



Polasaí Measúnú *Assessment Policy*

Réamhrá *Introduction*

Cuireadh an polasaí seo le chéile trí phróiseas comhoibríthe idir foireann múinteoireachta na scoile, an Bord Bainistíochta agus Coiste na dTuismitheoirí. Cuireadh le chéile é chun eolas a thabhairt faoi chúrsaí mheasúnaithe i gcomhthéacs na scoile. Chun an polasaí seo a chur i bhfeidhm go hiomlán, caithfear aird suntasach a thabhairt do na treoirlínte ón ár bPolasaí Tacaíocht Foghlama agus Polasaí Cosaint Sonraí. Rinneadh uas-dhátú ar an bPolasaí Measúnú tríd an gcóras Féinmheastóireacht Scoile (FMS) i 2019.

- This policy was formulated through a process of collaboration between the teaching staff of the school, an Bord Bainistíochta agus Coiste na dTuismitheoirí. It was created in order to provide information regarding assessment practices in the school. In order to fully implement this Assessment Policy, it is supported by the structures of our Learning Support Policy and our Data Protection Policy. Our Assessment Policy was most recently updated through the School Self-Evaluation (SSE) process in 2019.*

Dá mba rud é go bhfuil difríocht idir a bhfuil scríofa as Gaeilge agus as Béarla sa pholasaí seo, glactar leis an leagan Gaeilge mar an leagan cruinn agus an leagan Béarla mar aistriúchán.

- Should there be any discrepancy between the Irish and English in this policy, it is accepted that the Irish is the correct version and the English is provided as a translation.*

Réasúnaíocht *Rationale*

Mar chuid de bhunaidhmeanna na scoile, tá sé tábhachtach dúinn go mbeadh cumas an pháiste aonair á fhorbairt trí réimsí eágsúla foghlama. Cuirfidh gníomhachtaí measúnaithe atá in úsáid sa scoil le foghlaim agus forbairt na bpáistí, tríd láidreachtaí agus deacrachtaí an pháiste a aithint agus tríd iad a úsáid chun plean foghlama a chuir le chéile don pháiste. Aithníonn an plean seo conas mar a fhoghlamaíonn an páiste agus céard iad na háiteanna gur cóir díriú isteach orthu chun deacrachtaí a sharú agus caighdeán a hardú.

As one of the aims of the school, it is important that the children develop their individual abilities through a range of learning experiences. The varied assessment practices used by the school will add to the children's learning and development through identifying the child's strengths and difficulties in learning and by using this information to devise a specific learning plan for the child. The plan will recognise how the child learns and what areas need to be prioritised to overcome difficulties and to raise educational standards.

An Gaol le Spioraid Sainiúil na scoile *Relationship to the School's Ethos*

Tá sé mar aidhm again ard-chaighdeán oideachais a chur ar fail trí mheán na Gaeilge, báite in éiteas a chothaíonn luachanna Críostaíoch agus oidhreacht na hÉireann. Bheadh sé mar mhian againn trí thaithí dearfach foghlamtha go dtabharfaí spreagadh do gach páiste a gcumas féin a shroichint agus a bheith neamhspléach, caoinfhulangach, cinéalta agus muiníneach. Beidh sé mar sprioc againn mar phobal scoile atmaisféar fáilteach, comhoibritheach, cumarsáideach a chothú inár measc féin, go mbeimid ag obair as lámha a chéile le na páistí a chur ar thóir a maitheasa sa saol.

'Fásann an dúchas san fhoghlaim'

We aim to provide an excellent standard of education through the medium of Irish, steeped in an ethos that promotes Christian values and Irish heritage. We hope to inspire every child to achieve their full potential by giving them a positive experience of education and encouraging them to be independent, tolerant, kind and confident.

Our aim as a school community is to create a welcoming, cooperative, communicative atmosphere, in which we work together to give our students the best possible start in life.

Aidhmeanna *Aims*

Seo a leanas na haidhmeanna i leith measúnú i nGaelscoil an Chuilinn.

- Cur le foghlaim daltaí
- Monatóireacht a dhéanamh ar phróisis foghlama
- Sonraí bonnlíne a chruthú gur féidir a úsáid chun monatóireacht a dhéanamh ar ghnóthachtáil nó dul chun cinn thar am
- Deis a thabhairt do thuismitheoirí agus daltaí a bheith páirteach in ábaltachtaí nó deacrachtaí foghlama a aithint agus a bhainistiú
- Cuidiú le pleanáil fhadthéarmach agus ghearrthéarmach múinteoirí
- Nósanna imeachta measúnachta a chomhordú ar bhonn na scoile uile.
- Chun cinntiú go bhfuil muid ag comhlíonadh na freagrachtaí atá leagtha amach dúinn ag an Roinn Oideachais agus Scileanna maidir le Uimhreacha agus Litearthacht.

Gaelscoil an Chuilinn hopes to achieve the following by introducing this policy:

- *To benefit pupils' 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 coordinate assessment procedures on a whole school basis.*
- *To ensure that we are fulfilling our responsibilities regarding Literacy and Numeracy as outlined by the Department of Education and Skills.*

Treoirlínte *Guidelines*

- Faisnéis/eolas a sholáthar do phleanáil agus clúdach na réimsí churaclaim uile
 - Sonraí a bhailiú agus a léirmhíniú ag leibhéal an ranga/na scoile iomláine agus i gcomhthéacs norm náisiúnta
 - Na riachtanais fhoghlama ar leith atá ag daltaí/grúpaí daltaí a aithint, daltaí atá an-éirimiúil san áireamh
 - Cur le straitéis na scoile chun deacrachtaí foghlama a chos
 - Monatóireacht a dhéanamh ar dhul chun cinn agus gnóthachtáil daltaí
 - A chur ar chumas múinteoirí a gcláir féin a chur in oiriúint, le cinntiú go bhfuil aghaidh á thabhairt ar riachtanais fhoghlama ar leith daltaí/grúpaí aonair
 - Cúntas a chur le chéile de dhul chun cinn agus gnóthachtáil daltaí aonair
 - Cumarsáid idir thuismitheoirí agus mhúinteoirí faoi fhorbairt, dul chun cinn agus riachtanais foghlama na ndaltaí a éascú
 - Rannpháirtíocht na ndaltaí i measúnacht ar a gcuid oibre féin a éascú
 - A chur ar chumas múinteoirí monatóireacht a dhéanamh ar na cuir chuige agus modheolaíochtaí atá in úsáid acu féin
-
- *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 pupils' 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*

Measúnú chun foghlama agus Measúnú den fhoghlaim

Aithníonn Gaelscoil an Chuilinn gurb iad measúnú múnlaiteach, suimitheach, meastóireachta agus diagnóiseach na ceithre fheidhmeanna measúnaithe. Bíonn aird dírithe ar mheasúnú chun foghlama chomh maith le measúnú den fhoghlaim: Ciallaíonn sé seo go n-úsáidtear fianaise ar bhonn leanúnach chun múineadh agus foghlaim a threorú, chomh maith le taifead thréimhsiúla de dhul chun cinn agus gnóthachtálacha na bpáistí.

Assessment for learning and Assessment of learning

Gaelscoil an Chuilinn recognises the four functions of assessment as being formative, summative, evaluative and diagnostic. The focus is on assessment for learning as well as assessment of learning; this means that evidence is used on an ongoing basis to inform teaching and learning, in addition to periodic recording of childrens' progress and achievements.

Modhanna measúnachta neamhfhoirmiúla a úsáidtear sa scoil

- Breathnóireacht múinteoirí
- Tascanna agus tástálacha deartha ag múinteoirí. Caithfear dáta a chuir ar na trialacha agus tascanna seo agus caithfear iad a thaifead agus iad choinneáil sa chomhad don chéad bhliain acadúil eile.
- Samplaí oibre, punanna micléinn agus tionscadail.

Types of informal methods of assessment that are used in the school

- *Teacher observations*
- *Teacher designed tasks and tests. Sample tests and tasks must be dated and recorded and kept on file for the following academic year.*
- *Work samples, student portfolios and projects*

Portfóilíonna na nDaltaí

Rinneadh cinneadh ag cruinniú foirne le gairid **nach mbeadh** doiciméad nó fillteán amháin mar phortfóilió na ndaltaí. Braithfidh portfóilió na ndaltaí ar na rudaí seo ar fad.

- Cóipleabhair scríobh agus Mata
- Leabhrán saor-scríobh
- Fillteáin Ealaíne
- Leabhair tionscnaimh OSIE
- Portfóilió SALF
- Fillteán Ceol & Dánta
- Seicliostaí Téarmiúil Múinteoirí
- Scrúdaithe ranga deartha ag an múinteoir

Tabhairfaidh na daltaí faoi réimse leathan modhanna féin-mheasúnú thar na rudaí ar fad thuas-luaithe. Roghnóigh siad píosaí oibre go míosúla nó go téarmiúil óna gcuid oibre chun fianaise dul chun cinn agus forbairt a mheas i ngnéithe an churaclam. Cuirfidh múinteoirí na modhanna féin-mheasúnaithe is éifeachtaí i bhfeidhm atá in oiriúint dá gcuid ranganna féin.

Student Portfolios

*It was decided at a staff meeting by the teachers that student portfolios **would not** simply form one document / folder. The student portfolio would be a collection of the following documents.*

- *Classroom Writing/Math Copies*
- *Free-writing handbook*
- *Art sketch Pads*
- *OSIE project book*
- *SALF Folder*
- *Music & Poetry Folder (senior classes)*
- *Termly progression checklists*
- *Varying classroom tests devised by the teacher to assess learning*

Pupils will engage in varying forms of self-assessment through the variety of work documents listed above. They may choose favourite pieces of work monthly or termly to show their progression and development in varying curricular areas. Teachers shall employ the most effective self-assessment strategies for their individual classrooms as they see fit.

Measúnú Neamhfhoirmiúil

I nGaelscoil an Chuilinn, úsáidtear na modhanna a leanas chun measúnú neamhfhoirmiúil a dhéanamh:

- Breathnóireacht

- C oras Soilse Tr achta
- Tascanna agus t ast alacha deartha ag m uinteoir 
- Ceisti  D irithe an mh uinteora
- Pl 
-  isteacht
- Ag tabhairt aiseolas
- Fianaise star ga
- Seicliosta 
- Sampla  oibre
- Seice il obair na bp aist 
- C oras R ataithe
- Ord g suas chun tuiscint a l iri 
- Comhdh il
- Map il coincheap

In Gaelscoil an Chuilinn, informal assessment is carried out by all teachers utilising the following methods:

- *Observation*
- *Traffic light system*
- *Teacher designed tasks and tests*
- *Teacher directed Questions*
- *Discussing*
- *Listening*
- *Providing feedback*
- *Anecdotal Records*
- *Checklists*
- *Work Samples*
- *Checking pupils work*
- *A Rated system*
- *A thumbs up to check for understanding*
- *Conferencing*
- *Concept Mapping*

F in Mheas n 

Mealltar p aist  i nGaelscoil an Chuilinn chun meas n  a dh anamh ar a gcuid foghlaim f in tr id na modhanna a leanas a  s id:

- Ag aithint a gcuid oibre is fearr- mar shampla, ag roghn  *p osa  oibre   ch ipleabhair, leabhr in tionscnaimh srl.*   a thaispe int ar bhalla  an ranga
- Cairteanna KWL
- R ibric - Feach Aguis n (B)
- 2 R alt agus mian- Aguis n (C)
- Cra ain (dearg/or iste/glas)
- Soilse Tr achta

Self Assessment

Pupils in Gaelscoil an Chuilinn are encouraged to self assess using the following methods:

- *Identifying their best work – for example
– choosing pieces of work from copies, sketch pads, project copies etc., displaying them on classroom walls*
- *KWL Charts*
- *Rubrics – See Appendix (B)*
- *2 stars and a wish – Appendix (C)*
- *Crayons (red/orange/green)*
- *Traffic Light System*

Modhanna measúnachta foirmiúla a úsáidtear sa scoil

De réir riachtanais ciorcláin 0138/2006 0056/2011 agus 0018/2012, caithfear scrúdaithe caighdeánacha a dhéanamh ar litearthacht agus uimhearthacht. Deantar an tástáil a leanas sa scoil mar ata leagtha amach inár bpolasaí Tacaíocht Foghlama.

Scrúdaithe Caighdeánacha

Tá an Comhordaitheoir Tacaíocht Foghlama freagrach as scrúdaithe a cheannach, a dháileadh agus comhordú tástála.

Déanaimid iarracht freastal ar dhaltaí nach ndéanann tástáil ar an lá cuí. Eagraítear lá athtástála amháin d'aon dalta nach bhfuil ar scoil de bharr tinneas ar lá na scrúdaithe don Ghaeilge/Béarla nó Mata.

Déanann na múinteoirí Tacíochta é seo agus ceartaíonn siad na scrúdaithe chomh maith. Déantar taifead ar na scóranna ar fad agus cláraítear iad ar Aladdin agus a I gcrua chóip na scoile (féach polasaí Tacaíocht Foghlama). Scríobhtar an SCÓR STEN amháin ar tuairisc na scoile ó Rang a 1- Rang a 6. Faigheann gach tuismitheoir bileog eolais ag tabhairt sonraí beacht ar cad is scrúdaithe caighdeánacha ann.

Déanann príomhoide na scoile anailís ar thorthaí na scoile agus úsáidtear iad chun scagadh a dhéanamh ar láidreadtaí/laigeachtaí ranga/scoile. Úsáidtear iad chun modhanna múinteoireachta nua a phleanáil agus a chuir i bhfeidhm chomh maith. Pléitear na torthaí ag cruinnithe foirne agus go hindibhidiúl le múinteoirí ranga.

Roinntear na torthaí ag cruinniú foirne deireach na bliana agus úsáidtear iad chun planáil scoile a dhéanamh ag léibhéal ranga agus don TF.

Cabhraíonn torthaí na scrúdaithe seo le dáileadh tacaíocht foghlama don scoilbhliain seo chugainn. (Féach Pol. T.F.)

Types of formal methods of assessment used by the school

In accordance with the requirements of Circulars 0138/2006, 0056/2011 and 0018/2012, standardised tests are carried out in literacy and numeracy. It is school policy to carry out these tests as follows:

Standardised tests

The Learning Support Co-ordinator is responsible for buying the test papers, distributing them and co-ordinating the testing. For any children who are not in attendance on a testing day mainly due to illness (Irish, English or Math), one day is put aside for re-testing. The Learning Support team administer these tests and also correct them.

All test scores are recorded on Aladdin and on our school hardcopy database.

We only report STEN scores to parents.

Parents receive the children's STEN results on their annual reports at the end of the school year (Rang a 1-Rang a 6) and an explanatory note about STEN scores is provided also.

The Principal analyses the school results and these results are used to decide on the strengths and weaknesses of the class/school. They are used to plan and implement new teaching methodologies. Results are discussed at staff meetings and on an individual basis with class teachers.

Results are discussed at the last Staff Meeting of the school year and they are used to plan Classroom planning and Learning support Planning.

The results of these tests assist in the planning of learning support for the following school year. (See Learning Support Policy)

PLEAN SCOILE TRIALACHA CAIGHDEÁNAITHE

NAÍONÁIN SHÓISEARACHA	B.I.A.P. (leath den rang nó páistí atá buairt ort futhu)
NAÍONÁIN SHINSEARAIGH	M.I.S.T. Trialacha Dhroimconradh Gaeilge: Paistí Láidre
RANG A 1 *Tuairisc oifigiúil le seoladh abhaile	Trialacha Dhroimconradh Mhata Trialacha Dhroimconradh Gaeilge Dromcondra Reading Test
RANG A 2 *Tuairisc oifigiúil le seoladh abhaile	Trialacha Dhroimconradh Mhata Trialacha Dhroimconradh Gaeilge Dromcondra Reading Test Dromcondra Spelling Test NVRT-R2
RANG A 3 *Tuairisc oifigiúil le seoladh abhaile	Trialacha Dhroimconradh Mhata Trialacha Dhroimconradh Gaeilge Dromcondra Reading Test
RANG A 4 *Tuairisc oifigiúil le seoladh abhaile	Trialacha Dhroimconradh Mhata Trialacha Dhroimconradh Gaeilge Dromcondra Reading Test
RANG A 5 *Tuairisc oifigiúil le seoladh abhaile	Trialacha Dhroimconradh Mhata Trialacha Dhroimconradh Gaeilge Dromcondra Reading Test Dromcondra Spelling Test NVRT-R5
RANG A 6 *Tuairisc oifigiúil le seoladh abhaile	Trialacha Dhroimconradh Mhata Trialacha Dhroimconradh Gaeilge Dromcondra Reading Test

Scagadh (nascadh le Polasaí Tacaíocht Foghlama)

Screening (linked to Learning Support Policy)

Is mian linn go mbeidh an oiread daltaí agus is féidir ag fáil tairbhe as an gclár Tacaíochta Foghlama. Mar sin féin toisc go bhfuil sé ráite go mbeidh sé dírithe ar na daltaí is géire gá, caithimid córas a dhearadh a chinnteoidh go mbeidh an clár in úsáid do na páistí sin.

Is é an Príomhoide, i gcomhairle leis an múinteoir ranga, an MTF a chinnteoidh cé h-íad na daltaí a bheidh ag glacadh páirte sa chlár Tacaíochta Foghlama.

Beidh roghnú na bpáistí ó Naíonáin bunaithe ar bhreathnóireacht an mhúinteora, an BIAP agus ar thástálacha beaga rialta deartha ag an múinteoir.

Beidh roghnú na bpáistí ó Rang 1, bunaithe ar thorthaí MIST ag deireadh Naíonáin Mhóra, ar bhreathnóireacht an mhúinteora agus ar thástálacha beaga rialta deartha ag an múinteoir.

Beidh roghnú na bpáistí ó Rang a 2 suas bunaithe ar aon pháiste a fhaigheann scór atá ag nó faoi an 12ú percentíl ar thrialacha chaighdeánacha Dhroim Chonracha, an SIGMA-T nó an MICRA-T. Is féidir páistí a fhaigheann scór níos airde ná sin a chlarú chomh maith má bhíonn spás nó má cheaptar le géar gá.

Déanfar athbhreithniú ar an liosta páistí atá ag glacadh páirte sa chlár go leanúnach.

We aim to support as many pupils as possible through the Learning Support programme and equally we need to prioritise this support for the pupils in greatest need of support.

The final decision on those pupils in receipt of learning support will rest with the Principal and the Learning Support teacher.

Learning Support pupils are identified and selected in the Infant classes based on the BIAP and the classroom teacher's observations and classroom assessments.

Learning Support pupils are identified in First Class based on the Middle Infant Screening Test (MIST) results completed at the end of Senior Infants as well as classroom teacher's observations and classroom assessments.

Learning Support pupils are identified in Second Class upwards based on pupils scoring below the 12th percentile in their annual Drumcondra assessments in Gaeilge, English and Mata. Pupils with higher scores than the set 12th percentile may be selected for support should concerns arise and the availability exists in the Learning Support Programme.

The pupils selected for inclusion in the Learning Support programme are reviewed regularly.

Measúnu Diagnóiseach

Úsáidtear trialacha diagnóiseacha chun an tacaíocht foghlama oiriúnach a chuir ar fáil do dhaltaí le deacrachtaí foghlama. I gcás páistí a thiteann faoin scoithphointe i scrúdú caighdeánach, moltar níos mó trialacha diagnóiseacha. Is iad an fhoireann tacaíocht foghlama a riarann na trialacha diagnóiseacha, a bhaineann ciall astu agus a mhíníonn na torthaí srl don mhúinteoir ranga agus na tuismitheoirí.

Pléann an Roinn TF na torthaí tástala diagnóisí ar fad. Téann comhoirdiniúr an TF i dteagmháil leis an siceolaí scoile más gá dúinn measúnú a fháil do pháiste ar leith.

Pléitear an IEP leis na tuistí agus an múinteoir ranga.

Scrúdaithe samplacha

- *Neale Analysis of Reading Ability*
- *Maths Tracker*
- *Basic Number Screening Assessment*

Diagnostic Assessment

Diagnostic tests are used to determine the appropriate learning support for pupils who present with learning difficulties. In the event of pupil performance falling below a standardised test cut-off point, further diagnostic testing will be recommended.

Diagnostic tests are administered by a member of the learning support team, who will interpret the results and advise the class teacher and parents of the outcome.

The results of diagnostic tests are discussed by the Learning Support Team. The L.S co-ordinator contacts the NEPs psychologist if it is felt that a child would benefit from an educational assessment.

The IEP is discussed with the classteacher and the parents.

Diagnostic Tests

- *Neale Analysis of Reading Ability*
- *Maths Tracker*
- *Basic Number Screening Assessment*

Measúnú Siceolaíochta

Nuair a shroiceann dalta céim 3 inár gCur chuige céimnithe (féach Polasaí Tac Fogh) agus nuair a mhothaítear go bhfuil measúnú siceolaíochta riachtanach, tá freagracht ar an bhfoireann tacaíocht foghlama, in éineacht leis an múinteoir ranga agus an príomhoide dul i dteagmháil le tuismitheoirí an dalta. Cuireann an siceolaí, (NEPS nó príomháideach), an páipéarachas cuí ar fáil don mhúinteoir agus na tuismitheoirí le líonadh.

Má mhothaíonn an scoil go bhfuil fadhb ag páiste, cuirfear na tuismitheoirí ar an eolas faoi. Is í freagracht na tuismitheoirí atá ann cabhair agus seirbhísí breise a lorg ón FSS nó go príomháideach (seachas i gcás na measúnaithe NEPS a cuirtear ar fáil don scoil go bliantúil).

Úsáidtear moltaí a cuirtear sna tuairiscí siceolaíochta nuair a bhíonn IEP nó plan tacaíochta ranga dalta á scríobh.

Coinnítear gach tuairisc ó ghníomhaireachtaí sheachtracha faoi ghlas i gcomhad lárnach sa seomra acmhainne. Bíonn eochair don chomhad seo ag an gcomhordaitheoir tacaíocht foghlama agus ag an bpríomhoide.

Psychological Assessment

When a student is placed on stage 3 of the staged approach (see Learning Support Policy) and a psychological assessment is deemed necessary, it is the responsibility of the learning support team, the class teacher and the principal to liaise with the student's parents. The psychologist, (NEPS or private), will provide the necessary paper work for the teacher and the parents to fill in.

The school can make the parents aware, if they feel that there may be a concern. It is the responsibility of the parents (except in the case of our allotted NEPS assessments) to look for and request additional services from the HSE or privately.

The recommendations, as outlined in pupils' psychological reports, are utilised in the planning process of a student's IEP or classroom support plan. All reports from outside agencies are stored in a locked central filing system, in the resource room. The learning support co-ordinator and the school principal hold the keys to this system.

Taifead na torthaí Measúnaithe

- ✓ Coinníonn an múinteoir ranga aon taifead i bhfilltean measúnaithe lárnach sa chomhad agus ibpunanna féinmheastóireachta na bpáistí.
- ✓ Coinnítear taifead de scagadh dhaltaí agus torthaí scrúdaithe caighdeánacha i bhfillteán an dalta i gcomhad an mhúinteoir ranga agus ar Aladdin.
- ✓ Coinníonn an Príomhoide cóip de thorthaí scrúdaithe caighdeánacha ina comhad agus coinníonn an fhoireann tacaíocht foghlama cóip ina gcomhad lárnach ar Aladdin.

Tá na torthaí Caighdeánaithe ar fad le clárú ag gach múinteoir go bliaintiúil sna modhanna seo

- 1) Déan an teolas a chlárú ar an teimpléid a thagann ar chúl na lamh-leabhra (eolas ar bhonn ranga) Cóip de seo le cur sa bhfillteán Measúnú, Taifeadaigh agus tuairisciú
- 2) Torthaí le clárú ar Aladdin ó Naí Mhóra- Rang a 6
- 3) Torthaí le clárú ar teimpléid aonair do pháistí na scoile (seolfar timpeall an leabhrán)

Tugtar treoir do mhúinteoirí ar chonas cuntas tuairimí a thaifead i slí oibiachtúil. (Féach Polasaí Cosaint Sonraí). Labhraítear faoi seo go minic ag cruinnithe foirne chomh maith. Coinnítear sonraí leochailleacha i gCód Caibinéid na scoile in oifig an Phríomhoide.

Bíonn na sonraí seo faoi ghlas i gconaí.

Tugtar am oifigiúil do gach múinteoir ag tús na scoil bhliana suígh síos agus lena gcuid comhleacaithe chun traschur eolas a dhéanamh ó bhéal agus i scríbhinn.

Recording Results of Assessments

- ✓ *The class teacher keeps records in a central assessment folder, in the filing cabinet and in the children's self-assessment portfolios.*
- ✓ *Pupil Screening and standardised assessment results are recorded and kept in the pupils file and kept on file in the teacher's cabinet and/or on Aladdin.*
- ✓ *Results of standardised tests are stored in the principal's filing cabinet and the learning support central filing system and/or on Aladdin.*

Teachers are given guidance on how to record their thoughts in an objective way.

This is often discussed at staff meetings also.

Sensitive/confidential details and information are kept in a filing cabinet in the Principal's office which is kept locked at all times.

Teachers are given time at the beginning of the school year to sit down and pass on information (orally and written) about their previous class.

Ag tuairisciú do ghníomhaireachtaí sheachtracha

Má tá gníomhaireacht sheachtrach ag lorg tuairisc ar dhalta, cuirfear an Príomhoide ar an eolas faoi agus tabharfar an tuairisc dó sula seoltar ar aghaidh é. Coinneofar cóip den tuairisc a seoltar ar aghaidh sa chomhad lárnach atá san oifig. Tá sé faoi dhiscréid an phríomhoide cén tuairiscí íogair nó iarratais a chuirtear faoi bhráid an Bhoird Bainistíochta (faoi rún) chun comhairle a lorg. Tar éis dul i gcomhairle leis na tuismitheoirí, tá freagracht ar an scoil measúnú a lorg ó NEPS. Is freagracht na tuismitheoirí atá ann measúnú a lorg ó theiripeoir urlabhra agus teanga/ saothair srl. Úsáidtear torthaí an mheasúnaithe chun IEP a fhoirmiú. Coinnítear tuairiscí ó ghníomhaireachtaí Sheachtracha i gcomhad an pháiste san oifig.

Reporting to outside agencies

In the event of a request by an outside agency for a report on a pupil, the principal will be consulted and permission requested before the sharing of sensitive information. The staff member who completes the report will keep a copy of the report in the child's file in the central filing system. The principal will have the discretion to bring any sensitive reports or requests to the Board of Management for their attention and advice if needed. It is the responsibility of the school in consultation with the parents to request an assessment from NEPS and it is responsibility of the parents to request an assessment from a speech and language therapist/ occupational therapist etc. The results of the assessment are used to form / update an IEP. Reports from any outside agency are stored in the child's file in the office.

Rólanna agus Freagrachtaí:

Múinteoirí: ag bailiú eolais ar a ranganna féin. Tá said freagracht as plean gníomhacht a riaradh agus athbhreithniú a dhéanamh ar ar leibhéal 1 don Tacaíocht Foghlamtha le cabhair ón bhfoireann Tac Fogh.

Foireann Tac Fogh: Pleanáil ag úsáid torthaí Scrúdaithe Caighdeánacha agus scrúdaithe diagnóiseacha: Ag plé le tuistí; Cabhrú le IEPs a scríobh

Príomhoide: Cinntiú go bhfuil an polasaí á chur i bhfeidhm; ainlís a dhéanamh ar thorthaí scrúdaithe

Roles and Responsibility:

Class Teachers: Collecting information about their own classes. Responsible for the creation, implementation and review of any action plan that needs to be drawn up at Stage 1 of Continuum of Support, with support from the LS Team.

L.S. Team: Planning using results of standardised tests and diagnostic tests; Talking with parents; helping write IEPs

Principal: Ensuring that the policy is being put into practice; Analysing test results.

MEASÚNÚ / ASSESSMENT – TUAIRISC FÉINMHEASÚNÚ SCOILE 2019 SCHOOL SELF EVALUATION REPORT 2019

Bhailigh muid eolas ag deireadh na scoil bhlaina anuraidh faoin Mheasúnú sa scoil. Theastaigh uainn taighde a bhailiú ar ábhar, scileanna agus cleachtadh na scoile maidir le Measúnú sa Scoil. Thug an teolas a bailíodh léiriú níos fearr dúinn ar na strúchtúir atá i bhfeidhm sa scoil i leith Measúnú agus chabhraigh sé linn plean gníomhú a chur i bhfeidhm feabhas a chur ar Mheasúnú sa scoil. Tá liosta thíos-luaite de na spriocanna atá againn do scoil bhlianta 2019/20.

We recently gathered surveys from parents, teachers and children on Assessment in our school.

The aim of each survey was to evaluate content, skills and practice in relation to Assessment. The collected information gave us a clear overview of the implementation and practice of Assessment in our Gaelscoil.

The findings were generally both positive and informative from all surveys. The information gathered will help to put structures in place for the effective development of assessment practices in our school. We will target the below listed areas over the 2019-20 school years.

Summary of main strengths

- 87% of pupils reported that the most important thing is that they make an effort with their school work.
- 75% of pupils reported that they understand self-assessment and that they practice self-assessment in the classroom regularly.
- 74% of surveyed pupils reported that their teachers use varying methods of assessment in the classroom.
- 92% of parents are satisfied with the assessment practices we have in the school.
- 88% of parents had read our school Assessment Policy and they were happy that we were attaining the measures outlined in the policy.
- 66% of parents reported that they placed great importance on assessment practices in the school in relation to their child's development.
- 64% of parents reported being happy with the information they receive in writing from the school in relation to their child's assessments.
- 88% of parents reported that their child(ren) is/are not anxious about school assessments at home
- 89% of parents reported that overall effort is more important than actual assessment results.

Summary of main areas requiring improvements

- Only 10% of the teachers reported using self-assessment in all 10 Curricular areas.
- 50% of the teachers felt that there wasn't enough evidence of self-assessment in the pupils' classroom copies.
- Only 14% of parents thought that their child could self-assess their work.
- 25% of parents would like more feedback during the schoolyear on their child's development.
- Teachers need to spend more time explaining the merits and practices of assessment and self assessment to their classroom pupils.
- The school needs to invest in more assessment materials to support the teachers work.
- The teachers would benefit from training in using ICT to support assessment practices in the school.
- 41% of pupils reported that they weren't aware of assessment practices in daily life outside school.

TARGETS IDENTIFIED TO IMPROVE ASSESSMENT PRACTICES IN THE GAELSCOIL

Teachers will develop self-assessment practices in the classroom by focusing on self-assessment in one curricular area per month and increase the frequency of self-assessment practices in the classroom.
The school will invest in the 'Mise mar Fhoghlaimeoir' scheme to support self-assessment practices in the school.
We will create a school plan on self-assessment with specific guidance and resources for the teachers
We will explain in greater detail at parents' information nights what self-assessment looks like and how parents can support the practices in the classroom
Self-assessment should form part of the children's homework
We hope to provide parents with a mid-year report on their child's progress. This will be sent home before the parent-teacher meetings in November.
Give the staff more supports and training in ICT and self-assessment
Pupils are taught specific skills and language around self-assessment

Critéir Ráthúla *Success Criteria*

I measc na táscairí praiticiúla beidh:

- Úsáidtear réimse de mhodhanna measúnaithe foirmiúil agus neamhfhoirmiúil chun measúnú a chuir in áit lárnach sa mhúinteoireacht agus foghlaim.
- Bíonn na modhanna imeachta ag obair go héifeachtach mar go dtuigeann gach éinne cad atá de dhíth agus cé atá freagrach as na gnéithe difriúla.
- Aistrítear eolas ó mhúinteoir ranga go múinteoir ranga go héifeachtach ag tús nó deireadh na scoilbliana.
- Beidh Filleán Measúnaithe in úsáid ag gach múinteoir le seicliostaí do ábhair cuí curaclama.
- Déanfaidh na múinteoirí díriú isteach ar spriocanna a aimsíodh tríd an bpróiseas Féinmheastóireacht Scoile 2019 ina gcuid pleananna coicise. Déanfar dul chun cinn a mheas ag na cruinnithe foirne.

Practical indicators will include:

- *A range of formal and informal assessment strategies are used in the classroom to ensure that assessment is an integral part of teaching and learning.*
- *Procedures running smoothly and efficiently once all staff understand their responsibilities in relation to assessment*
- *Transfer of information from class teacher to class teacher happens efficiently at*

- the beginning or end of each school year.*
- *Every teacher will have an assessment folder with checklists for core circular areas.*
 - *Teachers will implement identified targets from our School Self Evaluation Improvement Plan 2019 into their fortnightly plans. Plans will be regularly discussed at staff meetings.*

Athbhreithniú (Review)

Déanfar athbhreithniú ar an bpolasaí seo gach bliain.

This policy will be reviewed every second year.

Daingniú agus Cumarsáid (Ratification and Communication)

Rinneadh an polasaí seo a fhomhadh ag cruinniú Bord ar an 30ú Aibreán 2019. Cuirfear cóip den pholasaí ar fáil do gach ball foirne agus do gach tuismitheoir trí suíomh idirlín na scoile www.gsch.ie nuair a dhaingnítear é.

This policy was ratified by the Board of Management on the 30th of April 2019.

A copy of the policy will be made available to each member of staff and each parent through the school website www.gsch.ie once it has been ratified.

Sínithe: _____

Cathaoirleach

Dáta: _____