

Donabate-Portrane



Educate Together

ASSESSMENT POLICY

At D.P.E.T.N.S. we believe that the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. We see assessment as the process of gathering and recording reliable information about children's achievement and to inform future planning.

We believe that by developing partnerships between parents and teachers, assessment and reporting should encourage, assist and enhance the learning of our children. Based upon strong relationships, all communication between children, parents and teachers should be open, honest and constructive. Teachers, children and parents are all involved in the assessment and reporting process. This policy outlines a timetable and strategy for formal reporting. However D.P.E.T.N.S. also encourages informal communication reporting between parents and teachers to deal with issues as they arise throughout the year.

Teachers will use a variety of strategies to report information about their class programme and children's progress. These will include:

- Acquaintance Meetings
- Parent Teacher Meetings
- Notes home
- An ongoing record of progress through a Portfolio
- Test results
- A written end of year report

PLANNING:

Each member of the teaching staff is provided with a 'teachers organiser'. This file should be used for maintaining individual records and daily planning.

PRINCIPLES of ASSESSMENT:

Teacher assessments should be carried out in all classes with children in Junior Infants to Sixth Class. All teachers should assess their class or group on a regular basis so that they can plan the next stage in each child's learning. Assessment takes place on a regular basis through:

- Individual assessments
- Group assessments
- Class assessments

Assessments should:

- Allow the child to demonstrate his/her progress and achievement
- Involve the teacher in: Planning, organisation, delivery, evaluating and reporting

PURPOSE of ASSESSMENT:

- To provide continuity in teaching and learning
- To enable children to succeed, develop full potential and positive self-esteem.
- To be accountable
- To inform curriculum planning and find out where to go next
- To determine that learning has taken place
- To provide reports and records to pass on
- To identify specific learning needs

1. FORMATIVE ASSESSMENT:

This type of assessment is based on judgements made by teachers as they teach, in response to children's work. These judgements are absolutely critical if learning is to be matched to the individual child. These judgements fine tune as well as inform planning and may result in teachers adjusting their plans as they are teaching; modifying and altering activities to meet the needs of the child/children as these become evident or even abandoning planned work in favour of alternative activities.

Examples of formative assessments might be:

- Discussions with children individually or in groups
- Questioning
- Flexible planning
- Formal and informal observations
- Marking
- Discussions with other staff – teaching and support

2. SUMMATIVE ASSESSMENT

These are statements that are made by teachers about children's attainment and achievement that can be used to inform the child themselves, their parents, the school management and the Department of education etc. Typically this kind of assessment takes place at the end of a term or a course of work. It is used to provide information about how much pupils have learned and how well a course has worked.

3. FORMAL ASSESSMENT

- Base Line – Junior Infants (September/October)
- MIST – Senior Infants (March) Forward together programme used as a follow up
- Sigma T – First –Sixth (Spring)
- Micra T – First-Sixth (Spring)

All three types of assessment form an important part of the school's profiling structure, which is described below.

PORTFOLIO and INFORMATION FILE

Every child as they enter school from Junior Infants onwards is ascribed a file which contains:

- All annual reports
- Baseline results
- Important letters from parents
- Health Information
- Personal details including, name of parents/guardians, position in family etc
- Previous schools attended
- Samples of work completed in maths, English and Art

Teachers should add samples of work completed in the subjects of Maths, English and Art. One piece of work should be submitted from each subject in the months of October and May. Work samples will be marked in the usual manner showing the child's ability to manage the set task. Work should be named and dated.

Objectives:

- Give a brief 'snapshot' of work done by the children
- Give some idea of the type of tasks typically completed by the child
- Demonstrate the outcomes the child has achieved for each task
- To display progress and achievement from year to year

- To inform the teacher of any important issues(eg personal, health etc)

ACQUAINTANCE MEETING

A group meeting when parents are invited to their child's classroom to meet with the teacher.

Objectives:

- Introduce the teacher to the parents
- Provide parents with an overview of the teacher's philosophy, priorities and routines through details given by the teacher on expectations and plans for curricular areas, social and work skills, class rules and consequences, process of communication, extra curricular areas, homework (if applicable)

PARENT TEACHER MEETINGS

Formal Parent Teacher meetings will take place once a year in the Autumn term.

Objectives:

- Provide to the parents a clear overview of the children's progress academically and socially
- Focus on concerns raised by parent or teacher
- Reach agreement on a course of action for the future (If required)

WRITTEN REPORTS:

This is a written end of year report summarising a child's progress in the subject areas as well as in the social areas. These reports are to go home in the month of May. Parents are given the opportunity to discuss the report with the child's teacher by appointment.

Objectives:

- Provide a summary of child's progress in each subject area
- Provide information about attitudes, effort, behaviour and peer relationships
- Indicate areas that need improvement

ASSESSMENT CO-ORDINATOR:

Roles and responsibilities will include:

- Helping the teachers to plan and resource their classrooms for the standard tests
- Responsibility for monitoring the school portfolio of assessed work and ensuring this is kept up to date
- Helping to monitor the school assessment policy and practice
- Encouraging all staff to adhere to and familiarise themselves with the Assessment Policy

STAFF LIAISON:

It is important that discussion takes place before children transfer into another class between teachers, special educational needs co-ordinator and non teaching staff; time will be allocated for this.

Items to pass on to the next teacher prior to the start of the new academic term:

- Portfolio/Information Files

This policy provides a frame work for assessment and reporting which will be reviewed after 2 years.