

## Newtownwhite Educate Together NS

Ballysakeery,  
Ballina,  
Co. Mayo.  
F26 TP63

Tel: 096 32728 / 086 7933559

Roll Number: 09040K

Email: [newtownwhite@gmail.com](mailto:newtownwhite@gmail.com)

Website: [www.newtownwhiteetns.com](http://www.newtownwhiteetns.com)



# Assessment Policy

## Introduction:

This policy was formulated by the teaching staff in March 2023 in order to have a uniform approach to assessment throughout the school. The policy is based on advice and information provided in the primary curriculum, the NCCA Website, the NCCA booklet *Assessment in the Primary School Curriculum – Guidelines for Schools and Circular 0138/2006*. It was reviewed again in November 2025.

## Policy Rationale:

The core of the policy is that all children should experience success at school, regardless of their academic ability or whether they have any additional learning needs. Assessment activities used in this school will contribute to pupil learning and development by gathering relevant information to guide each pupil's further learning (assessment for learning) and by providing information on each pupil's achievement at a particular point in time (assessment of learning).

## Relationship to School Ethos:

This policy reflects the overall ethos of the school which states: Newtownwhite Educate Together NS is one of a number of equality-based schools throughout the country. The patron for these schools is Educate Together. Our school is Equality based, Co- educational and Child Centred. The school adopts a holistic approach to the education and development of each child, the enhancement of teaching processes. An effective Assessment policy identifies early interventions that need to be put in place to ensure that enhancement, increased confidence and raised self esteem is achieved.

## Aims and Objectives:

The primary aims/objectives of the policy are;

- To benefit pupils learning
- To monitor learning process
- To involve parents and pupils in identifying and managing learning strengths and difficulties
- To assist teachers' long and short term planning
- To co-ordinate assessment procedures on a whole school basis.

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### **Policy Content**

#### **Purpose 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 including the exceptionally able if applicable
- To monitor pupils 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 the involvement of pupils in assessment of their own work where feasible
- To enable teachers to monitor their own approaches and methodologies

#### **Standardised Testing:**

The Following Tests are used

- Alpaca – Junior infants
- MIST – Senior infants
- MICRA-T : 1<sup>st</sup> – 6<sup>th</sup> Classes May
- SIGMA-T – 1<sup>st</sup> -6<sup>th</sup> Classes May
- NNRIT – 2<sup>nd</sup> & 5<sup>th</sup> Classes October

#### **Assessment of Learning**

The following are among some of the methods of informal assessment that are used in the school:

- Teacher Observation
- Teacher designed tasks and tests
- Work samples/ portfolios & projects
- Checklists

The above formal and informal assessment methods are used across the whole school, at the discretion of individual teachers, depending on the requirements of individual pupils, class level or subject. Excluding Standardised testing which take place annually as laid out in [Newtownwhite ETNS Classroom Assessment Folder](#). Parents are given feedback on a regular basis, through informal parent communication, formal Parent Teacher Meetings and end of year reports. Parents are also asked on occasion to sign pupils' work confirming they have reviewed and discussed with their child/ren.

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Depending on the subject and the class level or multi-grade class groupings and the needs of individual pupils, teachers may assemble portfolios of pupil assignments, work samples, projects etc. These may include items as per Classroom Assessment Plan

Pupils are encouraged to become involved in the assessment of their own work/progress. Examples include:

- KWL Charts
- Sharing the learning intention/objective and devising a success criteria **WALT & WILF**
- Self-editing/drafting/redrafting
- Self-evaluation
- Peer assessment + evaluation

### Assessment for Learning

Assessment for learning seeks to identify the next steps needed to make progress. It takes into consideration pupils' strengths and weaknesses. It enables continuous reflection on what pupils know and what they need to learn next. It also promotes immediate intervention and enables teachers to meet the needs of individual children more effectively.

Assessment for learning strategies include:

- **Sharing the learning intention + Criteria for success – WALT & WILF**
- Teacher observation
- Effective questioning and feedback
- Peer Feedback
- Student Self-Assessment – Rubrics/checklists
- Thumbs up
- Think Pair Share
- Smiley Faces
- Traffic lights
- KWL Charts

Each teacher chooses from the strategies above with every teacher engaging with WALT & WILF

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### **Diagnostic Assessment:**

Diagnostic tests are administered by the SET following referral by the class teachers in consultation with parents/guardians. The administration of such tests is in keeping with the approach recommended by **Circular 02/05** where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment. Parents are provided with test results and if a psychological assessment is warranted, parental permission is sought and a consent form is completed. The Principal will facilitate such an assessment happening.

The diagnostic tests used in the school include;

- YARC
- Test2r
- Aston index
- SWST - Single Word Spelling Test
- SWRT - Single Word Reading Test
- DST - Diagnostic Spelling Test
- Drumcondra Test of Early Literacy (DTEL - Screening)
- Drumcondra Test of Early Numeracy (DTEN - Screening)

### **Screening:**

The screening tests used to identify learning strengths and weaknesses in the school are;

- Belfield Infant Assessment Programme
- Middle Infant Screening Test (MIST)
- Non Reading Intelligence Test (NRIT) 1<sup>st</sup> & 5<sup>th</sup> classes

These tests are administered individually or on a class basis. The MIST and BIAP are administered on a class basis around Easter/ late spring of each year. Screening is used by the school to initiate the staged approach to intervention as per **Circular 24/03** and **Circular 02/05**.

### **Recording:**

Each pupil has a file which is stored electronically in Aladdin. This file records standardised test results for the current and preceding years as well as end of year reports. Adhering to GDPR data sharing regulations this file is accessible to teachers through Aladdin allowing for sharing of information as children progress through the school. Procedures are in place to manage sensitive data (see Data Protection Policy).

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### Success Criteria:

This policy is considered successful if:

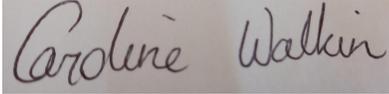
- Early identification and intervention is achieved
- Clarity is achieved regarding procedures involved in a staged approach
- Procedures are clear, with roles and responsibilities defined
- The Special Education team have clearly defined roles and objectives
- There is efficient transfer of information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

### Roles and Responsibilities:

Newtownwhite ETNS follows the guidelines set out in [NCSE Continuum of Support](#) with Mainstream, Special Education Teachers and the Principal assuming shared responsibility. It is the responsibility of the class teacher to set in train staged interventions at class level (Classroom Support). At Stage 2, the responsibilities are shared with the Special Education Team (School Support). The Principal and Special Education Teacher assume primary roles at Stage 3 (School Support Plus) when a Psychological Assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

Reviewed by staff September 2025. Ratified by Board of Management November 2025. Uploaded to the website January 2026.

Signed:   
Aidan Doyle  
Chairperson, Board of Management  
24th November 2025

Signed:   
Caroline Walkin  
Principal & Secretary to BOM  
24th November 2025

### References:

*NCCA Assessment in the Primary School*

*DES Circular 02/05 – 24/03*

*DES Learning Support Guidelines 2000*

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

*Working Together to make a Difference for Children - NEPS*

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### **Newtownwhite ETNS Classroom Assessment Folder Options:**

#### **Junior Infants:**

- Behaviour Checklist Annually: Last 2 weeks before Winter Break of that school year
- Phonemic Awareness Checklist: rhyming words, sounds in environment etc. Heggerty Programme
- Conventions of Writing: pincer grip, left-right orientation, tracing, drawing shapes, pre writing skills
- Maths: Cracking Maths Termly Assessment, classwork and language of maths informally
- Literacy: Jolly Phonics Reading Assessment at end of year; Letters and Sounds Assessments by Phase, Alpaca Assessment
- Gross Motor Skills Checklist
- Fine Motor Skills Checklist

#### **Senior Infants:**

- Behaviour Checklist: Last 2 weeks before Winter Break of that school year (for the children displaying behavioural needs not within expected age range)
- Phase Two and Three Checklist: Letter formation of all sounds from Groups 1-7 JP / Letters and Sounds
- Phonemic Awareness Checklist Groups 1-7 JP / Letters and Sounds
- Conventions of Writing: left-right orientation, tracing, joining dots
- Digraph (double sounds) Class Checklist: Last 2 weeks before Spring Break
- Maths: Cracking Maths Termly Assessment, classwork and language of maths informally
- Literacy: Jolly Phonics Reading Assessment at end of year; Letters and Sounds Assessments by Phase, Alpaca Assessment
- Gross Motor Skills Checklist
- Fine Motor Skills Checklist
- MIST Summer Assessment

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### First Class:

- Behaviour Checklist: Last 2 weeks before Winter Break of that school year (for the children displaying behavioural needs not within expected age range)
- Phase Three and Four Checklist: Letter formation of all sounds from Groups 1-7 JP
- Phonemic Awareness Checklist Groups 1-7 JP
- Conventions of Writing: left-right orientation, tracing, joining dots
- Gross Motor Skills Checklist
- Fine Motor Skills Checklist
- Maths: Termly Cracking Maths
- English: Termly, Phonics Spelling List: Weekly dictation test, Oral Language Checklist, Winter and Summer Terms (twice per year); Starlight Oral Language/Reading/Comprehension
- Gaeilge: Termly (Oral Language / Aural)
- MICRA T Summer Assessment
- SIGMA T Summer Assessment

### Second Class:

- Behaviour Checklist Annually: Last week before October MidTerm of that school year
- Phase Four and Five Checklist: Letter formation of all sounds from Groups 1-7 JP/ Letters and Sounds
- Phonemic Awareness Checklist Groups 1-7 JP / Letters and Sounds
- Conventions of Writing: pincer grip, left-right orientation, tracing, joining dots, drawing shapes
- Gross Motor Skills Checklist (individual basis - to give more information if queries there)
- Fine Motor Skills Checklist (individual basis - to give more information if queries there)
- Maths: Termly Cracking Maths
- English: Termly, Spelling Programme weekly assessment, Oral Language Checklist Winter and Summer Terms (twice per year); Starlight Oral Language/Reading/Comprehension
- Gaeilge: Termly (Oral Language and written)
- MICRA T Summer Assessment
- SIGMA T Summer Assessment

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### Third Class:

- Behaviour Checklist Annually: Last 2 weeks in December of that school year
- Maths: Termly Cracking Maths
- English: Termly, Spelling Programme- weekly assessment, Oral Language Checklist Winter and Summer Terms (twice per year); Starlight Oral Language/Reading/Comprehension
- Gaeilge: Termly (Oral Language and written)
- SESE: Termly assessments
- MICRA T Summer Assessment
- SIGMA T Summer Assessment

### Fourth Class:

- Behaviour Checklist Annually: Last 2 weeks in December of that school year
- Maths: Termly Cracking Maths
- English: Termly, Spelling Programme- weekly assessment, Oral Language Checklist Winter and Summer Terms (twice per year); ; Starlight Oral Language/Reading/Comprehension
- Gaeilge: Termly (Oral Language and written)
- SESE: Termly assessments
- MICRA T Summer Assessment
- SIGMA T Summer Assessment

### Fifth Class

- Behaviour Checklist Annually: Last 2 weeks in December of that school year
- Maths: Termly (Christmas, Easter, Summer)
- English: Termly, Spelling Programme- weekly assessment, Oral Language Checklist Winter and Summer Terms (twice per year); ; Starlight Oral Language/Reading/Comprehension
- Gaeilge: Termly (Oral Language and written)
- SESE: Termly assessments
- MICRA T Summer Assessment
- SIGMA T Summer Assessment

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### Sixth Class:

- Behaviour Checklist Annually: Last 2 weeks in December of that school year
- Maths: Termly (Christmas, Easter, Summer)
- English: Termly -Spelling Programme- weekly assessment,, Oral Language Checklist Winter and Summer Terms (twice per year); ; Starlight Oral Language/Reading/Comprehension
- Gaeilge: Termly (Oral/Aural Language and Written)
- SESE: Termly assessments
- MICRA T Summer Assessment
- SIGMA T Summer Assessment
- School Passport for Secondary School
- NEPS review where applicable