



Assessment Policy

Policy Rationale

The core objective of the policy is that all students should experience success at school. This policy endeavours to identify at the earliest possible opportunity each pupil's areas of need and put in place a whole school response to their needs. An effective assessment policy is central to this core objective.

Relationship to School Ethos

The school adopts a holistic approach to the education and development of each child and the enhancement of teaching processes. An effective assessment policy identifies early interventions that need to be put in place to ensure that enhancement of the teaching process, increased confidence and raised self-esteem is achieved.

Aims and Objectives

The primary aims / objectives of the policy are to –

1. To facilitate improved pupil learning
2. To create a procedure for monitoring achievement.
3. To track learning processes which assist the long and short term planning of teachers.
4. To co-ordinate assessment procedures on a whole school basis involving parents and pupils in managing strengths and weaknesses.

Policy Content

This policy is aimed at using assessment of learning (AOL) and assessment for learning (AFL) strategies to inform planning and identify the needs of all pupils. These strategies will include pupil informal assessment, pupil profiling, two-way communication between parents and teachers, differentiation of teacher programmes, and Individual Education Plans.

Assessment of Learning strategies which are employed in St Vincent's Special School include

ABLLS-R-The Assessment of Basic Language and Learning Skills is divided into four skills assessment areas: basic learner skills, academic skills, self-help skills, and motor skills.

AFLS-The Assessment of Functional Living Skills (AFLS) is a criterion-referenced skills assessment tool, tracking system, and curriculum guide. AFLS is used for teaching children, adolescents, and adults with developmental disabilities the essential skills they need in order to achieve the most independent outcomes.

Assessment for learning informal strategies which are employed in St Vincent's National School include

- Teacher observation
- School Checklists – task analysis.
- Teacher designed tests
- Projects and homework
- Down Syndrome Ireland (dse) vocabulary checklists



Success Criteria

This policy is considered successful if:

Early identification and intervention is achieved. Protocols and Procedures are clear and roles and responsibilities are defined. The class teacher makes a referral for multi-disciplinary team support with parental consent. The Principal is consulted and the referral for assessment is made to the team in writing.

The class teacher and SNA staff have clearly defined roles and objectives

There is efficient transfer of information between teachers and parents

There is collaboration with the Multi-Disciplinary team members.

Recording:

Each pupil has a file that is stored confidentially and securely in the administration office. This file records standardized test results and end of year reports. This file is passed from teacher to teacher (to the particular class teacher) as the child progresses through the school. Procedures are in place to manage sensitive data see Data Protection Policy.

Roles and Responsibilities:

Mainstream Teachers and the Principal assume shared responsibility. It is the responsibility of the class teacher to set in motion staged interventions at class and individual level. The responsibilities are shared with the Multi-Disciplinary Team. For therapy and intervention programs that are prescribed The Principal assumes a primary role of referral when a new Psychological Assessment is required. Parents have a role at all stages and the lines of communication must be always kept open.

Implementation:

This policy is effective from September 2020.

Ratification, Communication and Review:

This policy was ratified by the Board of Management 9th June 2022 and communicated to the school community thereafter. This policy will be reviewed in 2 years' time and amended as necessary by means of a whole school collaborative process.

References:

DES Circular 02/05 – 24/03

DES Learning Support Guidelines 2000