**St. Joseph’s Special School,**

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**Chairperson of the Board of Management: Audrey Pidgeon**

**Principal: Sarah McGinley**

# Timetable for Review

As necessary

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| --- |
| **7.11** |

## Assessment and Record Keeping Policy

## Introduction

This policy was formulated during a whole school planning day using the expertise of the whole school planning facilitator. It was reviewed in February 2009 and in September 2020.

# Rationale

The policy was formulated to ensure a uniform approach to assessment and record keeping throughout the school so as to enhance teaching and learning.

# Relationship to Characteristic Spirit of the School

St Joseph’s Special School seeks to enable each pupil to develop his/her potential in a caring environment where the talents of each pupil are valued. This work can best be done where there is a high level of openness and co-operation between staff, parents and pupils. We believe that our assessment and record keeping policy will enhance our work.

# Aims

* 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 and needs
* To assist teachers’ long and short term planning
* To coordinate assessment procedures on a whole school basis
* To help to coordinate the work of the multidisciplinary team

# Content of Policy

**Purpose of Assessment**

* To inform planning for, and coverage of, all areas of the curriculum
* To identify the particular learning needs of pupils/groups of pupils
* To monitor pupil progress and attainment
* To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual pupils/groups are being addressed
* To compile records of individual pupils’ progress and attainment
* To facilitate communication between parents, teachers, special needs assistants and other professionals about pupils’ development, progress and learning needs
* To enable teachers to monitor their own approaches and methodologies taking into accounts pupils’ different learning styles

**Assessment for Learning**

In St Joseph’s School we use the following methods,depending on the ability of pupils and at the discretion of the class teacher

* Teacher observation of:
* Pupil responses
* Pupil participation and interaction in whole-class or group based activity
* Pupil reaction of to content and teaching strategies
* Error Analysis
* Teacher designed tasks and tests for all curricular areas
* Work samples, portfolios and projects
* Teacher designed checklists from areas of the curriculum
* Homework where appropriate
* Parental feedback
* Feedback to the pupil (this is central in promoting awareness and participation in his/her own learning)
* Photographs
* Scrap books
* Videos
* IEP evaluation
* Teachers end of year report

**Standardised Tests**

Higher functioning pupils are assessed by the support teacher using standardised tests but, generally speaking, standardised tests are not applicable to pupils in our school.

**Screening & Diagnostic Assessment**

The school has the following tests available for screening pupils performance and diagnosing specific difficulties.

* Basic Number Diagnostic Test
* Middle Infant Screening Test
* Aston Index
* Early Literacy Test
* Get Reading Right, Jackson
* Marino Word Recognition
* Dolch Basic Sight Vocabulary

**Psychological Assessment**

The school is supported by a psychologist on a referral basis

Progress reviews are held as required (see Section 4.6)

Towards the end of the pupil’s time at school, a case conferences is held in regard to transfer to adult services. At any time when an alternative placement is deemed to be in the pupil’s best interest planning meetings and referrals are arranged.

The psychologist usually completes an individual assessment for these meetings. In addition behavioural records specific to an individual’s needs are created where necessary.

Tests used include:

* Stanford Binet IV
* Stanford Binet V
* Weschler Scales
* Leiter International Performance Scale
* Leiter R
* CARS
* ADS – S2
* Behavioural assessments and records
* WIAT
* Griffith (GMDS-ER)

**Speech and Language Therapy Assessments**

Tests used include:

* The Oral and Written Language Scales
* Renfrew Action Picture Test
* C.E.L.F Clinical Evaluation of Language Functions (pre-school)
* Derbyshire Language Scales
* Symbolic Play Test
* Preschool Language Scales

**Recording of Assessment Results**

* The school uses a file for each pupil which includes a record of formal and informal assessment. We analyse pupils work/results to discern learning needs This file consists of sections for correspondence, teachers reports and I E P’s, psychological reports, speech and language therapy reports, physiotherapy reports, medical reports, progress reviews, case conference reports and any other relevant information. Access to these files are as per confidentiality policy (see Section 7.3) These reports are available to parents if requested.
* There is a shared understanding of comments and remarks which include a positive approach and use of terms such as strengths, needs, abilities and recommendations.
* Sensitive data is managed as per confidentiality policy.
* Information on assessments is recorded and is available in the pupil’s folder. A formal after school meeting is arranged at the end of June each year to transfer appropriate information to the next teacher.

**Record Keeping and Communication:**

* Records are stored in a locked filing cabinet in the secretary’s office until the pupil leaves school. The principal has responsibility for the transfer of reports to the relevant parties. The school secretary is responsible for updating and maintaining the school records.
* Information is shared through: informal discussion among staff and formally through parent teacher meetings, reviews, case conferences and board of management meetings.

**Pupils with Additional Needs**

In order to formulate a programme appropriate to their needs, the school acknowledges that pupils with specific additional needs require more frequent review meetings between parents and the multi-disciplinary team. In some cases an alternative placement may be required.

We are aware of the *Freedom of Information Act and Data Protection Act* in relation to pupils’ records.

# Success Criteria

# We will know that this assessment policy is working well

* when procedures run smoothly because there is clarity about what is expected and who is responsible for different aspects
* when there is efficient transfer of information from class teacher to class teacher at the beginning/end of the school year.

# Roles and Responsibility

* + All school personnel have responsibility for maintaining data on pupils.
  + The principal has overall responsibility for coordinating this policy.

# Implementation Date

The plan has been implemented since February 2007

# Timetable for Review

As necessary

# Review and Ratification

The Board of Management is aware that this plan was reviewed in September 2020. The amended document was presented for ratification.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal