



# Gaelscoil Chill Dara

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## 1. Réamhrá Introduction

Cuireadh an polasaí seo le chéile trí phróiséal comhoibríthe idir foireann múinteoireachta na scoile, an Bord Bainistíochta agus Coiste na dTuismitheoirí. Cuireadh le chéile é chun eolas a thabhairt faoi chúrsaí mheasúnaithe i gcomhthéacs na scoile. Chun an polasaí seo a chur i bhfeidhm go hiomlán, caithfear aird suntasach a thabhairt do na treoirínte ón ár bPolasaí Tacaíocht Foghlama agus Polasaí Cosaint Sonraí. Rinneadh uas-dhátú ar an bPolasaí Measúnú i 2022..

*This policy was formulated through a process of collaboration between the teaching staff of the school, an Bord Bainistíochta agus Coiste na dTuismitheoirí. It was created in order to provide information regarding assessment practices in the school. In order to fully implement this Assessment Policy, it is supported by the structures of our Learning Support Policy and our Data Protection Policy. Our Assessment Policy was most recently updated in 2022.*

## 2. Réasúnaíocht Rationale

Mar chuid de bhunaidhmeanna na scoile, tá sé tábhachtach dúinn go mbeadh cumas an pháiste aonair á fhorbairt trí réimsí eágsúla foghlama. Cuirfidh gníomhaíochtaí measúnaithe atá in úsáid sa scoil le foghlaim agus forbairt na bpáistí, tríd láidreachtaí agus deacrachtaí an pháiste a aithint agus tríd iad a úsáid chun plean foghlama a chuir le chéile don pháiste.

Aithníonn an plean seo conas mar a fhoghlamaíonn an páiste agus céard iad na háiteanna gur cóir díriú isteach orthu chun deacrachtaí a sharú agus caighdeán a ardú.

*As one of the aims of the school, it is important that the children develop their individual abilities through a range of learning experiences. The varied assessment practices used by the school will add to the children's learning and development through identifying the child's strengths and difficulties in learning and by using this information to devise a specific learning plan for the child.*

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The plan will recognise how the child learns and what areas need to be prioritised to overcome difficulties and to raise educational standards.

### 3. An Gaol le Spioraid Sainiúil na scoile Relationship to the School's Ethos

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

*We aim to provide an excellent standard of education through the medium of Irish, steeped in an ethos that promotes Catholic values and Irish heritage. We hope to inspire every child to achieve their full potential by giving them a positive experience of education and encouraging them to be independent, tolerant, kind and confident. Our aim as a school community is to create a welcoming, cooperative, inclusive, accepting, communicative atmosphere, in which we work together to give our students the best possible start in life.*

### 4. Aidhmeanna Aims

Seo a leanas na haidhmeanna i leith measúnú i nGaelscoil Chill Dara.

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

*Gaelscoil Chill Dara hopes to achieve the following by introducing this policy:*

- ❖ *To benefit pupils' learning*
- ❖ *To monitor learning processes*
- ❖ *To generate baseline data that can be used to monitor achievement over time*
- ❖ *To involve parents and pupils in identifying and managing learning strengths or difficulties*
- ❖ *To assist teachers' long and short-term planning*
- ❖ *To coordinate assessment procedures on a whole school basis.*
- ❖ *To ensure that we are fulfilling our responsibilities regarding Literacy and Numeracy as outlined by the Department of Education and Skills.*

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### 5. Treoirlínte Guidelines

- Faisnéis/eolas a sholáthar do phleanáil agus clúdach na réimsí churaclaim uile
- Sonraí a bhailiú agus a léirmhíniú ag leibhéal an ranga/na scoile iomláine agus i gcomhthéacs norm náisiúnta
  - Na riachtanais fhoghlama ar leith atá ag daltaí/grúpaí daltaí a aithint, daltaí atá an-éirimiúil san áireamh
- Cur le straitéis na scoile chun deacrachtaí foghlama a chosc
  - Monatóireacht a dhéanamh ar dhul chun cinn agus gnóthachtáil daltaí
  - A chur ar chumas múinteoirí a gcláir féin a chur in oiriúint, le cinntiú go bhfuil aghaidh á thabhairt ar riachtanais fhoghlama ar leith daltaí/grúpaí aonair
  - Cuntas a chur le chéile de dhul chun cinn agus gnóthachtáil daltaí aonair
  - Cumarsáid idir thuismitheoirí agus mhúinteoirí faoi fhorbairt, dul chun cinn agus riachtanais foghlama na ndaltaí a éascú
  - Rannpháirtíocht na ndaltaí i measúnacht ar a gcuid oibre féin a éascú
  - A chur ar chumas múinteoirí monatóireacht a dhéanamh ar na cuir chuige agus modheolaíochtaí atá in úsáid acu féin
- *To inform planning for, and coverage of, all areas of the curriculum*
- *To gather and interpret data at class/whole school level and in relation to national norms*
- *To identify the particular learning needs of pupils/groups of pupils including the exceptionally able*
  - *To contribute to the school's strategy for prevention of learning difficulties*
  - *To monitor pupil progress and attainment*
  - *To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual pupils/groups are being addressed*
  - *To compile records of individual pupils' progress and attainment*
  - *To facilitate communication between parents and teachers about pupils' development, progress and learning needs*
  - *To facilitate the involvement of pupils in assessment of their own work*
  - *To enable teachers to monitor their own approaches and methodologies*

### 6. Modhanna Measúnachta ar Ghnóthachtáil na bpáistí i nGaelscoil Chill Dara Methodologies to assess the achievement of students in Gaelscoil Chill Dara

#### 6.1 Measúnú chun foghlama agus Measúnú den fhoghlaim Assessment for learning and Assessment of learning

Aithníonn Gaelscoil Chill Dara gurb iad measúnú múnlaiteach, suimitheach, meastóireachta agus diagnóiseach na ceithre fheidhmeanna measúnaithe.

Bíonn aird dírithe ar mheasúnú chun foghlama chomh maith le measúnú den fhoghlaim: Ciallaíonn sé seo go núsáidtear fianaise ar bhonn leanúnach chun múineadh agus foghlaim a threorú, chomh maith le taifead thréimhsiúla de dhul chun cinn agus gnóthachtálacha na bpáistí.

*Gaelscoil Chill Dara recognises the four functions of assessment as being formative, summative, evaluative and diagnostic.*

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*The focus is on assessment for learning as well as assessment of learning; this means that evidence is used on an ongoing basis to inform teaching and learning, in addition to periodic recording of childrens' progress and achievements.*

Modhanna measúnachta neamhfhoirmiúla a úsáidtear sa scoil

- Breathnóireacht múinteoirí
- Tascanna agus tástálacha deartha ag múinteoirí.

Caithfear dáta a chuir ar na trialacha agus tascanna seo agus caithfear iad a thaifead agus iad choinneáil sa chomhad don chéad bhliain acadúil eile ar Aladdin.

Samplaí oibre, punanna micléinn agus tionscadail.

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

- *Teacher observations*
- *Teacher designed tasks and tests.*

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

### **Punann / Portfóilió na nDaltaí**

**Le plé -**

**Braithfidh portfóilió na ndaltaí ar na rudaí seo ar fad.**

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

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

**E portfóilió - gg amháin i rith na míosa**

**Aladdin**

**Leabhar gearrthóg?**

**Ag dul ó rang go rang - ag dul abhaile ag deireadh na bliana?**

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

- **Classroom Writing/Math Copies**
- **Free-writing handbook**

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- Art sketch Pads
  - OSIE project book
  - SALF Folder
  - Music & Poetry Folder (senior classes)
  - Termly progression checklists
  - Varying classroom tests devised by the teacher to assess learning.
- Pupils will engage in varying forms of self-assessment through the variety of work documents listed above. They may choose favourite pieces of work monthly or termly to show their progression and development in varying curricular areas. Teachers shall employ the most effective self-assessment strategies for their individual classrooms as they see fit.

### **6.2 Measúnú Neamhfhoirmiúil *Informal assessment***

I nGaelscoil Chill Dara, úsáidtear na modhanna a leanas chomh maith le cinn eile chun measúnú neamhfhoirmiúil a dhéanamh,

- Tascanna agus tástálacha deartha don Ghaeilge agus don Bhéarla ag an múinteoir agus Measúnuithe Gafa le Mata, gach Nollag, Cáisc agus Deireadh na Bliana - torthaí le clárú ar Aladdin
- Breathnóireacht
- Córas Soilse Tráchtá
- Tascanna agus tástálacha deartha ag múinteoirí
- Ceistiú Dírithe an mhúinteora
- Plé
- Éisteacht
- Ag tabhairt aiseolas
- Fianaise staróga
- Seicliostaí
- Samplaí oibre
- Seiceáil obair na bpáistí
- Ordóg suas chun tuiscint a léiriú
- Comhdháil
- Mapáil coincheap.

*In Gaelscoil an Chill Dara, informal assessment is carried out by all teachers utilising the following methods as well as others*

- *Teacher designed tasks and tests for English and Irish and Gafa le Mata tests each Christmas, Easter and End of year with results recorded on Aladdin*
- *Observation*
- *Traffic light system*
- *Teacher designed tasks and tests*
- *Teacher directed Questions*
- *Discussing*
- *Listening*
- *Providing feedback*
- *Anecdotal Records*
- *Checklists*
- *Work Samples*

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- *Checking pupils work*
- *A thumbs up to check for understanding*
- *Conferencing*
- *Concept Mapping*

### 6.3 **Féin Mheasúnú Self Assessment**

Mealltar páistí i nGaelscoil Chill Dara chun measúnú a dhéanamh ar a gcuid foghlaim féin tríd na modhanna a leanas a úsáid:

- Ag aithint a gcuid oibre is fearr- mar shampla, ag roghnú píosaí oibre ó chóipleabhair, leabhráin tionscnaimh srl. é a thaispeáint ar bhallaí an ranga
- Cairteanna KWL
- Rúibricí
- 2 Réalt agus mian
- Crián (dearg/oráiste/glas)
- Soilse Tráchtá

*Pupils in Gaelscoil Chill Dara are encouraged to self assess using the following methods:*

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

### 6.4 **Modhanna measúnachta foirmiúla Formal methods of assessment**

Modhanna measúnachta foirmiúla a úsáidtear i nGaelscoil Chill Dara. De réir riachtanais ciorcláin 0138/2006 0056/2011 agus 0018/2012, caithfear scrúdaithe caighdeánaithe a dhéanamh ar litearthacht agus uimhearthacht.

*In accordance with the requirements of Circulars 0138/2006, 0056/2011 and 0018/2012, standardised tests are carried out in literacy and numeracy.*

#### 6.4.1 **Scrúdaithe Caighdeánacha Standardised tests**

Tá an Comhordaitheoir Tacaíocht Foghlama freagrach as scrúdaithe a cheannach, féilire a chur le chéile agus a dháileadh. Déanaimid iarracht freastal ar dhaltaí nach ndéanann tástáil ar an lá cuí. Eagraítear lá athtástála amháin d'aon dalta nach bhfuil ar scoil de bharr tinneas ar lá na scrúdaithe don Ghaeilge/Bhéarla nó don Mhata. Déanann na múinteoirí Tacaíochta é seo agus ceartaíonn siad na scrúdaithe i gcomhpháirt leis na múinteoirí ranga. Déanann na múinteoirí tacaíochta cuí taifead ar na scóranna ar fad agus cláraítear iad ar Aladdin. Tá sé tábhachtach na scóranna dona scrúdaithe Sigma T a chlárú go mion ar Aladdin ACH Scríobhtar an SCÓR STEN amháin ar tuairisc na scoile ó Rang a 1/2- Rang a 6. Faigheann gach tuismitheoir bileog eolais ag tabhairt sonraí beacht ar cad is scrúdaithe caighdeánacha ann ón gCNCM.

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[https://ncca.ie/en/resources/standardised\\_testing\\_sten/](https://ncca.ie/en/resources/standardised_testing_sten/)

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

Úsáidtear na torthaí chun pleanáil scoile a dhéanamh ag léibhéal ranga agus don TF. Cabhraíonn torthaí na scrúdaithe seo le dáileadh tacaíocht foghlama don scoil bhliain seo chugainn.

*The Learning Support Coordinator is responsible for buying the test papers, organising the dates for testing and distributing tests to relevant staff. For any children who are not in attendance on a testing day mainly due to illness (Irish, English or Math), one day is put aside for re-testing. The Learning Support team administer these extra tests. The learning support team along with the class teachers correct the tests. All test scores are recorded on Aladdin by the relevant Learning Support Teacher. It is of utmost importance that Sigma T results are recorded on Aladdin, strand by strand However only STEN scores are reported to parents. Parents receive the children's STEN results on their annual reports at the end of the school year (Rang a 1/2-Rang a 6) and an explanatory note about STEN scores is provided also from NCCA.*

[https://ncca.ie/en/resources/standardised\\_testing\\_sten/](https://ncca.ie/en/resources/standardised_testing_sten/)

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

*Results are used to plan Classroom planning and Learning support Planning. The results of these tests assist in the planning of learning support for the following school year.*

### PLEAN SCOILE TRIALACHA CAIGHDEÁNAITHE

Rang	Measúnuithe	Cathain	Tuismitheoirí
Naíonáin Bheaga	B.I.A.P.	Bealtaine	Cruinniú leis an m uinteoir ranga agus tuairisc scoile
Naíonáin Mhóra	M.I.S.T.	Meitheamh *Forward	?

## Beartas Measúnaithe [2022]

	MIST as gaeilge NUA 2021	Together R1	
Rang a hAon	MICRA T	Bealtaine	TS
Rang a Dó	SIGMA T MICRA T Trialacha Dhroimconradh Gaeilge NNRIT/ NVRT	Bealtaine	TS
Rang a Trí	SIGMA T MICRA T Drumcondra Spelling Test (Trialacha Dhroimconradh Gaeilge)	Bealtaine	TS
Rang a Ceathair	SIGMA T MICRA T Drumcondra Spelling Test Trialacha Dhroimconradh Gaeilge (NRIT/ NVRT)	Bealtaine	Ts
Rang a Cúig	SIGMA T MICRA T Drumcondra Spelling Test Trialacha Dhroimconradh Gaeilge	Bealtaine	Ts
Rang a Sé	SIGMA T MICRA T Drumcondra Spelling Test Trialacha Dhroimconradh Gaeilge	Bealtaine	TS

### 7. Scagadh Screening

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

Is í an Príomhoide agus an Comhordaitheoir Tacaíocht Foghlama, tar éis plé a dhéanamh leis an múinteoir ranga agus an MTF cuí a chinnteoidh cé h-íad na daltaí a bheidh ag glacadh páirte sa chlár Tacaíochta Foghlama.

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



## **Beartas Measúnaithe [2022]**

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

Beidh roghnú na bpáistí ó Rang a 2 suas bunaithe ar aon pháiste a fhaigheann scór atá ag nó faoi an 12ú percentíl ar thrialacha chaighdeánacha Dhroim Chonracha, an SIGMA-T nó an MICRA-T. Gaeille, Béarla agus Mata.

Is féidir páistí a fhaigheann scór níos airde ná sin a chlarú chomh maith má bhíonn spás (faoin 20ú peircentíl) nó má cheaptar le géar gá. Déanfar athbhreithniú ar an liosta páistí atá ag glacadh páirte sa chlár gach téarma

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

*The final decision on those pupils in receipt of learning support will rest with the Principal and the Learning Support Coordinator following discussions with the Class teacher and relevant Learning Support Teacher.*

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

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

*Learning Support pupils are identified in Second Class upwards based on pupils scoring below the 12th percentile in their annual Drumcondra assessments in Gaeilge, English and Mata. Gaeilge, English and Mathematics.*

*Pupils with higher scores between 12th and 20th percentile may be selected for support should concerns arise and the availability exists in the Learning Support Programme. The pupils selected for inclusion in the Learning Support programme are reviewed termly.*

### **7.1 Measúnu Diagnóiseach *Diagnostic Assessment***

Úsáidtear trialacha diagnóiseacha chun an tacaíocht foghlama oiriúnach a chuir ar fáil do dhaltaí le deacrachtaí foghlama. I gcás páistí a thiteann faoin scoithphointe i scrúdú caighdeánach, moltar níos mó trialacha diagnóiseacha. Is iad an fhoireann tacaíocht foghlama a riarann na trialacha diagnóiseacha, a bhaineann ciall astu agus a mhíníonn na torthaí srl don mhúinteoir ranga agus na tuismitheoirí. Pléann an Fhoireann TF na torthaí tástála diagnóisí ar fad. Le cead an Phríomhoide téann comhoirdiniúr an TF i dteagmháil leis an siceolaí scoile más gá measúnú a fháil do pháiste ar leith.

## Beartas Measúnaithe [2022]

### Cad atá againn sa scoil - cinn nua ceannaithe i 2020 agus 2021. Líon na bearnaí

#### 8. Taifead na torthaí Measúnaithe *Recording Results of Assessments*

Coinnítear taifead de scagadh dhaltaí agus torthaí scrúdaithe caighdeánacha i bhfillteán an dalta ar Aladdin.

Tá na torthaí Caighdeánaithe ar fad le clárú ag gach múinteoir tacaíochta go bliaintiúil ar Aladdin ó Naí Mhóra- Rang a 6 ag an Múinteoir Tacaíochta cuí.

Pupil Screening and standardised assessment results are recorded and kept on Aladdin by the relevant member of the Support Team.

#### 9. Measúnú Siceolaíochta *Psychological Assessment*

Nuair a shroiceann dalta céim 3/ Tacaíocht Scoile Móide inár gCur chuige céimnithe agus nuair a mhothaítear go bhfuil measúnú siceolaíochta riachtanach, tá freagracht ar an mball foirne cuí den fhoireann tacaíocht foghlama, in éineacht leis an múinteoir ranga agus an príomhoide dul i dteagmháil le tuismitheoirí an dalta. Ní dhéantar teagmháil le tuismitheoir maidir le Measúnú /AON/ TU/TS gan cead an Phríomhoide agus plé leis an bhFoireann Tacaíochta.

Cuireann an siceolaí, (NEPS nó príomháideach), an páipéarachas cuí ar fáil don mhúinteoir agus na tuismitheoirí le líonadh.

**NB Má mhothaíonn an scoil go bhfuil fadhb ag páiste, cuirfear na tuismitheoirí ar an eolas faoi a luaithe agus ab fhéidir, múinteoir ranga a dhéanann an teagmháil ar dtús.** Is í freagracht na tuismitheoirí atá ann cabhair agus seirbhísí breise a lorg ón FSS nó go príomháideach (seachas i gcás na measúnaithe NEPS a cuirtear ar fáil don scoil go bliantúil). Tá cead an tuismitheora ag teastáil i gcónaí d'obair ar bith a bhaineann le NEPS, NCSE srl.

Úsáidtear moltaí a cuirtear sna tuairiscí siceolaíochta nuair a bhíonn plean tacaíochta á scríobh don pháiste. ( Ar Aladdin).

Coinnítear gach tuairisc ó ghníomhaireachtaí sheachtracha ar Aladdin agus faoi ghlas i gcomhad lárnach san oifig, tá siad príobháideach agus faoi rún. Bíonn eochair don chomhad seo ag an gcomhordaitheoir tacaíocht foghlama agus ag an bPríomhoide.

*When a student is placed on stage 3/ School Support Plus and a psychological assessment is deemed necessary, it is the responsibility of the relevant **learning support team member, the class teacher and the principal to liaise with the student's parents**. No contact is to be made with parents regarding a NEPS assessment /AON/ SLT/ OT without discussion with the Support Team and permission from the Principal.*

## Beartas Measúnaithe [2022]

*The psychologist, (NEPS or private), will provide the necessary paper work for the teacher and the parents to fill in.*

***NB If the school feels that there is an issue, the parents must be informed as soon as possible, the class teacher is the first person to contact the parents to discuss this. It is the responsibility of the parents (except in the case of our allotted NEPS assessments) to look for and request additional services from the HSE or privately. Parental consent is required for all NEPS/ NCSE srl support,***

*The recommendations, as outlined in pupils' psychological reports, are utilised in the planning process of a student's support plan on Aladdin.*

*All reports from outside agencies are stored on Aladdin and in a locked filing cabinet. The learning support coordinator and the school principal hold the keys to this system. These reports are strictly Private and Confidential.*

### **10. Ag tuairisciú do ghníomhaireachtaí sheachtracha Reporting to outside agencies**

Má tá gníomhaireacht sheachtrach ag lorg tuairisc ar dhalta, **cuirfean an Príomhoide ar an eolas faoi agus tabharfar an tuairisc di sula seoltar ar aghaidh é.** Coinneofar cóip den tuairisc a seoltar ar aghaidh ar Aladdin.

In the event of a request by an outside agency for a report on a pupil, **the principal will be consulted, permission requested before the sharing of sensitive information and the report shown to the the Principal before being forwarded.**

The staff member who completes the report will keep a copy of the report forwarded on Aladdin.

### **11 Rólanna agus Freagrachtaí Roles and Responsibility Céard faoin flow chart a bhí ag Tríona Golden a chur anseo -ceapaim gur sheol mé gg chugat.**

Múinteoirí: ag bailiú eolais ar a ranganna féin. Tá said freagracht as plean gníomhacht a riaradh agus athbhreithniú a dhéanamh ar ar leibhéal 1 don Tacaíocht Foghlamtha le cabhair ón bhfoireann Tac Fogh. Ag stiúradh an CRS, Foireann Tac Fogh: Pleanáil ag úsáid torthaí Scrúdaithe Caighdeánacha agus scrúdaithe diagnóiseacha: Ag plé le tuistí; Cabhrú le pleananna tacaíochta a scríobh ó Chéim 2 ar aghaidh. Ag tac u leis an CRS agus ag roinnt eolais agus moltaí leo. Ag tacú leis an CRS P an pháiste a chur i gcrích.

An Comhordaitheoir Tacaíocht Foghlama: Beidh liosta fada anseo!!

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

## Beartas Measúnaithe [2022]

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

L.S. Team: Planning using results of standardised tests and diagnostic tests; Talking with parents; leading support plans from Stage 2 on.

Special Education Co-ordinator:

- Overseeing the day-to-day operation of the school's SEN policy.
- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEN.
- Liaising with parents of children with SEN.
- Liaising with other providers, outside agencies, educational psychologists and external agencies particularly for children receiving support. Ensuring that the school keeps the records of all pupils with SEN up to date.
- Liaising with SENO

The SENO should have the support of the principal and other teachers to try and develop effective ways of overcoming barriers to a child's learning and ensuring that they receive effective teaching through assessing the child's needs and setting targets for improvement. SENOs must also collaborate with curriculum co-ordinators at the school to make sure that the learning requirements of all children with SEN are given equal emphasis and priority.

When to consult a SENO (parents)

If you think there may be something holding your child back, express those concerns. If your child has not been diagnosed as having a special need, but you think things are not progressing as they should, have a meeting with the SENO. If the needs are likely to be more than a minor concern that can be dealt with by the class teacher, the SENO may observe the child, talk to other staff members and look at any records that may indicate a difficulty. This may suggest that the child just needs a little extra help, or that SEN professionals need to become involved to diagnose a graver difficulty, and perhaps initiate an Education, Health and Social Care (EHC) Plan.

The SENO will then be the person who liaises with the parent, the teachers and SNAs about your child's needs. This isn't a one-way street - ensuring your child receives the full help necessary to fulfil their potential may require diligent homework, detailed searching and questions on your part

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

Lá Curaclaim 2 - Measúnú 28-1-22

Aiseolas uile scoile on bhfoireann le cur leis an bpolasaí seo.

Dea-chleachtas maidir le Measúnú

Féin-mheastóireacht ar siúl ag na páistí,  
Measúnú ó bhéal agus go neamhfhoirmiúil go laethiúil  
Staisiún in-ranga  
Scrúdú ranga,  
Ag faire amach do na bearnaí san fhoghlaim. Dul siar ansin.

## **Beartas Measúnaithe [2022]**

Féinmheastóireacht

2 stars and a wish - Táim bródúil as x 2, Ba mhaith liom cabhair le..

Chun fios a thabhairt do'd chuid múineadh.

Soilse tráchta

Ordóga suas/ síos

Piartheagaisc

Malartú múinteora

## Beartas Measúnaithe [2022]

Aguisín

**Moltaí 28.01.2023**

**Scrúdaithe scagadh atá againn**

The Dyscalculia Assessment: Jane Emerson & Patricia Babbie

The Dyslexia Screening Test Junior: Pearson

*Diagnostic tests are used to determine the appropriate learning support for pupils who present with learning difficulties. In the event of pupil performance falling below a standardised test cut-off point, further diagnostic testing will be recommended. Diagnostic tests are administered by a member of the learning support team, who will interpret the results and advise the class teacher and parents of the outcome. The results of diagnostic tests are discussed by the Learning Support Team. With permission from the Principal, the L.S coordinator contacts the NEPs psychologist if it is felt that a child would benefit from an educational assessment.*

*Diagnostic Tests*

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

<https://teacherinduction.ie/en/supports/nqt-planning-support/assessment-folder>

**An Traein - ón naíónra**

**Pas oideachas ó R6**

**An chóir dúinn clár don aistriú go dtí an Mheán scoil a lua?**

**Contanaim Tacaíochta**

**Filteán ar líne measúnaithe seachas go físiúil le griangraife srl.**

Taifead a choinneál- ( Coinníonn an múinteoir ranga aon taifead i bhfilltean measúnaithe lárnach agus ibpunanna na bpáistí. ????? Le plé ag Lá 3 Curaclam)  
The class teacher keeps records in a central assessment folder and in the children's self-assessment portfolios. ????? Le plé ag Lá 3 Curaclam

<https://ncca.ie/media/2172/primary-school-assessment-kit.pdf> **NCCA English Language proficiency**

GLM torthaí ar Aladdin - leabhráin abhaile ag deireadh na bliana  
Sampla den pheannaireacht sna bunranganna le dul ar aghaidh.  
Seiciosta léitheoireachta - sna bunranganna

Gach rud eile ar aladdin agus comhrá neamh fhoirimiúil ag tús na bliana - ACH NB tús úr nua tuillte ag gach páiste - conas an dá thrá fhreastal.

## **Beartas Measúnaithe [2022]**

Siombail éagsúil ar Aladdin - Tuairisc - Contanam Tacaíochta Oscailte

Le plé Eanair 2024- Cathain - cioca -conas ?