FAQ Reporting and transfer 2021

End-of-year reporting

Have arrangements for end-of-year reporting changed in respect of the 2020/2021 school year?
As per circulars [0056/2011](#) and [0018/2012](#), for the purposes of end-of-year reporting, schools continue to have the option to use one of the nine templates in respect of children from Junior infants to 5th class; and the 6th class report card template for children in 6th class; or alternatively to use the [Report Card Creator](#) to generate their own bespoke template. Given the exceptional circumstances this year, newly generated reports on the Report Card Creator now include useful prompts to support teachers to report on children's progress to reflect both in-school and remote-learning during the year. To report on children's learning across the curriculum this year, the Report Card Creator has been adjusted to facilitate teachers to include narrative descriptions of children's learning in English, Irish and Mathematics. Schools have the option to extend these comment boxes to allow for additional space for commentary.

Reporting on in-school and remote learning

Should schools only report on in-school learning during the 2020/2021 school year?
No. As per guidance issued by the DES in May 2020, parents should be provided with a summary of their children's learning progress and achievement in the context of both in-school and remote learning. It might be useful to make this explicit to parents from the outset of the report.

Where on the report card should references be made to remote learning?
In writing the report, it is at the discretion of teachers and school principals as to where references to remote learning are made. The section 'Your child as a learner', might be a useful space to acknowledge the child's engagement with remote learning during school closure periods. This also provides an opportunity to recognise the support the child received from parents and guardians at home.

How might teachers report on remote learning in cases where engagement with children was limited?
Due to a range of circumstances, the engagement of some pupils with the teacher during the periods of school closures may have been limited. Where circumstances have impacted on a child's engagement with learning for a sustained period of time, if may be useful to consider taking a strengths based approach in terms of the learning the child has demonstrated through both remote learning and in-school learning. For further guidance see https://ncca.ie/media/4566/supporting-schools-in-providing-end-of-year-written-reports-to-parentsprimary.pdf

How might teachers report to parents about building on the progress made by their child over the year?

In supporting parents to further support their child's learning, and transition to Post-Primary school in the context of the 6th class report card, it might be useful to refer to the remote learning support provided by parents during the period of school closures. It is expected that many parents will have developed keener insights into their child's learning during this period, which can be leveraged to support their child further in the months and years ahead.

Standardised testing

Are schools still expected to conduct standardised tests and report to parents this year?
Yes, in accordance with circulars 0056/2011 and 0018/2012, tests should be carried out in May/early June, as normal. Please 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 https://ncca.ie/media/1354/standardised-testing.pdf for further support in administering and reporting on standardised tests.

Attendance

How should teacher report on attendance in respect of the 2020/2021 school year?
Circular 0018/2021, page 4, states "in light of the school closure period as a result of COVID-19 during the 2020/21 school year, schools should report on the number of days attended out of the number of school days that the school was open. This approach could be explained in a cover letter to parents which accompanies the report".

Further support

Where can teachers sources support for technical issues experienced with the Report Card Creator?
All technical queries in relation to the Report Card Creator should be addressed to support@aladdin.ie

Where might teachers find further supports in respect of end-of-year reporting?
Further updates and supports can be found at https://ncca.ie/en/primary/reporting-and-transfer/

Important links

Circular 18/2021. Standardised Testing and Other Matters for Academic Year 2020/21 and Subsequent Years https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0018_2021.pdf

Supporting Schools in providing end-of-year written reports to parents (DES, May 2020) https://ncca.ie/media/4566/supporting-schools-in-providing-end-of-year-written-reports-to-parentsprimary.pdf

Report card creator http://www.reportcard.ncca.ie/

Supports for using the RCC and templates https://ncca.ie/en/primary/reporting-and-transfer/report-card-templatescreator/

Transition to Post-Primary school

Education Passport

Has the process for transferring the Education Passport materials changed in respect of the 2020/2021 academic year?
No. In accordance with circular 0045/2014, schools are required to use the Education Passport materials to support the reporting and transfer of pupil information at the end of sixth class. Schools should ensure that an Education Passport for each child is sent to the relevant post primary school following confirmation of enrolment and, ideally, by the end of June. All materials supporting this process are available at www.ncca.ie/transfer .

How does the Education Passport provide for transfer of information?
The Education Passport may comprise communication from the child (My Profile) and parent/guardian (My Child's Profile) and child's teacher via the child's 6th class report card. Together, the Education Passport materials aim to provide a holistic picture of the child as a learner, their social and personal development, and their learning across the curriculum. On this form, there is provision for the primary teacher to indicate what aspects of the child's learning and development have received planned support [P] in primary schools; as well as their standardised test scores.

What about the transfer of information in respect of children with additional needs?
The Education Passport may also be supplemented by the NEPS Student Transfer Form. This is a form devised by NEPS and hosted on their website which provides for the transfer of information in respect of children who may require additional support upon transfer to post-primary school. In the case of the child needing additional supports such as special needs assistants, assistive technology or school transport, we would advise that NCSE application deadlines should be considered. Please note that, unlike the Education Passport, the transfer of the Student Transfer form requires consent from the child's parent/guardian.

Where can I find out more about the process of transferring children's information?
Full details are available on the NCCA website at https://ncca.ie/en/primary/reporting-and-transfer/education-passport. An outline of the entire transfer process is provided on our website which indicates the sequence for transfer, roles/responsibilities, as well as timelines for the transfer of information.

6th class report card

Have changes been made in respect of the 6th class report card?

General guidance for reporting, as aforementioned, applies in respect of children in 6th class who will be transitioning to Post-Primary school in September. Notwithstanding, given the exceptional circumstances in 2020/2021, Post-Primary schools will likely rely on the 6th class report card to an even greater degree than in previous years in order to build a profile of individual children entering Post-Primary school and put in place supports and structures accordingly. As such, teachers are encouraged to make considered use of narrative spaces to provide a holistic picture of the child as a learner.

How should the rating of children's learning on the 6th class report card be applied and interpreted?

The three ratings: Working towards expectations, Meeting expectations, and Ahead of expectations; are designed to be allocated and interpreted in the context of the child's learning and performance in class-based assessments in relation to the primary school curriculum objectives for 6th Class.

Further support

Where can teachers sources support for technical issues experienced with the Report Card Creator?
All technical queries in relation to the Report Card Creator should be addressed to support@aladdin.ie

Where might teachers find further supports in respect of supporting the transition to Post-Primary school?
Further updates and supports can be found at https://ncca.ie/en/primary/reporting-and-transfer/

Important links

Circular 45/2014 Information in relation to Actions under the Literacy and Numeracy Strategy, Standardised Testing, Reporting and Other Matters
https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0045_2014.pdf

Circular 18/2021. Standardised Testing and Other Matters for Academic Year 2020/21 and Subsequent Years https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0018_2021.pdf

Overview of Education Passport materials https://ncca.ie/en/primary/reporting-and-transfer/education-passport

6th class report card template https://ncca.ie/en/resources/6th-class-report-card-2020/

Completing the 6th class report card
https://ncca.ie/en/resources/completing_the_6thclassreportcard_guide_for_primaryteachers/

Report card creator http://www.reportcard.ncca.ie/

Supports for using the RCC and templates https://ncca.ie/en/primary/reporting-and-transfer/report-card-templatescreator/

NEPS Student Transfer form
https://assets.gov.ie/41308/02c61fbd32ad4e189f8657d15a1d8c40.pdf [Subject to change by NEPS, please check]