

# Assessment and Recording Policy

*Rochestown Educate Together National School (ETNS) aims to be a centre of excellence in teaching and learning. As such the school recognises the needs for an Assessment and Recording Policy to ensure that every child learns to the best of his/her ability. This policy is guided by national literacy and numeracy strategy, Literacy and Numeracy for Learning and Life.*

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## School Details:

Name: Douglas Rochestown Educate Together National School

Address: Carr's Hill, Douglas, Cork

Telephone: 021 489 0122 / 085 2428753

Email: info@dretns.ie

Roll Number: 20413N

Principal: Dr. Alan Sheehan

The school premises consist of the area within the school boundaries/fence at Carr's Hill.  
School start/end times are as follows:

Start Time:	End Time:
8.30 am	1.10 pm/2.10 pm

The school doors open at 8.20am. The school provides supervision of pupils within the school grounds only from 8.20am – 1.20pm for Junior and Senior Infants and from 8.20am – 2.20 pm for all other Classes. Please note that no responsibility is accepted for anyone in the areas outside the school fencing. Please also note that no responsibility is accepted for pupils arriving before 8.20am or for supervising pupils after 1.20pm/2.20pm.

## General Information:

Douglas Rochestown ETNS is under the patronage of Educate Together. It is based on four key principles: Child-centered, Co-educational, Democratic and Equality-based.

Douglas Rochestown ETNS follows the curricular programmes prescribed by the Department of Education and Science, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

## Principles:

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). Our school believes that the terms 'assessment for learning' and 'assessment of learning' should not create a divide in our approach and that all information should be used to benefit the learning of the child.

The core of the policy is that all children should experience success at school. This policy endeavours to identify at the earliest possible opportunity, children who may have learning difficulties and put in place a whole school response to their needs. An effective assessment policy is central to this core objective.

Principles:

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main purpose of assessment must be to facilitate progress in a pupil's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool.
3. The range of opportunities for carrying out continuous assessment is increased by good classroom organisation, which encourages children to work independently while the teacher is concentrating on a small group.
4. The outcomes of assessment modify our teaching methods, provide feedback on the Curriculum as well as indicate pupil progress.
5. We recognise the potential for assessment in developing a positive self-image in the pupil from positive and constructive feedback and the feeling of success, which encourages further study.
6. In addition to normal assessment, opportunities are taken to record significant points in a child's development, such as:
  - a moment of 'breakthrough' in understanding
  - surprises and unusual reactions
  - interesting examples of strategies for mental calculation
  - difficulties encountered and possible reasons for them.
7. Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
8. Assessment of behaviour and performance gradually builds up into a profile for each pupil over his/her school career. This is a working document for the use of teaching staff only. It is not an official school record. The profiles are stored in the office and are available to teachers on request.
9. Assessment records must be easy to interpret, useful, manageable and should not be administratively burdensome.

## Definition of Assessment

In line with the NCCA, our staff believe that assessment is integral to teaching and learning and is concerned with children's progress and achievement. It involves gathering information to understand how each child is progressing at school and using that information to further a child's learning. We concur with their definition of classroom assessment as *"the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, concepts, skills and attitudes."* Assessment, therefore, involves much more than testing. It is an ongoing process that concerns the daily interactions between the teacher and the child that include moment-by-moment conversations, observations and actions. (NCCA, Assessment in the Primary School Curriculum – Guidelines for Schools. November 2007, p.7). Of central

importance in this is the child's place in the assessment process. Our school believes that children learn best from being involved in assessment and by receiving directive and supportive feedback from their teachers. This is facilitated throughout the school day in the interactions between pupils and staff. There are also opportunities for formal pupil-teacher conferences from Second Class to Sixth Class as per our Teaching and Learning Policy.

## **Aims of our Assessment and Recording 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 coordinate assessment procedures on a whole school basis.

## **Purposes of Assessment**

- To inform planning for 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 enable teachers to modify their programmes and their teaching methodologies 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 active involvement of pupils in the assessment of their own work

## **Range of Assessment methods used throughout the school**

Both assessment of learning and assessment for learning will be used by teachers to make professional judgements about pupil achievement/progress. Deciding what to assess will be based on the curriculum objectives in each curriculum area/subject and on what the teacher intends to help the children to learn. Each teacher will use the most appropriate assessment method to measure the extent to which children have achieved these objectives. The range of assessment methods to be used throughout the school are outlined below. Assessment for each subject is mentioned in the relevant curriculum plans. Accordingly, the assessment policy will present a comprehensive overview of the strategies for assessment engaged throughout the school.

### **Assessment for Learning**

The following methods of Assessment for Learning (AfL) are used in the school:

- *Sharing the learning intention/objective and devising success criteria* (Guidelines pp9, 70 and 77)
  - Teachers will inform children of WALT (We Are Learning Today) and WILF (What I Am Looking For)
- *Teacher observation*
  - Each teacher will have an observation book/folder/checklist where significant observations of children's progress will be recorded. This may be as a result of target child observation, event samples, anecdotal observation and/or shadow study
  - Where appropriate, teachers will use/develop rubrics or checklists to assist with teacher observation
  - Teacher observation will be used to inform teaching
- *Teacher-designed tasks and tests*
- *Portfolios*
  - Scrapbooks or other can be used to record pupils' engagement with writing genres.
  - All pupils have an e-portfolio on their memory sticks recording work in various classes.
- *Success and Improvement Strategies* (also referred to as 'two stars and a wish').
- *Effective teacher questioning* – teachers use higher order questioning to provoke fruitful discussion
  - Examples of Higher Order Questions may be found in the Guidelines for schools pp.86 – 88. Other issues relating to questioning are outlined on pages 42 – 44.

### **PUPIL SELF ASSESSMENT**

Self-assessment is the means by which pupils take responsibility for their own learning. The children will be encouraged to identify their areas of strengths and weaknesses. Teachers will select from the following strategies to aid self-assessment as appropriate

- KWL/KWHL charts (Guidelines p. 20, 21, and 92).
- Rubrics - Guidelines pp 52 and 54.
- Evaluation sheets - (Guidelines pp 19 and 93)
- Self Evaluation Questions to facilitate reflection
- Graphic Organisers – include KWL charts Rubrics etc. (See guidelines pp. 84 – 85)
- Learning Log
- Conferencing (Guidelines pp. 24 – 27)

- Completed assignments by pupils – projects, copybooks, activities, work samples, homework
- Parental, pupil feedback or observation
- Standardised tests
- Diagnostic tests
- Assessment by psychologist

### **Assessment of Learning**

- *Standardised tests:*

The following tests are used

- Sigma-T Maths – November for 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes
- MICRA-T English – November for 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes

The purpose of the standardised tests is to allow teachers to make placement and progress decisions based on assessment results and to develop appropriate interventions for certain children.

- The Support teacher in consultation with the class teacher and the principal is responsible for purchase, distribution and co-ordination of testing.
- Class teachers within bands swap classes and administer the standardised tests. In the event that a pupil is absent on the day of the test the Support teacher will administer the test at a later date. Pupils may be excluded from the tests if in the view of the Special Educational Team they have a SEN which would prevent them taking test or newcomer pupils, where their level of English is such that attempting test would be inappropriate.
- Each child's raw score, standard score, percentile rank, STEN and Reading age is recorded.
- The results will be analysed at whole school level and at individual class level, and the information gathered from the tests will be used to inform teaching and learning.
- The STen score is communicated to parents at the parent-teaching meeting and an explanation/descriptor will be provided with each result.
- The results will help determine the allocation of learning support in the school. See Teaching and Learning policy.

- *Screening:*

The screening tests to be used to identify learning strengths and weaknesses in our school are outlined in Appendix 1. They include:

- Belfield Infant Assessment Programme (BIAP)
- Middle Infant Screening Test (MIST)
- Test 2r
- Drumcondra Test of Early Numeracy
- Non Reading Intelligence Test (NRIT)
- Aston Index

These tests are used as follows:

- Screening tests are administered throughout the school year and additionally as needed
- Class and/or Support Teachers administer tests and interpret results
- An Early Intervention teacher is provided for literacy and numeracy in Junior and Senior Infant classes. Refer to Whole School Procedures and Strategies in the Teaching and Learning policy.
- Priority is given to pupils who score at or below STen 4 on standardised tests of achievements in Maths and English
- Class teacher and/or SEN team meet with parents/guardians when diagnostic testing considered necessary as per our Teaching and Learning Policy.

- *Diagnostic Assessment:*

Diagnostic tests are administered by the Support Teachers following referral by the class teachers in consultation with parents / guardians, as per the school's Teaching and Learning policy. 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 advised of the outcome 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 to be used in the school include –

- Drumcondra Test of Early Numeracy
- Neale Analysis of Reading Ability
- Aston Index

Class Teacher (CT) and Support Teacher select children for diagnostic assessment

- CT and/or SEN team meet with parents/guardians when diagnostic testing considered necessary
- Support Teachers administer the diagnostic tests and interprets the results CT, SUPPORT TEACHER collaborate to use test results to inform learning targets in pupils' Individual Profile and Learning Programme (IPLP) or Individual Educational Programme
- CT, SUPPORT TEACHER collaborate to use test results to make informed decisions regarding which children should be referred for supplementary teaching
- Principal organises consultation with psychologist (NEPS or other) following collaboration with CT and/or SUPPORT TEACHER

- *Psychological Assessment:*

If stages 1 and 2 fail to deliver adequate intervention the class teacher / Principal will contact the parents for permission to secure a Psychological Assessment for their child (see Teaching and Learning policy). An assessment will determine the subsequent level of intervention, be it Support hours or an Individual Education Plan.

- Principal liaises with parents if it is felt that a psychological assessment or other assessment is required. Standard letters and consent forms are used.

- CT, Support Teacher, Principal and parents/guardians are responsible for requesting and arranging an assessment from specialist (Psychologist, Speech & Language Therapist, Audiologist, other...)
- SEN team collaborate to use assessment results to draft an educational plan for a pupil
- Psychological reports are stored in the Principal's office in filing cabinet with limited access. Refer to Data Protection Policy.

## **Recording the results of assessments**

Each pupil has a file which is stored in the administration office. This file includes End-of-Year reports, copies of IEPs, and copies of reports from professional agencies (Psychological reports, Speech and Language reports, Occupational Therapy reports, etc). Test scores are stored on a class record in each class' assessment folder. There is a file for each child to include class-based assessments. These assessment folders remain with the class as they progress through the school and are securely stored by each classroom teacher. Sensitive information is passed on from teacher to teacher on a need to know basis. Children receiving extra support in school have a separate file which contains their IPLP/GPLP.

Teachers have the opportunity to transfer information at the initial staff meeting at the start of every school year. There will also be opportunities for teachers to liaise to transfer information throughout September at staff meetings. All information is transferred on a need to know basis.

An end of year report card indicating each child's progress is sent to families in June as per our Communications and Confidentiality Policy. Each family can have the opportunity to meet their child's teacher to discuss specific aspects of this report before the end of the school year if they wish. These meetings are by appointment only.

Procedures are in place to manage sensitive data.

- Test results are recorded on class record sheets and these are stored according to school practices and the Data Protection Act.
- Access to records will be determined by school policy on record keeping and the Data Protection Act. See page 95, Assessment in the Primary School Curriculum, NCCA (2007)
- Children's standardised test results will be recorded on school database.
- Teachers have agreed terminology for reporting on children's progress and achievement. Comments and observations will be recorded in an objective and instructive manner.
- Arrangements for the transfer of appropriate information based on assessments include: informal and formal P/T meetings, IEP meetings, written report end of year, primary to secondary school handover meetings, pupil profile reports.
- Assessment information will be safely stored to facilitate access to it by former pupils as per timeframe in Data Protection Policy.



## **Transitioning from Primary to Post-Primary School**

A meeting will be held each year with key staff from the local second-level schools to discuss pupils' performance in their assessment tests and to report on individual pupils. This meeting will be attended by the sixth class teachers and the principal.

For pupils leaving the school, up to date records are passed on to the principal by the class teacher for forwarding to the new school.

## **Reporting to Board of Management and Department of Education and Skills**

As per *Literacy and Numeracy for Learning and Life*, our school carries out standardised tests in English and Maths at Second, Fourth and Sixth Class levels. Results of these tests are aggregated and reported to the Board of Management and the Department of Education and Skills.

## **Success Criteria**

- A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning.
- Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects.
- Transfer of information from class teacher to class teacher happens efficiently at the beginning/end of school year
- Early identification and intervention is achieved
- Clarity is achieved regarding procedures involved in staged approach as per the Teaching and Learning Policy
- Procedures are clear and roles and responsibilities are defined
- The Special Education team have clearly defined roles and objectives
- There is efficient transfer of information between teachers

## **Roles and Responsibilities:**

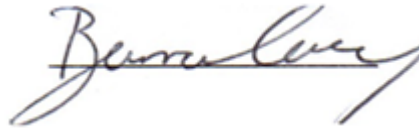
Class teachers, Support teachers and the Principal assume shared responsibility. It is the responsibility of the class teacher to set in train staged interventions at class level as per the Teaching and Learning Policy. At Stage 2, the responsibilities are shared with the Special Education team. The Principal assumes a primary role at Stage 3 when a Psychological Assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

## **Ratification and Review**

The policy was ratified by the Board of Management on 26<sup>th</sup> June 2017. It was reviewed by a staff committee in the 2017-18 school year.

The policy was reviewed by the Board of Management on 29th August 2018.  
The policy was reviewed by the Board of Management on 21st November 2018.

Signed:

A handwritten signature in dark ink, appearing to read 'B. Mulvey', written over a horizontal line.

(Chairperson of Board of Management)

### **Communication:**

The policy has been made available to school personnel via the school website ([www.rochestownetns.ie](http://www.rochestownetns.ie)). A copy of this policy will be made available to the Department of Education and Skills and the patron (Educate Together) if requested.

## Appendix 1      Schedule of Formal Assessments (Screening and Diagnostic)

<b>Class</b>	<b>Assessment</b>	<b>Date</b>
Junior Infants	Belfield Infant Assessment Profile	Pre-Belfield: Dec/Jan Belfield: May
Senior Infants	Middle Infants Screening Test	March
First Class	Trinity Early Screening Test for Reading and Writing (Test-2r) Drumcondra Tests of Early Numeracy (DTEN)	September September
Second Class	MICRA-T SIGMA-T	November November
Third Class	Non Reading Intelligence Test (NRIT) Maths Tracker	January December/January
Fourth Class	MICRA-T SIGMA-T	October/November October/November
Fifth Class	York Assessment of Reading Comprehension (YARC), (2011, 2 <sup>nd</sup> ed).	September
Sixth Class	MICRA-T SIGMA-T	October/November October/November

## Appendix 2      Schedule of Informal Assessments

Class	Assessment	Date
Junior Infants	Word Test	As appropriate
	Phonics Test	As appropriate
	Maths Test (Planet Maths)	October December Spring (March/April) Summer (June)
	Oral Language Indicators	January June
Senior Infants	Word Test	As appropriate
	Phonics Test	As appropriate
	Maths Test (Planet Maths)	October December Spring (March/April) Summer (June)
	Oral Language Indicators	January June
First Class	Word Test (Gaeilge)	Termly
	Phonics Test	As appropriate
	Maths Test (Planet Maths)	October December Spring (March/April) Summer (June)
	Oral Language Indicators	January June
	Spellings/Comprehension Tests	Weekly from Term 2
Second Class	Word Test (Gaeilge)	Termly
	Phonics Test	As appropriate
	Maths Test (Planet Maths)	October December Spring (March/April) Summer (June)
	Oral Language Indicators	January June
	Spelling/Comprehension Tests	Weekly
Third Class	Word Test (Gaeilge)	Phrases at the end of each module
	Maths Test (Operation Maths)	December Spring (March/April) Summer (June)
	Oral Language Indicators	January June
	Spelling/Comprehension Tests	Weekly

## Appendix 3 Example of Formative Assessment

**Class: Junior Infants**      **Term: 1**      **YEAR 201\_/201\_**  
**:**

WEEK: 1

WEEK: 2

WEEK: 3

WEEK: 4

SEPTEMBER LEARNING SUPPORT/EAL				IN CLASS
Initial Oral Language Assessment 1 (LS)	Initial Oral Language Assessment 1	Initial Oral Language Assessment 2	Initial Oral Language Assessment 2 continued.	Initial observations can be recorded by class teacher on class recording template 1 and copied to file. Teacher observation of vocabulary proficiency in target areas observed and communicated to learning support teacher. Teacher observation of proficiency in sounds and sight words observed and communicated to learning support teacher.
Group Size (2 pupils)	Group Size (2 pupils) Vary Composition	Group Size (2 pupils) Vary Composition	Group Size (2 pupils) Vary Composition	
Theme: Myself/My Family	Theme: Myself/My family/Body Parts	Theme: Myself/My school/Body Parts	Theme: Myself/My school/Body Parts	
Folens Oral Language Poster 1: Myself	Folens Oral Language Poster 2: Humpty Dumpty/Prepositions	Folens Oral Language Poster 1: My School	Folens Oral Language Poster 1: My School	
Group recording template 1 to be copied to assessment file.	Group recording template 1 to be copied to assessment file.	Group recording template 2 to be copied to assessment file.	Group recording template 2 to be copied to assessment file.	

OCTOBER LEARNING SUPPORT/LANGUAGE SUPPORT	WEEK 2	WEEK 2 CONTINUED	WEEK 3/4	IN CLASS
WEEK 1				
Initial Whole Class Formative Assessment	Initial Whole Class Formative Assessment Continued Week 2- 3 days	Intensive English Language Proficiency Assessment Informed by Initial Assessments, pupil information forms and parental consultation.	Intensive Group Work Informed by Initial Assessments and Initial interview questions	Class assessment: If required Kindergarten Oral Language Assessment Scale. Section 1: Language for

Individual	Individual	As required (Recommended size 2 pupils) C/F timetable	As required (Recommended size 2 pupils)	Social Relationships Section 2: Language for learning
Vocabulary- Body Parts- Colours Recording Template- Receptive/Expressive Copy to Individual File	Vocabulary- Body Parts- Colours Recording Template- Receptive/Expressive Copy to Individual File	English Language Proficiency Assessment Initial Interview	Theme:Myself Level A1- Breakthrough	Conducted incidentally during last week of October. Individual recording templates in Pupil's files.
Words-First Word Card Receptive/Expressive Copy to Individual File	Words-First Word Card Receptive/Expressive Copy to Individual File	Primary school Assessment Kit File page17	Language Support Scheme: Integrate Ireland Language & Training Pg 42	First Feedback from class teacher for Language Support Pupils
Letter Sounds- SATIPNCKE Receptive/Expressive Copy to Individual File	Letter Sounds- SATIPNCKE Receptive/Expressive Copy to Individual File	Recording Template page 17 C/F EAL assessment file.	Resources Integrate Ireland Language & Training	Integrate Ireland Language & Training Pg. 22,23 Pg. 25 if appropriate C/F

WEEK:   1  WEEK:   2  WEEK:   3  WEEK:   4  

NOVEMBER LEARNING SUPPORT/EAL		IN CLASS		
Seasonal formative assessment :Mathematics Halloween	Intensive Group Work Informed by Initial Assessments and Initial interview questions	Intensive Group Work Informed by Initial Assessments and Initial interview questions	Formative Assessment	General feedback to learning support teacher from ongoing in class oral language assessment.
Type of assessment : Individual	As required (Recommended size 2 pupils)	As required (Recommended size 2 pupils)		Type of assessment : Individual Words-Third word Card  Receptive/Expressive copy to Individual File

				(Completed 13 <sup>th</sup> -14 <sup>th</sup> November In Class
1. Matching Pairs of identical objects in one-to-one correspondence 2. Classification of objects on the basis of one attribute 3. Sort and classify sets of objects on the basis of one criterion 4. Match pairs of related objects in one to one correspondence	Theme: Level A1-Breakthrough	Theme: Level A1-Breakthrough		General feedback to learning support teacher from ongoing in class sound and word assessments.
	Language Support Scheme: Integrate Ireland Language & Training	Language Support Scheme: Integrate Ireland Language & Training	Pre Bellfield Assessment Program Phase 1 <ul style="list-style-type: none"> <li>Auditory Discrimination</li> <li>Auditory Sequential Memory</li> <li>Visual Discrimination</li> </ul> Summary of perceptual processes transferred to file.	Pre Bellfield Phase one In Class Modules. Gross Motor Skill Assessment. Completed individually. Results transferred to assessment file. Words-Third Word Card Receptive/Expressive Copy to Individual File
	Resources Integrate Ireland Language & Training	Resources Integrate Ireland Language & Training		
Formative Assessment Literacy				
Type of assessment : Individual				
Words-Second Word Card Receptive/Expressive Copy to Individual File				
Letter Sounds-SATIPNCKEHRMDGO Receptive/Expressive Copy to Individual File				

WEEK: 1WEEK: 2WEEK: 3WEEK: 4

DECEMBER SUPPORT/EAL			IN CLASS	
Formative Assessment	Formative Assessment Literacy	Analysis of pre Bellfield assessment for deficits Composition of groups post - Christmas break to be based on these deficits and Memory Screening.		General feedback to learning support teacher from ongoing in class oral language assessment. General feedback to learning support teacher from ongoing in class sound and word assessments.
Type of assessment : Individual	Type of assessment : Individual	Intensive Group Work As required (Recommended size 2 pupils)		Pre Bellfield Assessment Program Phase 2 Fine Motor Skill Assessment: Cutting Copying Conducted in class- Aistear Week 1 December
	Words-Selection C/F Formative Assessment Resource File Receptive/Expressive Copy to Individual File	Theme: Level A1- Breakthrough		Pre Bellfield Phase Two In Class Modules Teacher Rating Scale: Early Learning styles. Language and Communication Social and emotional development.
Pre Bellfield Assessment Program Phase 1	Letter Sounds- Receptive/Expressive Copy to Individual File	Language Support Scheme: Integrate Ireland		EMA assessment Record. Mathematical Vocabulary of EMA stage



<ul style="list-style-type: none"> <li>• Auditory Discrimination</li> <li>• Auditory Sequential Memory</li> <li>• Visual Discrimination</li> </ul>	S to Qu	Language & Training		tested at individual level. Also Classifying, matching, comparing and ordering are assessed. Aistear Numeracy Group December.
Summary of perceptual processes transferred to file.				
	Resources Integrate Ireland Language & Training			Seasonal formative assessment :Mathematics Christmas

*SUPPORT TEACHER/Language Support and Assessment Timetable*

**Class: Junior Infants      Term:      YEAR 201\_/201\_**  
**2      :**

6

WEEK:   1  

WEEK:   2  

WEEK:   3  

WEEK:   4

JANUARY SUPPORT/EAL				IN CLASS
<b>Memory Assessment of Junior Infant Group.</b> Test conducted at Individual level. Test conducted: Memory Magic Assessment of Memory working memory and language processing skills.	<b>EAL support</b> Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	<b>EAL support</b> Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	<b>EAL support</b> Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	General feedback to learning support teacher from ongoing in class oral language assessment. General feedback to learning support teacher from ongoing in class sound and word assessments.
Results of tests transferred to pupil assessment file, The results of this test will be used in conjunction with the pre Bellfield Test to determine the students who would benefit most from small group work (2 pupils) on the Memory Magic scheme et al.	Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	<b>Word Test Expressive c/f resources file for selected words.</b> <b>Sound Test expressive c/f resources file for selected sounds.</b> Possible need to address receptive sounds words at LS level during Week 4.
	<b>Sequential Memory Development</b>	<b>Sequential Memory Development</b>	<b>Sequential Memory Development</b>	
	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size -2 pupils) Resources- Memory Magic	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size -2 pupils) Resources- Memory Magic	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources- Memory Magic	General feedback to learning support teacher from ongoing mathematical oral language assessments
	<b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b>	<b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b>	<b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b>	General feedback to learning support teacher from ongoing <b>fine motor skills</b> assessments. cutting

	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	
	<b>Auditory Discrimination Group</b>	<b>Auditory Discrimination Group</b>	<b>Auditory Discrimination Group</b>	
	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size -2 pupils) Resources-	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size -2 pupils) Resources-	

WEEK:   1  

WEEK:   2  

WEEK:   3  

WEEK:   4  

FEBRUARY SUPPORT/EAL				IN CLASS
<b>EAL support</b> Intensive Group Work	<b>EAL support</b> Intensive Group Work	<b>EAL support</b> Intensive Group Work	<b>EAL support</b> Intensive Group Work	General feedback to learning support

Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	teacher from ongoing in class oral language assessment.
Theme: Level A1-Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	Theme: Level A1-Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	Theme: Level A1-Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	Theme: Level A1-Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	General feedback to learning support teacher from ongoing in class sound and word assessments. Word test (Green set) both expressive and receptive conducted in class.
Sequential Memory Development	Sequential Memory Development	Sequential Memory Development	Sequential Memory Development	General feedback to learning support teacher from ongoing mathematical oral language assessments
Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources-Memory Magic	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources-Memory Magic	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources-Memory Magic	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources-Memory Magic	Reading Zone Assessment Book 1 Look Out Teddy ! Vocabulary Assessment Expressive Kitty Look at has Teddy Finn ball a No out is getting up gets (D) the The(VA)
Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)	Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)	Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)	Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)	
Intensive Group Work	Intensive Group Work	Intensive Group Work	Intensive Group Work	General feedback to

Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	learning support teacher from ongoing fine motor skills assessments. Cutting/tracing / handwriting
<b>Auditory Discrimination Group</b>	<b>Auditory Discrimination Group</b>	<b>Auditory Discrimination Group</b>	<b>Auditory Discrimination Group</b>	
Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	

EEK: EEK: K: EK

March Learning  
Support/Eal

In Class

<b>EAL support</b> Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	<b>EAL support</b> Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	Formative Assessment Numeracy/Mathematical Vocabulary Planet Maths Easter Assessment Copy to individual pupil files	Formative Assessment Numeracy/Mathematical Vocabulary Planet Maths Easter Assessment Copy to individual pupil files	General feedback to learning support teacher from ongoing in class oral language assessment.
Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	Fine Motor Skills Assessment (Formative) Focus on emergent writing Pencil Grip Posture Numeral Formation (selection)	Fine Motor Skills Assessment (Formative) Focus on emergent writing Pencil Grip Posture Numeral Formation (selection)	General feedback to learning support teacher from ongoing in class sound and word assessments. Word test (Red set) both expressive and receptive conducted in class.
<b>Sequential Memory Development</b>	<b>Sequential Memory Development</b>		Consolidation of Reading scheme at Individual Level <b>based on observations/assessments at shared reading sessions</b>	General feedback to learning support teacher from ongoing mathematical oral language assessments
Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources- Memory Magic	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources- Memory Magic			Maths Assessment. Planet Maths Easter Assessment Maths vocabulary assessment (informal ) conducted at Aistear

				Numeracy Station Games with Rules. Forward number sequences, dice patterns, numeral identification
<b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b>	<b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b>			Reading Zone Assessment Book 2/3 The Lost Ball Splash Vocabulary Assessment Expressive
Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	Intensive Group Work Informed by First Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-			Reading Zone Assessment Book 2 The Lost Ball Vocabulary Assessment Expressive Here Max big box of runs to get (D) rug kicks Up (VA) Is (VA) lost says get and Oh no (VA) Run (VA) run (D)

				look (VA)
<b>Auditory Discrimination Group</b> Intensive Group Work Informed by First Term Assessments and class observations Interactions.	<b>Auditory Discrimination Group</b> Intensive Group Work Informed by First Term Assessments and class observations Interactions.			Reading Zone Assessment Book 3 Splash Vocabulary Assessment Expressive Mum on Zack into (c) water Dad too at jumps I can jump (D) splashes sees little it Can (VA) you see (D) Yes me looks (VA)

### *Assessment Timetable*

**Class: Junior Infants**

**Term: 3**

**YEAR 201\_/201\_**  
**:**

WEEK: 1

WEEK: 2

WEEK: 3

WEEK: 4



APRIL LEARNING SUPPORT /EAL			IN CLASS	
.	Consolidation of Reading scheme at Individual Level (Based on shared reading observations/assessments.	Consolidation of Reading scheme at Individual Level (Based on shared reading observations/assessments.	<b>EAL support</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size 2 pupils)	General feedback to learning support teacher from ongoing in class oral language assessment.
	Letter Sounds-Assessment Individual Receptive/Expressive Copy to Individual File All Jolly phonics sounds, diagraphs, and consonant blends.	Letter Sounds-Assessment Individual Receptive/Expressive Copy to Individual File All Jolly phonics sounds, diagraphs, and consonant blends.	Theme: Level A1-Breakthrough Language Support Scheme: Integrate Ireland Language & Training Early Mathematical Language Review Planet Maths EML Assessment on file.	General feedback to learning support teacher from ongoing in class sound and word assessments. <b>Word test both expressive and receptive conducted in class.</b>
	Review of Assessment file Tabulation of LS needs current and areas of possible concern for future reference.	Review of Assessment file Tabulation of LS needs current and areas of possible concern for future reference.	<b>Sequential Memory Development</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources-Memory Magic	General feedback to learning support teacher from ongoing mathematical oral language assessments
			<b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions.	

			As required (Recommended size – 2 pupils) Resources-	
			<b>Auditory Discrimination Group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	



WEEK: 1WEEK: 2WEEK: 3WEEK: 4

MAY			IN CLASS	
	<p>Formative Assessment Individual Bellfield Assessment Program Phase 1</p> <ul style="list-style-type: none"> <li>• Auditory Discrimination</li> <li>• Auditory Sequential Memory</li> <li>• Visual Discrimination</li> </ul> <p>Summary of perceptual processes transferred to file.</p>	<p>Formative Assessment Individual Bellfield Assessment Program Phase 1</p> <ul style="list-style-type: none"> <li>• Auditory Discrimination</li> <li>• Auditory Sequential Memory</li> <li>• Visual Discrimination</li> </ul> <p>Summary of perceptual processes transferred to file.</p>	<p><b>EAL support</b></p> <p>Intensive Group Work</p> <p>Informed by Second Term Assessments and class observations Interactions.</p> <p>As required (Recommended size 2 pupils)</p> <p>Theme: Level A1-Breakthrough</p> <p>Language Support Scheme: Integrate Ireland Language &amp; Training</p> <p>Early Mathematical Language Review</p> <p>Planet Maths EML Assessment on file.</p>	<p>General feedback to learning support teacher from ongoing in class oral language assessment.</p> <p>Bellfield Phase one In Class Modules.</p> <p>Gross Motor Skill Assessment. Completed individually.</p> <p>Results transferred to assessment file.</p> <p>Bellfield Phase 2 Early learning style</p> <p>Language and communication</p> <p>Social and emotional development</p>
	<p>Bellfield Assessment Program Phase 2</p> <p>Fine Motor Skill Assessment: Cutting Copying Tracing</p>	<p>Bellfield Assessment Program Phase 2</p> <p>Fine Motor Skill Assessment: Cutting Copying Tracing</p>	<p><b>Sequential Memory Development</b></p> <p>Intensive Group Work</p> <p>Informed by Second Term Assessments and class observations Interactions.</p> <p>As required (Recommended size - 2pupils)</p> <p>Resources- Memory Magic</p>	<p>General feedback to learning support teacher from ongoing in class sound and word assessments.</p> <p>Word test (Final noun and verb sets) both expressive and receptive conducted in class.</p>
			<p><b>Fine Motor skills Group (Handwriting/Pencil</b></p>	<p>General feedback to learning</p>

			<b>Hold, posture, pressure.)</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	support teacher from ongoing mathematical oral language assessments <b>Planet Maths Summer Assessment conducted at Aistear group.</b>
			<b>Auditory Discrimination Group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	
			<b>Reading support group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	

WEEK:   1  

WEEK:   2  

WEEK:   3  

WEEK:   4  

JUNE				
<b>EAL support</b> Intensive Group Work Informed by Second Term Assessments and	<b>EAL support</b> Intensive Group Work Informed by Second Term Assessments and	<b>EAL support</b> Intensive Group Work Informed by Second Term Assessments and	<b>EAL support</b> Intensive Group Work Informed by Second Term Assessments and	General feedback on revision work General appraisal of

<p>class observations Interactions. As required (Recommended size 2 pupils) Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language &amp; Training Early Mathematical Language Review Planet Maths EML Assessment on file.</p>	<p>class observations Interactions. As required (Recommended size 2 pupils) Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language &amp; Training Early Mathematical Language Review Planet Maths EML Assessment on file.</p>	<p>class observations Interactions. As required (Recommended size 2 pupils) Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language &amp; Training Early Mathematical Language Review Planet Maths EML Assessment on file.</p>	<p>class observations Interactions. As required (Recommended size 2 pupils) Theme: Level A1- Breakthrough Language Support Scheme: Integrate Ireland Language &amp; Training Early Mathematical Language Review Planet Maths EML Assessment on file.</p>	<p>assessment file and Bellfield standardise d tests for individual school reports, IEP meetings and general feedback.</p>
<p><b>Sequential Memory Development</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources- Memory Magic</p>	<p><b>Sequential Memory Development</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources- Memory Magic</p>	<p><b>Sequential Memory Development</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources- Memory Magic</p>	<p><b>Sequential Memory Development</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size - 2pupils) Resources- Memory Magic</p>	
<p><b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b></p>	<p><b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b></p>	<p><b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b></p>	<p><b>Fine Motor skills Group (Handwriting/Pencil Hold, posture, pressure.)</b></p>	
<p>Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-</p>	<p>Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-</p>	<p>Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-</p>	<p>Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-</p>	
<p><b>Auditory Discrimination Group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions.</p>	<p><b>Auditory Discrimination Group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions.</p>	<p><b>Auditory Discrimination Group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions.</p>	<p><b>Auditory Discrimination Group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions.</p>	

As required (Recommended size – 2 pupils) Resources-	As required (Recommended size – 2 pupils) Resources-	As required (Recommended size – 2 pupils) Resources-	As required (Recommended size – 2 pupils) Resources-	
<b>Reading support group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	<b>Reading support group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	<b>Reading support group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	<b>Reading support group</b> Intensive Group Work Informed by Second Term Assessments and class observations Interactions. As required (Recommended size – 2 pupils) Resources-	

NOTES				