

**To: Boards of Management, Principal Teachers and Teaching Staff of Primary Schools and Special
Schools and Chief Executives of ETBs**

Information in relation to Standardised Testing and Other Matters

Academic Year 2016/17 and Subsequent Years

Circular 0038/2017

1. Standardised Testing in Primary Schools – Returns for 2016/2017

Thank you all for your continued co-operation in providing the results of your standardised testing via the Esinet online system. Standardised testing is one means of assessing the levels of attainment of pupils to inform teaching and learning. We fully acknowledge the work of school staff in this regard.

You will have received or will shortly receive funding for 2016/2017 standardised testing. These funds may be used to purchase test instruments and materials such as teachers' manuals, test scoring services or test-related software offered by test providers. Any funds remaining after the standardised testing costs have been met may be spent on diagnostic tests, in accordance with a school's needs.

During May and early June 2017, you should carry out the tests in accordance with circulars [0056/2011](#) and [0018/2012](#) available at www.education.ie. The results of these tests must be uploaded onto the Esinet portal on or before **Friday, 16th June 2017**.

A **Step by Step** guide to uploading the returns is outlined below. **It is particularly important that all schools, including special or infant schools without a second class, read and follow the directions below, where applicable.**

Schools are reminded of their reporting obligations in Part 7 of Circular 0056/2011: Reporting and Using the Results of Assessments to Improve Pupil Learning. These include:

- Reporting to parents: Schools are reminded that they should issue a written report to their parents in sufficient time, before the closure of the school for the summer vacation, to allow parents a reasonable opportunity to seek meetings with the principal and/or teacher(s) to discuss the written report, if necessary.

- Using report card templates: All primary schools must use the standard report card template (available at www.ncca.ie) for reporting to parents on pupils' progress and achievement at school
- Reporting, analysing and using assessment information at school level
- Reporting information from standardised tests to their board of management
- Transferring assessment data in instances when pupils move to a different school
- Reporting standardised test results to the Department of Education and Skills – www.education.ie

Note that the administration of standardised tests to whole classes is inappropriate at infant class level. Standardised tests, if used before the end of first class, should be administered in small groups only. See www.ncca.ie for more information. Standardised Tests are one of a number of assessment tools that can be used to inform teaching and learning in primary schools.

STEP BY STEP GUIDE TO UPLOADING STANDARDISED TESTING RETURNS

(Special and Infant Schools – See below)

In order to upload the returns, please **fully complete** the following steps:

DATA ENTRY

1. The designated **data entry** person in your school should log onto the Esinet portal, click on 'Literacy and Numeracy Returns', and then 'CAP Application', before entering the results of the tests on the form on screen, and clicking '**Submit**'.
2. Once the scores are submitted, the data entry person should log out.

APPROVER

1. The designated **approver** in your school should then log onto the Esinet portal, click on 'Literacy and Numeracy Returns', and then 'CAP Application'.
2. If the approver is satisfied that the correct scores have been entered, he/she should click '**Approve**'.
3. A message will appear to say 'Thank you. Your records have been successfully approved'.
4. The approver should then click '**Finish**'.

Please note the following points in relation to the uploading of returns on the Esinet portal:

- All returns must be submitted **online**. Postal returns will **not** be processed
- Returns should be submitted by the designated data entry person in your school **and** then approved by the designated approver
- Submitted returns will **not** show up in the **OLCS** approval list. The approver must log into the application and approve the data
- Queries should be directed to literacynumeracy1617@education.gov.ie

IMPORTANT NOTE FOR SPECIAL SCHOOLS:

In the case of special schools if, in the view of the school principal, all relevant pupils have a learning or physical disability which would prevent them from attempting the tests, no action is required. **If a special school has pupils who are eligible to be tested in 2nd, 4th or 6th class, you are required to submit a return on Esinet.**

IMPORTANT NOTE FOR INFANT SCHOOLS:

As infant schools have no pupils in second, fourth or sixth class, no return is required. If an infant school logs on to the system, the school will not be recognised by the system. If such a school is in doubt, please contact literacynumeracy1617@education.gov.ie.

2. Special Education

Schools will be aware that the Department of Education and Skills is considering potential revisions to the existing system of allocating Resource Teaching/Learning Support resources to schools. The new model of allocating resources is in effect from September 2017 with schools already receiving their allocation for 2017/18

Allocations are now based on a school's educational profile, which includes consideration of the percentage of students performing below a certain threshold on standardised test results.

On issuing a social context survey to schools in 2014, all primary schools were advised that the standardised test data which have been returned, or were being returned by schools for 2013/14 and for subsequent years (as set out in DES Circular 0045/2014) have been identified as the best source of data for this element of a school's educational profile and may be used to inform the development of a revised model to allocate Resource Teaching/Learning Support teachers for schools. All schools were therefore so informed.

The position remains that standardised test data being returned may be used in the future to inform the development of a proposed revised model to allocate Resource Teaching/Learning Support teachers for schools.

3. Education Passport – Transferring pupil information from primary to post primary schools

As indicated in Circular 45/2014, the National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post-primary schools. Schools should ensure that an Education Passport for each pupil is sent to the relevant post-primary school following confirmation of enrolment and, ideally, by the end of June. Since 2014/15, schools are required to use the NCCA Education Passport materials to support the reporting and transfer of pupil information at the end of sixth class. The materials are presented under the umbrella title of "Education Passport" and are available at www.ncca.ie/transfer.

Education Passport Materials include

- The standard *6th Class Report Card Template* for completion by schools.
- The *My Profile* sheet for completion by pupils in primary schools before being shared with their parents/guardians.
- The *My Child's Profile* sheet for completion by parents/guardians. This should be sent with the *My Profile* sheet to parents/guardians by the end of the second week of June at the latest. Parents may complete the *My Child's Profile* should they wish to do so. The primary school should forward *My Child's Profile*, if completed, along with the pupil's *My Profile* sheet and the 6th Class Report Card to the post-primary school.

The Education Passport materials have been developed by the NCCA, following an extensive period of engagement with stakeholders, to support the dual purpose of reporting to parents and of transferring pupil information to post-primary schools once enrolment has been confirmed.

For more information about the administration of the Education Passport, schools should refer to the FAQs at www.ncca.ie/transfer.

4. Primary Language Curriculum

The work of the National Council for Curriculum and Assessment (NCCA) development group for the Primary Language Curriculum / Curaclam Teanga from Third to Sixth Class is underway. This represents a continuation of the development of a language curriculum which heretofore focused on Junior Infants to Second Class (Stage 1 and 2) and culminated in the publication of the Primary Language Curriculum –Junior Infants to Second Class in 2015. The Primary Language Curriculum from Third to Sixth Class will align with and reflect the rationale, aims and overview outlined in the Primary Language Curriculum (PLC) 2015. The components, strands and elements of language remain the same to support continuity and coherence in pupils' learning in Irish and in English. The Primary Language Curriculum from Third to Sixth Class will extend the progression continua and continue to map out the progress that all children will make in their language learning, irrespective of age, class or abilities. In setting out progression milestones for Third to Sixth Class, due consideration will be given to the development of skills across the areas of oral language, reading and writing.

The Primary Language Curriculum will continue to be inclusive of all learners, in its design, use of terminology and in its approach to planning, teaching and assessing for learning in all school contexts: Scoileanna Gaeltachta, Scoileanna lán-Ghaeilge, English-medium schools and special schools. A toolkit of support materials will be made available to support teachers in interpreting and implementing the PLC from Third to Sixth Class.

An interactive version of the Primary Language Curriculum/ Curaclam Teanga na Bunscoile for infants to second class is available online for teachers and schools to access at www.curriculumonline.ie/primary. A hard copy of the curriculum for each teacher has already been sent to schools.

Support for Parents (Re Primary Language Curriculum)

The National Council for Curriculum and Assessment (NCCA) has developed two information leaflets for parents on the new Primary Language Curriculum:

- A one-page leaflet answers key questions from parents about the curriculum.
- A two-page leaflet gives more detail on these key questions parents have about the curriculum.

The leaflets are available in English and Irish at www.curriculumonline.ie. The shorter leaflet might be more helpful for parents for whom neither English nor Irish is their first language.

The leaflets explain why there is a new language curriculum and how it is different to the current curriculum for English and Irish, and they inform parents of their important role in supporting and encouraging their children's language learning at home. In addition to the leaflets, the new Language Curriculum section on the curriculumonline website includes a section called **Support Material**. While much of this looks at classroom work, parents might find some of it helpful in supporting their children at home. The material includes lots of advice, photos and videos about children learning to talk, read and write. Over time, more materials on how parents can support their children's language and literacy development through conversations and everyday activities and routines, will be added to the website.

As part of your work with the new Primary Language Curriculum, your school might like to share some of these materials with parents and/or draw their attention to them on the NCCA website at www.curriculumonline.ie.

As part of the Department's strategy to improve children's literacy and numeracy skills, the National Adult Literacy Agency developed the website www.helpmykidlearn.ie. This provides some suggestions for enjoyable activities in which parents and their children can engage. Information for parents about resources to support literacy and numeracy in Irish is available from COGG, www.cogg.ie.

In addition, the National Adult Literacy Agency has promotional posters and bookmarks with information about the website *Help My Kid Learn*, and how parents can support their children's learning over the summer. If you would like to order a free promotional pack for your school, email mmurray@nala.ie.

We encourage schools to:

- add a link from the school website to www.helpmykidlearn.ie (a great many of you have done this already) and www.cogg.ie particularly in Gaeltacht schools and in Gaelscoileanna
- mention the websites to new parents visiting the school in May/June.
- recommend them to parents as a source of suggestions for enjoyable activities in which parents and their children can engage.
- encourage staff to access the websites and mention them in parent/teacher meetings.

5. Public Libraries Support for Schools

The establishment of a collaborative approach for the provision of educational support and leisure reading materials between schools and public libraries is an objective of the Public Library Strategy 2013-2017 *Opportunities for All*. A number of standard services which all public libraries will make available to primary schools have been identified and agreed nationally. These services are outlined below.

Membership of the public library is free and provides access to a wide range of resources and activities that aim to support primary schools in developing children's literacy, numeracy, creativity and communication skills. Building upon existing partnerships between schools and libraries have many potential benefits for both the public libraries and primary schools.

A catchment of primary schools has been identified for each library branch. This information is available on the public libraries' website at www.librariesireland.ie/services-to-schools.

Each partner library branch will provide the services outlined below and will liaise directly with each primary school during the school year. In the case of certain schools, some of the services will be provided by the mobile library, school library van or through the library headquarters, to be determined at local discretion. Under the collaborative approach, each library service will make contact with the school principal a few times a year. Such contact will provide information in relation to the library services and resources available to each school.

The range of library services offered to primary schools includes the following:

- Facilitating class visits from primary schools, arranged locally in advance
- Providing a dedicated teacher's card on request to every teacher in every primary school to enable each teacher to borrow items for his/her class
- Making presentations on the library services for each school, as requested by the school, at a time agreed with the principal, or as part of in-service training. The presentation may be facilitated at the school and can be made to teachers, pupils and/or parents. Schools may cluster together for this presentation, if desired.
- Providing:
 - Reading and curriculum support materials
 - Online learning resources, including over 300 Irish and international newspapers, 190 different magazine titles, comprehensive collections of e-books and e-audio books, over 500 online learning courses and 80 language courses
- Resources and reference materials to support school projects
- Providing a reading space for children and access to electronic resources in each partnered library service
- Providing reference resources and research assistance to pupils and teachers for school project work
- Providing information for parents about the range of library resources and the activities available to support the development of their children's literacy and numeracy skills
- Providing ongoing library programmes and initiatives throughout the year, including a new Spring into Storytime initiative and the national Summer Stars reading programme, to support the continuing

development of children's literacy and numeracy skills (www.librariesireland.ie). The Spring into Storytime initiative runs throughout April each year and the Summer Stars reading programme will run throughout the summer and is a fun reading programme, open to all children who register for it at their local library.

- Providing access to a wide range of historical material about the local area, including maps, photographs, documents and information and collections relating to 1916 and subsequent commemorations.

6. Literacy and Numeracy Strategy 2011 – 2020: Interim Review of the Strategy and New Targets

The publication in January 2015 of the positive results of the National Assessments of English Reading and Mathematics indicate that the overall targets at primary level, which were set out in the Literacy and Numeracy Strategy published in 2011, have been met.

On 14th March 2017, the Minister launched the Report of an *Interim Review of the Literacy and Numeracy Strategy*, including new and updated targets. An Information note for Primary and Post-Primary Schools is enclosed with this circular.

7. Consultation: Structure and Time in the Primary Curriculum

The NCCA has published proposals related to structure and time in the primary curriculum. The proposals are available at www.ncca.ie/timeandstructure. This consultation is the first time, in almost twenty years, that those working in primary education have had an opportunity to consider the structure of the curriculum, what it should comprise and how time should be allocated within it.

Informed by national and international research, curriculum reviews and evaluations, and work with settings and schools, the proposals are intended to begin a discussion about the redevelopment of the primary curriculum. The first set of proposals looks at curriculum structure. This includes the possibility of moving away from subjects in early primary and making stronger links with what children do and learn in preschool. The second set of proposals considers a different way to think about, and use time in the school day. These proposals are designed to offer more flexibility to schools in deciding how best to use time to support children in their learning.

The consultation began in January and continues to the end of May 2017. A report on the consultation will be published in the autumn at www.ncca.ie/timeandstructure. The NCCA will use the findings to draft an overview of a redeveloped primary curriculum which will be the focus of further consultation in 2018. See the NCCA's website for how you can get involved in the consultation.

8. Mathematics Curriculum

As part of *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020*, the NCCA is working on the redevelopment of the mathematics curriculum for primary schools. This work draws on Research Reports 17 (Dunphy, Dooley,

Shiel et al) and 18 (Dooley, Dunphy, Shiel et al), an audit of maths curriculum policy in other jurisdictions, curriculum reviews and evaluations, and national and international assessments. A background paper summarises key messages from all of these and sets out implications for a new mathematics curriculum. These publications can be found on the NCCA website at

http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Primary-Education/Primary_Developments/Maths/Review-and-Research/Review-and-Research.html

Current work on the mathematics curriculum focuses on junior infants to second class and is due for completion in autumn 2018.

9. Policy on Gaeltacht Education 2017-2022 – Gaeltacht Areas

Following on from a comprehensive review of educational provision in the Gaeltacht the Department of Education and Skills launched its [Policy on Gaeltacht Education 2017-2022](#) (the Policy) in October 2016.

The finalisation and publication of the Policy is a central commitment contained in the Department's [Action Plan for Education 2016-2019](#). Publishing and implementing the Policy on a phased basis and as resources permit is also a major element of the Government's [20 Year Strategy for the Irish Language 2010-2030](#).

The overarching goal of the Policy is to ensure the availability of a high quality and relevant Irish-medium education in Gaeltacht schools and in this way to support and encourage the use of Irish in Gaeltacht communities. Specifically, the Policy aims to ensure that a sufficient number of schools and early-years settings use Irish as the language of communication and instruction for all areas of learning (apart from English and other languages), in each of the Language-Planning Areas within the Gaeltacht (as set out under the Gaeltacht Act, 2012).

A key feature of the Policy, which relates to schools, is the management and implementation of a Gaeltacht School Recognition Scheme. Under the Gaeltacht School Recognition Scheme, schools in Gaeltacht language-planning areas will be invited to seek status as Gaeltacht Schools in line with specified language-based criteria aimed at strengthening Irish-medium educational provision in the Gaeltacht. Circular 0033/2017 for primary schools and Circular 0034/2017 for post-primary schools outlining the details of the Gaeltacht School Recognition Scheme have recently issued to schools in Gaeltacht language-planning areas. .

Schools can consult the [Gaeltacht Education Unit](#) at aog@education.gov.ie for information and updates in relation to the implementation of the Gaeltacht School Recognition Scheme.

10. Healthy Ireland

Schools are reminded of the importance of physical activity and healthy eating. Circular 034/2016 highlights to schools their responsibilities in this area recommends measures that can be improved or adopted to promote healthy lifestyles amongst pupils.

11. Creative Ireland

The Creative Ireland programme was launched by An Taoiseach, Enda Kenny T.D., in December 2016.

Creative Ireland is a culture-based programme designed to promote individual, community, and national wellbeing and is the main implementation vehicle for the priorities identified in Culture 2025/Éire Ildánach.

The five-year programme (2017-2022) contains five pillars. The Department of Education and Skills will be a key partner in implementing pillar one: Enabling the Creative Potential of Every Child. A key objective of this pillar is that by 2022 every child in Ireland will have access to tuition and participation in art, music, drama and coding.

“Creative Children”, the plan for pillar one, is due to be launched in September 2017.

This plan will outline key initiatives to be introduced to allow school communities to become involved in the Creative Ireland programme. The *Charter for Arts in Education* will form a core element of this plan. In addition, under the plan, the “Teacher/Artist Partnership as a CPD model to Support and Enhance Arts Education” CPD course will be made available in the summer of 2017.

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