

## **End of Year Report-Writing**

Term 3 normally brings a range of end of year tasks for teachers in schools across the country. However, this year has been anything but normal. We are in extraordinary times that require us to continually adapt our work practices and procedures.

It is now almost 8 weeks since our school buildings closed suddenly. It is highly likely that report-writing was far from our minds back in March, as classes settled into work mid-way through the academic year. With just 6 months teaching a class, a 2-month gap in daily interactions, and the nationwide cancellation of standardised testing, schools are now asking how do we approach report-writing in the midst of a pandemic? How do we start the Education Passport process for our 6<sup>th</sup> classes?

The four Ps outlined below, may be helpful in decision –making regarding your school’s approach to report-writing - **Purpose, Preparation, Planning** and **Parameters**. This article also includes suggested steps to start the Education Passport process for your 6<sup>th</sup> class pupils. Many school leaders are currently requesting guidance on End of Year Reports and as additional support/guidance becomes available, we will update this particular section and inform members.

### **PURPOSE**

Discuss and agree as a staff what the **purpose** of reports is, so that there is a consistent approach for all pupils across the school. This may include the following:

- To inform parents of progress from September-March
- To share and celebrate learning
- To identify areas of learning to focus on for next year

A helpful [NCCA guide](#) is available for all teachers

### **PREPARATION**

From 18<sup>th</sup> May, teachers will have access to the school building. Whilst priority may be the coordination and distribution of pupil books, it is important to allow time for teachers to review pupil work so that they can gather information that will assist in writing reports. Information should be consistent with that communicated at parent teacher meetings from Term 1 and/ or subsequent meetings/communication between school and home up to March.

### **PLANNING**

Plan timeframes carefully in consultation with staff for the distribution of reports, whether it is electronically (via Aladdin Connect) or posting. This should include decisions on dates for completion of written reports, approval by principal and/ or in-school management team and issuing to parents.

### **PARAMETERS**

Communicate clearly with parents regarding the parameters for 2019/2020 Reports i.e. the time-frame is from Sept-March only. Inform parents of the purpose of the reports, that no standardised testing has been completed and that reports are based on a range of evidence including learning tasks and class engagement within the specified timeframe.

### **Education Passport**

For 6<sup>th</sup> classes, all schools are required to complete an Education Passport, which is a 3-phase process in transfer of pupil information from primary to post-primary schools. Phase 1 begins when a post primary principal forwards an *Information Request Form* to a primary school after a parent/guardian has confirmed enrolment. The following steps should be completed by mid-June:

- Principal or designated person meets with post-primary to complete a [NEPS Student Transfer Form](#) for all relevant pupils. Given the current context, this can be done via a virtual meeting platform or by phone.
- An information letter regarding the Education Passport process can be sent to all 6<sup>th</sup> class parents. The [NCCA template](#) can be adapted to your school and the current context.
- Each pupil completes [My Profile](#) and their parents complete [My Child's Profile](#). In the current context, schools may decide to set this as a transition activity for 6<sup>th</sup> class pupils in the coming weeks by converting it to **one** (adapted) form as Microsoft Word document, to be completed jointly by pupils and their parents and to then email it to the class teacher as an attachment or a photograph of the form.

### **Continuity of Teaching and Learning**

It might also be considered including a section in the report referring to the specific measures undertaken by the school to maintain the continuity of teaching and learning. These of course will be dependent on the plan put in place by the school in terms of their own context and capacity.

- Home/school communication and communication platforms
- Planned lessons/resources/materials/ used
- Online learning activities
- Supports for SEN pupils
- Staff communications
- Supports for parents
- Wellbeing of pupils/staff/parents