pupils for special education teaching, In partnership with the Principal.
- Supports the overseeing the implementation of a whole-school assessment and screening programme to identify pupils with special educational and additional needs, In partnership with the Principal.

8.4 Special Education Teachers

- Contribute to the review and development of the policy for Assessment and Recording at the whole school level.
- Support Class Teachers in the administration and correcting of standardised tests, together with uploading of standardised test results to Aladdin e.g NNRIT, Micra-T, Sigma-T.
- Administer a range of formal and informal assessments and maintain records of the outcome of those assessments which are used to inform planning.
- Comply with procedures for assessment and recording as laid down in this policy and the Special Education Policy.

8.5 Class Teachers

- Administer a range of formal (Micra-T, Sigma-T, MIST, NNRIT, DTEN) and informal assessments and maintain records of the outcome of those assessments which are used to inform planning.
- Comply with procedures for assessment and recording as laid down in this policy and the Special Education Policy.

9. Reporting to Parents/DES/Other Schools

Results (class-based STen) of MICRA-T/SIGMA-T standardised tests are included in the end-of-year reports. An explanation of how these results can be interpreted forms part of the school report. Assessment information may also be communicated to parents at the annual parent-teacher meeting usually held in November.

Results from 2nd, 4th and 6th classes are submitted, as required, to the DES annually.

In the event of a pupil, from Junior infants to 6th class, transferring to a new primary school the school will send a *School Transfer Form*, to the receiving school. In the case of a 6th class pupil transferring to a secondary school a copy of the *Education Passport* is sent on request, to the receiving secondary school.

10. Reporting Assessment Results to Board of Management

The school reports annually aggregated assessment data from Sigma-T/Micra-T to the Board of Management. This is facilitated at the first Board of Management Meeting at the start of each school year.

11. Ratification & Communication

This Policy was ratified by the Board of Management in March 2024. It was reviewed by staff in February 2024. The policy is available from the school on request and also available to download on the school website www.stbrigid.ie

12. Review

This Policy will be reviewed every three years or as the need arises, by staff, led by the SET department in collaboration with all staff members and the Board of Management. Changes to this policy will be made as deemed necessary and in line with DES and NCSE recommendations and guidelines. Modifications to practice may be made from time to time outside of the next formal review which will take place in February 2027.

Appendix 1

Table of Abbreviations

AoL	Assessment of Learning
AfL	Assessment for Learning
BIAP	Belfield Infant Assessment Profile
BOM	Board of Management
DES	Department of Education and Skills
DTEN-S	Drumcondra Test for Early Numeracy-Screening
EAL	English as an Additional Language
EPSEN	Effective Provision for Special Education Needs
MICRA-T	Mary Immaculate Reading Attainment Test
MIST	Middle Infant Screening Test
NCCA	National Council for Curriculum and Assessment
NCSE	National Council for Special Education
NEPS	National Educational Psychological Services
NNRIT	New Non-Reading Intelligence Test
SEN	Special Education Needs

SET	Special Education Teacher
YARC	York Assessment of Reading for Comprehension