4.5 **Pupil Profiling & Assessments**

Introduction

This policy was devised by staff at our staff planning day in December 2006. It was then presented to the Board of Management and Parents Association for their input before ratification. It was subsequently revised in Nov 2020 and then ratified by the BOM.

Rationale

The need for this policy arose from:

* Section 22.2(b) of the Education Welfare Act which requires schools to regularly evaluate students and periodically report the results of the evaluation to the students and their parents.
* Section 9 (g) of the Education Act which ordains that parents of a student have access in a prescribed manner to records kept by the school relating to the progress of that particular student.
* The need to engage with the terms of Primary Circular 14/04 in relation to reporting to parents.
* Parent feedback sheets distributed to parents in December 2006.

Relationship to School Ethos

The mission of the school encourages the active involvement of parents through positive home-school contacts and through the activities of an active Parents Association. This policy reflects the above.

Aims and Objectives

* To assist and evaluate the social, personal and academic development of the pupil body.
* To record and update these developments during the Primary School Cycle through the drawing up of an individual Pupil Profile updated annually.
* To identify areas/aspects of a child’s development which may require attention/remediation.
* To update all parents/guardians on the progress of their child in his/her education
* To provide parents/guardians with access to any permanent records relating to their child’s progress.

Policy Content: ASSESSMENT

The primary source of assessment is that of teacher contact in the classroom and is initially based on informal assessment. Formal and continual classroom assessment is then introduced through the use of standardised testing (Drumcondra) and the use of, Bracken, M.I.S.T, V.R.T., N.V.R.T. and other specific testing procedures. Pupils who fail to respond to stages 1 and 2 of the intervention procedures (Continuum of Support, Support Policy) may be referred to external agencies. A record of each child’s performance is maintained and is passed from teacher to teacher as the child progresses through the school.

Assessment, Recording and Reporting

**Step 1 - Preliminary Screening**

* Early Numeracy Test is administered by the teacher to Snr. Infants in May. Junior Infants are assessed by the support teachers using *The Bracken Basic Concepts Scale*. *The MIST* is administered by support teachers in March to Snr Infants. All test results are placed in the class files in the Mary Monnelly Room.
* Verbal Reasoning and Non Verbal Reasoning Tests are administered to First Class by the teacher in December and results are placed in the class file in the Mary Monnelly Room.
* The Resource Teacher together with the class teacher administers the Maths (Drumcondra) and English tests (Drumcondra) in the spring term.
* 4th and 6th Class teachers administer Gaeilge test (Drumcondra) in the final term.
* All teachers correct Maths (Drumcondra) and English tests (Drumcondra) and record the results on Aladdin. Record sheets are then stored in the main class file in the Mary Monnelly Room.
* Ms. Kenny and Ms. Smith, two ISM members have overall responsibility for testing in our school.

**Step 2 - Selection for Diagnostic Assessment**

Following screening the parents of children who would benefit from further diagnostic assessment are consulted.

**Step 3 - Diagnostic Assessment**

Subject to parental agreement diagnostic assessments are carried out by a support teacher and consultations regarding the results are held with class teachers and parents.

See **Appendix 1** for Diagnostic Tests used in our school.

**Standardised Testing**

The school administers Drumcondra Literacy and Numeracy tests and the Drumcondra profiles. All classes from First class upwards are tested. The tests are usually administered in the last term by the class teacher. 4th and 6th Class teachers administer a Gaeilge test (Drumcondra) in the final term.

Standard and Percentile Rankings scores are recorded on the class record template and stored by each individual teacher on Aladdin with a copy held in the Mary Monnelly Room. The SET team analyse the results for allocation of resources to pupils on an ongoing basis

Pupils in Senior Infants are assessed using the MIST test and Junior Infants are assessed using *The Bracken Basic Concepts Scale*

As per DES guidelines all STEN scores will be written in the end of year reports. Report cards will be sent home at least one week before the end of the last term, to facilitate further discussion if needed.

Pupils may be **excluded** from standardised testing if, in the view of the principal, they have a learning difficulty which would prevent them from attempting the tests or, in the case of migrant students, where the level of English required in the test would make attempting the test inappropriate.

**Psychological Assessment**

If stages 1 and 2 fail to deliver adequate intervention, the class teacher following consultation with the SET team, will contact the parents for permission to secure a Psychological Assessment for their child. An assessment will determine the subsequent level of intervention for the pupil in question.

**Recording**

Each pupil has a file which is stored in the administration office. Test scores are stored on class files on Aladdin. Copies of report cards are held in individual pupil files in the admin office. Information is passed on from teacher to teacher on a need to know basis. Children receiving extra support in school have a separate file which contains their support plans. These are stored in the Mary Monnelly Room. Procedures are in place to manage sensitive data (see Data Protection Policy).

**Reporting to Parents**

The school reports to parents through an end of year report card and a once per year parent-teacher meeting. Parent teacher meetings for 1st to 6th Class inclusive are held in November following the administering of standardized tests. Infant meetings are held in late January early February. Informal reporting is also carried out through the use of the child’s homework diary and the issuing of circulars and notes to individual parents/guardians if an issue concerning their child arises. The end of year report is given in written form but individual teachers, if they so desire, can provide an oral report to supplement this.

Parents are also welcome to visit the school at any time to discuss their child’s progress. These visits are by appointment only through the school secretary. The school will initiate emergency meetings with parents if behavioural patterns, attendance or other concerns warrant such meetings.

**Success Criteria**

This policy is considered successful if –

* Early identification and intervention is achieved
* Clarity is achieved regarding procedures involved in staged approach
* Procedures are clear and roles and responsibilities are defined
* The Special Education team have clearly defined roles and objectives
* There is efficient transfer of information between teachers

**Roles and Responsibilities**

Support teachers and the Principal assume shared responsibility. It is the responsibility of the class teacher to set in train staged interventions at class level. Junior Infant teachers are encouraged to open classroom support plans as early as possible to facilitate further early intervention if needed. Support teachers will play a key advisory role in this process. At Stage 2, the responsibilities are shared with the Special Education team. The Principal assumes a primary role at Stage 3 when a Psychological Assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

Ms. Kenny and Ms. Smith, two ISM members have overall responsibility for testing in our school.

**Implementation**

This policy will be fully implemented by ­­­­­­­school staff.

**Ratification & Communication**

This policy was ratified by the Board of Management in Nov 2020 and communicated to parents thereafter.

**Review Timetable**

This policy will be reviewed in 3 years and amended as necessary by means of a whole school collaborative process.

**References**

DES Circular 26/2019

DES Learning Support Guidelines 2000

Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools (March 2017)

Circular 13/2017

[www.sess.ie](http://www.sess.ie)

Working together to make a difference for children - NEPS