

Ábhar:

Uimhir Chiorcláin:
2010/05

LAETHANTA FORBARTHA SCOILE
SCOILBHLIANTA 2010/11 GO 2014/15 (an dá bhliain sin
san áireamh)

Dáta Eisiúna:
1 Meitheamh 2010

Sprioclucht léitheoireachta:

Feasacht Ghobharnóirí
Riachtanach

- Príomhoidí agus Boird Ghobharnóirí i ngach scoil dheontaschúnta;
- Boird Oideachais agus Leabharlainne;
- Comhairle na Scoileanna Caitliceacha faoi Chothabháil;
- Foireann Forfheidhmithe an Údaráis Oideachais agus Scileanna;
- Comhairle Thuaisceart Éireann um Oideachas Imeachta;
- Comhairle na Gaelscolaíochta;
- Cumann na mBord Rialaithe;
- Comhairle Curaclaim, Scrúdúcháin agus Measúnaithe; agus
- Ceardchumainn na Múinteoirí

Stádas an Ábhair:
Eolas le haghaidh scoileanna

Doiciméid Bhainteacha:
Ciorclán 2008/02

Doiciméid Chealaithe
Ciorclán 2008/02
(le héifeacht ón 31 Iúil 2010)

Achoimre ar an Ábhar:

Dáta Éaga:
31 Iúil 2015

Leagtar amach sa Chiorclán seo na socruithe faoina gceadófar do scoileanna suas le cúig Lá Forbartha Scoile a ghlacadh sna scoilbhlianta 2010/11 – 2014/15 (an dá bhliain sin san áireamh) chun am neamhtheagmhála sa bhreis a sholáthar le díriú ar chúrsaí forbartha scoile.

Fiosrúcháin:

Suíomh Gréasáin ROTÉ
<http://www.deni.gov.uk>

Cuirtear aon fhiosrúcháin mar gheall ar ábhar an Chiorcláin seo chuig:

Mr Garry Phillips
Foireann um Chaighdeáin agus Fheabhsú
An Roinn Oideachais
Teach Ráth Giall
43 Bóthar Bhaile Aodha
Ráth Giall
BEANNCHAR BT19 7PR

Teil: 028 9127 9568
Facs: 028 9127 9100
Rphost: garry.phillips@deni.gov.uk

Subject:

**SCHOOL DEVELOPMENT DAYS
2010/11 TO 2014/15 SCHOOL YEARS (inclusive)**

**Circular Number:
2010/05**

**Date of Issue:
1 June 2010**

Audience:

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

Summary of Contents:

This Circular sets out the arrangements for schools to take up to five School Development Days in the 2010/11 - 2014/15 school years (inclusive) to provide additional non-contact time to devote to school improvement matters.

Enquiries:

Any enquiries about the contents of this Circular should be addressed to:

Mr Garry Phillips
Standards and Improvement Team
Department of Education
Rathgael House
43 Balloo Road
Rathgill
BANGOR BT19 7PR

**Governor Awareness
Essential**

**Status of Contents:
Information for schools**

**Related Documents:
Circular 2008/02**

**Superseded Documents:
Circular 2008/02
(with effect from 31 July 2010)**

**Expiry Date:
31 July 2015**

**DENI Website:
<http://www.deni.gov.uk>**

**Tel: 028 9127 9568
Fax: 028 9127 9100
Email: garry.phillips@deni.gov.uk**

**LAETHANTA FORBARTHA SCOILE –
SCOILBHLIANTA 2010/11 GO 2014/15
(an dá bhliain sin san áireamh)**

1. Is éard is aidhm leis an Chiorclán seo a chur in iúl do scoileanna go dtig leo suas le cúig lá bhreise (a dtugtar Laethanta Forbartha Scoile nó LFS orthu) a ghlacadh sna scoilbhlianta 2010/11 – 2014/15 (an dá bhliain sin san áireamh) le díriú ar fheabhsú scoile agus ar fhorbairt scoile/fhoirne. Nuair a chuirtear na laethanta ‘Baker’ san áireamh, fágann sé seo go mbeidh suas le 10 lá ar fáil ag gach scoil chun na gcríoch seo. **Ní mór do gach scoil dheontaschúnta bheith oscailte do dhaltáí 190 lá, lúide aon LFS a socraíonn an scoil iad a ghlacadh. Má shocraíonn scoil gan ceann ar bith nó cuid de na 5 LFS atá ar fáil a ghlacadh, ní mór go mbeadh an scoil oscailte do dhaltáí ar na laethanta seo.**

2. Leagadh amach in Gach Scoil ina Scoil Mhaith (GSiSM), polasaí dírithe ar scoileanna a fheabhsú, gealltanas go leathnófaí, ar feadh cúig bliana ar a laghad, an fhoráil lenar ceadaíodh do scoileanna suas le 5 lá forbartha scoile a ghlacadh. Ní mór na laethanta seo a úsáid le haghaidh féinmheastóireachta agus forbairt ghairmiúil leanúnach chun feabhsú scoile agus ardú caighdeán a shaothrú. Leagtar amach i gcuid 4 de GSiSM na ceithre shaintréith a bhaineann le scoil rathúil mar aon le táscairí feidhmíochta a bhaineann le gach saintréith. Seo a leanas na ceithre shaintréith:

- Soláthar páistelárnach
- Teagasc agus foghlaim ar ardchaighdeán
- Ceannasaíocht Éifeachtach
- Scoil a bhfuil naisc aici leis an phobal áitiúil

**SCHOOL DEVELOPMENT DAYS -
2010/11 TO 2014/15 SCHOOL YEARS
(inclusive)**

1. This Circular is to advise schools that in the 2010/11 - 2014/15 school years (inclusive) they may again take up to five additional days (referred to as School Development Days or SDDs) for the purposes of school improvement and school/staff development. Taking account of ‘Baker’ days, this means that each school has up to 10 days available for these purposes. **All grant-aided schools must be open to pupils for 190 days, less any SDDs which the school decides to take. Where a school decides not to use all or some of the 5 available SDDs, it must be open as normal to pupils on these days.**

2. Every School a Good School – a Policy for School Improvement (ESaGS) included a commitment to extend, for at least the next five years, the provision that has allowed schools to take up to 5 school development days. These days are to be used for self-evaluation and continuing professional development in pursuit of school improvement and raising of standards. Section 4 of the ESaGS document sets out the four characteristics of a successful school and indicators of performance associated with each characteristic. The four characteristics are:

- Child-centred provision
- High quality teaching and learning
- Effective leadership
- A school connected to its local community

3. Tá clár oibre i dtreo leasaithe á leanúint ag an Roinn agus is de réir an chláir oibre sin a dhéantar an fhoráil seo a leathnú, lena chur ar chumas scoileanna bheith ag pleanáil chun tosaigh agus lena chur ar a gcumas am a dhíriú ar cheisteanna, dar leo, ar tosaíochtaí iad don scoil, lena n-áirítear:

- gur gá do scoileanna féinmheastóireacht dhian a dhéanamh, agus sonraíocht agus fianaise eile á cur san áireamh, d'fhonn tacú le feabhsú scoile agus le hardú caighdeán, go háirithe caighdeán sa litearthacht agus san uimhearthacht;
- cur i bhfeidhm leanúnach an churaclaim leasaithe, tabhairt isteach socruithe measúnaithe leasaithe agus socruithe maidir le tuairisciú do thuismitheoirí;
- cur i bhfeidhm an chreata teidlíochta in iar-bhunscoileanna;
- forbairt straitéisí agus córas don scoil uile d'fhonn na bacainní uile roimh an fhoghlaim agus roimh an rannpháirtíocht san oideachas a shainaithint go luath do na páistí sin a bhfuil sainriachtanais oideachais acu agus aon riachtanais bhreise eile nach iad, lena n-áirítear cur chun cinn sláinte agus folláine mhothúcháinach na ndaltaí;
- soláthar scoilbhunaithe a fhorbairt chun freastal ar riachtanais aonair na bpáistí uile a bhféadfadh sé go mbeadh bacainní roimh an fhoghlaim acu;
- ceisteanna a bhaineann le forbairt ghairmiúil, sláinte, tinreamh agus leas na foirne, lena n-áirítear Athbhreithniú ar Fheidhmíocht agus Forbairt Foirne (PRSD);
- úsáid TEC chun foghlaim a fheabhsú, sa teagasc agus sa mheasúnú, san fhorbairt ghairmiúil leanúnach agus i réimse na ceannasaíochta agus na

3. The extension of this provision takes account of the Department's reform agenda and will enable schools to plan ahead and devote time to matters they identify as priorities for their school including:

- the need for schools to engage in rigorous self-evaluation, taking account of data and other evidence, in support of school improvement and the raising of standards, particularly standards in literacy and numeracy;
- the continued implementation of the revised curriculum, the introduction of revised assessment arrangements and arrangements for reporting to parents;
- the implementation of the entitlement framework in post-primary schools;
- the development of whole school strategies and systems for early identification of all barriers to learning and participation in education for children with special and other additional educational needs, including the promotion of pupils' emotional health and well-being;
- the development of school based provision to meet the individual needs of all children presenting with barriers to learning;
- issues related to the professional development, health, attendance and well-being of staff, including Performance Review and Staff Development (PRSD);
- the use of ICT in enhancing learning, teaching and assessment, continuing professional development and school leadership and management; and

- bainisteoireachta sa scoil; agus
- naisc éifeachtacha a chothú le tuismitheoirí agus leis an phobal áitiúil.

4. Ba cheart do scoileanna machnamh cúramach a dhéanamh maidir leis an fheidhm a bhaineann siad as Laethanta Baker i láthair na huairé d'fhorbairt na scoile uile agus d'fhorbairt foirne, sula ndéanfaidh siad aon chinneadh maidir le líon na LFS. Ba cheart go mbeadh a leithéid seo d'fhorbairt scoile agus foirne nasctha le agus ag tacú leis na tosaíochtaí mar atá sainaitheanta i bplean forbartha na scoile. Le go mbainfear uastairbhe as gach lá, ba cheart go mbeadh gach ball den fhoireann teagaisc agus den fhoireann neamhtheagaisc rannpháirteach sna gníomhaíochtaí a phleanáiltear don lá nó i ngníomhaíochtaí forbartha iomchuí eile. Ba cheart, chomh maith, go ndéanfaí monatóireacht agus breithmheas ar bhonn rialta córasach ar na seisiúin fhorbartha foirne lena chinntiú go bhfuil siad éifeachtach agus go gcuireann siad le feabhsú na scoile.

5. Tá molta ag CCEA gur cheart do scoileanna smaoineamh ar a chomhionann de 2 lá a chur ar leataobh chun teacht i dtír ar oiliúint agus ar fhorbairt ghairmiúil chun cuidiú le scoileanna na ceanglais reachtúla a chomhlíonadh maidir le measúnú agus tuairisciú ar na scoileanna traschuraclaim. Cuirfidh sé seo ar chumas scoileanna, aon áit ar iomchuí, aontú ar dhátaí sonrathé druidte le CCEA chun traenáil inseirbhíse agus forbairt ghairmiúil leanúnach scoilbhunaithe a éascú, a bheidh dírithe ar chur i bhfeidhm agus ar neadú na socruithe don mheasúnú agus don tuairisciú reachtúil.

6. Ní bhíonn na daltaí ag foghlaim ar Laethanta Baker agus ar Laethanta

- promoting effective links with parents and the community.

4. Schools should reflect carefully on how they currently use Baker Days for whole school and staff development before deciding on the number of SDDs. Such whole school and staff development should link to, and support, the priorities identified in the school's development plan. In order that maximum benefit is derived from each day, schools should involve all staff, teaching and non-teaching, in the planned activities or in other appropriate developmental activities. Staff development sessions should also be regularly and systematically monitored and evaluated to ascertain their impact and effectiveness on school improvement.

5. CCEA has suggested that schools should consider setting aside the equivalent of 2 days to avail of training and professional development to help schools meet the statutory requirements to assess and report on the cross-curricular skills. This will enable schools, where relevant, to agree specified closure dates with CCEA to facilitate school-based INSET and CPD on the implementation and embedding of statutory assessment and reporting arrangements.

6. Baker Days and School Development Days are days on which pupils are not

Forbartha Scoile agus is féidir go gcuirfeadh na laethanta seo as do thuismitheoirí agus do chaomhnóirí, nó d'fhéadfadh sé go mbeadh orthu socruithe malartacha a dhéanamh dá gcuid páistí ar na laethanta seo. Tá sé ríthábhachtach, mar sin de, go mbeadh scoileanna lánsásta gur fiú an scoil a dhruidim don lá. Moltar chomh maith go gcuirfeadh scoileanna in iúl i dTuairisc Bhliantúil na nGobharnóirí na laethanta a raibh an scoil druidte mar aon le hachóimre gairid a sholáthar ina dtabharfaí breac-chuntas ar thorthaí na bpríomhghníomhaíochtaí a rinneadh gach lá.

7. Leanfaidh an Roinn agus a cuid comhlachtaí páirtíochta ag déanamh monatóireachta agus breithmheasa ar roghnúchán na LFS agus ar an úsáid atá á baint astu.

Dáileadh agus Bainistiú na LFS

8. Ba cheart do scoileanna moltaí scríofa a chur isteach gach bliain maidir leis na LFS, chomh luath agus is féidir, chuig Ceann na Seirbhíse Comhairlí don Churaclam (CASS) sa Bhord Oideachais agus Leabharlainne áitiúil (agus i gcás na scoileanna Caitliceacha faoi chothabháil, ba cheart do scoileanna cóip de na moltaí a chur chuig CCMS). Nuair a bheidh an tÚdarás Oideachais agus Scileanna (ESA) ar bun, ba cheart do scoileanna a gcuid moltaí a chur isteach chuig ESA. Cuirfear sonraí maidir le dátaí agus le gníomhaíochtaí atá beartaithe ar fáil chomh maith don Chigireacht Oideachais agus Oilíuna, ach iad a iarraidh. Déanfaidh na Boird, in éineacht le CCMS aon áit ar iomchuí, breithniú ar an úsáid atá beartaithe ag gach scoil dá gcuid Laethanta Baker agus LFS agus ar an nasc idir na moltaí agus na tosaíochtaí atá luaite i bplean forbartha na scoile. Beidh na heagrais tacaíochta

engaged in learning and can be disruptive to parents and guardians who may be required to make alternative arrangements for their children. It is therefore essential that schools satisfy themselves that the closure for the day is justified. It is also recommended that schools indicate in their Governors' Annual Report the days on which the school has been closed together with a short summary outlining the outcomes of the main activities carried out on each day.

7. The Department and its partner bodies will continue to monitor and review the uptake and use made of SDDs.

Allocation and Management of SDDs

8. Schools should submit written proposals each year for SDDs as soon as possible to the Head of the Curriculum Advisory and Support Services (CASS) of their local Education and Library (and in the case of Catholic maintained schools, schools should copy their proposals to CCMS). When the Education and Skills Authority is established, schools should submit their proposals to ESA. Details of dates and proposed activities will also be made available on request to the Education and Training Inspectorate. In considering proposals, Boards, along with CCMS where appropriate, will take account of how each school intends to use its Baker Days and SDDs and how the proposals link to priorities in the school's development plan. The education support bodies will wish to co-ordinate strategic and operational planning to ensure that schools can make most effective use of the support

oideachais ag iarraidh pleanáil straitéiseach oibríochtúil a chomhordú lena chinntiú go dtig le scoileanna úsáid éifeachtach a bhaint as an tacaíocht atá ar fáil dóibh, chun comhsheasmhacht a chinntiú maidir le seachadadh na n-eochairtheachtaireachtaí oideachais agus chun soláthar éifeachtúil seirbhísí, amhail iompar scoile agus béilí, a chinntiú. Ba cheart oiread réamhfhógra agus is féidir ar dhátaí druidte a thabhairt do thuismitheoirí agus do dhaltaí.

9. I gcás na scoileanna gramadaí deonacha, na scoileanna imeasctha deontaschúnta agus na scoileanna eile atá faoi chothabháil, bainfidh na Boird feidhm as an eolas a chuirfear chucu lena chur ar chumas na n-eagras tacaíochta oideachais pleanáil a dhéanamh chun comhairle agus tacaíocht a sheachadadh chomh héifeachtach éifeachtúil agus is féidir agus lena chur ar chumas na mBord pleanáil agus comhordú a dhéanamh maidir le hiompar scoile agus béilí scoile. I gcás na scoileanna seo, is faoin scoil féin socrú ar cé acu an bhfuil siad ag iarraidh LFS a ghlacadh sna scoilbhlianta 2010/11 - 2014/15 (suas le huaslíon de 5 lá) agus beidh orthu a gcuid riachtanas tacaíochta agus forbartha gairmiúla a chur san áireamh mar aon le húsáid reatha na Laethanta Baker. Dar ndóigh, má iarrtar tacaíocht ó eagrais tacaíochta oideachais, beidh ar an scoil agus ar an eagras tacaíochta oideachais socrú ar na dátaí is fóirsteanaí chun an tacaíocht sin a chur ar fáil.



LISA BOAL

Foireann um Chaighdeáin agus Fheabhsú

provided, to ensure consistency in the delivery of key educational messages and to ensure efficient provision of services such as school transport and meals. Parents and pupils should be given as much advance notice of closure dates as possible.

9. In the case of voluntary grammar schools, grant-maintained integrated schools and other maintained schools the information sent to Boards will be for the purpose of enabling the education support bodies to plan the most effective and efficient delivery of advice and support and also to enable Boards to co-ordinate and plan transport and school meals. The issue of whether a voluntary grammar school, grant-maintained integrated school or other maintained school wishes to take SDDs in 2010/11 - 2014/15 (up to a maximum of 5) will be entirely a matter for the school to decide, taking account of its professional development and support needs and the use already made of 'Baker' Days. Of course, where support of education support bodies is requested, it will be a matter for the school and the education support bodies to agree the most appropriate dates for the provision of that support.



LISA BOAL

Standards and Improvement Team