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NCCA

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Transfer of pupil information from primary to post-primary

Report on consultation and materials for transfer

For approval

March 2014

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Introduction

The development of materials to support pupils' transition from primary to post-primary is an extension of the NCCA's work on reporting. The Literacy and Numeracy Strategy (DES, 2011a) notes the critical importance of ensuring continuity in children's learning when they transfer between schools, and the role of schools in supporting this transition by sharing meaningful information about children's progress in learning with one another. The development of transfer materials builds on current practice where primary schools forward a copy of the end-of-year 6th class report card including standardised test scores to the post-primary school in which a child has enrolled (DES, 2011b, DES 2012a). The development of the transfer materials is informed by the purposes identified by the Minister:

> *(to ensure) that a rounded picture of children's ability and achievement at primary school is available to their new school…(to) ensure continuity and progression for students…(to) alert secondary schools if any child will need additional support to improve their literacy and numeracy skills…*
>
> (DES, 2012c)

The NCCA developed draft transfer materials (Appendix 1) with the support of a school network. This network was established in Portlaoise by the NCCA and seven schools - three post-primary schools and four feeder primary schools -accepted an invitation to join (Appendix 5). The draft materials - an *updated 6th Class Report Card* and the *My Profile* sheet[1] - were published at www.ncca.ie/reporting in April 2013. All primary schools were invited to use these materials for the purpose of sharing feedback. The seven network schools also agreed to use the materials for this purpose. Web statistics indicate that by the end of June, 891 *updated 6th Class Report Card* templates were downloaded. The timing of the information transfer was in keeping with requirements to forward the 6th class report card by the first week of September at the latest (DES, 2011b, DES 2012a).

Following publication of the draft materials, the next phase of work focused on gathering feedback from stakeholders. This document outlines the key messages identified in the consultation process and, presents for approval materials (Appendix 2) to support the pupil information transfer.

[1] The *My Profile* sheet is simply referred to as the '*Profile*' in the remainder of the document.

Consultation: Key messages

Primary and post-primary schools were invited to complete an-online survey following the publication of the draft materials. Thirty one completed surveys were received. Bi-lateral meetings with representatives of stakeholders and relevant agencies provided opportunities for deeper engagement on the developmental work. These meetings are identified in Table 1.

Table 1: Bi-lateral meetings with stakeholder representatives

2013 – 2014	**Meetings**
May	• Irish Primary Principals' Network (IPPN) national conference for deputy principals: workshop sessions • Church of Ireland Board of Education (CIBE) conference • Irish National Teachers' Organisation (INTO), Education Committee
June	• National Parents' Council (NPC) Assembly
July	• Catholic Primary School Managers' Association (CPSMA) annual summer course for principals • Pavee Point, Education and Training Committee
September	• Association of Community and Comprehensive Schools (ACCS), Education Sub-committee • National Association of Principals and Deputy Principals, Executive
October	• Joint Managerial Body (JMB), Special Educational Needs Advisory Group • National Adult Literacy Agency (NALA), Student Sub-committee • Dublin and Dún Laoghaire Education and Training Board (ETBI)
November	• National Education Welfare Board (NEWB)
January	• National Council for Special Education (NCSE) • National Educational Psychological Service (NEPS)[2]

[2] Engagement with the NALA and NEPS was facilitated by phone meetings and email.

Engagement with 6th class children, parents and teacher representatives in the network schools provided another source of feedback on the draft materials. Fifty children in the school network completed surveys of their experience of using the *Profile*. An open meeting with parents of 6th class children from the four primary schools in the network took place in late June. Twenty five parents participated in this meeting. This meeting followed the issuing of the end-of-year report cards and *Profiles* by the network schools. A full day workshop attended by representatives of the network was also held in early October for the purposes of gathering their experiences of using the draft materials. While recognising the limitations of engaging with small groups, the nature and range of these direct engagements provided opportunities to explore issues in greater depth.

Findings from the consultation highlighted the complexity of the transfer work. An overview of the key messages is presented under the following themes:

1. Transfer materials used in 2012/2013
    a. *Updated 6th Class Report Card*
    b. *My Profile*
    c. *Special Educational Needs Summary* form

2. Transfer arrangements
    a. Transfer scheduling
    b. Transfer manageability

1. Transfer materials used in 2012/2013

a. *Updated 6th Class Report Card*

The updated report card in Appendix 1 was based on report cards already used by schools and available at www.ncca.ie/primaryreporting.ie. These report cards provided the basis for developing a standard 6th class report card to serve the dual purpose of reporting to parents and sharing information with post-primary schools.

In general terms, there was broad agreement across stakeholders and network schools alike on the naming and the nature of categories within the card and its use to transfer information to the post-primary school. Primary schools welcomed the dual use of the 6th class report card (for reporting to parents and transferring information to the second level school) as a practical way of making the reporting and transfer process more **manageable**. Parents and post-primary schools welcomed the **consistency** that a standard 6th class report card would bring to the information shared by primary schools. They highlighted the importance of the four reporting areas[3] to contributing to a holistic picture of a child's progress and achievement. Post-primary schools commented favourably on the **glance-card** type format of the report card to facilitate easy reading, storage and retrieval of information. They welcomed this **user-friendly** format given their experience of commonly receiving hard copies of report cards from primary schools.

The following is an overview of the modifications suggested by stakeholders to the updated report card made available on a trial basis in 2013. The suggestions are listed below according to the sequence of the information fields in the report card.

- Post-primary schools suggested that the opening section relating to the **child's personal details** should retain the child's date of birth as a unique identifier. This also explained that the name(s) of child's parent(s)/guardian(s) would be another useful

[3] The four reporting areas included in all NCCA report cards are: Your child as a learner; Your child's social and personal development, Your child's learning during the year; Next steps to support your child's learning.

identifier to avoid confusion in the event where the same name is shared by a number of children.

- Some primary teachers in the survey expressed dissatisfaction with the four point **rating scale** used for 'Your child's learning during the year'. They explained that the four point rating scale was challenging to use when summarising judgements about a child's progression and attainment across the curriculum. They expressed a preference for a three point or five point rating scale.

> *I'd find either of these (the three or five point scale) easier to use and I think it would be clearer for parents. They would provide a better fit with the natural bell curve of achievement.*
>
> Teacher, on-line survey

- Post-primary school management bodies, network post-primary schools and NPC assembly members identified the need for greater clarity about the **reference points** used by primary teachers to inform judgements shared in report cards. For example, some queried if there was a shared agreement among teachers about what achievement looks like for the rating *Highly capable and competent*. In general, feedback from parents indicated that they perceived the report card to be a key source of information for the post-primary school when making decisions about their child. Given this belief, parents felt that more guidance should be given to teachers when recording their judgements to ensure greater consistency across report cards.

> *Information provided in 6th class report cards give second level schools a valuable insight into children's strengths and challenges. From my experience, there seems to be so much variation in how (primary) teachers interpret the rating descriptors when filling in the report card.*
>
> NPC Assembly member

Primary school principals recognised that teacher guidance for report writing would be useful. They recognised the potential of the guidelines to improve the quality of report card writing and, in turn, alleviate concerns about inconsistency.

- Some parents reported that the use of different size **stars in the rating scale** to represent points on the rating scales was unhelpful. Stars were reported to be ambiguous given their at-a-glance similarity in size. The use of stars was also identified as potentially misleading for parents with literacy difficulties or where English and/or

Irish was not their first language. Some parents with literacy difficulties reported that they interpreted a star, irrespective of size, as a signal of excellent progress as the accompanying rating descriptors were challenging to read e.g. *Capable and competent*. They explained that their misinterpretation of the star based rating scale report cards gave rise to confusion at subsequent meetings with teachers.

- All stakeholders indicated that further modifications to the report card were required to support the transfer of information about the progress and achievement of children with **special educational needs**. This observation also shared by the NCSE and NEPS. Stakeholders highlighted the sensitivity needed when considering how this information might be included in the report card given its wide readership in the family home. For example, network school parents suggested that the term *special educational needs* should *not* be included in the report card. There was agreement among stakeholders that sensitivity around the sharing of information about a child's progress should not itself be a reason to exclude it.

> *As a parent of a child with special needs, this information would be of great value to the (post-primary) school. It needs to be included in a way that balances the need for sensitivity with easy to understand format.*
>
> Parent, network schools

- Teacher **narrative comments** included in report cards were valued by parents because of the clarification they provided for judgements summarised in the rating scales. Some parents suggested that comment boxes should be included after English, Maths and Irish in addition to the general comment box at the end of the report card. Others favoured locating a larger general comment box on the rear panel of the report card. Post-primary schools favoured this approach given their preference for an 'at-a-glance' style report card where rating scales and standardised test scores were presented on a single page. Narrative comments, while directed to the parent in the first instance, were reported to be of most use to the post-primary school where the completed rating scales indicated very high or very low attainment.

- Post-primary schools welcomed the consistency of receiving the **standardised test result** as a STen score only. Some principals expressed a preference for receiving the results as Standard scores. NPC Assembly members and post-primary school management body representatives suggested that the report card should also include

scores from 2nd class and 4th class. They believed that the inclusion of this information would give the post-primary school a wider perspective on a child's attainment than may be captured by a single score at the end of 6th class.

- Primary and post-primary schools indicated that reporting on **attendance** should include all absences. There was a strong belief that every absence has a potential impact on children's learning.

> *All absences should be included and not just 20 or over. We won't have to wait for a pattern to emerge before we respond. This information (all absences) will ensure that we're proactive in supporting and encouraging the child's attendance.*
>
> Post-primary school principal

This view was not shared by parent representatives from Pavee Point. They expressed the belief that information about unexplained absences should only be shared in the report card. Unexplained absences were defined as absences that were not accounted for by the child's parent.

> *I sometimes have to take my children out of school to go to things like weddings and funerals. This can mean travelling to England. It's part of our culture. I tell the (primary) school at the time why we're doing it. I don't see why this has to be told to the secondary school because I already explained (to the primary school) why the children were not at school.*
>
> Pavee Point, committee member

- Primary schools highlighted the need for including a common format in the report card to support the sharing of information on **punctuality**.

> *It's very unclear what information should be provided when a blank box is simply presented in the report card. I'm sure that the inclusion of a prompt in the box would also be welcomed by the post-primary schools given that purpose of the standard 6th class report card is about bringing some consistency to the type of information received from primary schools.*
>
> Primary school principal

- The simplified report card headings in the *updated 6th class report card* were welcomed. Further use of **plain English** was identified as necessary to ensure that the report card would be easily understood by parents with literacy difficulties. Parents with literacy difficulties also highlighted their preference for report cards that were

completed on computer by teachers as these were identified as more legible than those completed in handwriting.

b. *My Profile*

The *Profile* in Appendix 1 was developed with the support of the network schools. The *Profile* complements the *updated 6th class report card* by giving children a voice in the transfer process. It consists of a number of prompts to enable children to share information about themselves with their new post-primary school.

The *Profile* was welcomed by children surveyed in network schools. Children valued the opportunity to contribute their perspective to information shared with their new schools.

> *I love (primary) school and I could show this in My Profile. I hope I get on as great in my new school…. Filling it in make me feel safe about going on (to post-primary school) as my new teachers will know more about me'.*
>
> 6th class children, network schools

The *Profile* also offered children the opportunity to reflect on their own learning.

> *I liked filling it in (the Profile) because it helped me to realise more about myself and my abilities… It helped me think about myself and actually begin to understand what I'm good at and things I might need some help with.*
>
> 6th class children, network schools

Parents welcomed the way the *Profile* captured a sense of the child's achievements and challenges during primary school. They noted that the *Profile* helped to create a rounded picture of the child. Primary school principals also welcomed the *Profile* but with some reservations. While recognising the value of including the child's voice in the transfer process, some principals suggested that the *Profile* should be completed by children as part of the induction process in the early weeks of first term in post-primary school. Others queried the extent to which the addition of the *Profile* would increase the challenge of managing the information transfer.

> *Should this (the Profile) be administered by the post-primary school as part of the induction day or at some other similar time? I think this timing would be a better fit for the completion of the Profiles. This would also help make things more manageable for (primary) schools*.
>
> Primary school principal

Post-primary schools confirmed the value of the *Profile* in helping to create a holistic picture of the child, and recognised its potential if received as part of a timely transfer of information.

> *The Profile would be a really useful support ahead of the induction process [at second level]. It has the potential to complement this process and offer real support to the work of the year tutor. While a lot of (post-primary) schools already invite first year students to share this information, the Profile will bring a new dimension to this work.*
>
> Post-primary school principal

The *Profile* was accompanied by some suggested classwork to guide the teacher (Appendix 1). While it was reported as helpful by almost all of the survey respondents and by the network schools, they identified the need for more guidance to support children when completing the *Profile*. This feedback mirrored the completed surveys received from children in the network schools. Some children reported that the prompts *I am good at…* and *I sometimes need help with…* posed some challenges. Children's comments appeared to suggest that they were uncertain and a little anxious what to record about themselves rather than any misunderstanding of the prompts.

> *I don't like writing about myself. Will they think I am boasting?...I wasn't sure what to say about the things I'm good at and the things I need help with…What happens if I make a mistake and they think I'm better at something than I really am?*
>
> 6th class children, network schools

Teachers in the network schools suggested that the two prompts (*I am good at…* and *I sometimes need help with…)* required a level of reflection on their learning that was not sufficiently developed by some children. They explained that additional time to support children to reflect on their learning would have helped. A single lesson to support children when completing the *Profile* was not identified by these teachers as insufficient. They recommended that children should be provided with more frequent opportunities during 6th class to reflect on their learning and, in turn, believed this would enrich the quality of information shared in the *Profile.* Some members of the NPC Assembly and primary teachers in the network schools suggested that the *Profile* should be extended to children in other classes. Over time and with further development, they identified the potential of the *Profile* to move beyond lists of hobbies and strengths to supporting pupil self-assessment and reporting.

NPC Assembly members highlighted the need for parents to be given the option to include their voice as part of the information transfer. They believed that parental input would complement the voice of the teacher and the child that are captured in the report card and the *Profile* respectively. The inclusion of the parent voice in the transfer was identified as a means of further enhancing the rounded picture of the child shared with the post-primary school. In general, members of the NPC Assembly expressed a preference to include the parent voice in a written format while acknowledging the administrative implications this may have for schools. They offered some suggestions on how the parent voice might be included in the transfer process:

> *Provide parents with something similar to the My Profile sheet… Set aside one panel of the 6th class report card for parent input…*
>
> NPC Assembly members

Parents in the network schools suggested that their voice was already included in the process of information transfer. They identified enrolment meetings, parent-teacher meetings (PTMs) for first year students and incidental contacts with year tutors as ways in which they already shared information about their children to support transition from primary school. Parents with literacy difficulties did not favour having a written input in the transfer process. They expressed a preference for verbally sharing information with the post-primary school. There was a general consensus among all parents that it would be helpful if PTMs for first year students were held during term one of the school year. Parents believed that the meetings would facilitate the sharing of additional information about their children in a more timely manner than those held later in the year.

Primary school principals expressed some reservations about including the parent voice in a written format as part of the transfer process. They were concerned about the additional administrative demand that the parent voice might place on schools. Representatives of post-primary schools in the network suggested that the purpose of the parent voice in the information transfer process would have to be made very clear for all parties.

> *Will parents be simply repeating what they we already know from the enrolment meetings? …Will parents share sensitive data that may be missed [by post-primary school]… We will have to cross reference this paperwork with what we already gathered in other ways to avoid missing any key information. In this way the parent*

> *voice paperwork has the potential to add new complexity to our information gathering.*
>
> Teacher, Case study school

c. *Special Educational Needs Summary* form

The *SEN Summary* was developed to assist primary schools to share pupil information with the post-primary school. The current draft is available in Appendix 1. It contains information about supports allocated to a child during 6th class. In turn, this information will be of use to the post-primary schools when making applications to the NCSE for the allocation of supports for the new school year. The information will also support the post-primary school when planning the allocation of learning support hours for the new school year.

The *SEN Summary* was not available when schools were invited to use the *updated 6th class report card* and *Profile* for the purposes of sharing feedback. Meetings with some stakeholders provided an opportunity to gather initial suggestions on the format and content of the *SEN Summary*. In general, feedback from primary schools and parents indicated a general recognition of the need for a timely transfer of this information. They also identified the potential of the *SEN Summary* to bring consistency to the current local practice around the sharing of information about children with special educational needs.

> *This (SEN) information is not just useful for the completion of applications to the NCSE. The level of need is greatest in first and second year when the most intense intervention will be provided. The SEN Summary form… has great potential in further supporting us in the identification of appropriate responses to pupils' needs from an early stage.*
>
> Post-primary principal

Consultation with the NCSE and NEPS has supported the development of the draft *SEN Summary*.

2. Transfer arrangements

a. Transfer scheduling

The need to bring consistency to the pupil information transfer between primary and post-primary schools was recognised by all stakeholders. The general view of post-primary school management bodies was that initially the new system would complement local practice, but was likely, over time, to replace at least some of the local arrangements. The timing of the information transfer was identified as a factor influencing that extent to which post-primary schools would begin to modify local practice. The current timing for the receipt of the 6th class report card is the first week of September at the latest (DES, 2011b). Post-primary management bodies indicated that receiving 6th class report cards in September was too late. They identified this current timing as limiting the potential use of the information to support children beginning their first year in primary school. Management bodies emphasised the need to receive the information as early as possible after enrolment was confirmed by the child's parent if it is to meaningfully inform planning for the year ahead.

Primary schools principals recognised the importance of transferring pupil information in a timely way to the relevant post-primary schools. A small number of primary school principals linked the benefit of an early information transfer as a first step to support a move away from the practice in some post-primary schools of administering post-enrolment assessment tests. In general, primary school principals balanced calls from their post-primary colleagues for an early transfer of all pupil information, with a desire to preserve the integrity of the school year. They explained that reporting on children's progress and achievement early in the school year in order to accommodate the early transfer of pupil information could possibly undermine the importance of the remaining months for children and parents. Principals of primary schools designated with DEIS status identified the role of end-of-year reporting and standardised testing in helping to maintain a focus on learning for 6th class children.

In general, primary schools expressed the clear preference to bring together end-of-year reporting and information transfer. That said, they also accepted the need for a second point of transfer to facilitate the early sharing of information relating to children's special educational needs.

b. Transfer manageability

All primary schools were given the option of transferring the *updated* report card and *Profile* by post or email. Feedback from the network schools indicated that, in almost all instances, the report card and *Profile* were shared in hardcopy format. Post-primary schools suggested that it was desirable though not critical to receive the report card and *Profile* in a format that are compatible with their information management systems. There was recognition that many primary schools have limited capacity to electronically manage records.

> *Many primary schools will find it difficult to transfer the information in an electronic format for many reasons. Therefore, there's no point in saying it (information transfer) has to happen electronically.*
>
> Post-primary principal

Feedback from school principals, primary and post-primary, suggested the need for standard documentation to support the tracking of the request and receipt of the information to be transferred between schools. They suggested that this documentation would support the administration of the information transfer and act as a reminder to schools of their roles in the process.

In general terms, feedback demonstrated a general consensus among stakeholders about the value of the transfer materials in bringing a certain consistency to the pupil information shared between schools. Notwithstanding the suggested modifications, stakeholders welcomed the *updated 6th class report card*, the *Profile* and *SEN Summary* form. Post-primary schools recognised that these materials would complement, and overtime, have the potential to modify local information gathering practices. The feedback also highlighted the complexities in arriving at transfer arrangements and materials that would meet diverging stakeholder expectations. This divergence was most evident in feedback relating to the nature and timing of the information to be shared.

Transfer arrangements and materials from 2013/2014

1. Transfer arrangements

The transfer arrangements will be introduced on a phased basis from 2013/2014 and are identified in Table 2.

Table 2 Transfer of pupil information: Arrangements and materials from 2013/2014

Schedule				Process	
Steps	**From 2013/ 2014**	**From 2014/ 2015**	**From 2015/ 2016**	**Responsible**	**Actions[1]**
1	✓			Post-primary school	After enrolment confirmation, the completed **Information request** form should be forwarded to the relevant primary schools.
2			✓	Primary school	On receipt of the Information request form, the **Special Educational Needs Summary** form should be forwarded to relevant post-primary schools. Prior action: Share the completed Summary form with parents. *Responsibility for securing parent consent to be decided.*
3	✓			Primary school	By the end of the second week of June, the **6th class report card** should be forwarded to parents. By the end of June, report cards should be forwarded to relevant post-primary schools. **My Profile/My Child's Profile** will be optional for schools to use in 2013/2014.
		✓			By the end of the second week of June, the **6th class report card** and **My Profile/My Child's Profile** should be forwarded to parents. By the end of June, the **6th class report card** and **My Profile/My Child's Profile** should be forwarded to relevant post-primary schools. *It is proposed that primary schools will have discretion to forward the report card and Profile/My Child's Profile together or separately to parents.*
4	✓			Post-primary school	By the end of the first week of October, the completed **Information receipt** form should be forwarded to the relevant primary schools.

[1] The DES has confirmed that the timings identified in the table for the information transfer are consistent with the relevant legislation.

Key features of the transfer arrangements are explained below.

2013/2014: When the principal of a primary school receives confirmation of pupils enrolled in a post-primary school, he/she will send the copies of the **6th class report card** for these children to the post-primary principal. Schools will have the option of using the *Profile* which will also include a section to facilitate the parent voice in the information transfer. This section is called *My Child's Profile.* More information about *My Child's Profile* is provided in the next section. The title *Profile*/*My Child's Profile* will be used for the remainder of this document to reflect that both items will be presented back-to-back on one sheet.
The phasing in of the *Profile*/*My Child's Profile* reflects the capacity of schools to respond to the new transfer arrangements. While it is hoped that the *Profile*/*My Child's Profile* will be introduced by the majority of primary schools in 2013/2014, some schools may identify the need to introduce it more gradually as they promote a process approach to children's completion of the *Profile*.

2014/2015: All primary schools will forward copies of the **6th class report card** and ***Profile*/*My Child's Profile*** to the relevant post-primary schools in June.

2015/2016: At this time, it is proposed that there will be two points of transfer from 2015/2016 onwards. Schools will use the *SEN Summary* form to share information as soon as possible after a child's enrolment is confirmed by the post-primary school. The timing of the introduction of the Summary form is subject to the introduction by the DES of a new SEN allocation model for schools. The potential of the Summary form was identified by the DES as a support for helping primary schools to share information that will reflect the new SEN allocation model. The Summary form will be developed further to reflect the new allocation model.

The arrangements for the transfer of the report card are consistent with the standardised testing and reporting schedule for primary schools introduced in 2012 (DES, 2011b). In response to calls from post-primary schools to receive pupil information as soon as possible after enrolment, the DES indicated that end-of-year reporting and testing should continue in the interests of maintaining the integrity of the school year.

2. Transfer materials

The suite of materials to support the transfer of pupil information is available in Appendix 2 and will be published at www.ncca.ie/transfer. From April 2014, the following materials will be available:

For primary schools:

- *6th Class Report Card*
- *My Profile*
- *My Child's Profile*

For post-primary schools:

- *Information Request* form
- *Information Receipt* form

All materials will be provided in a standard format that will facilitate schools to complete them on computer or in pen. The umbrella title 'Leanúint – Supporting your child's transfer from primary to post-primary' will be used as a common branding across these materials. 'Leanúint' is an Irish word that means 'continuing' and connects with the idea of continuing on a learning journey. Figure 1 illustrates the branding as it will appear on the materials. This branding will be used in place of the term 'Education Passport' that was originally linked to the information transfer (DES, 2012b).

Figure 1: Branding for the transfer materials

a. *6th Class Report Card*

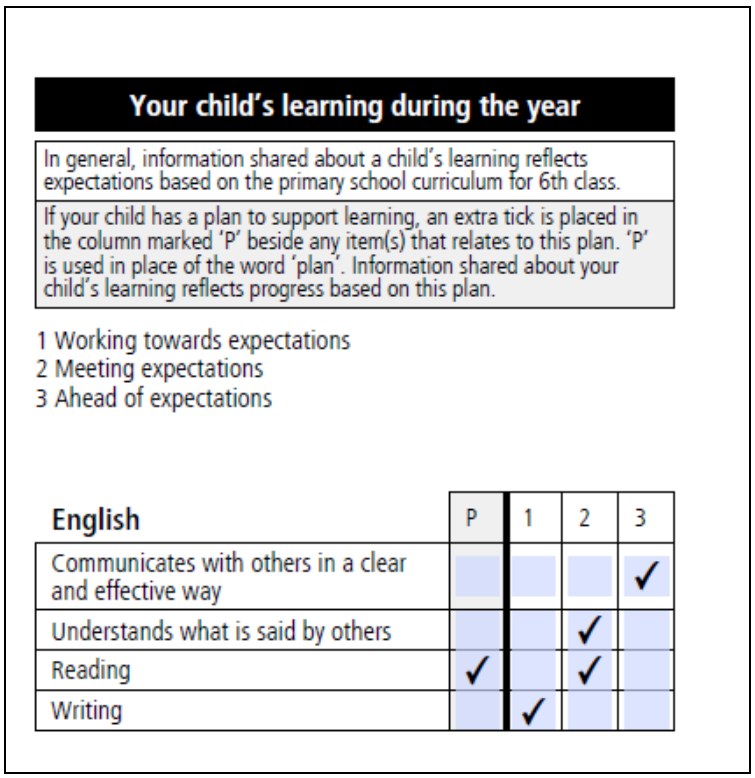
Some of the main features of the report card are explained below.

- Using the Report Card Creator[4], schools will have the option of **customising** the cover page of report card by inserting their name, crest and contact details.
- Child's **personal details** consisting of the date of birth, home language(s) and the names of parent(s)/guardian(s) are included to act as a quick references for the post-primary school.
- The four **reporting areas** contribute to a holistic picture of the child's learning.
- A **rating scale** with three points is included for 'Your child's learning':
  1 Working towards expectations; 2 Meeting expectations; 3 Ahead of expectations.
  The rating scale is linked to expectations in the primary schools curriculum for 6th class or, where appropriate, expectations in a child's learning plan. In turn, this helps to provide parents and post-primary schools with clarity about the reference points used by teachers when sharing judgements about children's learning.
  The rating scale connects the 6th class report card with changes at Junior Cycle.
- A 'Plan' or 'P' column is included to support reporting on children with **special educational needs**. The column is only used where a plan may be available[5] to support a child's learning. Figure 2 shows an example where the child had an Individual Profile and Learning Programme (IPLP) and was allocated learning support for English reading. The selected rating indicates that the child's achievement in reading is meeting expectations based on expectations identified in the IPLP. Given that the child does not have a plan for writing, the selected rating indicates that the achievement of the child in writing is meeting expectations based on the content objectives/outcomes in the primary school curriculum for 6th class.

[4] The NCCA Report Card Creator is an online tool that allows schools to customise report cards.

[5] There are no formal requirements for schools to maintain learning plans in respect of children with SEN.

Figure 2: Example of how the 'P' column supports differentiated reporting for children with special educational needs



Your child's learning during the year

In general, information shared about a child's learning reflects expectations based on the primary school curriculum for 6th class.

If your child has a plan to support learning, an extra tick is placed in the column marked 'P' beside any item(s) that relates to this plan. 'P' is used in place of the word 'plan'. Information shared about your child's learning reflects progress based on this plan.

1 Working towards expectations
2 Meeting expectations
3 Ahead of expectations

English	P	1	2	3
Communicates with others in a clear and effective way				✓
Understands what is said by others			✓	
Reading	✓		✓	
Writing		✓		

The use of the abbreviation 'P' for plan is in response to feedback from parents to avoid the use of the term 'special educational needs' in the report card. The 'P' column provides the teacher with an opportunity to clearly indicate to the post-primary school that expectations for child's learning may have be differentiated, and that selected ratings reflects the child's achievement based on the expectations. It also ensures that the child's progress in relation to these expectations is recognised and celebrated in the rating selected by the teacher.

- **Standardised test scores** are presented as STen scores only to bring consistency to the information received by the post-primary school. Test scores from 2nd 4th and 6th class are included to provide the post-primary school with the trend in the child's attainment.
- When reporting on **attendance**, the total number of absences for a child is included to recognise schools' contention that every absence have a potential impact on children's learning.

- Two descriptors are provided for **punctuality** - *Very good* and *Needs improvement*- in response to calls from primary school principals to provide a common format for reporting on a child's punctuality.
- Two **guides** will accompany the report card: *Completing the report card: Guide for primary schools* and *Interpreting the report card: Guide for post-primary schools*. The guides will explain all aspects of the report card and provide practical suggestions on what information may be included and, in turn, how it may be used.

b. *Profile/My Child's Profile*

- The *Profile* will be accompanied by some suggested **classwork and video material** to support children in reflecting on their learning before completing the prompts. The materials will promote a process approach to the *Profile* through integration with related curriculum areas.
- The *Profile* will be extended to include a second item called ***My Child's Profile*** for parents. Parents will have the option of contributing additional information about their child's learning using a combination of prompts and a space for a general comment. *My Child's Profile* will complement information already shared by parents during the enrolment process. Parents will receive their child's report card and *Profile/My Child's Profile* before copies are forwarded to the post-primary school. It will be at the discretion of the primary school to decide if the child's report card and *Profile* will be sent to parents at the same time or in a consecutive manner. Parents will be given five school days to complete *My Child's Profile* before returning it to the primary school.

c. *Information Request* form and *Information Receipt* form

- The *Information Request* form and *Information Receipt* form support the administration of the information transfer. They act as book-ends to the process. The post-primary school will use the request form to initiate the process by forwarding it to the relevant primary schools. The receipt form will conclude the process by providing a record of the information transfer to the primary school.

The transfer materials are designed to complement and extend the variety of practices that schools have developed locally to support pupil information transfer. The materials do so by creating a new baseline for what, how and when information will be shared in support of children's transition from primary to post-primary school.

Next steps

Subject to approval, and contingent on compliance with the relevant legislation, the transfer materials for 2013/2014 and related support materials will be published in early April at www.ncca.ie/transfer. The NCCA will continue to work closely with the DES and partners to communicate key messages. An online survey will be used to gather feedback from children, schools, parents on their experiences of using the materials.

The Primary Curriculum: New Pathways for Teachers and Children provides a consultation space to explore how, in time, consideration may be given to the purpose and shape of children's experiences in their final term of primary school. To what extent could this term be reconceptualised as the first part of children's junior cycle experience albeit that it takes place in the primary school environment? What types of experiences might support children during this term as they prepare to move to post-primary school? The outcome of this consultation will give us a lead on any revisions to the current end-of-year centred scheduling of the pupil information transfer.

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Appendix 1

Transfer materials made available to support consultation during 2012/2013:

a. *Updated 6th class report card*
b. *My Profile*
c. Suggested classwork to support the *Profile*
d. *SEN Summary* form

Mol an óige agus tiocfaidh siad

Anytown Primary School
Oak Road
Balgriffin

01-1234567

info@example.com

www.example.com

NCCA

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

www.ncca.ie/parents

Anytown Primary School

6th Class Report Card

September 2012 - June 2013

Name: _____

Supporting your child's move to post-primary school
We will send a copy of this report card, including your child's 'My profile', to your child's new post-primary school by the end of the first week of September. We will do so after the post-primary principal informs us that enrolment of your child has been confirmed.

Name: _____

Date of birth: _____

Gender: _____

Home language(s): _____

Your child as a learner

★ Rarely ★ Sometimes ★ Most of the time / Always

	★	★	★
Interested in learning			
Listens attentively			
Works well independently			
Works well with other children			
Keeps trying even when tasks are difficult			
Homework is completed to his/her ability			

Your child's social and personal development

★ Rarely ★ Sometimes ★ Most of the time / Always

	★	★	★
Behaves well in class			
Behaves well in the playground			
Mixes well with other children			
Manages and expresses own feelings well			
Is sensitive to others' feelings			

Your child's learning during the year

★ Experiencing difficulty ★ Experiencing some difficulty
★ Capable and competent ★ Highly capable and competent

English	★	★	★	★
Communicates with others in a clear and effective way				
Understands what is said by others				
Reading				
Writing				

Gaeilge Exempt: No __ Yes __ Certification date: _____	★	★	★	★
Communicates with others in a clear and effective way				
Understands what is said by others				
Reading				
Writing				

Mathematics	★	★	★	★
Understands and recalls facts and procedures				
Solves problems				
Explains procedures and answers clearly				

Social, Environmental and Scientific Education	★	★	★	★
Science				
History				
Geography				

Arts Education	★	★	★	★
Music				
Drama				
Visual Arts				

	★	★	★	★
Physical Education				
Social, Personal & Health Education				
Religious/Ethical Education				

How you can further support your child's learning

Special education needs: No __ Yes * __

** Earlier this year information on your child's diagnosed special education needs may have been shared with the post-primary school in which his/her enrolment was confirmed.*

Standardised test scores

Area	Score	Test used
Maths		
English reading		
Irish reading Irish speaking schools only		

STen scores: 1-3 Well below average, 4 Low average, 5-6 Average, 7 High average, 8-10 Well above average

Comments

Attendance to date	Punctuality
days absent out of	

Teacher: _____

Principal: _____

Date: _____

MY PROFILE

Student's name

You will soon be moving from primary school to post-primary school.

Share some information about yourself with your new school. Remember that there are no right or wrong answers!
This information will help your new teachers get to know you and help you settle into your new school.

Your primary school will send copies of your end-of-year 6th class report card and your profile to your parents and your new school.

My primary school: school name

My new post-primary school: school name

1. The subjects I like are... Is iad na hábhair a thaitníonn liom ná...

2. I have taken part in activities in primary school such as... Ghlac mé páirt i ngníomhaíochtaí sa bhunscoil cosúil le...

3. My hobbies and interests are... Is iad seo na caithimh aimsire agus na spéiseanna atá agam ná...

4. I am good at... Tá mé go maith ag na rudaí cosúil le ...

5. I sometimes need help with... Teastaíonn cúnamh uaim ó am go chéile le...

6. When I am in first year I hope that I.... Nuair a bheidh mé sa chéad bhliain, tá súil agam go...

My signature: Date:

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National Council for Curriculum and Assessment

MY PROFILE

Suggested class work to support 6th class children to complete 'My profile'. *Suggested time: 1 hour approximately*

What is the purpose of 'My profile'?

'My profile' gives children a voice in the information shared between the primary school and post-primary school. Children are invited to contribute some personal information that they would like to share with their new school. The profiles complement the children's end-of-year report cards.

Lesson stages

What is a profile?

- Children identify a famous person they would like to meet e.g. President of Ireland
- Children suggest questions they would ask if they met this person. It may be helpful if children see examples of similar profiles already published in a magazine or on the internet.
- Help the children identify some key questions. e.g. What are your hobbies?
- Explain that answers to these questions create a short profile of the person.

What is 'My profile'?

Introduce 'My profile' to the children. Explain that the filled-in profiles will be attached to their end-of-year report card for their parents and post-primary school to read.
The profile uses prompts rather than questions to help children share information about themselves with their new post-primary schools.

Activity: Whole-class discussion of the prompts

- The subjects I like are...e.g. maths, drama, science.
- I have taken part in activities in primary school such as... e.g. school soccer team, choir/band, green flag committee, local art competition.
- My hobbies and interests are... e.g. swimming, reading, card making, boxing.
- I am good at...e.g. taking care of all my things, making new friends, playing the guitar, speaking Irish.
- I sometimes need help with...e.g. maths problems, homework, time-keeping.
- When I am in first year I hope that I...e.g. make good friends, enjoy my new subjects, get on the basketball/rugby team.

Activity: Group discussion of the prompts

Divide the class into small groups. Each group is allocated one-two prompts.

- Discuss each prompt.
- Record general responses to each prompt on a large sheet of paper using bullet points.
- Display every groups' work.
- Invite the groups to read one another's displayed responses.
- Rotate the groups until every group has had an opportunity to read all responses.
- Discuss the responses as a whole class.

Completing 'My profile'

- Each child completes 'My profile' using bullet points.
- The completed profiles are collected by the teacher.

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National Council for Curriculum and Assessment

Leanúint

Supporting your child's transition from primary to post-primary school

Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

SPECIAL EDUCATIONAL NEEDS SUMMARY

In-school support provision in 6th class

NCCA

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

CHILD'S DETAILS

Child's name

Date of birth DD/MM/YY

Gender

Home address

PRIMARY SCHOOL DETAILS

Contact person

Name

Address

Contact number

Abbreviations: Department of Education and Skills (DES); General Allocation Model (GAM); National Council for Curriculum and Assessment (NCCA); National Council for Special Education (NCSE); National Educational Psychological Service (NEPS)

Supports

Reason

Provision

UNDER GAM	Categories	√	More information [1]	Format [2]	Average Weekly Hours Term 1	Term 2	Term 3	Level [3]
Learning support Learning support/ Resource teaching	Low attainment							
	English as an additional language (EAL)							
	Mild speech and language difficulties							
	Mild social, emotional or behavioural difficulties							
	Borderline Mild General Learning Disability							
	Mild General Learning Disability							
	Specific Learning Disability							
	Other							

FROM NCSE	Categories	√	More information	Format	Average Weekly Hours Term 1	Term 2	Term 3	Level
Resource Teaching See *DES Circular 02/05, Appendix 1*	Physical disability							
	Hearing impairment							
	Visual impairment							
	Emotional disturbance							
	Severe emotional disturbance							
	Moderate General Learning Disability							
	Severe/Profound General Learning Disability							
	Autism/autistic spectrum disorders							

DRAFT

Supports	Reason		Provision				
NCSE (Cont.)	Categories (Cont.)	√	More information	Format	Average Weekly Hours Term 1	Term 2	Term 3	Level
Resource Teaching	Specific speech and language disorder							
	Multiple disability							
	Assessed syndrome*							
	*In conjunction with one of the categories for resource teaching							
	Categories	**√**	**Area of need[4]**	**Access frequency[5]**			**Level**	
Special Needs Assistant	Significant care need arising from a:							
	Medical and/or physical condition							
	Sensory impairment							
Assistive[6] technologies								

PRIMARY SCHOOL PRINCIPAL TO COMPLETE THIS SECTION

Every reasonable effort was made to ensure that the information provided in this form was accurate. The information was informed by the school records available at the time of completion.

Principal Signature Date DD/MM/YYYY

PARENT(S)/GUARDIAN(S) TO COMPLETE THIS SECTION

I read this form and understand its purpose. I give consent to my child's primary school to send it to the post-primary school in which s/he is enrolled for the new school year.

I give consent to my child's primary school to send any learning plan or professional reports concerning my child's education to the post-primary school in which s/he is enrolled for the new school year.

Signature Date DD/MM/YYYY

[1] **More information:** State area of need e.g. literacy, numeracy, communication, motor skills or other relevant details e.g. details of special educational need, the assessed EAL proficiency levels, where available **(Assessment Kits)**. [2] **Format:** State if the form of provision is In-class support, Withdrawal individual support or Withdrawal group support. [3] **Level:** State if the support level is Classroom Support, School Support or School Support Plus **(NEPS Continuum of Support)**. These levels parallel Levels 1, 2 and 3 of the Staged Approach to Assessment, Identification and Programme Planning **(DES Circular 02/05, Appendix 3)**. [4] **Area of need** e.g. personal care, mobility needs, toileting needs. [5] **Access frequency** e.g. one hours daily; when necessary, break times. [6] **Assistive technologies** e.g. laptop, braille, FM system, screen reader software.

This form was developed by the NCCA in consultation with the NCSE and NEPS.

DRAFT

Appendix 2

Transfer materials for approval

From 2013/2014:
a. *Information Request* form

b. *6th Class Report Card*

c. *Information Receipt* form

From 2014/2015:

d. *My Profile*

e. *My Child's Profile*

Leanúint

Supporting your child's transition from primary to post-primary school

Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

Information Request

Transfer of pupil information from primary to post-primary school

Upon receipt of written confirmation of enrolment from each pupil's parent/guardian, the post-primary school principal should forward the completed Information Request form and forward it to the primary school principal.

POST-PRIMARY SCHOOL DETAILS

School

Address

Roll No.

Principal

email

landline

mobile

PRIMARY SCHOOL DETAILS

School

Address

Roll No.

Principal

email

landline

mobile

INFORMATION REQUEST BY THE POST-PRIMARY SCHOOL

Please send me the 6th class end-of-year report cards for the named pupils. I verify that written confirmation of enrolment in the above named post-primary school was received from the pupils' parent(s)/guardian(s) before this information request was made.

Principal Signature

Date DD/MM/YYYY

ADVISORY NOTE TO PRIMARY SCHOOLS

Sharing pupil information

The DES Circular 0056/2011 (Primary) confirms that legislative arrangements have been made to provide for the sharing of information on progress where students transfer from one school to another. The Education (Welfare) Act 2000 (Section 28) and the (Prescribed Bodies) Regulations 2005 allow schools to share relevant information concerning a child transferring between recognised schools without breaching data protection law.

Leanúint

Supporting your child's transition from primary to post-primary school

Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

Information Request

Transfer of pupil information from primary to post-primary school

NUMBER	PUPIL NAMES As on birth certificate	D.O.B. DD/MM/YY

How you can further support your child's learning

Comments

Teacher: _____

Principal: _____

Date: _____

Leanúint

Supporting your child's transition from primary to post-primary school

Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

Mol an óige agus tiocfaidh siad

Anytown Primary School
Oak Road
Balgriffin
01-1234567
info@example.com
www.example.com

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

www.ncca.ie/parents

Anytown Primary School

6th Class Report Card

September 2013 - June 2014

Name: _____

Supporting your child's move to post-primary school
To help support your child's move to post-primary school, we will send a copy of this report card to his/her new post-primary school. We will do so after the post-primary principal has confirmed your child's enrolment for the new school year. The new school will use the information in the report card to support your child's learning. Find out more about the report card at www.ncca.ie/transfer

Name: _____

Likes to be known as (if different): _____

Date of birth: d d m m y y

Home language(s): _____

Parent(s)/guardian(s): _____

'Your child as a learner' and 'Your child's social and personal development'

If your child has a plan to support learning, an extra tick is placed in the column marked 'P' beside any item(s) that relates to this plan. 'P' is used in place of the word 'plan'. Information shared about your child's learning reflects progress based on this plan.

Your child as a learner

1 Rarely 2 Sometimes 3 Most of the time 4 Always

	P	1	2	3	4
Interested in learning					
Listens attentively					
Works well on his/her own					
Works well with other children					
Keeps trying even when tasks are difficult					
Homework is completed to his/her ability					

Your child's social and personal development

1 Rarely 2 Sometimes 3 Most of the time 4 Always

	P	1	2	3	4
Manages and expresses own feelings well					
Is sensitive to others' feelings					
Mixes well with other children					
Behaves well in class					
Behaves well in the playground					

Your child's learning during the year

In general, information shared about a child's learning reflects expectations based on the primary school curriculum for 6th class.

If your child has a plan to support learning, an extra tick is placed in the column marked 'P' beside any item(s) that relates to this plan. 'P' is used in place of the word 'plan'. Information shared about your child's learning reflects progress based on this plan.

1 Working towards expectations
2 Meeting expectations
3 Ahead of expectations

English	P	1	2	3
Communicates with others in a clear and effective way				
Understands what is said by others				
Reading				
Writing				

Gaeilge Exemption: No ___ Yes ___ *Certification of exemption will be forwarded with this report card to the post-primary school.*	P	1	2	3
Communicates with others in a clear and effective way				
Understands what is said by others				
Reading				
Writing				

Mathematics	P	1	2	3
Understands and uses mathematical knowledge				
Understands and uses mathematical skills				
Uses knowledge and skills to solve problems				

Social, Environmental and Scientific Education	P	1	2	3
Science				
History				
Geography				

Arts Education	P	1	2	3
Music				
Drama				
Visual Arts				

	P	1	2	3
Physical Education				
Social, Personal and Health Education				
Religious or Ethical Education				

Standardised test scores

Area	STen Score			Test name
	2nd class	4th class	6th class	6th class only
Maths				
English reading				
Irish reading*				

STen scores: 1-3 Well below average, 4 Low average, 5-6 Average, 7 High average, 8-10 Well above average

**Irish reading test for Irish language medium primary schools only.*

Attendance	**Punctuality** *Arriving on time*	
___ absences out of ___ to date of report card.	Very good	
	Needs improvement	

Report card completed on: d d m m y y

Leanúint

Supporting your child's transition from primary to post-primary school

Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

Information Receipt

Transfer of pupil information from primary to post-primary school

NCCA

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National Council for Curriculum and Assessment

When completed, the post-primary principal should forward the Information Receipt form to the primary school principal by the end of the first week of October.

POST-PRIMARY SCHOOL DETAILS

School

Address

Roll No.

Principal

email

landline

mobile

PRIMARY SCHOOL DETAILS

School

Address

Roll No.

Principal

email

landline

mobile

CONFIRMATION OF PUPIL INFORMATION RECEIPT

I confirm receipt of the 6th class end-of-year report cards for the pupils named overleaf.

Information received for any pupil(s) who did not register in this school by the 30th September will be disposed of in an appropriate and confidential manner.

Principal Signature

Date DD/MM/YYYY

CONFIRMATION OF REGISTRATION

In accordance with Education (Welfare) Act, 2000, Part III, Section 20 (3), I declare that pupils identified as 'registered' are now registered in the above named post-primary school.

Principal Signature

Date DD/MM/YYYY

Leanúint

Supporting your child's transition from primary to post-primary school

Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

Information Receipt

Transfer of pupil information from primary to post-primary school

NUMBER	PUPIL NAMES As on birth certificates	INFORMATION RECEIVED	INFORMATION NOT RECEIVED	REGISTRATION DD/MM/YYYY	NOT REGISTERED

Leanúint

Supporting your child's transition from primary to post-primary school

Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

My Profile

Transfer of pupil information from primary to post-primary school

NCCA

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

YOU WILL SOON BE MOVING FROM PRIMARY SCHOOL TO POST-PRIMARY SCHOOL.

Share some information about yourself with your new school. Remember that there are no right or wrong answers! This information will help your new teachers get to know you and help you settle into your new school.

My Name

The name I use everyday

Your primary school will send copies of your end-of-year 6th class report card and your Profile to your parents and your new school.

My primary school School Name

My new post-primary school School Name

1. In primary school, I take part in activities such as... / Glacaim páirt i ngníomhaíochtaí sa bhunscoil cosúil le...

2. My hobbies and interests are... / Is iad na caithimh aimsire agus na spéiseanna atá agam ná...

3. I am good at... / Tá mé go maith ag...

4. I sometimes need help with... / Teastaíonn cúnamh uaim ó am go chéile le...

5. When I am in first year I hope that I.... / Nuair a bheidh mé sa chéad bhliain, tá súil agam go...

6. Friends starting with me in my new school are.... / Is iad mo chairde ag tosú liomsa i mo scoil nua ná...

My signature **Date** MM/DD/YYYY

Leanúint
Supporting your child's transition from primary to post-primary school
Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

My Child's Profile

Invitation to parent(s)/guardian(s)

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

DEAR PARENT(S)/GUARDIAN(S),

Later this year your child will be starting post-primary school. It is important that teachers in your child's new school begin to get to know him/her before the start of the new school year. This will help them to support your child's move from primary school. You may already have shared some information about your child with the post-primary school.

We will also share some information with your child's new post-primary school. We will send a copy of your child's end-of-year 6th class report card. We will also send a copy of the 'My Profile' sheet which your child completed (see overleaf). Before we do so, you are invited to add some more information by completing the section below. 'My Child's Profile' complements other ways for you to share information with the post-primary school.

If you complete the section below, please return a copy of this sheet to us within five school days of receiving it. You can find out more by visiting **www.ncca.ie/transfer** or by contacting us.

Principal Signature _____ **Date** DD/MM/YYYY _____

OPTIONAL SECTION FOR YOU TO COMPLETE AND RETURN TO US

This is my/our first experience of a child starting in post-primary school. **Yes** ☐ **No** ☐

1. In school, my child enjoys... / Ar scoil, baineann mo pháiste sult as...

2. Outside school, my child enjoys... / Lasmuigh den scoil, baineann mo pháiste sult as...

3. My child sometimes needs help with... / Teastaíonn cúnamh ó mo pháiste ó am go chéile le...

4. General comment about my child's learning... / Ráiteas ginearálta faoi fhoghlaim mo pháiste...

Signature of parent(s)/guardian(s) _____ **Date** DD/MM/YYYY _____

_____ DD/MM/YYYY _____

Appendix 3

Network schools

Sector	School	Address
Primary	St Paul's N.S	Borris Road Portlaoise
	Scoil Mhuire N.S	Church Avenue, Portlaoise
	Sacred Heart N.S	Church Avenue, Portlaoise
	Scoil Bhríde N.S.	Harpur's Lane Portlaoise
Post-primary	St. Mary's CBS	Borris Rd. Portlaoise
	Scoil Chriost Rí Presentation College	Borris Road Portlaoise
	Portlaoise College	Mountrath Road Portlaoise