



# Powerstown Educate Together National School

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*Powerstown Educate Together National School*

# Teacher Assessment Strategies Policy

*This policy has been formulated by Powerstown ETNS to give guidelines to teachers in relation to planning requirements of the Department of Education.*

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## Introductory Statement and Rationale

This policy on Teacher Assessment Strategies was formulated by the staff of Powerstown Educate Together National School. The policy is based on advice and information provided in the Primary Curriculum, the NCCA Website, the NCCA booklet *Assessment in the Primary School Curriculum – Guidelines for Schools* and Circular 0138/2006. It also takes account of the National Strategy for Literacy and Numeracy.

## Relationship to characteristic spirit of the school

Assessment activities used in this school will contribute to pupil learning and development by gathering relevant information to guide each pupil's further learning (assessment for learning) and by providing information on each pupil's achievement at a particular point in time (assessment of learning). This links with our aim/mission "to enable children to develop to their full potential physically, intellectually, linguistically, emotionally and socially through a child centred curriculum"

## Aims of our Teacher Assessment Strategies Policy

- ✓ To benefit pupil learning
- ✓ To monitor learning processes
- ✓ To generate baseline data that can be used to monitor achievement over time
- ✓ To involve parents and pupils in identifying and managing learning strengths or difficulties
- ✓ To assist teachers' long and short term planning
- ✓ To coordinate assessment procedures on a whole school basis.

## Purposes of assessment:

- ✓ To inform planning for all areas of the curriculum
- ✓ To gather and interpret data at class/whole school level and in relation to national norms
- ✓ 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 needs of individual pupils/groups are being addressed
- ✓ To compile records of individual pupils' progress and attainment

- ✓ To facilitate communication between parents and teachers about pupils' development, progress and learning needs
- ✓ To facilitate the active involvement of pupils in the assessment of their own work

## Definition of Assessment

In line with the NCCA, our staff believe that assessment is integral to teaching and learning and is concerned with children's progress and achievement. It involves gathering information to understand how each child is progressing at school and using that information to further a child's learning. We concur with their definition of classroom assessment as **“the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, concepts, skills and attitudes.”** Assessment, therefore, involves much more than testing. It is an ongoing process that concerns the daily interactions between the teacher and the child that include moment-by-moment conversations, observations and actions. (NCCA, *Assessment in the Primary School Curriculum – Guidelines for Schools*. November 2007 p.7).

## Range of Assessment Methods 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 will be based on the curriculum objectives in each curriculum area/subject and on what the teacher intends to help the children to learn. Pupil's progress is assessed on a continuous basis. The range of assessment methods that are used are outlined below ***but are not limited to these.***

## Assessment For Learning Strategies (AFL):

At its heart, assessment for learning is a way of informing and involving the learners themselves in the process of assessment.

**The following methods of Assessment for Learning (AFL) can be chosen from:**

- ✓ **Teacher-designed tasks and tests.**
  - Designed at the teachers discretion with samples stored in children's portfolios and class teachers assessment folder

## ✓ SALF Folders

- SALF folders allow children to select work they are particularly proud to keep in their folder. It may be something they worked very hard on, has excellent presentation, something they learnt a lot from or something that they found difficult throughout the year but eventually succeeded at. The selection process is individual to the child and self-reflection should be encouraged throughout the year.

## ✓ Success and Improvement Strategy

- Two stars and a wish (Appendix 1). This display should be evident in all classrooms.

## ✓ Sharing the learning intention/objective and devising success criteria

- Telling children what they are going to learn by using the WALT approach (We Are Learning To...) and agreeing the criteria for judging to what extent the outcomes have been achieved by using the WILF approach (What I am Looking For...)
- We are learning to..... We will know when we've achieved this because.....
- The learning objective(s) and the success criteria may be displayed on a chart/whiteboard/post it's etc).
- Teacher/peer/self evaluation in terms of these by identifying successes and improvement needs against the criteria.

## • Increase wait time

- Improving quality of answers through increasing thinking wait/ time. The learner response should be at least 5 seconds. This allows learners to answer open questions and not those simply based on recall facts. Another technique involves learners recording their ideas on mini whiteboards or paper before displaying their answers.

## ✓ Effective teacher questioning

- Teachers use higher order questioning to provoke fruitful discussion. Strategies for turning recall questions into formative questions include –
- Giving a range of answers. You need to give two definite 'yes' answers, two definite 'no' answers and one or two 'maybe' answers. E.g. which of these activities are in themselves aerobic? golf; swimming; darts; table-tennis, sky-diving; cycling.
- A statement (e.g. instead of asking 'what drugs are bad for you?', state 'All drugs are bad for you. Do you agree or disagree and why?)
- Right and wrong – two examples/pictures, one 'right' (e.g. a healthy meal on a plate) and one 'wrong' (a junk food meal) and asking children to discuss.
- Give the answer – and ask how it was arrived at.
- An opposing standpoint – e.g. what would a mother whose children were starving think of shoplifting?
- Using Big Questions: Posing Big Questions and problem solving tasks, allowing plenty of time for thinking or researching either as individuals or as groups can lead to a greater depth of understanding and therefore a higher level of response. For example; "How can we separate salt from water?", "Why do you think George Orwell wrote Animal Farm?",

“ How many ways can you make 10?”.

- Collaborating on formulating questions: Thinking of ‘good’ questions that elicit thinking and how to word them is not always easy. ‘Good’ questions need to be an integral part of a lesson.

**(a) Questions that seek clarification**

Question Frame	Type of Question
Can you explain that...?	Explaining
What do you mean by...?	Defining
Can you give me an example of...?	Giving examples
How does that help...?	Supporting
Does anyone have a question to ask...?	Enquiring

**(b) Questions that probe reason and evidence**

Question Frame	Type of Question
Why do you think that...?	Forming an argument
How do we know that...?	Assumptions
What are your reasons...?	Reason
Do you have any evidence...?	Evidence
Can you give me an example...?	Counter example

**(c) Questions that explore alternate views**

Question Frame	Type of Question
Can you put it a different way...?	Re-stating a view
Is there a different point of view...?	Speculation
What if someone were to suggest...?	Alternative views
What would someone who disagreed with you say...?	Counter argument
What is the difference between those ideas/ views...?	Distinctions

**(d) Questions that test implications and consequences**

Question Frame	Type of Question
From your ideas, can we work out if...?	Implications
Does it agree with what was said earlier...?	Consistency
What would be the consequences of that...?	Consequences
Is there a general rule for that...?	Generalising
How could you test to see that...?	Testing for the truth

✓ **Finding questions learners get wrong**

- Wrong answers allow us to identify and challenge a learner’s misconceptions. Develop an atmosphere in which wrong answers are valued as a significant contribution to the learning of the class

✓ **Peer Discussion** including Think-pair-share activities, group response and ‘phone a friend’

- Active involvement of all pupils through use of whiteboards, choice of answers, no hands

up and setting ground rules.

- ✓ **Individual oral feedback** – to include enabling children identify the next steps in their learning.
- Give feedback using comments only to children on their work. The addition of a continuous grade destroys any benefit from the comment. Learning happens when the learner has strengths and needs identified, and is given clear advice on how to improve. This technique could be combined with peer assessments so that learners feed back to peers about how improvements could be made
- Include target setting in their activities through: Learners are given targets but more importantly are shown how to reach those targets. Teachers than check that targets have been reached.

Feedback should be as immediate to the task as possible. It should also be related to the learning intention, otherwise learners' expectation will be that the learning intention is of secondary importance to other issues e.g. spelling & presentation.

✓ **Quality marking by teacher**

- Occasional pieces of work marked focusing on pointing out *success* and *improvement* rather than to mark every error in existence. On occasion 'test' marking will be undertaken whereby all aspects of the work will be marked e.g. a story where comments are made re. spelling, grammar, punctuation, handwriting and the overall quality of the work.

✓ **Quality marking by children**

- Children gradually trained to identify their own successes and improvement needs, with control gradually handed over from the teacher to the child.
- Peer Marking: Learners mark or comment on other people's work. This can be very effective after group or individual presentation, especially if the assessment criteria are clear and have been discussed before the work begins.

✓ **Oral responses of pupils**

✓ **Teacher Observations**

✓ **Early Years Observations (Appendix 11)**

✓ **Aistear Observations (Appendix 12)**

✓ **Observations Templates (Appendix 13)**

✓ **Use of Clipboard and Labels**

## Pupil Self Assessment

Self-assessment is the means by which pupils take responsibility for their own learning. However, we need to train pupils to self-assess and this is something that requires intense focus during the month of September.

- ✓ **Teachers can select from the following strategies to aid self-assessment as appropriate;**
  - **KWL** (Appendix 2)
  - **Five W's and a H** (Appendix 3)
  - **Concept maps** (Appendix 4)
  - **Evaluation sheets** (Appendix 5)
  - **Self Evaluation Questions to facilitate reflection** (Appendix 6)
  - **Pupil Questionnaires/Interviews** (Appendix 7)
  - **Pupils Logs** (Appendix 8): e.g. spelling log, reading log etc
  - **Graphic Organisers** – include KWL charts mind maps, brainstorming maps and Concept maps. Also include: PMI charts (Plus, Minus, Interesting); Thumbs up/thumbs down, and Talking partners.
  - **Reflection; Representation; Reporting (Appendix 9)**. Children think about what they have been learning. They then represent what they have learned.
  - **Colour coded trays** for children to assess their work at the end of an activity
  - **Traffic light fans** to assess how they found particular activities. This is a good addition to a lesson's conclusion and is best used with small group
  - **Conferencing where appropriate/necessary**
  - **Completed assignments by pupils** – projects, copybooks, work samples, homework
  - **Parental, pupil feedback or observation.** (Appendix 10)
  - **Standardised tests**
  - **Diagnostic tests**
  - **Assessment by psychologist**

## Assessment of Learning (AoL):

### ✓ Standardised tests

The following tests are used;

- BIAP – in Junior Infants
- MIST – in Senior Infants
- Drumcondra Early Numeracy Screening (Senior Infants)
- Drumcondra English 1<sup>st</sup> - 6th classes
- Sigma T (Maths) 1<sup>st</sup> – 6<sup>th</sup> Class
  - ❖ Drumcondra Maths 2nd to 6th (Supplementary)
  - ❖ MicraT English - 1st to 6th (Supplementary)
- The purpose of the standardised tests is to allow teachers to make decisions based on placement and progress from these assessment results and to develop appropriate interventions for certain children.
- Standardised tests are administered on a class basis by the class teacher. **In the event that a pupil is absent on the day of the test the Support Teacher will administer the test at a later date. Any new pupils that join the school throughout the year must be tested as soon as possible when their previous test results are unobtainable.** Except in exceptional circumstances all children, including children with SEN must attempt to complete these standardised test without any additional support. The class teacher can make a note of this when uploading their results, however the final results must reflect the child's true ability at completing a standardised assessment. Pupils may be excluded from the tests if in the view of the principal the child's level of English is such that attempting test would be inappropriate.
- Each child's raw score, standard score, percentile rank, STEN and Reading age is recorded. The percentile rank and STEN score is recorded on the tracking score sheets, and on the school's computer system Aladdin.
- The results are communicated to parents in their school report and follow-up parent teacher meeting. The STEN score will be given to parents with the end of term report.
- The results will determine the allocation of learning support/resource hours in the school and the nature of the support provided (in-class or withdrawal). See Learning Support policy.
- September is used largely as an assessment month by teachers in the SEN team. The first two weeks of September are spent administering PSAK assessments to children by the SEN team. The last two weeks of September will be spent assessing children with allocated resource hours to ensure that they have suitable targets for their IEP. SEN teachers will use a variety of assessments depending on the child's needs and recommendations from external agencies. Continuum of Support plans will be written up where necessary for any new arrivals or Junior Infant pupils.

## Storage of standardised assessments:

- ✓ All standardised assessments are stored in the Resource Room in boxes labelled with the year the class were in Junior Infants e.g. 2014-2015

- ✓ All standardised assessments are kept for the duration of one academic year only. This gives teachers and parents the chance to look over specific sections of the test if necessary.
- ✓ After this time, the original copies are destroyed while all previous results are kept on Aladdin.

## **Screening:**

*(Refer to Learning Support Guidelines and Circular 02/05)*

- ✓ SEN Co-ordinator organises assessments and provides each class teacher with an assessment timetable during August Induction (i.e. ensures there is a sufficient quantity of booklets, places orders, ensures teachers are prepared and understand testing procedures).
- ✓ Class teachers are responsible for the administration and correcting of all of their own class standardised tests with the assistance of their allocated support teacher.
- ✓ Class teachers give their class results to the Resource teacher, who then analyses them, uploads them to Aladdin and the school's intranet for interpretation by class teachers, support teachers and principal.
- ✓ Standardised test results are reported to parents in End of Year Report and explained in further detail at parent teacher meetings in Term 3.
- ✓ The results of Screening Tests are used to provide early intervention.
- ✓ The results of screening tests, teacher observations and parental concerns are used as criteria for indication that diagnostic testing is needed
- ✓ If diagnostic testing is considered necessary, a meeting is organised with Parents, Class teacher and SEN co-ordinator.

## **Diagnostic Assessment:**

*(Refer to Learning Support Guidelines, Chapter 4)*

- ✓ Class teacher, SEN Team and parents are involved in selecting children for diagnostic assessment
- ✓ Parents are initially consulted about diagnostic testing at a meeting organised by SEN Co-ordinator. At this meeting concerns are discussed and recommendations for further testing are made. Parents' permission is sought through written permission using the school's template letter.
- ✓ Written permission is always sought if outside agency is involved.
- ✓ For children born after June 1<sup>st</sup> 2002 a referral may be made through the Assessment of Needs process for further assessment in conjunction with parents.

- ✓ The following formal diagnostic tests are used in school to determine the appropriate learning support for individual pupils who present with learning difficulties:
  - NRIT
  - Non verbal
  - DST-Dyslexia Screening Test
- ✓ SEN Co-ordinator administers the diagnostic tests
- ✓ SEN Co-ordinator interprets the diagnostic results
- ✓ Appropriate different learning interventions are initiated to ensure that the results of the assessments inform subsequent learning plans. This is evident in SEN teachers plans and class teacher plans e.g. differentiation, additional supports such as visual timetables, colour coded books etc..
- ✓ SEN Co-ordinator schedules a SEN meeting with parents (and relevant agencies) following testing to share information about diagnostic results
- ✓ If it is felt necessary to consult a psychologist (NEPS or other) about diagnostic test results the Principal will organise a consultation meeting.

## Psychological Assessment:

(Refer to Circular 02/05)

- ✓ The principal, SEN co-ordinator and class teacher liaise with parents if a psychological assessment is deemed necessary. Standard consent forms are used.
- ✓ The principal, in consultation with class teacher, SEN Team and parents will usually arrange an assessment from specialists i.e. psychologist, OT, speech & language etc.
- ✓ SEN Team will use assessment results in drafting an IEP/Support Plans for the pupil.
- ✓ The principal stores and controls access to psychological reports in locked cabinets. Class teachers and relevant SEN personnel are given access to reports to ensure they plan to meet the needs of the child.

## Analysing, Recording and Reporting the results of assessment

- ✓ All assessments are analysed according to their instructions and recorded on a class sheet and stored in files, and on password protected Aladdin
- ✓ Hard copies of all standardised assessments and diagnostic tests are stored in the Resource Room upstairs which is kept locked. Each class has a box labelled with the year they started school and a class lists of names attached to the inside. All standardised tests for the child are put into this box.
- ✓ Teachers have agreed terminology for reporting on children's progress and achievement.
- ✓ Comments and observations will be recorded in an objective and instructive manner.
- ✓ Children keep records of spelling tests and mental maths in their copies/books. Class teacher keeps Class profile sheet/record in assessment folder.
- ✓ Parent teacher meetings are usually held in November and usually the end of May. Other parent teacher meetings will be convened as required. Individual teachers can keep a brief record of issues discussed at the parent-teacher meeting. Feedback from parents may also be recorded.
- ✓ Pupil report cards are sent home annually. Written reports should be clear, concise and factual, signed by Principal and dated. A copy of each report is kept in the pupil file on Aladdin and a hard copy is stored in Principal's office.

## Success Criteria

- ✓ A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning.

- ✓ Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects.

## **Roles and Responsibilities:**

- ✓ All teachers have responsibility for the assessment of learning and assessment for learning of pupils.
- ✓ All teachers must keep a specific Assessment Folder with individual sections for each child in their class. The Assessment Folder must have an even distribution of children's work from Term 1, 2 and 3.
- ✓ All teachers are given an Assessment Calendar yearly during August Induction whereby Assessment is on the Induction Agenda.
- ✓ SEN co-ordinator ensures there are ample standardised testing materials and diagnostic testing materials in the school. SEN co-ordinator ensures teachers feel confident in the administration of tests and provides support as required through weekly SEN meetings.
- ✓ Principal has overall responsibility to ensure that the assessment policy is implemented successfully.

## **Review**

- ✓ The policy will be reviewed and amended as necessary. The principal will initiate and co-ordinate this review.

## **Ratification & Communication**

This assessment policy was ratified by the Board of Management on

## Appendix A: Assessment Toolkit and Calendar: Overview

Screening Tests administered to facilitate early identification of pupils' learning strengths/difficulties.	Screening test are for the following pupils/classes	Screen of these tests occur in	Administered by
<ul style="list-style-type: none"> <li>PSAK</li> </ul>	All EAL pupils	<b>New Pupils: Week 2 September</b> <b>Previous Pupils: 2 weeks before Easter</b>	SEN Team
<ul style="list-style-type: none"> <li>General assessments for children with IEPs (numeracy, literacy, SPHE etc)</li> </ul>	All pupils with allocated LITH and IEPs	<b>Week 2 &amp; 3 September</b>	SEN Team
<ul style="list-style-type: none"> <li>BIAP</li> </ul>	All Junior Infant pupils	<b>Week 1 October</b> <i>(parent questionnaire)</i>	Class teacher SEN team assist
<ul style="list-style-type: none"> <li>Jolly Phonics Assessment Kit</li> </ul>	Junior Infants Senior Infants  1 <sup>st</sup> – 6 <sup>th</sup> class*	Week 1 May Week 2 September, Week 2 May Week 2 September,	Class teacher, SEN Team *EAL pupils / pupils with below average attainment
<ul style="list-style-type: none"> <li>MIST</li> </ul>	Senior Infants	<b>March – 2 weeks before Easter break</b>	Class teacher with LS/RES
<ul style="list-style-type: none"> <li>MIST – Forward Together</li> </ul>	Senior Infants	6 week programme ending 3 <sup>rd</sup>	Class teacher with SEN Team
<ul style="list-style-type: none"> <li>Teacher Assessment &amp; Record Keeping for children who may have SEN/Profound Learning Difficulties</li> </ul>	All Classes	<b>Week 3 September</b>  <b>Update: Week 4 February</b>	SEN Team Class Teachers SNA's
<ul style="list-style-type: none"> <li>PM Benchmark</li> </ul>	Senior Infants – 6 <sup>th</sup>	Senior Infants-6 <sup>th</sup> class: <b>Sept, Dec, March,</b>	Class teacher, SEN Team
<ul style="list-style-type: none"> <li>Drumcondra Profiles – ALL</li> </ul>	All classes	<b>Week 3 October</b> <b>Week 1 &amp; 2 May</b>	Class Teacher
<ul style="list-style-type: none"> <li>Drumcondra Reading Test</li> </ul>	1 <sup>st</sup> – 6 <sup>th</sup> Class	Thursday – <b>Week 2 May</b>	Class teacher with SEN Team
<ul style="list-style-type: none"> <li>Sigma T</li> </ul>	1 <sup>st</sup> – 6 <sup>th</sup> Class	Tuesday – <b>Week 3 May</b>	Class teacher with LS/RES
<ul style="list-style-type: none"> <li>Planet Maths Assessments</li> </ul>	Junior Infants – 6 <sup>th</sup> Class	<b>October, December, March/April &amp; June</b>	Class Teacher
<ul style="list-style-type: none"> <li>Ready Set Go Maths Assessment</li> </ul>	Junior Infants	<b>Week 2 May</b>	Class Teacher
<ul style="list-style-type: none"> <li>Drumcondra Test Early Numeracy</li> </ul>	Senior Infants	<b>Week 3 May</b>	Class teacher SEN Team
<ul style="list-style-type: none"> <li>First Steps: Writing Indicators</li> </ul>	All Classes	(higher, middle, lower child) October & May – bring to staff mtg	Class Teacher
<ul style="list-style-type: none"> <li>Tables</li> </ul>	1 <sup>st</sup> – 6 <sup>th</sup> Class	<i>Weekly</i>	Class Teacher
<ul style="list-style-type: none"> <li>Spelling Dictation</li> </ul>	Senior Infants – 6 <sup>th</sup>	<i>Weekly</i>	Class Teacher
<ul style="list-style-type: none"> <li>Nathanna Seachtaine</li> </ul>	All Classes	<i>Weekly</i>	Class Teachers
<ul style="list-style-type: none"> <li>Litriú</li> </ul>	3 <sup>rd</sup> – 6 <sup>th</sup> Class	<i>Weekly</i>	Class Teachers

<b>Junior Infant</b>	<ul style="list-style-type: none"> <li>• PSAK (New pupils: <b>Week 2 September</b>, Previous pupils: <b>2 weeks before Easter</b>, <u>New EAL arrivals: as they join the school</u>)</li> <li>• General assessments for children with IEPs (numeracy, literacy, SPHE etc) (<b>Week 2 &amp; 3 September</b>)</li> <li>• BIAP (<i>Week 1 October</i> – Parent Questionnaire, <i>Week 3 May</i>)</li> <li>• Teacher Assessment &amp; Record Keeping for children who may have Special Needs/Profound Learning Difficulties in <i>Week 3 September</i> and <i>Week 4 February</i> including referral to NEPS for Psychological Assessment and building case for SENO/NCSE.</li> <li>• Teacher meetings in <i>November</i> &amp; Formal Progress Reports for Parent in <i>May</i></li> <li>• Jolly Phonics Letter Assessment <i>Week 1 May</i></li> <li>• Ready Set Go Maths Assessment <b>Week 2 May</b></li> <li>• Planet Maths Assessment <b>October, December, March/April, June</b></li> <li>• <b>First Steps</b> Writing Indicators: Higher, middle and lower child. <b>Bring to October &amp; May staff meeting</b></li> <li>• <u><i>Learning Support is provided on a withdrawal basis until the October Midterm Break and then given in whole class situation.</i></u></li> <li>• <u><i>This may be extended until the end of Term 1 depending on the needs of the class.</i></u></li> </ul>
<b>Senior Infant</b>	<ul style="list-style-type: none"> <li>• PSAK (New pupils: <b>Week 2 September</b>, Previous pupils: <b>2 weeks before Easter</b>, <u>New EAL arrivals: as they join the school</u>)</li> <li>• General assessments for children with IEPs (numeracy, literacy, SPHE etc) (<b>Week 2 &amp; 3 September</b>)</li> <li>• Teacher Assessment &amp; Record Keeping for children who may have Special Needs/Profound Learning Difficulties in <i>Week 3 September</i> and <i>Week 4 February</i> including referral to NEPS for Psychological Assessment and building case for SENO/NCSE</li> <li>• Jolly Phonics Letter Assessment <i>Week 2 September, Week 2 May</i></li> <li>• Drumcondra Test of Early Numeracy <i>Week 3 May</i></li> <li>• MIST test to all Senior Infant Children <i>2 weeks before Easter Break</i></li> <li>• Planet Maths Assessment <i>October, December, March/April, June</i></li> <li>• PM Benchmarking <i>Sept, Dec, March &amp; May</i></li> <li>• Dictation <i>Weekly from Week 1 January</i></li> <li>• <b>First Steps</b> Writing Indicators: Higher, middle and lower child. <b>Bring to October &amp; May staff meeting</b></li> <li>• <u><i>All Learning Support given in whole class situation.</i></u></li> </ul>

<p><b>1<sup>st</sup> Class</b></p>	<ul style="list-style-type: none"> <li>• PSAK (New pupils: <b>Week 2 September</b>, Previous pupils: <b>2 weeks before Easter</b>, <u>New EAL arrivals: as they join the school</u>)</li> <li>• General assessments for children with IEPs (numeracy, literacy, SPHE etc) (<b>Week 2 &amp; 3 September</b>)</li> <li>• Teacher Assessment &amp; Record Keeping for children who may have Special Needs/Profound Learning Difficulties in <b>Week 3 September</b> and <b>Week 4 February</b> including referral to NEPS for Psychological Assessment and building case for SENO/NCSE</li> <li>• *Jolly Phonics Reading Assessment <b>Week 2 September, Week 2 May</b> (*as required)</li> <li>• Drumcondra Reading Test <b>Week 2 May</b>.</li> <li>• Sigma T <b>Week 3 May</b></li> <li>• Planet Maths Assessment <b>October, December, March/April, June</b></li> <li>• PM Benchmarking <b>Sept, Dec, March &amp; May</b></li> <li>• Dictation <b>Weekly</b></li> <li>• Tables <b>Daily</b></li> <li>• <b>First Steps</b> Writing Indicators: Higher, middle and lower child. <b>Bring to October &amp; May staff meeting</b></li> <li>• <u><b>All Learning Support given in whole class situation or in withdrawal of mixed ability groups</b></u></li> </ul>
<p><b>2<sup>nd</sup> Class</b></p>	<ul style="list-style-type: none"> <li>• PSAK (New pupils: <b>Week 2 September</b>, Previous pupils: <b>2 weeks before Easter</b>, <u>New EAL arrivals: as they join the school</u>)</li> <li>• General assessments for children with IEPs (numeracy, literacy, SPHE etc) (<b>Week 2 &amp; 3 September</b>)</li> <li>• Teacher Assessment &amp; Record Keeping for children who may have Special Needs/Profound Learning Difficulties in <b>Week 3 September</b> and <b>Week 4 February</b> including referral to NEPS for Psychological Assessment and building case for SENO/NCSE</li> <li>• *Jolly Phonics Reading Assessment <b>Week 2 September, Week 2 May</b> (*as required)</li> <li>• Drumcondra Reading Test <b>Week 2 May</b>.</li> <li>• Sigma T <b>Week 3 May</b></li> <li>• Planet Maths Assessment <b>October, December, March/April, June</b></li> <li>• PM Benchmarking <b>Sept, Dec, March &amp; May</b></li> <li>• Dictation <b>Weekly</b></li> <li>• Tables <b>Daily</b></li> <li>• <b>First Steps</b> Writing Indicators: Higher, middle and lower child. <b>Bring to October &amp; May staff meeting</b></li> <li>• <u><b>All Learning Support given in whole class situation or in withdrawal of mixed ability groups</b></u></li> </ul>

<p><b>3<sup>rd</sup> Class</b></p>	<ul style="list-style-type: none"> <li>• PSAK (New pupils: <b>Week 2 September</b>, Previous pupils: <b>2 weeks before Easter</b>, <u>New EAL arrivals: as they join the school</u>)</li> <li>• General assessments for children with IEPs (numeracy, literacy, SPHE etc) (<b>Week 2 &amp; 3 September</b>)</li> <li>• Teacher Assessment &amp; Record Keeping for children who may have Special Needs/Profound Learning Difficulties in <b>Week 3 September</b> and <b>Week 4 February</b> including referral to NEPS for Psychological Assessment and building case for SENO/NCSE</li> <li>• *Jolly Phonics Reading Assessment <b>Week 2 September, Week 2 May</b> (*as required)</li> <li>• Drumcondra Reading Test <b>Week 2 May</b>.</li> <li>• Sigma T <b>Week 3 May</b></li> <li>• Planet Maths Assessment <b>October, December, March/April, June</b></li> <li>• PM Benchmarking <b>Sept, Dec, March &amp; May</b></li> <li>• Dictation <b>Weekly</b></li> <li>• Tables <b>Daily</b></li> <li>• <b>First Steps</b> Writing Indicators: Higher, middle and lower child. <b>Bring to October &amp; May staff meeting</b></li> <li>• <u>All Learning Support given in whole class situation or in withdrawal of mixed ability groups</u></li> </ul>
<p><b>4<sup>th</sup> Class to 6<sup>th</sup> Class</b></p>	<ul style="list-style-type: none"> <li>• PSAK (New pupils: <b>Week 2 September</b>, Previous pupils: <b>2 weeks before Easter</b>, <u>New EAL arrivals: as they join the school</u>)</li> <li>• General assessments for children with IEPs (numeracy, literacy, SPHE etc) (<b>Week 2 &amp; 3 September</b>)</li> <li>• Teacher Assessment &amp; Record Keeping for children who may have Special Needs/Profound Learning Difficulties in <b>Week 3 September</b> and <b>Week 4 February</b> including referral to NEPS for Psychological Assessment and building case for SENO/NCSE</li> <li>• *Jolly Phonics Reading Assessment <b>Week 2 September, Week 2 May</b> (*as required)</li> <li>• Drumcondra Reading Test <b>Week 2 May</b>.</li> <li>• Sigma T <b>Week 3 May</b></li> <li>• Planet Maths Assessment <b>October, December, March/April, June</b></li> <li>• PM Benchmarking <b>Sept, Dec, March &amp; May</b></li> <li>• Dictation <b>Weekly</b></li> <li>• Tables <b>Daily</b></li> <li>• <b>First Steps</b> Writing Indicators: Higher, middle and lower child. <b>Bring to October &amp; May staff meeting</b></li> <li>• <u>Majority of Learning Support to be given in whole class/mixed ability situations.</u></li> <li>• <u>Some individual or group withdrawal allowed.</u></li> </ul>

## ADDITIONAL ASSESSMENTS AVAILABLE

<b>Literacy</b>	<b>Numeracy</b>
<ul style="list-style-type: none"><li>✓ NRIT (Non Reading Intelligence Test)</li><li>✓ NNIRT (New Non Reading Intelligence Test)</li><li>✓ NARA II (Neale Analysis of Reading Ability)</li><li>✓ Drumcondra Spelling</li><li>✓ Drumcondra Test of Early Literacy</li><li>✓ Micra T English</li><li>✓ LARR (Test of Emergent Literacy)</li><li>✓ Early Literacy Checklist (St. Patrick's College, Drumcondra)</li><li>✓ Schonell Graded Spelling Test</li><li>✓ McNally &amp; Murray 100 Word List</li><li>✓ Single Word Reading Test (SWRT)</li><li>✓ Non Word Reading Test (pre-screening for Dyslexia)</li></ul>	<ul style="list-style-type: none"><li>✓ Basic Number Diagnostic Test</li><li>✓ Drumcondra Maths</li><li>✓ Early Numeracy Checklist (St. Patrick's College, Drumcondra)</li><li>✓ Number Knowledge Test (Diagnostic assessment in Mathematics-Travers)</li><li>✓ Pupil Interviews (St. Patrick's College, Drumcondra)</li></ul>
<b>Communication and Language</b>	<b>SPHE</b>
<ul style="list-style-type: none"><li>✓ Assessing the quality of children's communication: Preliminary Outline Profile</li><li>✓ Sentence Repetition Test</li><li>✓ Short Term Auditory Memory Test (Westwood)</li><li>✓ Receptive and Expressive Communication and Language Profile</li><li>✓ Receptive and Expressive Vocabulary (Balfe &amp; McGough)</li></ul>	<ul style="list-style-type: none"><li>✓ Assessment of social levels</li><li>✓ Social Skills Questionnaire</li><li>✓ Basic Social Skills Assessment</li><li>✓ Observation Profile</li></ul>