



IPPN SYNOPSIS – CIRCULAR 0032/2018

Information in relation to Standardised Testing and Other Matters Academic Year 2017/18 and Subsequent Years Circular 0032/2018

When does a school carry out testing? During May and early June 2018, tests should be carried out in accordance with Circulars 0056/2011 and 0018/2012, available at www.education.ie .

HOW ARE THE RESULTS RETURNED TO THE DES?

The results of these tests must be uploaded onto the Esinet portal.

WHAT IS THE DEADLINE FOR SUBMISSION OF RESULTS?

On or before Friday, 15th June 2018.

WHAT ARE THE REPORTING OBLIGATIONS OF SCHOOLS?

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 .

ARE ALL CLASSES IE. INFANTS TO SIXTH TESTED USING STANDARDISED TESTS?

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.

WHERE CAN I GET FURTHER HELP WITH UPLOADING THE RETURNS?

A Step by Step guide to uploading the returns is outlined in Circular 0032/2018. It is particularly important that all schools, including special or infant schools without a second class, read and follow the directions therein, where applicable.



IMPORTANT NOTE

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.

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 literacynumeracy17/18@education.gov.ie .

WHAT ELSE IS IN CIRCULAR 0032/2018?

SPECIAL EDUCATION:

Schools will be aware that the Department of Education and Skills has introduced a new system of allocating Special Education teachers to mainstream 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 will continue to be used in the future to inform the development of school profiles and to allocate special education teachers to schools.

EDUCATION PASSPORT – TRANSFERRING PUPIL INFORMATION FROM PRIMARY TO POST PRIMARY:

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



PRIMARY LANGUAGE CURRICULUM:

From September 2018 onwards, all strands of the Primary Language Curriculum will be implemented for pupils in infants to second classes.

Schools are being encouraged to use the School Self-Evaluation (SSE) process to help teachers work through the implementation of the Primary Language Curriculum. An additional planning day to assist the implementation of the Primary Language Curriculum will be provided in the school year 2018-19. A separate notice will shortly be issued to schools in relation to this additional full-day school closure. The Primary Language Curriculum applies in all school contexts—English-medium schools, Gaeltacht schools, Irish-medium schools and special schools.

PRIMARY MATHEMATICS CURRICULUM:

The National Council for Curriculum and Assessment (NCCA) began developing the new Primary Mathematics Curriculum in September 2016.

This curriculum is for all children and is underpinned by the view that every child is capable of engaging with mathematical concepts and ideas from birth. Initial work focused on junior infants to second class. Consultation on a draft of this part of the curriculum began in October 2017 and finished in mid-March 2018.

Work has begun on the analysis of the data gathered through the consultation. This work will be presented in a consultation report which will be published on the NCCA website before the summer.

REVIEW AND REDEVELOPMENT OF THE PRIMARY CURRICULUM:

As part of the wider review and redevelopment of the primary curriculum, the NCCA held a consultation in 2017 on a set of proposals for rethinking the structure of the curriculum and how time is allocated within it. This consultation was the first time, in almost twenty years, that those working in primary education had an opportunity to consider the type of curriculum needed for children in the next decade and beyond. The report on the consultation is published at https://www.ncca.ie/media/3242/primary-developments_consultaion-oncurriculum-structure-and-time_final-report.pdf

PUBLIC LIBRARIES SUPPORT FOR SCHOOLS:

All public libraries provide standard services to primary schools, as 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, facilities 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 provides many benefits for both the public libraries and primary schools.



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.

In 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.

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 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.

CREATIVE IRELAND:

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 Creative Ireland 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, and will be working in conjunction with the Department of Culture, Heritage and the Gaeltacht, the Department of Children and Youth Affairs and the Arts Council. The plan for pillar one, Creative Youth, was launched in December 2017. The Creative Youth plan can be found at found at:

https://creative.ireland.ie/sites/default/files/media/fileuploads/2018-03/CI_ChildrensPlan_Screen_1.pdf

STEM EDUCATION POLICY STATEMENT 2017-2026 AND IMPLEMENTATION PLAN 2017- 2019:

The STEM Education Policy Statement 2017-2026 and Implementation Plan 2017-2019 were launched on 27 November 2017. There are many strengths in STEM education in Ireland but a number of challenges also exist. The Policy Statement sets out the ambitious objectives and high-level actions required to improve the STEM education experience and outcomes for all our learners.

May 2018