SCOIL NAOMH IOSAF (SNI)

Baltinglass, Co. Wicklow
Roll No: 20039P

Assessment Policy

Introductory Statement and Rationale.

Scoil Naomh Iósaf assessment policy is based on advice and information provided in the Primary Curriculum, the NCCA Website, the NCCA document *Supporting Assessment in Schools*, Circular 0056/2011 and Circular 0022/2023: Information in relation to Standardised Testing and Other Matters – Academic Year 2022/23 and Subsequent Years. Assessment is an enabler of effective teaching and learning. The staff of SNI are cognisant of engaging in a wide range of assessment methods to foster pupil learning and achievement. This includes whole school evaluation, standardised assessment tests, diagnostic assessments and a menu of assessment for learning strategies.

This policy interlinks with the Additional Needs Policy. As outlined in the Additional Needs Policy, the Continuum of Support is used to inform teachers of the type of assessment and support that best suits the needs of the pupils.

Aims of our Assessment Policy

- To highlight the range of agreed assessment methods used across the school.
- Gather and analyse data at whole school, class, and individual pupil levels in order to inform school improvement plans, assist with whole class planning, and to tailor learning experiences to the needs of individual pupils.
- To generate baseline data that can be used to monitor achievement over time as part of school self-evaluation.
- Identify the particular learning needs of individual/groups of pupils, including the exceptionally able, with a view to planning appropriate teaching and learning experiences.
- Enable teachers to modify their programmes of work and teaching methodologies in order to ensure that the particular learning needs of individual pupils/groups are being addressed.
- To involve parents and pupils in identifying and managing learning strengths and areas for improvement.
- To facilitate the provision of appropriate additional support for pupils by the Special Educational Needs (SEN) and English as an Additional Language (EAL) Team.
- Compile records of individual pupils' progress and attainment and communicate these to parents and pupils using pupil conferencing, parent teacher meetings and school reports.
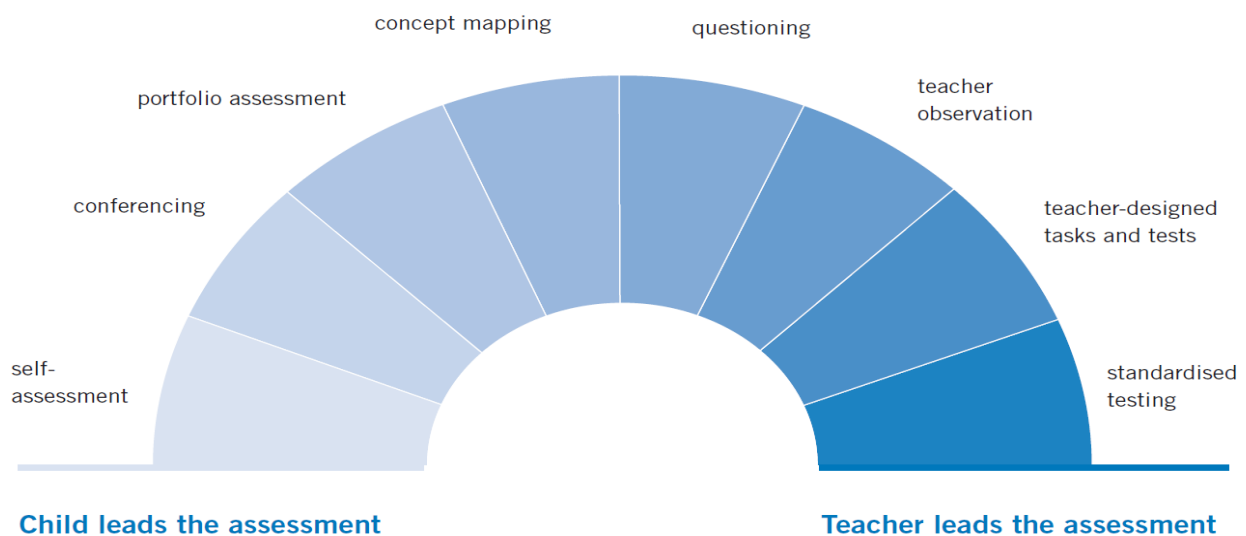- Facilitate the active involvement of pupils in the assessment of their own work and progress.

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).

Range of Assessment Methods used Throughout SNI:

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/learning outcomes 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 and are based on the NCCA Continuum of Assessment Methods.

concept mapping   questioning
portfolio assessment   teacher observation
conferencing   teacher-designed tasks and tests
self-assessment   standardised testing

Child leads the assessment   **Teacher leads the assessment**

Assessment for Learning

At its heart, assessment for learning is a way of informing and involving the learners themselves in the process of assessment. Assessment for Learning enables teachers and children focus on three key questions (NCCA Assessment Guidelines p9):

1. **Where are children now in their learning?**
2. **Where are children going in their learning?**
3. **How will children get to the next point in their learning?**

Menu of Suggestions re. Assessment for Learning (Appendix 1)

Scoil Naomh Iosaf has a menu of assessment for learning strategies that teachers can select from, in line with the needs of the pupils in their class and the subject/topic being assessed. Each teacher has copy of the suggestions for assessment in their Yellow Folder. These suggestions include the following:

Teacher Observation

- Teachers will use their professional judgement to identify the most appropriate means of observing how well children are engaged in learning and making progress. The NCCA Guidelines suggest that teachers have an observation sheet for each child where significant observations of children's progress and behaviour will be recorded. This may be as a result of target child observation, event samples, anecdotal observation and/or shadow study. New Guidelines for Schools p.46 – 52.
- It is important that children's achievements and successes are recorded as well as aspects of learning that are challenging for a particular pupil.
- Where appropriate teachers will use/develop checklists to assist with teacher observation. The 'Writing Checklists' for each genre, for example, could be used by both the teacher and the child to assess their progress in writing.

Teacher-designed Tasks and Tests.

Teacher designed tests/tasks in response to the learning/task/concept/objective etc. that the teacher expects the child to achieve are very useful as they can be tailored to the expected learning outcomes/objectives and success criteria. Teachers will refer to the Guidelines pp.54- 59 for suggestions. Also, pp 89 – 90 where an excellent range of sample test questions are outlined.

Portfolios: (Guidelines p. 30 – 33) and **Appendix 1**

A portfolio of best/improved is another assessment for learning strategy recommended by the NCCA Assessment Guidelines which teachers may find useful. Children generally select five to eight pieces of work per term that they are proud of or feel represents significant improvement. Children may also record why they are proud of the work/why they have included this in their portfolio. Each child could have a folder or scrapbook for this purpose. E-Portfolios may also be an option depending on the class level and availability of iPads and computers.

Success and Improvement Strategy (also referred to as 'two stars and a wish').

This involves children reflecting on their work and identifying two 'best bits'/parts they like and one area where their work can be improved. Children can highlight the 'best bits' or put a star or smiley face beside it. Children also highlight one area where they could improve/do differently the next time. If possible, the children should have time to make the improvement. This process is particularly useful for children's writing. Initially, teachers will model this process using exemplars. This strategy can be used orally in junior classes. This strategy may also be used when marking children's work.

Sharing the Learning Outcome and Devising Success Criteria.

This involves discussing 'what we are going to learn' with the children and agreeing/explaining the criteria for judging to what extent the outcomes have been achieved (Guidelines pp9, 70 and 77). Teachers will use language such as 'We are learning to' and What I'm looking for/'We will know when we've achieved this because………….'. Learning objective(s) and the success criteria may be displayed on a chart/whiteboard/post it's etc. Having learning outcomes/objectives facilitates teacher/self/peer-evaluation as success

achieved and improvements needed, can be evaluated against the criteria (See Appendix 1 for examples).

Effective Teacher Questioning

Effective teacher questioning is a key assessment strategy as questions can be devised to correspond with the ability/prior knowledge/needs of the learners. Teachers can use higher order questioning to provoke fruitful discussion. Blooms Taxonomy of questioning is excellent for facilitating the use of insightful verbs and question stems. Examples of Higher Order Questions relating to Blooms Taxonomy may be found in the Assessment Guidelines for Schools pp.86 – 88. Other issues relating to questioning are outlined on pages 42 – 44. Teachers have a useful A3 chart reflecting Bloom's Taxonomy of Questioning on display in their classrooms.

Individual Oral Feedback

Individual oral feedback whether informally throughout the day or formally when discussing a child's homework/maths work/writing etc. is a powerful means of supporting and encouraging children while also enabling children identify the next steps in their learning.

Quality Marking by the Teacher/Pupil

In SNI, teachers have agreed that marking work by focusing on *success* and *improvement* rather than marking every error in existence is a positive approach to marking children's work. On occasion 'test' marking will be undertaken whereby all aspects of the work will be marked e.g., a story where comments are made re. spelling, grammar, punctuation, handwriting and the overall quality of the work. Likewise, the pupils can be enabled to engage in quality marking of their own work (self-assessment). Children are gradually trained to identify their own successes and improvement needs, with control gradually handed over from the teacher to the child.

Pupil Self Assessment:

Self-assessment is the means by which pupils take responsibility for their own learning. However, we need to teach pupils how to self-assess. It does not just happen! (Assessment Guidelines pp 14-23. Teachers can select from the following strategies to aid self-assessment.

- **KWL/KWHL charts** (Guidelines p. 20, 21, and 92).
  - What do you know about……..? (Assessment of current knowledge to inform teaching activities and learning goals)
  - What would you like to know about…..?
  - How could we find out about…?
  - What have you learned about…….? How did you learn this? (Assessment of what has been learned and skills developed

- **Concept maps** – Assessment Guidelines pp 36 – 41. **Also See Appendix 1.**
- **Evaluation sheets** - (Guidelines pp 19 and 93)
  - What have you been learning about in……….
  - List three things you learned about this topic….
  - Were you a good team member? Give a reason for your answer.

- o What could your team do better next time?
- o Teacher comment….

- **Self Evaluation Questions to facilitate reflection –**

  - o Where did you get stuck? What helped you out? Have you learned anything new? Do you have any questions? What are you most pleased with? What did you need more help with? What did you find easy? What did you find difficult?
  - o How will I know if my work is good? What can I remember and understand about? What do I need to do to improve?

Other Assessment for Learning Strategies used in SNI Include: (Guidelines pp. 84 – 85)

- **Graphic Organisers** –e.g., KWL charts, Mind maps, Brainstorming maps and Concept maps.
- PMI charts (Plus, Minus, Interesting).
- Thumbs up/thumbs down
- Traffic Lights
- Talking Partners – tell your partner what you have learned.
- **Reflection; Representation; Reporting**. Children think about what they have been learning. They then represent what they have learned (by – drawing, concept map, brainstorm, questions, map, paragraph etc.) Children then report on their learning – to teacher/class/group/parent/partner etc.
- **Completed assignments by pupils**: projects, copybooks, activities, work samples, homework.
- **Conferencing where appropriate/necessary.** (Guidelines pp. 24 – 27).

Assessment of Learning

The following sections should be read in tandem with the Additional Needs Policy which also outlines how children with additional needs are assessed and supported.

Standardised Tests (Guidelines pp. 60 – 69)

- The following tests are used.
  - o Sigma-T Maths – May/June each year from 1st to 6th
  - o New Micra-T English – May/June each year from 1st to 6th 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 SEN Coordinator in consultation with the class teacher and the principal is responsible for purchase, distribution and co-ordination of testing.
- The class teacher administers 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 principal, they have a learning or physical disability which would prevent them taking test, or, newcomer

- pupils, where their level of English is such that attempting the test would be inappropriate.
- Each child's raw score, standard score, percentile rank, STen and Reading age is recorded. The Percentile Rank and STen score are recorded both on in individual tracking score sheets as well as a class record sheet.
- The results of all the pupils Micra T and Sigma T assessments test results are collated on Aladdin and can be compared with the standard norms.
- These results are analysed at whole school level (using the data charts generated on Aladdin) and at individual class level. The information gathered from the tests is used to inform School Self-Evaluation, additional needs support and teaching and learning at class level.
- Class based results are communicated to parents at the end of the school year with an accompanying information letter and discussed with parents at the parent teacher meetings. The STen score will be given to parents and an explanation/descriptor will be provided with each result.
- The school presently issues a Sten score for each pupil as part of the annual School Report which are posted to parents by mid-June.
- The results will determine the allocation of support in the school and the nature of the support provided – literacy, numeracy or EAL - through in-class or small groups withdrawal.
- The Sten scores of 2nd 4th and 6th classes are sent annually to the DES.
- A copy of each pupil's end of year 'Passport' including the information from their Micra-T and Sigma-T assessments tests is sent to the pupil's second level school, once enrolment is confirmed.
- The results of standardised tests are stored securely in filing cabinets in the store room off the Principal's Office.

Screening Tests:

In Scoil Naomh Iósaf a combination of screening tests are used. Some are designed by class teachers, while other tests are available online or in teacher resource books (English and Maths). The class teacher monitors results of teacher designed tests and tasks/checklists etc. and communicates any concerns to the SEN team.

- Formal screening tests currently used include,
  - Quick Phonics Screener (First and second classes)
  - The Two Peas Assessment (Senior Infants)
  - SNI Junior Infant Assessment Checklist.
  - Middle Infant Screening Test (MIST)
  - Marino Word Recognition Test/RAIN Sentence Test may be used also.
  - The PM Benchmarking Screening

- In general, the class teacher will administer screening tests with assistance from the learning support teacher if necessary. The information garnered from these assessments will inform programmes of learning in the classroom and inform the

child's classroom support plan (if required). For example, the information gleaned from the Quick Phonics Screener will inform the class teachers of the learning needs of the class and individual students, which in turn will inform what sections of the UFLI resource should be taught.

- Scoil Naomh Iósaf promotes early intervention through the use of screening tests. The class teacher uses the information gathered in these screening test to differentiate class planning and organisation. (Stage 1 Circular 02/05; NEPS Continuum of Support 2007)

- Results of screening tests are discussed with parents at parent-teacher meetings or by phone/face-to-face meeting as necessary.

- Signed parental consent is sought by letter if diagnostic testing is necessary.

Norm Referenced Test

- The WRAT 5 is a norm referenced test used to measure the academic skills of pupils' word reading, spelling, maths, and sentence comprehension. The test provides the teacher with a standard score and a percentile score which can be graphed and compared with the norm for a pupil of the same age.

- The WRAT 5 is predominantly used as evidence for any pupils that are seeking and exemption from the study of Irish.

- The WRAT 5 may also be used as a pre-requisite for an educational psychological assessment.

Diagnostic Assessment: *(Refer to Learning Support Guidelines, Chapter 4)*

- Should interventions at class level fail to resolve the learning difficulty the child is experiencing and there are still concerns about the child's failure to progress, the child's needs will be discussed with the SEN Coordinator and a possible diagnostic assessment organised.

- Signed parental consent is sought by letter if diagnostic testing is considered necessary.

- Following the granting of parental consent, diagnostic tests will be administered by the support teacher. In consultation with the class teacher and having considered the results of any diagnostic tests, a programme of work will be devised and implemented by the SEN Team in collaboration with the class teacher who will continue to differentiate for the needs of the child.

- A follow up meeting or phone call with the parents is organised and the findings of the diagnostic test discussed.

- The following Diagnostic tests are available in SNI as required:
  - The Dyslexia Screening Test – Junior (DST-J)
  - The Neale Analysis of Reading Ability
  - The New Non-Reading Intelligence Test (NNRIT)
  - The Aston Index
  - Basic Number Diagnostic Test

- Results of diagnostic testing are used to inform future planning and differentiation of work at class level and learning support level. Information gathered is used to develop a School Support Plan and to draw up an individual/group plan of work to support the child's learning.

Organisation of SEN Caseload.

In line with the Continuum of Support Guidelines for Teachers (Stage 2, Circular 02/05 and NEPS 2007) the following criteria are used in deciding which pupils should be referred for supplementary teaching:

- Children at or below the 12th percentile in English and/or Maths on the Micra-T or Sigma-T Standardised tests.
- Class teacher observations and concerns following implementing an intervention plan/classroom support plan designed by the class teacher and where such a plan has not satisfactorily resolved the learning needs of the child.
- The results of SEN/class teacher screening tests
- The results of the Middle Infant Screening Test (MIST) - 3 ringed scores, SWST, Quick Phonics screener etc.
- Child transferring from another school who has been in receipt of learning support/resource teaching in their previous school.
- Children who have received an assessment from the HSE under the Assessment of Need process and who have learning needs.
- Children who have had a private assessment and who have a recommendation for additional support (e.g. dyslexia).
- Children in need of additional support in English language.
- If it is felt necessary to consult a psychologist (NEPS or other) about diagnostic test results, a consultation will be arranged by the SEN Coordinator.

Psychological Assessment: (See Circular 02/05)

- The SEN/additional needs coordinator, Fionnuala Larkin, a member of the SEN team or the class teacher liaises with parents if it is felt that a psychological assessment or other assessment may be required. This generally would follow intervention at school level which has not adequately addressed the child's needs.
- Consent forms as supplied by NEPS are used and a letter is sent to parents to inform/remind them of the time and date of the assessment. A follow up phone call to the parents is made on the day of the assessment to invite them to attend a meeting after the assessment as arranged.
- Information and recommendations given in the assessment reports are used as the basis for devising an individual educational plan (i.e., School Support Plan or School Support Plus) and differentiation at class level.
- Individual files are created for children with additional needs and all reports on these children are stored in these files and kept securely in a filing cabinet in the SEN Coordinator's classroom.

- Following assessment by the NEPS/SCAPPA psychologist, referrals may also be made to other specialist services such as, Occupational Therapy or Speech and Language.

Recording Assessment Results (See Learning Support Guidelines p70, 71 and 79)

- Assessment for Learning activities (e.g. KWL charts/Evaluation sheets/two stars and a wish) are evident in the child's copies/hardbacks.
- Teacher observation notes, results of checklists etc. that inform planning for teaching and learning are kept in each Teacher's Assessment Folder.
- Micra-T and Sigma-T tests are recorded on a class sheet and stored in a folder in the Deputy Principal's room. Results are also uploaded onto Aladdin for each pupil.
- An individual page of Micra-T and Sigma-T results is kept for each child (Blue Folder) and stored in the Deputy Principal's room. This provides a cumulative record of the child's standardised test results from first to sixth class.
- Every child has a green file stored in the room of the Principal's office with copies of their school reports, results of Benchmarking, MIST screening, SWST etc.
- In the case of children with special educational needs the file is stored in the Deputy Principal's room/Réalta teachers' room and contains:
  - NNRIT
  - MIST result
  - SWST results
  - Micra-T and Sigma-T results
  - Psychological and other reports.
- At the end of sixth class the green file (including, any accident /injury /incident reports, and any other relevant information is stored under their year of birth in the room off the Principal's office and retained safely until the pupil is 21.
- In the case of children with special educational needs, the following additional information is stored safely: specialist reports, copies of School Support Plans, communication with/from outside agencies, certificates of exemption from Irish, copies of S.E.N.O decisions etc. These are stored in a locked filing cabinet in the room off the Principal's office.
- Information on pupil achievement will be transferred from teacher to pupil, teacher to teacher, teacher to parent, primary to second level school, and to other agencies (e.g. NEPS, HSE, SENO) as necessary. (Guidelines p.80)
- Assessment information will be safely stored to facilitate requests for such information by former pupils at any stage until their 21st birthday. (Guidelines p.80).
- Teachers/Children keep records of spelling tests and mental maths in their copies/books.
- First and second Class pupils are bench marked before commencing the Literacy Lift Off programme and their level of independent reading at the start and end of the programme is recorded.
- Parent teacher meetings are held in the first term. Other parent teacher meetings will be convened as required. Individual teachers will keep a brief record of issues

discussed at the parent-teacher meeting. Feedback from parents may also be recorded.

- Pupil report cards are posted home annually by mid-June.

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 the school year.

Roles and Responsibility – all teachers

Timetable for Review

The policy will be reviewed in the light of new Guidelines and/or the new Curricula which will be implemented in schools in the coming years.

Ratification & Communication

This updated assessment policy, previously ratified in 2018 was ratified by the BOM in September 2023.
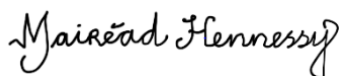
Signed: _Catherine Burke_   Date: 26/09/2023
Chairperson, Board of Management

Signed:

Principal, SNI.   _Mairéad Hennessy_   Date: 26/09/2023
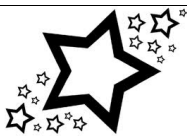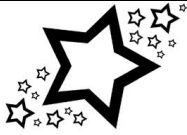
'Show me what you have learned'.

Two Stars and a Wish - **two things I did really well and one thing I wish I had done better.**
- Useful for all subject areas
- Can be done orally or recorded. Could be attached to a sample of work included in the child's portfolio.
- Children can use this system to mark their own work.
- Teachers can also mark the children's work using two stars and a wish. Always give the children time to make the improvement when you return the work. You may need to include a suggestion/example for improvement for weaker children.

Name:	**Two Stars and a Wish**
	Topic:
Wishing Star	

Traffic Lights:
Children have three cards on their desk. As the teacher goes around the room he/she can ask the children to indicate the card that best reflects their understanding/progress in what they are currently doing.
Red – I don't understand/can't do
Orange – I'm not so sure
Green – I understand/ have no problems at the moment.
Children can also use this system to draw a green/orange/red circle beside their work depending on their level of understanding or progress.

Portfolio Assessment – a portfolio contains a selection of the child's work.
- Decide on a subject area(s). It can be best to confine the portfolio to one subject area.
- Portfolios are very useful in Art and English and Science. Use a separate folder for each subject.
- It is best to limit the number of items included in the portfolio to 3-5 per term.

- Children from second up could attach a card/post it to the piece of work saying why they are proud of it or why they are including this in their portfolio (self assessment). Younger children can do this orally and the teacher can record if he/she wishes.
- Use a scrapbook or a manila folder.
- Teacher decides the purpose of the portfolio: best work? Improved work? To show progression? Or a combination of these.
- **E-portfolios**are a great idea and can be used to store more information. For an e-portfolio each child in the class has a folder on the desktop (in the Class Portfolio Folder!). Each child has responsibility for organising their own portfolio folder. Photographs of children's work are uploaded and each child moves their own pictures into their own folder. The e-portfolio can also include images of the children engaged in group work, in PE etc. It is also possible to include video clips. At the end of the year the child can transfer their folder to a (new) disk or memory stick.
- **Portfolios** can be used as a focus for discussion on the child's work at the parent-teacher meeting or as a focus for a conferencing session with the child.

Concept Maps - display main heading/idea and sub-headings. Show links between ideas.
Draw a concept prior to working on a topic to elicit prior knowledge. Children can add to the concept map in a different colour after they have read/researched/worked on the topic. If the topic is being studied over a period of time, children can add to the topic map in a different colour on a number of occasions.
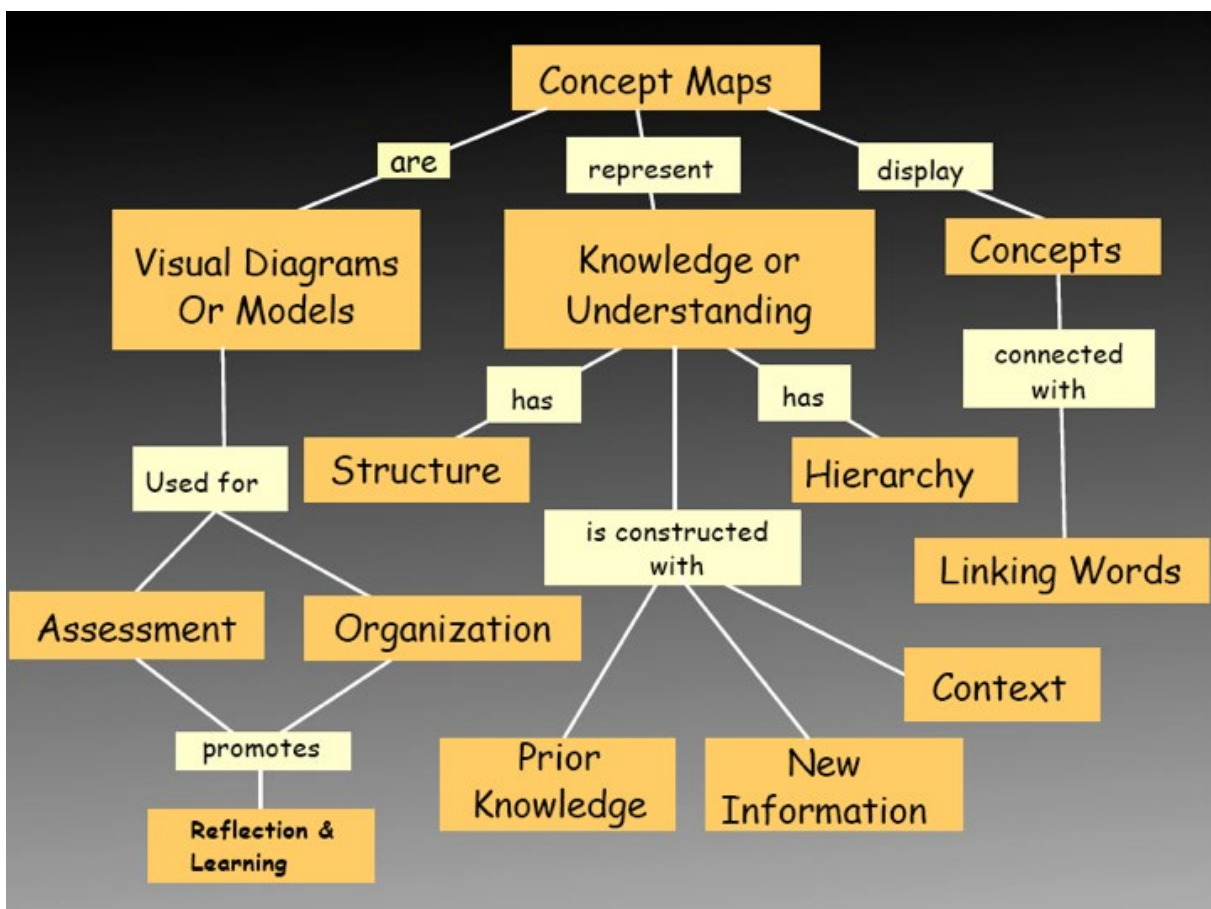
PUPIL SELF ASSESSMENT –

Self-assessment is the means by which pupils take responsibility for their own learning. However, we need to train pupils to self-assess. It does not just happen!

Refer to NCCA Guidelines for Schools pp14 – 23.

Select from the following strategies to aid self-assessment as appropriate –

==KWL/KWHL== **charts** (Guidelines p. 20, 21, and 92).

- What do you know about……..?
- What would you like to know about…..?
- How could we find out about……..?
- What have you learned about…….?

Topic		
K **What I Know**	**W** **What I Want to Know**	**L** **What I have Learned**

Exit Tickets

- Teacher poses a question to evaluate children's progress at the end of a lesson(s).
- This can be done in a copy/on a post it/or teacher designed 'ticket'.
- Exit tickets informs teacher planning for revision/consolidation/extension work

Concept maps – as above - Guidelines pp 36 – 41.

Evaluation sheets - (Guidelines pp 19 and 93). You need to design these to suit your class/topic. For example:

- What have you been learning about in Science _____

- List three things you learned about this topic:

    - _____

    - _____

    - _____

- Were you a good team member?

    Give a reason for your answer.

- What could your team do better next time?_____

==Reflection Sheets== – see p 93 of the guidelines

Self Evaluation Questions to Facilitate Reflection – **Put up a few self-evaluation questions on a chart/IWB. Children reflect on their work in pairs. Examples of questions include:**
Have you learned anything new? Do you have any questions? What are you most pleased with? What did you need more help with? What did you find easy? What did you find difficult?

Graphic Organisers: include KWL charts, mind maps, brainstorming maps and concept maps. Also include: PMI charts (Plus, Minus, Interesting – see below);
(See guidelines pp. 84 – 85)

PMI Chart

Topic – e.g. A Science Experiment	
+	Write something that worked well
-	What didn't go well/was a problem
Interesting	Something interesting I found out

Thumbs up/Thumbs down
This works the same as the traffic light system

Thumbs down – I don't understand/can't do
Thumbs across – I'm not so sure
Thumbs up – I understand/ have no problems at the moment.

The three R's - Reflect; Represent; Report. Children think about what they have been learning. They then represent what they have learned (by – drawing, concept map, brainstorm, questions, map, paragraph etc.) Children then report on their learning – to teacher; class; group; parent; partner etc.

Sharing the Learning Intention/Outcome which simply means telling the children what they are going to be learning.

We are learning - to write a letter...about the Vikings.....to debate

Success Criteria – how will we know when we have learned?

Write what you are looking for in terms of success criteria in consultation with the children if possible

The learning intention and the success criteria need to be visually displayed.

Some teachers use two imaginary characters **WALT and WILF** to explain this to the children. WALT represents 'We Are Learning To' ....and WILF is 'What I'm Looking For'

Example:

WILF - **What I'm looking for?** (created with the class having discussed various characters). We will have said something about:

- Their appearance
- Their likes and dislikes (including hobbies)
- Their general personality
- Their attitude to others
- Anything else

The children can engage in self-assessment by using the success criteria to establish how well they have done.

Effective teacher questioning: Use a variety of higher order questioning to provoke fruitful discussion. Examples of Higher Order Questions may be found in the Assessment Guidelines for schools pp.86 – 88. It is a good idea to print up the question starts on these pages and have them on your desk to refer to in the course of the day.

Other issues relating to questioning are outlined on pages 42 – 44.

Mind Maps
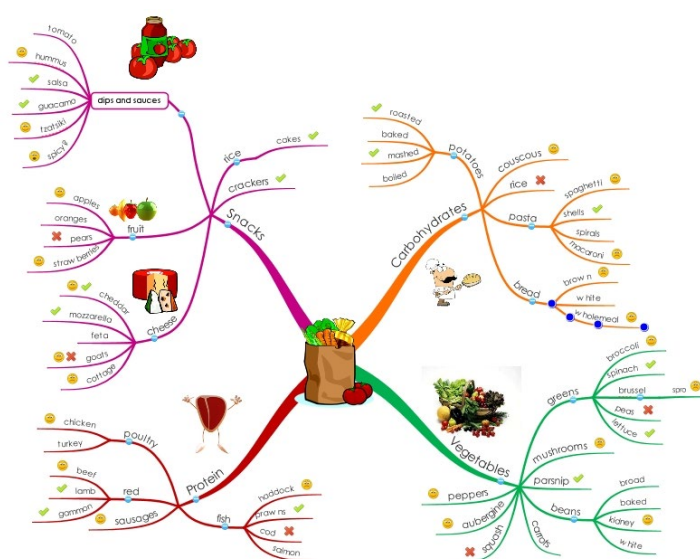
Talking Drawings (useful for Gaeilge also e.g. Mo Chorp/Bia)

- Children draw and annotate what they know about a topic (e.g., volcanoes/water cycle).
- They then talk to their partner about their drawing. Each child has 2-3 minutes to share their knowledge with their partner.
- Teacher presentation of topic – picture book/discussion/PowerPoint/reading/IWB/DVD
- Children draw a second picture/add to their initial drawing to show what they have learned.
- Children tell their partner/teacher what they have changed about their before and after pictures (oral and/or written).

Reference Section

- Assessment in the Primary School Curriculum – Guidelines for Schools, NCCA, 2007.
- Special Educational Needs – A Continuum of Support, Guidelines for Teachers and Resource Pack for Teachers, NEPS, 2007
- Learning Support Guidelines, DES, 2000
- Circular 0138/2006 Supporting Assessment in Primary Schools
- Circular 02/05 Organisation of Teaching Resources for Pupils who need Additional Support in Mainstream Primary Schools
- Primary School Curriculum – section on assessment for each subject
- Primary Language Curriculum
- Working together to Make a Difference for Children, NEPS
- Circular 0056/2011 - Initial Steps in the Implementation of the National Literacy and Numeracy Strategy.
- Circular 0022/2023: Information in relation to Standardised Testing and Other Matters – Academic Year 2022/23 and Subsequent Years.