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Subject:

PUPIL REPORTING REGULATIONS 2009

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Audience:

- Principals and Boards of Governors of all grant-aided schools; Education and Library Boards;
- Education and Library Boards;
- Council for Catholic Maintained Schools;
- Council for the Curriculum, Examinations and Assessment;
- Comhairle na Gaelscolaíochta;
- Northern Ireland Council for Integrated Education; and
- Teachers Unions.

Summary of Contents:

This Circular gives notice that the Education (Pupil Reporting) Regulations (Northern Ireland) 2009 have come into operation, and summarises the requirements for schools in relation to reporting to parents from the 2009/10 school year onwards.

Enquiries:

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Governor Awareness:
Essential

Status of Contents:
Advice following legislation

Related Documents:
DE Circulars 2007/10 and
2008/27
S.R. 2007 No. 43
S.R. 2009 No. 231

Superseded Documents:
Not applicable

Expiry Date:
Not applicable

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Introduction

1. The purpose of this Circular is to advise schools and partner bodies that the Education (Pupil Reporting) Regulations (Northern Ireland) – the 2009 Regulations – came into operation on 1 October 2009, and to summarise the requirements for schools in relation to reporting to parents from the 2009/10 school year onwards. Schools should consult the Regulations for the detailed requirements.
2. The 2009 Regulations revoke and replace the reporting provisions (regulations 5 to 8) of the Education (Pupil Records and Reporting) (Transitional) Regulations (Northern Ireland) 2007, accessible via:
http://www.opsi.gov.uk/sr/sr2007/nisr_20070043_en_1
3. The 2009 Regulations set out the requirements for reporting by schools to parents and:
 - (a) the information to be provided annually;
 - (b) additional information to be provided at the end of key stages 1, 2 and 3; and
 - (c) additional information to be provided at the end of key stage 2; at the end of key stage 4, and at the end of sixth form.
4. The Regulations take account of feedback received from the consultation on the draft Regulations, including a simplification of the text, and revisions to the reporting requirements at the end of key stages 1, 2 and 3. The Regulations can be accessed via: http://www.opsi.gov.uk/sr/sr2009/nisr_20090231_en_1

General

5. The Regulations apply to all grant-aided schools other than nursery schools but do not apply in relation to primary school or special school pupils who are below compulsory school age.
6. Schools are required to report annually to parents by 30th June. The annual report must be signed by the principal and provide the name of the school.

Where a principal in any school year receives information on examination results or assessment outcomes after 30th June, this information is to be provided to the pupil's parent as soon as reasonably practicable.

Annual reporting

7. **For pupils in Foundation Stage to Key Stage 4** schools are required to provide parents with an assessment of their child's progress in relation to:

- Communication (taking account of their achievement in the Language & Literacy area of learning);
- Using Mathematics (taking account of their achievement in the Mathematics and Numeracy area of learning); and
- Brief particulars of the child's achievement in:
 - Each of the areas of learning relevant to pupils in the key stage concerned;
 - Using ICT;
 - Other Skills (Thinking Skills and Personal Capabilities)¹
 - Religious Education (optional);
 - The pupil's interests and strengths;
 - Focus for development.

8. If a school wishes to incorporate the "Other Skills" into its reporting of the areas of learning, it may do so provided that they are specifically covered and that it is clear to parents which part of the teacher comments relate to thinking skills and personal capabilities. Similarly, schools continue to have the flexibility to include additional information (for example, outcomes from class tests) if parents find this useful.

9. Where a pupil achieves a qualification, award or certificate, including a credit towards a qualification, this must be included in the report.

¹ At Key Stages 1-3 the Other Skills include: Managing Information; Thinking, Problem-solving and Decision-making; Being Creative; Working with Others; and Self-Management. At Key Stage 4, they include Problem-Solving, Self-Management and Working with Others.

10. **For pupils in sixth form** schools are required to provide parents with:

- Information on any qualification, award or certificate, including a credit towards a qualification, achieved by the pupil. (This information should also set out the name of the qualification, award or certificate, the highest result and the year achieved.); and
- Brief particulars of the pupil's achievement in any area of learning or activity which forms part of his or her curriculum.

11. If a pupil **in any year** has been exempted from any part of the curriculum or assessment arrangements the annual report should indicate this.

12. Irish-medium schools can report to parents in Irish or English.

Format of Reports

13. Following feedback from the evaluation of the Pupil Profile carried out by CCEA, the Department has decided not to prescribe in the Regulations a specific format for annual reports to parents. However, schools are required to report consistently and in line with the requirements of legislation and should ensure that, whatever format is used, reports provide clear and meaningful information for parents about their child's progress.

14. In determining the format of their reports to parents, schools should also have regard to teacher workload and to the need to avoid unnecessary bureaucracy or complexity. As an aid to schools, links to suggested templates for annual reports for each of the relevant Key Stages are provided at the end of this circular and schools are encouraged to make use of these templates.

15. When completing the annual report schools can choose whether to use an electronic report writing tool or not. It is also a matter of school choice whether to use the comment banks that have been prepared to support the revised curriculum - these are optional. CCEA and C2k (and, from its establishment, ESA) will continue to provide helpdesk support and training, including online support materials.

Reporting at the end of key stages 1, 2 and 3

16. In addition to the annual reporting requirements, the Regulations will require schools to provide parents of pupils in the final year of key stages 1, 2 or 3 with the level of progression their child has achieved in any of the cross-curricular skills of Communication, Using Mathematics and Using ICT in which the pupil has been assessed; and information on expected end of key stage levels and on levels achieved by pupils in the school generally.

17. Schools have already been advised that the Department will not be introducing levels of progression in the 2009/10 school year and that assessment in relation to Using ICT will be introduced a year later than assessment in relation to Communication and Using Mathematics. This delay is necessary to ensure that there is effective planning for implementation, including in relation to the design and delivery of training for teachers and principals and of support material and guidance for schools. As previously notified to schools, there will need to be formal, transitional arrangements in place to allow for the assessment of progress and performance in literacy and numeracy at the end of each key stage – in schools at pupil and class/year group level and, in the Department, at system level.

18. Until the system is ready to implement, and assess against, new Levels of Progression to support the revised curriculum, there will continue to be a requirement for assessment at the end of each Key Stage against the existing end of key stage level descriptions for Language & Literacy (English and/or Irish as appropriate in Irish-medium schools) and Mathematics & Numeracy (Mathematics). CCEA is continuing to make assessment units and tests available for those schools that wish to use them. The Department recognises that this is not ideal – but believes that it is a necessary transitional step while the system prepares for the introduction of Levels of Progression in Communication, Using Mathematics and Using ICT.

19. To ensure that parents receive end of key stage information about their child in the 2009/10 school year, the Department intends shortly to put in place formal arrangements so that schools report to parents in terms of the level their child

has achieved against the existing end of key stage level descriptions for Language & Literacy (English and/or Irish as appropriate in Irish-medium schools) and Mathematics & Numeracy (Mathematics). These arrangements will also mean that schools will need to provide parents with a statement of:

- the expected level in Language & Literacy (English and/or Irish) and Mathematics & Numeracy (Mathematics) for pupils in the final year of the relevant key stage; and
- the percentage of pupils in the final year of that key stage in the school attaining: each level; the expected level or above; working towards the level but who have not yet attained it; and, exempted from assessment in that level.

Where their child has been exempted from any part of the assessment arrangements this information must be provided to parents.

20. This type of information is the same as will be required for Levels of Progression. The Department will write to schools in more detail about these transitional requirements when they are formally introduced. CCEA will be publishing more detailed guidance on the assessment arrangements and schools will be provided with this.
21. Schools must continue to send their assessment results for pupils in Years 4, 7 and 10 in Language & Literacy (English and/or Irish) and Mathematics & Numeracy (Mathematics) to CCEA/ESA each year.

Reporting summative information in the final years of key stage 2, key stage 4 and sixth form

22. This is the primary Record of Achievement and the post-primary Progress File. Schools are required to ensure that the following information is included in addition to the information contained in the annual report:
 - any qualification, award or certificate gained by a pupil, including any credit towards a qualification that a pupil has received from the school, or on behalf of the school via another provider, including another school or FE college. This information should also set out the name of the qualification, award or

certificate, the highest result and the year achieved;

- brief particulars of any school societies, clubs or activities in which the pupil was involved, including at another school; and
- any positions of responsibility held by the pupil in the school or any of the above school clubs or activities.

Formative Record of Progress and Achievement

23. Feedback from the consultation on the draft Regulations indicated that further work needs to be done to explain the scope of the formative record of progress and achievement for reporting purposes. Therefore the Department has asked CCEA to undertake that additional work, including engagement with principals, to ensure that the statutory requirement which is put in place is directly informed by the views of schools; reflects a shared understanding of what constitutes a formative record; and is workable for schools. This work will be completed shortly, and the Department will then be making further Regulations on this matter. Until then the remaining provisions (regulations 1-4 and 9-14) of the Education (Pupil Records and Reporting) (Transitional) Regulations (Northern Ireland) 2007 will continue to apply in relation to the formative record of progress and achievement, including the provisions relating to the maintenance of pupil records and their transmission between schools.

Links to suggested templates for annual reports for each of the relevant Key Stages

24. Revised Foundation Stage, KS1 and KS2 downloadable templates are now available on: www.nicurriculum.org.uk

CCEA is currently reviewing the KS3 exemplar report formats, as well as the end of Key Stage specific report formats, and plans to have templates available on the website in the near future.

Foundation Stage – annual report formats:

http://www.nicurriculum.org.uk/foundation_stage/reporting/annual.asp

Key Stages 1 & 2 – annual report formats:

http://www.nicurriculum.org.uk/key_stages_1_and_2/reporting/annual_report.asp

Key Stage 3 – annual report formats:

http://www.nicurriculum.org.uk/key_stage_3/reporting/annual_report.asp

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