

**Broadmeadow Community National School,
Rathbeale Road,
Swords,
Co. Dublin**

<https://broadmeadowcns.ie>

broadmeadowcns@ddleth.ie

Roll Number: 20529J

Broadmeadow CNS Assessment Policy 2025/2026

BROADMEADOW COMMUNITY NATIONAL SCHOOL

Principal: Miss J. Robinson



Rationale

At Broadmeadow Community National School, it is of paramount importance to us to provide a high standard of education which is holistic, child centred and differentiated, to cater for the individual needs and strengths of the pupils in our school. As a school community, we are committed to developing and enhancing a love of learning and a commitment to life-long learning. We believe that high standards of teaching and learning can only be achieved with regular, specific and detailed planning, assessment and reflection. This policy compliments the ethos of our school in seeking to ensure a high standard of education which is child centred and holistic in its approach.

Policy Aims

- To support high-quality teaching and learning and benefit individual pupil learning and progress
- To provide meaningful feedback to pupils, parents, and teachers
- To identify strengths and areas for improvement
- To ensure consistency and fairness in assessment practices
- To ensure accurate use of and record keeping of assessments and assessment data across the school
- To coordinate and structure assessment procedures on a whole-school basis
- To ensure that necessary and appropriate approaches are used to gather assessment information for informing teaching and reporting to parents
- To ensure that the individual learning needs of pupils are catered for in teacher’s plans through differentiation
- To ensure that accurate and appropriate records of assessment are kept in all classes and that the individual progress of the children is monitored

Roles and Responsibilities			
Board of Management	Senior Leadership Team	Class Teachers, SET & EAL teachers	Pupils
Hold the principal and school personnel to account for the progress of all pupils	The Principal is responsible for the implementation of this policy at the school and reports to BOM Deputy Principal to lead implementation of	Engage with Assessment opportunities, guidance and policy to inform Teaching and Learning Have overall accountability for the ongoing teaching and assessment of all children within their care Carry out day to day assessment for learning to inform teaching and to set individual targets and support for pupils	Participate in self and peer assessment Understand their individual next steps and targets

	<p>Assessment within Teaching and Learning across the school</p> <p>Monitor assessment data and use to inform school improvement, track pupil progress and identify any priorities</p> <p>Monitor standards of teaching and assessment across the school</p> <p>Support staff with implementing effective assessment strategies across the school</p> <p>Lead pupil progress meetings 2x per year</p> <p>Oversee formal assessments across the school including intent, implementation, impact and storing of assessments</p>	<p>Mark pupils' work in accordance with the school's marking policy, providing timely verbal / written feedback to pupils about their individual targets and progress</p> <p>Identify the particular learning needs of pupils/groups of pupils in their class including the more able / SEND / EAL</p> <p>Modify planning to meet the needs of pupils</p> <p>Carry out formal assessments and use to inform teaching</p> <p>Engage in pupil progress meetings 2x per year and identify any concerns in pupil progress and plans to address these</p> <p>Adapt assessment strategies where necessary for children with SEND / EAL</p> <p>Communicate with parents, SET and other professionals about pupils' development, progress and learning needs</p> <p>Keep a reflective cuntas míosúil each month and use to inform teaching</p> <p>File Cuntas Míosúila that is evident of assessment and reflection in whole school CM folder located in school office</p> <p>Engage with SLT/parents/outside agencies etc as required to support ongoing assessment or concerns</p> <p>Engage in CPD and keep up to date with assessment procedures for AFL and AOF</p>	
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Methods of Assessment and how these are used at Broadmeadow CNS

At Broadmeadow CNS, we use a range of assessment methods to support, monitor, and enhance pupil learning. Assessment is not a one-size-fits-all process; it is carefully planned and embedded into teaching to ensure that it serves different purposes at different times. Whether it is used to guide immediate classroom practice, measure attainment, or identify specific learning needs, assessment is integral to how we understand Administering, marking and record-keeping of standardised tests in Term 3 of each academic year from 1st class onwards. Record these results on Aladdin and export to Excel sheet to be stored in Class Assessment folder.

Target sheets to monitor progress and observations in SET and EAL.

Upload formal assessments to Aladdin- Store all assessments in line with policy and procedure

Keep a comprehensive assessment folder for their class (in line with the agreed contents file for assessment folders)

and respond to pupil progress. We categorise our assessment into three main types: formative, summative, and diagnostic - each playing a unique role in helping us achieve our aim of providing high-quality, inclusive education for every child. Some examples of the methods used to assess are below. This is not an exhaustive list.

Methods of Assessment		
Formative Assessment	Summative Assessment	Diagnostic Assessment
Assessment for Learning (AfL)	Assessment of Learning (AoL)	
<p>Formative assessment is central to everyday teaching and learning. It involves continuous, informal assessment strategies that help teachers gather information about how children are progressing and what they need next. This type of assessment is used to adapt teaching, provide timely feedback, and actively involve pupils in their own learning. It supports the development of key skills such as reflection, self-assessment, and goal setting. Formative assessment reflects the child-centred ethos of the Irish curriculum and promotes a growth mindset by valuing progress over performance.</p>	<p>Summative assessment is used to make judgments about pupil learning at a particular point in time. It typically takes place at the end of a unit, term, or year and is used to record achievement, inform reporting, and guide whole-school planning. While summative assessment is less frequent than formative, it provides valuable insights into whether learning outcomes have been met.</p>	<p>Diagnostic assessment is used to identify specific learning strengths, needs, or difficulties. It helps teachers and support staff to plan appropriate interventions and to differentiate learning for individual pupils. Diagnostic tools may be used when there are concerns about a child's progress in specific areas such as literacy, numeracy, or language development.</p>
<p>Teacher observations and effective questioning</p> <p>Clear, motivating and constructive feedback on written and oral work</p> <p>Oral feedback given during a lesson</p> <p>Peer and self-assessment</p> <p>Learning conversations and conferencing</p> <p>Use of learning outcomes and success criteria WALT</p> <p>KWL</p>	<p>Teacher-designed tests or tasks</p> <p>Trackers for dolch lists, spelling, reading bands etc.</p> <p>End-of-unit assessments</p> <p>Standardised tests (e.g., Bracken, Micra-T, Sigma-T)</p> <p>ABLLS in Special Classes and SSP children in mainstream</p> <p>Annual school reports</p> <p>Learning and Assessment Portfolios</p>	<p>Teacher observation and checklists</p> <p>Early literacy and numeracy screening tools</p> <p>Psychological or educational assessments (with parental consent)</p> <p>Checklists for specific learning needs (e.g., dyslexia, speech and language)</p> <p>EAL Assessment – Primary School Assessment Kit (PSAK)</p>

Use of plenary / mini plenary	Assessment Trackers	
Wider school links and assessment/celebrations	SEND/Multi-disciplinary reports/recommendations	

Effective Feedback

Effective **verbal feedback** is widely recognised as one of the most powerful tools for improving student learning; children benefit from immediate, clear, and supportive feedback. The evidence base supports its use when delivered purposefully, consistently, and in a way that pupils can understand and act upon. At Broadmeadow CNS, we use immediate, focussed **verbal** feedback as the predominant form of feedback to children to accelerate their learning. Evidence shows that when children are given timely, specific feedback on their work, more than 6 months of additional progress *can* be made per child per year. This form of feedback not only reduces workload of teacher marking but is proven to be low cost and high impact on pupil progress.

Characteristics of Effective Verbal Feedback (Evidence-Informed)

- **Timely** - given during the learning process, not just after
- **Specific** - targets a particular learning objective or skill
- **Actionable** - helps the child know what to do next and allows them the time to do it
- **Positive and constructive** - builds confidence while guiding improvement
- **Interactive** - invites pupil response or reflection
- **Age-appropriate** - uses language the child understands

At Broadmeadow CNS we place high importance on ensuring all feedback is effective and has the primary aim of driving pupil progress and outcomes, thereby eliminating unnecessary workload around marking. We achieve this by:

- Recognising that oral feedback given during the lesson is usually more effective than written feedback afterwards
- Building time into lessons to allow effective feedback to be delivered and responded to by pupils
- Ensuring written feedback is meaningful, through trusting teachers, as professionals, to provide feedback that is best for their pupils and circumstances and incorporating outcomes into subsequent planning and teaching
- Ensuring written feedback is manageable, through making sure the time spent marking has the desired impact on pupil progress and is not overly time consuming
- Ensuring written feedback is motivating, by being constructive and achievable
- Ensuring any written feedback is shared with the pupils in the following lesson in order to have the required impact (with regards to Mathematics, pupils are expected to complete some or all corrections, where appropriate, to demonstrate their developed understanding)
- Planning any 'deep marking' into the most effective place(s) of a unit of learning to bring the learning forward (i.e. deep marking at the end of a unit has less impact as there is no opportunity for development)
- Measuring the effectiveness of the feedback through how a pupil is able to tackle subsequent similar tasks (meaning that it is unnecessary for teachers to provide a written record of oral feedback)

- Recognising that self and peer assessment that meets the requirements of the success criteria is valuable feedback in itself and does not require further written feedback from teaching staff
- Acknowledging work and effort with a variety of strategies, including, but not limited to, marking, verbal feedback, displays, class sharing time, rewards (such as stickers, praise, points, etc.). Homework does not require extensive written feedback.

Self / Peer Assessment

Purple pens

Pink / green

Peer and self-assessment tick sheets

WALT/WILF reflection boards

Standardised Testing

Standardised tests are used to measure a child's reading and mathematical skills, and to determine children's progress in those areas. Information from the tests is important given the vital role of literacy and numeracy in enabling children to access the full curriculum.

A standardised test is an assessment tool that uses standardised procedures for its administration and scoring and for the interpretation of its results. In other words, the test is administered, scored and interpreted the same way no matter when or where it is used.

The standardised tests administered at Broadmeadow CNS are detailed below:

	Numeracy	Literacy
Junior Infants	Brackens School Readiness	Brackens School Readiness
Senior Infants	MIST	MIST
First Class	Sigma-T	Micra-T
Second Class	Sigma-T	Micra-T
Third Class	Sigma-T	Micra-T
Fourth Class	Sigma-T	Micra-T
Fifth Class	Sigma-T	Micra-T
Sixth Class	Sigma-T	Micra-T

Pupils may be excluded from a standardised test if in the view of the school principal (refer to Circular 0138/2006):

- They have a learning/ physical disability which would prevent them taking the test
- Newcomer pupils, where their level of English is such that attempting the test would be inappropriate.

These tests are administered once a year and the results are recorded on Aladdin, available for parent-teacher meetings and used by teachers (and the school) to inform their teaching and learning. They are of benefit in planning for the effective use of resources available and will inform individual teacher planning. In addition, it is recognised that summative assessment can be used formatively, and teachers will endeavour to use summative assessment in this way.

An Assessment tracker for up to date assessments, agreed by staff will be issued each school year to staff.

Reporting results to parents will be in accordance with Circular0138/2006. Sten scores will be reported, and we have agreed standard language descriptors to be utilised throughout the school (see table below).

Standard score range	Sten score range	Descriptor
115 and above	8-10	Well above average
108-114	7	High Average
93-107	5-6	Average
85-92	4	Low average
84 and below	1-3	Well below average

Assessment of Wellbeing

In line with the **Wellbeing Policy Statement and Framework for Practice (DES, 2018)** and the **Primary Curriculum Framework (2023)**, the assessment of pupil wellbeing is an essential component of our whole-school approach to supporting the child's learning and development.

Assessment of wellbeing is not about assigning grades or formal scores; rather, it involves observing, listening, and engaging with children in ways that help to understand how they are feeling, coping, and interacting with others. Teachers, SNAs, and support staff use this information to identify strengths, address concerns early, and build a nurturing, inclusive classroom environment.

Examples include:

- Teacher observations of behaviour, mood, and engagement
- Use of Zones of Regulation
- Circle time and class discussions
- Pupil voice strategies (e.g., wellbeing surveys, suggestion boxes, emotional check-ins)
- Communication with parents and guardians
- Getting to know you form for parents and children (issued by SET for children on COS)

Assessment of wellbeing supports the development of key competencies such as **being well, communicating, and managing myself**, and aligns with our school's commitment to promoting resilience, inclusion, and positive mental health.

Assessment for Inclusion

At Broadmeadow CNS, assessment is inclusive by design and underpinned by the belief that **every child has the right to access, participate in, and make progress through a broad, balanced curriculum**. Assessment for inclusion ensures that the needs, abilities, and circumstances of all learners are recognised and valued, including pupils with special educational needs (SEN), pupils with English as an additional language (EAL), pupils from diverse cultural backgrounds, and pupils at risk of educational disadvantage.

Inclusive assessment is a key part of our whole-school commitment to **equity, diversity, and differentiated teaching**. It is not about creating separate systems for certain pupils but rather adapting and designing assessments that support the full participation and success of all learners.

Assessment at BCNS is:

Fair – it provides every child with the opportunity to demonstrate their learning in a way that suits their strengths.

Flexible – it allows for a range of approaches and tools tailored to individual needs.

Supportive – it informs timely interventions and scaffolds learning for those who need additional support.

Respectful – it recognises pupil voice and encourages self-reflection, regardless of ability.

Approaches to Inclusive Assessment

We employ a wide range of inclusive assessment strategies, including:

Differentiated Tasks: Tasks and assessments are adapted in complexity, format, or outcome to match pupils' individual learning needs.

Multi-modal Assessment: Pupils can demonstrate understanding through oral, visual, practical, or written means.

Use of Assistive Technology: Pupils who require support may use tools such as text-to-speech, dictation, or visual supports during assessments.

Visual and Symbolic Supports: Use of visuals, simplified language, Lámh signs, and social stories to support understanding of assessment tasks.

Collaborative Assessment: Involving SET (Special Education Teachers), SNAs, and class teachers in planning and reviewing assessments.

Curriculum Access Planning: For children on support plans (Classroom Support, School Support, or School Support Plus), assessment is linked to individual targets on the Student Support File, ensuring alignment with their personalised learning goals.

Culturally Responsive Assessment: Being sensitive to the cultural and linguistic backgrounds of pupils and avoiding bias in assessment materials or interpretation.

Assessment and the Continuum of Support

Assessment for inclusion is integral to the **Continuum of Support** framework:

- At **Classroom Support** level, assessment helps identify needs early and informs differentiated teaching strategies.
- At **School Support** level, more targeted assessments are used to develop and monitor short-term interventions.
- At **School Support Plus** level, formal and informal diagnostic assessments inform Individual Education Plans (IEPs) and may involve collaboration with external professionals (e.g. NEPS, SLT, OT, psychologists).

Pupils with English as an Additional Language (EAL)

The Primary School Assessment Kit (PSAK) is administered to children who present with EAL. There are three phases to this test:

1. PSAK Placement is administered to new children to the school to establish their English Benchmark Proficiency. This is administered in September/October. Children in need of EAL interventions will be identified through this process.
2. PSAK Set 2 is administered to monitor the progress and efficacy of EAL teaching interventions. This is administered to tracker children from high, mid and low ability groups in each class with a score attributed to all members of the group based on the tracker results. This is administered in February/March.
3. PSAK Set 3 is administered to tracker children from high, mid and low ability groups in each class with a score attributed to all members of the group based on the tracker results. This is administered in April/May. These results are reported to DES.

ABLLS

Monitoring progress of whole school data in different subject areas

Whole school Busy at Maths data each half-term (tracker)

Ratification of Policy by Chairperson and Principal 17/5/25

Signed: Brigid Manton

Principal: Jennifer Robinson