



## **Assessment Policy**

**January 2022**

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*The Education Act, 1998* requires schools to;

*“regularly evaluate students and periodically report the results of the evaluation to the students and parents”.*

### **1. What is meant by 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” *Assessment in the Primary School Curriculum, NCCA, 2007*

Assessment is central to the process of teaching and learning. It is a continuous, dynamic process, both formal and informal. It provides the teacher with the information he/she needs in order to make important decisions about the teaching and learning process. The teacher is enabled to answer the needs of the child through selecting curriculum objectives, identifying appropriate teaching methodologies, designing learning activities, choosing suitable resources, differentiating learning and giving feedback to the children on how well they are doing. These everyday activities place assessment at the very heart of teaching.

### **1. Aims**

The school hopes to achieve the following by introducing this policy:

- 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 or difficulties
- To assist teachers’ long and short-term planning
- 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 pupil’s progress and attainment
- To coordinate assessment procedures on a whole school basis

### **3. Guidelines**

#### **Purposes of assessment**

- To inform planning for, and coverage of, all areas of the curriculum
- To gather and interpret data at class/whole school level and in relation to national norms
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- To contribute to the school’s strategy for prevention of learning difficulties
- 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 pupil’s progress and attainment
- To facilitate communication between parents and teachers about pupils’ development, progress and learning needs
- To facilitate the involvement of pupils in assessment of their own work.
- To enable teachers to monitor their own approaches and methodologies

#### 4. Forms of Assessment

Assessments should allow the child to demonstrate his/her progress and achievement. They take the form of two interrelated and complementary approaches: Assessment **of** Learning (**AoL**) and Assessment **for** Learning (**AfL**)

- AoL – This refers to assessing a child’s work at the end of a given period. A grade or score is often given. They allow teachers to keep records of children’s progress and achievement and may include;
- AfL – This emphasises the child’s active role in his/her learning.
- It encourages children to take more personal responsibility for, and pride in, their learning by focussing on the following three questions:
  1. **Where are children now in their learning?**
  2. **Where are the children going in their learning?**
  3. **How will children get to the next point in their learning?**

Teacher assessments are carried out in all classes from Junior Infants to Sixth Class. The teacher can also use information gathered from AfL to evaluate his/her teaching and to plan the next stage in each child’s learning.

#### 5. Types of Assessment

**Level 1 School-Wide Screening:** Informal Assessment and standardised screening of all students (Sections a, b and c below). There is ongoing monitoring with possible referral to Level 2.

**Level 2 Diagnostic, In-School Assessment** with possible referral to Level 3 (Section d below)

**Level 3** pupils are referred for a **comprehensive individualised evaluation**, which involves referral to and liaison with external agencies (Section e below).

##### (a) Informal Assessment in all Subject Areas

- Teacher observation of a child in a range of situations – working/playing/social interaction
- Questioning
- Teacher designed tests and tasks
- Classwork and homework samples
- Portfolios, learning logs and projects
- Assessment through technology and e-learning platforms (e.g. Mangahigh, Read Theory etc.)
- Discussion with children
- Collaboration/communication between teachers/parent/support staff
- Self-assessment methods such as rubrics, traffic lights etc. (See Assessment Guidelines pg 84)
  - Rubrics
  - Know, Want to Know, Learned (KWL) grids
  - Questioning
  - Smiley face assessment at bottom of work
  - Highlighting their best work by circling it or using a highlighter marker
  - Peer review e.g. during Aistear, review of a piece of art
  - Thumbs up, thumbs down.
  - Portfolio entries
  - Traffic lights

- Children placing work in Red, Orange or Green pile depending on their understanding (red means they need help, orange means they understand most but not all, green means they understand everything)

The choice of informal assessment is at the discretion of individual teachers.

(b) Informal Assessment of Behavioural, Emotional and Social Difficulties  
Resources from the *Behavioural, Emotional and Social Difficulties A Continuum of Support* are used for tracking and recording behaviours of children who are in Stage 1 and Stage 2 of the 'Staged Approach to Assessment, Identification and Programme Planning' (Department of Education and Skills Circular 02/05).

(c) Formal Assessment

#### Standardised Tests

Areas to be tested:

- Intelligence - N.N.R.I.T.- New Non-Reading Intelligence Test
- Reading – D.P.R.T.- Drumcondra Primary Reading Test
- Mathematics – D.P.M.T.- Drumcondra Primary Maths Test
- Spellings – D.P.S.T.- Drumcondra Primary Spelling Test

The N.N.R.I.T. Level 1 and Level 3 are administered to Second Class and Fifth Class in February.

The D.P.R.T. and D.P.M.T. will be given annually to each class between First and Sixth Class inclusive. D.P.R.T. and D.P.M.T. will be administered in May. Testing in May will allow time to report results to parents in the June report card.

The use of the D.P.S.T. is at the discretion of individual teachers. The test may be administered at any stage throughout the year in order to inform the teaching and learning of spellings. Results will not be communicated with parents unless the teacher feels necessary to do so.

The Deputy Principal is responsible for purchase, distribution and co-ordination of testing. Each class teacher is responsible for administering the standardised tests. Results are provided as Raw Score, Standard Score, Percentile Rank and Sten Score (D.P.M.T. and D.P.R.T.). When corresponding with parents, Sten Scores will be used and explained.

For the N.N.R.I.T. results are provided as Standard Scores. When tests are complete the Class Teachers and Special Education Teachers will input the results of N.N.R.I.T, D.P.R.T., D.P.S.T. and D.P.M.T. using the Aladdin Tool. The Deputy Principal will check and update class statistics. Each September the class teacher will be given their class statistics for ability in Literacy and Numeracy in grid form and in graph form for their Assessment Folder.

The Deputy Principal will use the results of each class to prepare and update the 3-year bell curve. This bell curve will be analysed throughout the 3- year School Self Evaluation. Children below the 10th percentile are referred to the Special Education Teachers for further testing as in our SEN Policy. Re-testing may be carried out at the discretion of the class teacher. The teacher may assist a child who is having difficulty reading the Maths test. This should be noted on the result sheet.

Exemptions from testing are at the discretion of the Principal. (Refer to D.P.M.T./D.P.R.T. testing manuals)

The Primary Schools Assessment Kit (PSAK) testing is used for children with English as an additional language (EAL).

**(d) Diagnostic Tests**

- Diagnostic Tests are administered on a one-to-one basis.
- Pupils are selected for Diagnostic testing based on results of standardised tests and teacher observation and concerns.
- Parents of children recommended for Diagnostic testing will be consulted/informed and their written permission sought in all cases.
- Tests will be administered by relevant members of SEN Team.
- Results will be communicated to class teacher and parents and will inform subsequent learning plans.

*A full breakdown of Diagnostic and Screening Tests administered in MPETNS can be found in Appendix A; Assessment Calendar.*

**(e) Assessment by National Educational Psychologist Service (NEPS)**

- The SEN Team, in collaboration with class teachers, will draw up a list of children whom they consider should be assessed.
- The NEPS psychologist will inform the school of its assessment allocation for the school year.
- The SEN Team will collaborate with the NEPS psychologist to prioritise children for assessment.
- Documentation will be completed by Class Teacher supported by relevant member/s of SEN Team.
- SEN Coordinator will liaise with NEPS psychologist
- Results of assessment will be communicated to relevant staff and parents.

**6. Ordering, Purchasing and Distribution of Tests**

The SEN Co-Ordinator and Deputy Principal will liaise and be jointly responsible for this.

**7. Results, Record Keeping and Storage**

- Each member of the teaching staff is provided with an assessment folder. This file is used for maintaining class and individual records. The file should be stored in a locked drawer/cupboard in the classroom.
- Tests will be corrected and collated by the class teacher. The names of absentees should be recorded on the results sheet.
- All test materials – teachers’ manuals, correcting stencils, unused test booklets etc. should be returned to SEN Coordinator as soon as possible after testing
- The results and test booklets should be sent to the SEN Coordinator not more than a week after testing. They will be stored in a secure filing cabinet in accordance with Data Protection Policy.
- Results may also be stored on a password-protected computer to restrict access.
- Teachers will have access to relevant results at the beginning of the school year and on request.

- Results may also be shared with other relevant agencies e.g. NEPS, DES, SENOs, DES Inspectors and Child Education Welfare Officers – in accordance with Data Protection Policy
- Test booklets will be retained in a secure location in the school for one year after testing and the results will be kept in accordance with Data Protection Retention Schedule.
- Results – percentile ranks and Standard Ten (STEN) scores - will be recorded annually by the class teacher in the Report Booklet.
- The results of all assessments will be used to help inform SEN teachers re: Early Intervention/Learning Support for the following year.

### **8. Communication with Parents/Guardians**

Teachers will report information about their class programme and the children's progress at various times during the year.

- Welcome meetings: a group meeting when parents are invited to their child's classroom to meet with the teacher. They are provided with an overview of the teacher's philosophy, priorities and routines and an outline of the curriculum and expectations.
- Parent Teacher meetings take place once a year in February. They provide the parents with a clear overview of the child's progress academically and socially. They give the parents and teacher an opportunity to focus on any areas of concern and reach agreement on a course of action. The results of tests will be communicated orally to parents at the Parent/Teacher meetings.
- If parents have any concerns about their child at other times of the year they are encouraged to make an appointment to discuss these concerns with the class teacher.
- Written Reports: there is a written end of year report summarising a child's progress in subject areas as well as in social areas, indicating areas that need improvement. These reports go home in the month of June. Standardised Test Results will be recorded on these report cards.

The method of reporting to parents is as follows:

STEN 8-10 – Pupil achieving above average

STEN 4-7 – Pupil achieving in average range

STEN 1-3 – Pupil achieving below average

Parents will be given an explanatory letter for this purpose. Copies of these reports are put in the teacher's folder.

### **9. Follow up**

- Discussions take place between teachers, SEN team before children transfer into another class. Time is allocated for this.
- Class teachers pass on their teacher's folder and the students' portfolios to the next teacher prior to the start of the new academic year.
- Examination of test results will help to inform the SEN team of Learning Support/Resource Needs for the coming school year.
- When pupils leave the school, up-to-date records are passed to the principal by the class teacher, for forwarding to the new school.

### **10. Success Criteria**

This policy is considered successful if:

- Early identification and intervention are achieved.
- Clarity is achieved regarding procedures involved in a staged approach.
- Procedures are clear and roles and responsibilities are defined.
- There is efficient transfer of information between teachers.

This policy was ratified by the Board of Management on 26<sup>th</sup> January 2022 and communicated to parents thereafter. The policy will be reviewed in 2025 and amended as necessary by means of a whole school collaborative process.



**Appendix A: Assessment Calendar**

<b>Class</b>	<b>Assessment</b>	<b>Month</b>	<b>Staff Member</b>
<b>Pre-school</b>	<ul style="list-style-type: none"> <li>“Getting to know you”, pre-school questionnaires</li> </ul>	June (month prior to starting)	Parents/Guardian and pre-school teacher (where possible)
<b>Junior Infants</b>	<ul style="list-style-type: none"> <li>MPETNS Baseline Assessments</li> <li>Free writing sample</li> <li>PSAK EAL placement testing</li> </ul>	September	SET Teacher Class Teacher SET Teacher
	<ul style="list-style-type: none"> <li>Assessment of children requiring Support Plans</li> <li>Draw up Support Plans</li> <li>First round of Support Plan Meetings</li> </ul>	October	SET Teacher Class Teacher & SET teacher Class Teacher & SET teacher
	<ul style="list-style-type: none"> <li>Concepts of Print Assessment</li> <li>Phonics and Capital Letter Assessment</li> </ul>	November	Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Sight Word Assessment</li> <li>Whole Class Maths Assessment</li> </ul>	December	Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Fine and Gross Motor Assessment</li> <li>Belfield Infant Assessment Profile (BIAP)-Based on Fine Motor and Gross Motor test results</li> <li>Concepts of Print Assessment</li> <li>Phonological Awareness Assessment</li> <li>Phonics and Capital Letter Assessment</li> <li>Review School Support Plans</li> </ul>	January	SET Teacher SET Teacher  Class Teacher Class Teacher Class Teacher Class Teacher & SET teacher
	<ul style="list-style-type: none"> <li>Free writing sample</li> <li>Letter formation Assessment</li> <li>Sight Word Assessment</li> <li>Parent Teacher/Student Support File Meetings</li> </ul>	February	Class Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>PSAK Speaking and Listening Testing SET 2 or 3</li> </ul>	March	Class Teacher SET Teacher
	<ul style="list-style-type: none"> <li>Concepts of Print Assessment</li> <li>Phonics and Capital Letter Assessment</li> <li>Draw up final targets of Support Plans</li> </ul>	April	Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Sight Word Assessment</li> <li>Phonological Awareness Assessment</li> <li>Final round of Support Plan Meetings</li> </ul>	May	Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>School Report Cards Issued</li> </ul>	June	Class Teacher Class Teacher & SET Teacher
<b>Senior Infants</b>	<ul style="list-style-type: none"> <li>Free writing sample</li> <li>Concepts of Print Assessment</li> <li>Phonics and Capital Letter Assessment</li> <li>Test 2r for some based on literacy test or Drumcondra test for selected children based on age</li> <li>PSAK EAL placement testing</li> </ul>	September	Class Teacher Class Teacher Class Teacher SET Teacher  SET Teacher
	<ul style="list-style-type: none"> <li>Phonological Awareness Assessment</li> <li>Assessment of children requiring support plans</li> <li>Draw up Support Plans</li> <li>First round of Support Plan Meetings</li> </ul>	October	SET Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Sight Word Assessment</li> </ul>	November	Class Teacher Class Teacher

	<ul style="list-style-type: none"> <li>Letter formation Assessment</li> </ul>		
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> </ul>	December	Class Teacher
	<ul style="list-style-type: none"> <li>Concepts of Print Assessment</li> <li>Letter formation Assessment</li> <li>Phonics and Capital Letter Assessment</li> <li>Sight Word Assessment</li> <li>Review School Support Plans</li> </ul>	January	Class Teacher Class Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>MIST testing on selected pupils</li> <li>Phonological Awareness Assessment</li> <li>Free writing sample</li> <li>Parent Teacher/Student Support File Meetings</li> </ul>	February	SET Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>PSAK Speaking and Listening Testing SET 2 or 3</li> </ul>	March	Class Teacher SET Teacher
	<ul style="list-style-type: none"> <li>Draw up final targets of Support Plans</li> </ul>	April	Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Final round of Support Plan Meetings</li> </ul>	May	Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>School Report Cards Issued</li> </ul>	June	Class Teacher Class Teacher & SET Teacher

<b>First Class</b>	<ul style="list-style-type: none"> <li>PSAK EAL placement testing</li> <li>Free writing sample</li> <li>Phonics assessment</li> <li>Ballard Westwood Arithmetic Tests (+, -)</li> </ul>	September	SET Teacher Class Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Sight Word Assessment</li> <li>Letter formation Assessment</li> <li>Draw up Support Plans</li> <li>First round of Support Plan Meetings</li> </ul>	October	Class Teacher Class Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>YARC (York Assessment of Reading Comprehension) for flagged pupils</li> <li>Oral Language Assessment</li> </ul>	November	SET Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>Reading Fluency Assessment</li> </ul>	December	Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Phonics Assessment</li> <li>Sight Word Assessment</li> <li>Review School Support Plans</li> </ul>	January	Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Free writing sample</li> <li>Letter formation Assessment</li> <li>Parent Teacher/Student Support File Meetings</li> </ul>	February	Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>Oral Language Assessment</li> <li>PSAK Speaking and Listening Testing SET 2 or 3</li> </ul>	March	Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Reading Fluency Assessment</li> <li>Letter Formation Assessment</li> <li>Sight Word Assessment</li> <li>Draw up final targets of Support Plans</li> </ul>	April	Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Drumcondra Primary Reading Test (D.P.R.T)</li> </ul>	May	Class Teacher & SET Teacher Class Teacher & SET Teacher

	<ul style="list-style-type: none"> <li>• Drumcondra Primary Maths Test (D.P.M.T)</li> <li>• Final round of Support Plan Meetings</li> </ul>		Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> <li>• School Report Cards Issued</li> </ul>	June	Class Teacher Class Teacher & SET Teacher
<b>Second Class</b>	<ul style="list-style-type: none"> <li>• PSAK EAL placement testing</li> <li>• Free writing sample</li> <li>• Ballard Westwood Arithmetic Tests (+, -)</li> </ul>	September	SET Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Sight word assessment</li> <li>• Letter formation Assessment</li> <li>• Draw up Support Plans</li> <li>• First round of Support Plan Meetings</li> </ul>	October	Class Teacher Class Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• YARC (York Assessment of Reading Comprehension) for flagged pupils</li> <li>• Oral Language Assessment</li> </ul>	November	SET Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> <li>• Reading Comprehension Assessment</li> <li>• Reading Fluency Assessment</li> </ul>	December	Class Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Phonics Assessment (for selected pupils)</li> <li>• Sight Word Assessment</li> <li>• Review School Support Plans</li> </ul>	January	Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• NNRIIT (New Non-Reading Intelligence Test)</li> <li>• Free writing sample</li> <li>• Letter Formation Assessment</li> <li>• Ballard Westwood Arithmetic Tests (+, -)</li> <li>• Parent Teacher/Student Support File Meetings</li> </ul>	February	Class Teacher & SET Teacher Class Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> <li>• Oral Language Assessment</li> <li>• PSAK Speaking and Listening Testing SET 2 or 3</li> </ul>	March	Class Teacher Class Teacher SET Teacher
	<ul style="list-style-type: none"> <li>• Reading Comprehension Assessment</li> <li>• Reading Fluency Assessment</li> <li>• Sight Word Assessment</li> <li>• Draw up final targets of Support Plans</li> </ul>	April	Class Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Drumcondra Primary Reading Test (D.P.R.T)</li> <li>• Drumcondra Primary Maths Test (D.P.M.T)</li> <li>• Final round of Support Plan Meetings</li> </ul>	May	Class Teacher & SET Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> <li>• School Report Cards Issued</li> </ul>	June	Class Teacher Class Teacher & SET Teacher

<b>Third Class</b>	<ul style="list-style-type: none"> <li>• PSAK EAL placement testing</li> <li>• Ballard Westwood Arithmetic Tests (+, -)</li> </ul>	September	SET Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Spelling Assessment (including dictation)</li> <li>• Free writing sample</li> <li>• Draw up Support Plans</li> <li>• First round of Support Plan Meetings</li> </ul>	October	Class Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• YARC (York Assessment of Reading Comprehension) for flagged pupils</li> <li>• Oral Language Assessment</li> <li>• Spelling Assessment (including dictation)</li> </ul>	November	SET Teacher  Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Whole class Maths Assessment</li> <li>• Reading Comprehension Assessment</li> </ul>	December	Class Teacher Class Teacher

	<ul style="list-style-type: none"> <li>• Reading Fluency Assessment</li> <li>• Spelling Assessment (including dictation)</li> </ul>		Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Review School Support Plans</li> <li>• Spelling Assessment (including dictation)</li> </ul>	January	Class Teacher & SET Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Free writing sample</li> <li>• Ballard Westwood Arithmetic Tests (+, -)</li> <li>• Spelling Assessment (including dictation)</li> <li>• Parent Teacher/Student Support File Meetings</li> </ul>	February	Class Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> <li>• Oral Language Assessment</li> <li>• PSAK Speaking and Listening Testing SET 2 or 3</li> </ul>	March	Class Teacher Class Teacher SET Teacher
	<ul style="list-style-type: none"> <li>• Comprehension Assessment</li> <li>• Reading Fluency Assessment</li> <li>• Draw up final targets of Support Plans</li> </ul>	April	Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Drumcondra Primary Reading Test (D.P.R.T)</li> <li>• Drumcondra Primary Maths Test (D.P.M.T)</li> <li>• Final round of Support Plan Meetings</li> </ul>	May	Class Teacher & SET Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> <li>• School Report Cards Issued</li> </ul>	June	Class Teacher Class Teacher & SET Teacher
<b>Fourth Class</b>	<ul style="list-style-type: none"> <li>• PSAK EAL placement testing</li> <li>• Ballard Westwood Arithmetic Tests (+, -, x, ÷)</li> <li>• Optional Drumcondra Primary Spelling Test</li> </ul>	September	SET Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Spelling Assessment (including dictation)</li> <li>• Draw up Support Plans</li> <li>• First round of Support Plan Meetings</li> </ul>	October	Class Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• YARC (York Assessment of Reading Comprehension) for flagged pupils</li> <li>• Free writing sample</li> <li>• Oral Language Assessment</li> <li>• Spelling Assessment (including dictation)</li> </ul>	November	SET Teacher  Class Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> <li>• Reading Comprehension Assessment</li> <li>• Reading Fluency Assessment</li> <li>• Spelling Assessment (including dictation)</li> </ul>	December	Class Teacher Class Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Review School Support Plans</li> <li>• Optional Drumcondra Primary Spelling Test</li> </ul>	January	Class Teacher & SET Teacher Class Teacher
	<ul style="list-style-type: none"> <li>• Ballard Westwood Arithmetic Tests (+, -, x, ÷)</li> <li>• Spelling Assessment (including dictation)</li> <li>• Parent Teacher/Student Support File Meetings</li> </ul>	February	Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> <li>• Oral Language Assessment</li> <li>• PSAK Speaking and Listening Testing SET 2 or 3</li> </ul>	March	Class Teacher Class Teacher SET Teacher
	<ul style="list-style-type: none"> <li>• Free writing sample</li> <li>• Comprehension Assessment</li> <li>• Reading Fluency Assessment</li> <li>• Draw up final targets of Support Plans</li> </ul>	April	Class Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Drumcondra Primary Reading Test (D.P.R.T)</li> <li>• Drumcondra Primary Maths Test (D.P.M.T)</li> <li>• Final round of Support Plan Meetings</li> </ul>	May	Class Teacher & SET Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>• Whole Class Maths Assessment</li> </ul>	June	Class Teacher

	<ul style="list-style-type: none"> <li>School Report Cards Issued</li> </ul>		Class Teacher & SET Teacher
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<b>Fifth Class</b>	<ul style="list-style-type: none"> <li>PSAK EAL placement testing</li> <li>Ballard Westwood Arithmetic Tests (+, -, x, ÷)</li> <li>Optional Drumcondra Primary Spelling Test</li> </ul>	September	SET Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Spelling Assessment (including dictation)</li> <li>Draw up Support Plans</li> <li>First round of Support Plan Meetings</li> </ul>	October	Class Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>YARC (York Assessment of Reading Comprehension) for flagged pupils</li> <li>Free writing sample</li> <li>Oral Language Assessment</li> <li>Spelling Assessment (including dictation)</li> </ul>	November	SET Teacher  Class Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>Reading Comprehension Assessment</li> <li>Reading Fluency Assessment</li> <li>Spelling Assessment (including dictation)</li> </ul>	December	Class Teacher Class Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Review School Support Plans</li> <li>Optional Drumcondra Primary Spelling Test</li> </ul>	January	Class Teacher & SET Teacher Class Teacher
	<ul style="list-style-type: none"> <li>NNRIT (New Non-Reading Intelligence Test)</li> <li>Ballard Westwood Arithmetic Tests (+, -, x, ÷)</li> <li>Spelling Assessment (including dictation)</li> <li>Parent Teacher/Student Support File Meetings</li> </ul>	February	Class Teacher & SET Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>Oral Language Assessment</li> <li>PSAK Speaking and Listening Testing SET 2 or 3</li> </ul>	March	Class Teacher Class Teacher SET Teacher
	<ul style="list-style-type: none"> <li>Free writing sample</li> <li>Comprehension Assessment</li> <li>Reading Fluency Assessment</li> <li>Draw up final targets of Support Plans</li> </ul>	April	Class Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Drumcondra Primary Reading Test (D.P.R.T)</li> <li>Drumcondra Primary Maths Test (D.P.M.T)</li> <li>Final round of Support Plan Meetings</li> </ul>	May	Class Teacher & SET Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>School Report Cards Issued</li> </ul>	June	Class Teacher Class Teacher & SET Teacher
<b>Sixth Class</b>	<ul style="list-style-type: none"> <li>PSAK EAL placement testing</li> <li>Ballard Westwood Arithmetic Tests (+, -, x, ÷)</li> <li>Optional Drumcondra Primary Spelling Test</li> </ul>	September	SET Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Spelling Assessment (including dictation)</li> <li>Draw up Support Plans</li> <li>First round of Support Plan Meetings</li> </ul>	October	Class Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>YARC (York Assessment of Reading Comprehension) for SET groups</li> <li>Free writing sample</li> <li>Oral Language Assessment</li> <li>Spelling Assessment (including dictation)</li> </ul>	November	SET Teacher  Class Teacher Class Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>Reading Comprehension Assessment</li> <li>Reading Fluency Assessment</li> <li>Spelling Assessment (including dictation)</li> </ul>	December	Class Teacher Class Teacher Class Teacher Class Teacher



	<ul style="list-style-type: none"> <li>Review School Support Plans</li> <li>Optional Drumcondra Primary Spelling Test</li> </ul>	January	Class Teacher & SET Teacher Class Teacher
	<ul style="list-style-type: none"> <li>Ballard Westwood Arithmetic Tests (+, -, x, ÷)</li> <li>Spelling Assessment (including dictation)</li> <li>Parent Teacher/Student Support File Meetings</li> </ul>	February	Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>Oral Language Assessment</li> <li>PSAK EAL Speaking and Listening Testing SET 2 or 3</li> </ul>	March	Class Teacher Class Teacher SET Teacher
	<ul style="list-style-type: none"> <li>Free writing sample</li> <li>Comprehension Assessment</li> <li>Reading Fluency Assessment</li> <li>Draw up final targets of Support Plans</li> </ul>	April	Class Teacher Class Teacher Class Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Drumcondra Primary Reading Test (D.P.R.T)</li> <li>Drumcondra Primary Maths Test (D.P.M.T)</li> <li>Final round of Support Plan Meetings</li> </ul>	May	Class Teacher & SET Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher
	<ul style="list-style-type: none"> <li>Whole Class Maths Assessment</li> <li>School Report Cards Issued</li> <li>Pupil Passport</li> </ul>	June	Class Teacher Class Teacher & SET Teacher Class Teacher & SET Teacher

## Appendix 2:

### Transition from Primary School to Post-Primary School

Taken from the 2017 Guidelines:

Good planning and support for transition helps to ensure the successful transfer of pupils from pre- school to primary school, from primary school to post-primary school and between special and mainstream settings. Effective transition support and planning can enhance the educational experience of the child and help reduce potential anxiety. Many schools already have excellent practices in place to support pupils at various transitional points.

The National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post-primary schools. The materials are presented under the umbrella title of Education Passport and are available at <https://ncca.ie/en/primary/reporting-and-transfer/education-passport/>. They include:

- 6th Class Report Card
- My Profile sheet (for children)
- My Child's Profile sheet (for parents)
- A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs.

Since the 2014/15 school year schools have been required to use the Education Passport materials detailed above and forward to the relevant post-primary school, following confirmation of enrolment, ideally by end of June (Circular 45/2014).

Additional resources for schools in planning for effective transitions are available at the Department of Education and Skills and NCSE websites.