



# Student Assessment Policy

## **Purpose:**

Guidance on matters pertaining to student assessment within RCS. These policies and procedures aim to standardise and give a clear pathway for student assessment that offer reliability and validity by maintaining a clearly defined system and benchmark with relevant laws and regulations, including the RCS student assessment guidelines.

## **Aims and Objectives:**

The primary aims and objectives of this policy are as follows:

- Facilitate improved student learning
- Establish procedures for monitoring student progress
- Identify students in need of learning support and resource teaching
- Assist teachers in long-term and short-term planning
- Coordinate assessment procedures on a whole-school basis
- Involve parents and students in identifying individual strengths and areas for development.

## **Scope:**

Parents expect their children to be assessed fairly and with honesty. RCS assess the student to understand how best that student will fit into their system and understand how best they can help that student benefit from their education at RCS. When preparing the student's education, the assessment should help guide the educator to better understand the needs for that student and make plans that will be beneficial to their education.

## **Assessment in the Early Years Classes:**

### Informal Assessment:

- Teachers will employ informal assessment methods, such as observations, discussions, and active listening, to gain a holistic understanding of the student's learning experiences
- Teachers and assistants will document their observations
- Teachers will maintain portfolios of students' drawings and photographs to track their developmental progress

### Formal Assessment

- During the Senior KG year, students will be assessed using a formal assessment to evaluate literacy, numeracy, and developmental skills
- This assessment aims to identify students that may require learning supporting acquiring formal skills



## **Assessment in the Main School Classes (1<sup>st</sup> – 10th Grade):**

### Informal Assessment

- Informal assessment will be integrated into all lessons, with teachers observing student responses to oral work, participants in group activities, and skill development.
- Homework and class work will be marked, with appropriate constructive feedback highlighting strengths and areas for improvements
- Teachers will record their observations in a teachers record

### Formal Assessment:

- Each teacher will maintain a set of portfolios for their class, containing samples of students' work in numeracy, literacy, SESE (Social, Environmental and Scientific Education) visual arts, and other subjects as appropriate
- Teacher-designed assessments, learning objectives checklists, and students' self-assessments (from G3 up) should be included in the portfolios.
- Standardized assessments, should be administered to evaluate student progress and identify areas of improvement
- Results should be recorded electronically and stored in the school office for future reference and analysis

### Diagnostic Assessments:

- Assessments will be conducted in predetermined months to measure the progress of students receiving support for reading difficulties
- Spelling tests will be administered to assess the need for remedial work in spelling
- Assessments will be used to identify weaknesses and gaps requiring intervention

### Individual Education Plans (IEP):

- Students with special educational needs receiving resource hours will have an IEP developed in consultation with teachers, parents, professionals, and the student whenever possible
- The IEP will outline specific strengths, challenges and SMART targets to address them, serving as both an Assessment of Learning (AOL) and an Assessment for Learning (AFL)
- The IEP will be reviewed and revised midway through the school year

### Individual Profile and Learning Programmes (IPLP)

- Students scoring low on literacy and numeracy assessments will receive intervention time with the Learning Support teacher.



# Student Assessment Policy

## Communication of School Assessments:

### Parents:

- Report Cards will be issued as per the RCS school calendar, providing parents with information about their child's educational progress, achievements, interests, strengths, and needs.
- Individual meetings between teachers and parents conducted during the specified times in the RCS school calendar to discuss students' progress and areas for development.
- Annual assessment scores will be recorded in the end-of-year Report Cards

## End of Year Grade Transitions

- The most recent report card scores will be shared with RCS teachers
- Classroom teachers can directly communicate with corresponding SEN teachers regarding students' specific learning needs

This policy will be reviewed regularly to ensure it still meets the needs for the RCS and whether any amendments are required to be made.