

Sonas

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Roll No. 201620

Pupil Assessment Policy

Aim of Policy: To monitor and record pupil's progress and achievements

Introduction:

The aims of this policy are:

- To monitor pupils progress and achievement.
- To generalise baseline data that can be used to monitor achievement over a period of time.
- To co-ordinate assessment procedures on a whole school basis.
- To assist teachers' long term and short term planning.
- To facilitate communication between parents, teachers, SNAs and other professionals about pupils' development, progress and learning needs.
- To compile records of pupils' achievement and progress.

Pupil Files

Each pupil has a folder which contains up to date information on the pupil's work over the period of time that they are attending the school.

This file is separate to the primary file in the main office that contains the main body of information relating to an individual pupil. E.g. Enrolment form, Psychological and other assessments, correspondence etc.

Class Files/Folders

These files/folders contain the working documents associated with each pupil including information on progress under headings such as :

- IEP Targets
- Teaching Plans – Yearly, Monthly, and Individual
- Passports for individual information on students.
- Copies of referral forms for students.
- Monthly plans containing review column in which teachers assess and comment on the individual student and on the class as a whole.

Teachers may also utilise school designed approaches as appropriate (see under Assessment for Learning below)

The content of this file/folder aims to:

- Monitor pupils' learning outcomes as they move through the school (continuous assessment)
- Aid the setting of targets and goals
- Measure progress
- Inform teaching
- Act as a guide when informing parents of the child's progress
- Review the child's progress throughout the school year

The information in the folders are used to monitor progress in the aforementioned areas of the curriculum taught by the teacher. The folder is designed to be used from time to time during the school year to ascertain if the pupil is attaining particular learning targets. The information gathered will help identify which targets have been achieved, which are emerging and which are not yet relevant. It is important to remember that pupils progress at different rates and some of our pupils' responses may be inconsistent depending on their form, the environment or their cognitive ability/diagnosis. Teachers assess using the methods outlined below under Assessment For Learning

The file/folder is not intended to cover every area/skill taught to the pupil each year. It addresses only the overall learning outcomes that we can reasonable expect our pupils to attain. If a pupil achieves beyond or below the scope of the form, this can be recorded in the IEP or End of Year Report.

The file/folder will not be routinely copied to parents as this is a working document for use by teachers. However, parents will be met with bi-annually and their child's progress will be discussed at this time.

End of Year Progress Reports/School Leavers' Reports

These reports are stored in the 'Reports' section of the pupils' main file and a copy is sent to parents. These reports contain information regarding the individual child's progress for the year.

IEPs

Current IEPs are stored initially in the Class File. This is stored in the classroom for ease of access. IEP goals are set annually. The objectives are reviewed every 6 weeks. This process is a collaborative approach which links teachers and parents. The IEPs are transferred to the pupils' main files at the end of the year.

Assessment For Learning:

Methods used by teachers to assess learning include the following depending on the ability of the child and at the discretion of the teacher:

- **Teacher observation** – this is the core of our assessment within the school. It is ongoing and teachers observe daily to monitor progress and ensure generalisation of learned skills. Observations are reflected in the monthly plans.
- **Teacher designed tasks** - this includes teaching methodologies such as control of error and the structured TEACCH approach.
- **Task Analysis** – breaking down and structuring the teaching of skills.
- **Homework** - where appropriate.
- **Parental Feedback** from parent teacher meetings.
- **Video and photo evidence** – newsboards, slideshows, sharing images between home and school
- **IEP evaluation**
- **Behaviour tracking sheets**
- **End of year reports**
- **PEP-3** – This is completed by the Class Teachers during the year to identify the strengths and learning needs of students.
- **Teachers' working documents** – written notes and comments on individual children and the class group
- **Individual targets**- monthly and fortnightly

Additional Note on Assessment from www.sess.ie (see website for further information)

Assessment can be used for a variety of purposes and can include both formal and informal processes. For example, in-school assessment can be carried out as part of the cycle of planning for the individual pupil with special educational needs and can encompass information-gathering, planning, intervention and review. Such assessment can assist the teacher in identifying areas of learning difficulty, in measuring and recording attainment, in measuring pupil progress, and in indicating intervention measures.

Assessment methods may include a range of activities relevant to the pupil such as teacher observation, questioning and discussion, completion of checklists, samples of work, portfolios, projects, tasks and class-designed tests, diagnostic assessment.

Schools should choose carefully when selecting assessment tools and guidance is available from a range of sources, including the following:

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- *Assessment in the Primary School Curriculum: Guidelines for Schools* (NCCA) [PDF, 1.7 Kb]
- [Circular 0018/2012 - Supporting Assessment: Standardised Testing in Primary Schools](#) (PDF, kb)
- [Circular 0056/2011 - Initial Steps In The Implementation Of The National Literacy And Numeracy Strategy](#) (PDF, 139kb)
- [Circular 0138/200 - Supporting Assessment in Primary Schools](#) (MS Word, 58kb)
- [Special Educational Needs: A Continuum of Support - Guidelines for Teachers](#) (NEPS, 2007)
- [Inclusion of Students with Special Educational Needs: Post-Primary Guidelines](#) (DES, 2007)
- [Learning-Support Guidelines](#) (DES, 2000).

This policy was ratified by Sonas Board of Management at the Board of Management meeting held on May 10th 2017

Signed: _____

Chairperson, Board of Management.

Signed: _____

Principal, Sonas Special Junior Primary School.

Dated: _____

