

## Assessment and Reporting Policy Planning 2020/2021

### What is assessment?

Assessment is the process of **gathering, recording, interpreting, using, and reporting** information about a child's progress and achievement in developing knowledge, skills and attitudes.

### Approaches to assessment

**Two principal approaches to assessment will be detailed in our policy:**

#### ***Assessment for Learning (AfL)***

The teacher uses evidence on an **ongoing basis to inform teaching and learning.**

#### ***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.

### Continuum of Assessment (NCCA, 2007, p.13)

A **variety of methods** for gathering and using information about how well children are learning across the curriculum will be referenced in the policy. Eight of these assessment methods are **presented on a continuum** in Figure 1 and will be outlined in further detail. Methods positioned towards the left are those in which the **child plays a leading role** in assessing his/her own work; towards the right of the continuum **the teacher plays a greater role** in leading the assessment. While no single assessment method is exclusive to **AfL or AoL**, those towards the left of the continuum (the child in a leading role) generally have a stronger AfL focus while those to the right generally have a stronger AoL focus.

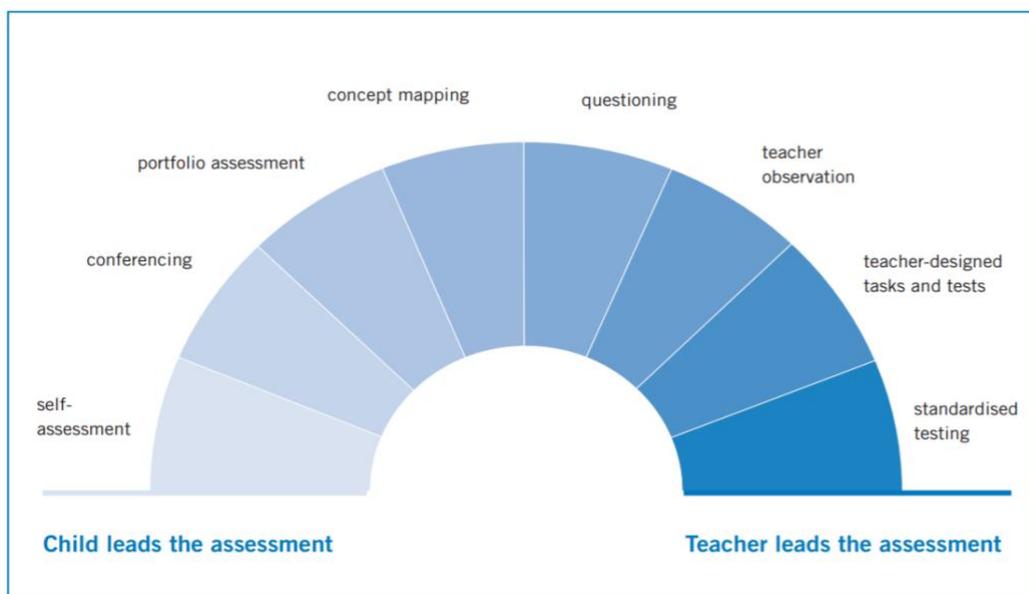


Figure 1: Continuum of Assessment

## **Policy Outline**

The Assessment and Reporting Policy will outline:

- How the policy was developed
- The policy’s relationship to Brannoxtown CNS’s ethos and core values
- The purpose of the policy
- Roles and responsibilities for the policy
- The policy content- the assessment process in Brannoxtown CNS
  - the purposes of assessment
  - assessment methods
  - interpreting, recording, using and reporting assessment information
- Implications for staff training and resources
- Review and evaluation procedures

## **Questions that will lead the development of the Assessment and Reporting Policy in Brannoxtown CNS:**

<b>Why should children’s learning be assessed?</b>
<ul style="list-style-type: none"> <li>• Assessment is <b>part of good teaching and learning</b>.</li> <li>• It provides the teacher with information to <b>make decisions</b> about what and how the child is learning. This information enables the teacher to <b>identify the next steps</b> in progressing the child’s learning and <b>adapt his/her teaching strategies</b> and/or the learning activities, as appropriate. It makes learning a more <b>enjoyable and challenging experience</b> for the child.</li> </ul>
<b>What should be assessed?</b>
<ul style="list-style-type: none"> <li>• Assessment in each <b>curriculum area/subject of the Primary School Curriculum</b> should be addressed in the policy.</li> <li>• All curriculum areas/subjects <b>should be assessed by appropriate methods</b>.</li> <li>• The teacher <b>uses appropriate assessment methods</b> to measure the extent to which children have achieved these learning objectives.</li> </ul>
<b>When should assessment happen?</b>
<ul style="list-style-type: none"> <li>• Assessment is an <b>ongoing process</b> throughout the child’s primary school experience.</li> <li>• This process is <b>shaped by the child’s age and stage</b> of learning and development.</li> <li>• Our policy on assessment should <b>reflect growth and change</b> in how children approach and experience learning, and the assessment methods the school uses <b>should vary at different stages of children’s development</b>.</li> <li>• Our policy should also ensure that judgements of children’s learning and development are <b>made over a period of time</b> rather than sporadically, and that assessment information is <b>used to provide intervention and support appropriate to the child’s stage of learning</b>.</li> <li>• Arising from the Education Act (1998) and the Education for Persons with Special Educational Needs (EPSEN) Act (2004), we must ensure that the <b>educational needs of all children, including those with a disability or other special educational needs are identified and provided for</b>.</li> <li>• The policy should refer to the role of <b>diagnostic assessment</b> and specify the diagnostic instruments to be used as well as the <b>timescale of interventions</b>. The school’s procedures in identifying and responding to the needs of <b>exceptionally able children should be specified</b>. Under the terms of the Education for Persons with Special Educational Needs Act (2004) each child assessed with a special educational need <b>should have an individual plan</b>. Our assessment policy should indicate the procedures for drawing up and using this plan to support the child’s learning. (Link to Special Educational Needs (SEN) Policy).</li> </ul>

<p><b>How should children’s learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• A <b>broad range of assessment methods</b> should be used.</li> <li>• The methods of assessment used to gather information on children <b>must not in any way discriminate against them.</b></li> </ul>
<p><b>Where should assessment information be recorded?</b></p> <ul style="list-style-type: none"> <li>• We create and maintain <b>individual records of children’s learning</b> while they are attending school.</li> <li>• We provide parents with <b>assessment reports</b> which contain accurate and clearly accessible information about their children’s progress and achievement.</li> <li>• <b>Three kinds of records</b> are maintained by the school: <ul style="list-style-type: none"> <li>• the teacher’s day-to-day records</li> <li>• the Pupil File</li> <li>• the Report Card.</li> </ul> </li> </ul>
<p><b>How should assessment information be recorded?</b></p> <ul style="list-style-type: none"> <li>• Assessment information can be <b>recorded in different forms</b>, including marks, grades, checklists, profiles, and narrative comments.</li> <li>• The assessment information contained in the Pupil File and on the Report Card <b>should be readily accessible and comprehensible</b> to all relevant interests.</li> <li>• This will <b>entail clarity and consistency in recording and reporting assessment information from teacher to teacher within the school and in reporting to parents</b> at the different stages of their children’s primary school education.</li> </ul>
<p><b>With whom should assessment information be shared?</b></p> <ul style="list-style-type: none"> <li>• The Data Protection Act establishes parents’ rights to regular information on the progress and achievement of their children under the Education Act. The Act entitles the parents of children under the age of eighteen (and children themselves when aged eighteen or older) to <b>access all personal data relating to these children</b>, whether stored in any electronic form or in hard and/or manual copy in a structured filing system in the school. (Any assessment information or personal data recorded by the school, including both formal school records and less formal records, whether in automated or manual form, comes under the terms of this Act.)</li> <li>• Legislation also requires the school to <b>report assessment information when requested to other teachers, other schools, and the children themselves, where appropriate.</b> The school is also obliged to <b>share assessment information with other individuals</b> who are involved in the child’s education. These include DES inspectors, National Educational Psychological Service (NEPS) psychologists, Special Educational Needs Organisers (SENOs), and Education Welfare Officers, as well as other professionals such as speech and language therapists and occupational therapists.</li> <li>• We must outline how we will ensure that a <b>full and accurate summary of the progress and development of each child</b> is available to the relevant people referred to above.</li> </ul>
<p><b>How should assessment information be shared with others?</b></p> <ul style="list-style-type: none"> <li>• Assessment information presented should be <b>accessible to all relevant parties.</b></li> <li>• When formulating this policy, we need to bear the following in mind: <ul style="list-style-type: none"> <li>• To whom will the school report assessment information?</li> <li>• How will assessment information be reported?</li> <li>• How frequently will assessment information be reported?</li> <li>• What terminology will be used to report assessment information (that is, what terminology is familiar to members of staff and also to parents)?</li> </ul> </li> <li>• Assessment results <b>should be reported to parents twice during each school year.</b> One of these events includes a written report at the end of the school year. The other can include a meeting or a meeting and a written report. The school can decide the <b>most appropriate times for these reports and meeting</b> and include this <b>timetable</b> in the assessment policy.</li> <li>• Outside these formal meetings, teachers may also meet parents informally.</li> <li>• The assessment policy should outline the decisions the school takes concerning the <b>frequency and mode of reporting.</b></li> </ul>
<p><b>For how long should assessment information be stored?</b></p>

- The policy should outline **how and where assessment information on individual children is stored.**
- We must outline our policy on **retention periods** in line with the Data Protection Act, 2018.
- Schools store information safely to facilitate access to it by former pupils at any stage until their twenty-first birthday. Information stored on computers must be protected so that there is restricted access to it.
- Back-ups of the information need to be created, clearly labelled, and, likewise, stored safely.

### **References:**

National Council for Curriculum and Assessment (2007). *Assessment in the primary school curriculum. Guidelines for schools.* Dublin: NCCA. Available:  
<https://ncca.ie/media/1351/assessment-guidelines.pdf>