

## 2015 Review of *Literacy and Numeracy for Learning and Life*

Dear colleague,

The review of the National Strategy: *Literacy and Numeracy for Learning and Life* occurs as we are roughly half way through the period of the Strategy's operation (2011-20). We are seeking the views of key stakeholders outside the Department of Education and Skills, as well as from key sections and people in the Department, all of whom have been involved in the implementation of aspects of the Strategy. Before we ask you to reflect on your own specific areas of responsibility or interest, we would like to ask a generic question of everyone:

*Since 2011, in your area, have there been reports, evaluations etc. prepared that would provide useful evidence based data to assist with the interim review? If yes, please list them.*

1. Sealbhú Neamhiomlán na Gaeilge mar Chéad Teanga sa Dátheangachas Dealaitheach Ciarán Lenoach
2. Iniúchadh ar an gCumas Dátheangach An sealbhú teanga i measc ghlúin óg na Gaeltachta

On the following page, there are some general questions about the Strategy which we'd appreciate your views on. Then, you will find a reminder of the main area of the Strategy which your organisation has been linked to. We would be very grateful if you would take the time to consider how satisfied, or not, you are with progress to date in some or all of the details, and complete the relevant 'Progress Rating' and 'Comment' boxes wherever possible. It is proposed to hold a series of workshops, based on the feedback received from the different stakeholders, as soon as is practical.

This will be very helpful to the Department, both in reviewing the impact of the Strategy to date, and identifying possible revisions and future directions. Please return the completed questionnaire to Kevin McCarthy, senior inspector, at [kevinj\\_mccarthy@education.gov.ie](mailto:kevinj_mccarthy@education.gov.ie) by Monday, **31<sup>st</sup> August, 2015**.

Thank you

Gary Ó Donnchadha (Assistant Secretary)

**In General:**

Tá béim ar leith curtha ag COGG ar sholáthar acmhainní nua léitheoireachta ach go háirithe do shealbhú na leitheoireachta tré mheán na Gaeilge.

Tá Clár Luathléitheoireachta foilsithe ag COGG i bpáirt leis an Áisaonad i dTuaisceart Éireann. Tá áiseanna idirghníomhacha forbartha don chlár ‘Séideán Sí’ ag Foras na Gaeilge, i bpáirt le CCEA agus COGG. Tá forbairtí leanúnacha sa tsiúl maidir le háiseanna do fhónaic na Gaeilge. Tá treoirliosta curtha ar fáil de gach leabhar atá ann do pháistí bunscoile.

Maidir leis an uimhearthacht, tá réimse leathan áiseanna curtha ar fáil, idir áiseanna digiteacha agus leabhair.

1. Since the launch of the Strategy in July 2011, is it your perception that there has been a greater emphasis on L&N within your organisation?

2. Are you conscious of the role of the Strategy in your normal work?

Táimid eolach faoi agus tugtar príoracht dó agus cinntí á dhéanamh faoi mhaoiniú a chur ar fáil d’áiseanna nua.

3. Do you believe there are gaps in the Strategy? If yes, what are they?

Is bearna ollmhór é gan aon dabht gur fágadh measúnú ar léitheoireacht na Gaeilge amach go hiomlán as an stráitéis i scoileanna atá ag teagasc trí Bhéarla. Isliú stádais iomlán don Ghaeilge sna scoileanna sin an toradh. An teachtaireacht a thug sé ná “Níl meas agat ar rud muna bhfuil measúnú á dhéanamh ar an rud sin”. Is gá é seo a cheartú san athbhreithniú seo. Ba cheart go mbeadh scoileanna atá ag teagasc trí Bhéarla tuairisciú ar Bhéarla agus Mata i Rang a 2 agus ar Ghaeilge, Béarla agus Mata i Rang a 4 agus 6. Ba cheart do scoileanna Gaeltachta agus lán-Ghaeilge a bheith ag tuairisciú ar Ghaeilge agus Mata i Rang a 2 agus ar Ghaeilge, Béarla agus Mata i Rang a 4 agus 6. Cothrom na Féinne a bheadh ansin don dá theanga, go háirithe agus Curaclam Teanga Comhtháite a bheith á thabhairt isteach sna scoileanna.

4. What, in your view, is the most successful aspect of the Strategy?

An fócas atá ar lítearthacht agus ar uimhearthacht agus an feabhas ar chaighdeáin dá bharr.

**Specific to Your Sector:**

Below you will see details of the aspects of *Literacy and Numeracy for Learning and Life* which were linked to your organisation from 2011. In the ‘Progress Rating’ box beside each detail, you are invited to rate what progress you feel has been made, using the scale:

5 – Outstanding progress; 4 – Good progress; 3 – Moderate progress; 2 – Limited progress; 1 – No progress

We have also provided expandable space for you to comment more specifically on any of the details, including the successes and challenges which have arisen and additional action that might now be taken. If you feel unable to give a progress rating, please place an X in the ‘Progress Rating’ box and explain e.g. if it is not applicable to your body.

<p><b>A. Enabling Parents and Communities to Support Children's Literacy and Numeracy Development.</b></p> <p>Your organisation was asked, along with others, to provide advice and information to parents to enable them to support their children’s language, literacy and numeracy development, specifically:</p>	<p>Our Ref</p>	<p><b>Progress Rating</b></p>	<p><b>Comment / Evidence of implementation</b></p>
<ul style="list-style-type: none"> <li>Provide all parents with information and on-line resources about activities that they can use to support their child’s oral language development, literacy and numeracy from birth, (Target date 2014)</li> </ul>	<p>9</p>	<p>4</p>	<p>Tá an t-eolas seo ar fáil ar <a href="http://www.cogq.ie">www.cogq.ie</a></p>
<ul style="list-style-type: none"> <li>Provide detailed guidance and resources to teachers and ECCE practitioners on best practice in the teaching and assessment of literacy and numeracy through handbooks, online courses, digital and other resources (2014 on)</li> </ul>	<p>74</p>	<p>1</p>	

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<p><b>B. Improving the Curriculum and Learning Experience</b></p> <p><u>COGG to complete sections as relevant to it, please.</u></p> <p>NCCA in consultation with CAP was asked to revise the English and Irish (L1) primary curriculum, to clarify the learning outcomes to be expected of learners (2014 to 2016) to:</p>	Our Ref	Progress Rating	Comment / Evidence of Implementation
<ul style="list-style-type: none"> <li>Revise the contents of the English and Irish (L1) curriculum using a “learning outcomes” approach, specifying clearly what children will be expected to achieve at each stage of the primary cycle (while respecting the child-centred and integrated nature of the Primary School Curriculum and recognising that pupils will acquire literacy in both Irish and English)</li> </ul>	95 / 101	4	Tá COGG tar éis a bheith páirteach i bhforbairt an Churaclaim Teanga Chomhtháite a bheidh á fheidhmiú ó 2016.
<ul style="list-style-type: none"> <li>Ensure that there is explicit and systematic attention in the English and Irish (L1) curriculum to the teaching and assessment of key literacy skills and strategies, including oral and aural skills, phonological/phonemic awareness, phonics, word-identification, reading fluency, vocabulary, comprehension and writing with appropriate attention to the development of lower-order and higher-order skills</li> </ul>	96 / 102	4	Tá réimse leathan áiseanna curtha ar fáil ag COGG don Ghaeilge.
<ul style="list-style-type: none"> <li>Ensure that the curriculum provides for the development of literacy through engagement with a range of texts (literary and non-literary) and a range of media including digital media</li> </ul>	97 / 103	4	Tá réimse leathan áiseanna curtha ar fáil ag COGG don Ghaeilge.
<ul style="list-style-type: none"> <li>Ensure that the reading tastes of all students, including boys, are catered for in the English and Irish (L1) curriculum</li> </ul>	98 / 104	3	Tá béim faoi leith curtha ag COGG ar sholáthar ábhar léitheoireachta do bhuachaillí sna hardranganna bunscoile agus bunranganna na h-iarbhunscoile.
<ul style="list-style-type: none"> <li>Ensure that the sections of the curriculum that apply to infant classes reflect more fully the principles underpinning the Aistear curriculum framework to</li> </ul>	99 / 105		

ensure continuity between provision in ECCE settings for three- to four-year olds and provision in infant classes			
<ul style="list-style-type: none"> <li>Provide examples of students' work and learning that demonstrate achievement of the learning outcomes in the curriculum to assist teachers in self-evaluation and formative assessment (for end of early years, end of second class, end of fourth class, end of primary years, end of second year in post-primary school)</li> </ul>	100 / 106		

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<a href="#">COGG to complete sections as relevant to it, please.</a>	Our Ref	Progress Rating	Comment / Evidence of Implementation
NCCA in consultation with CAP was asked to revise the Irish (L2) primary curriculum, to clarify the learning outcomes to be expected of learners (2016-18) to:			
<ul style="list-style-type: none"> <li>Revise the contents of the Irish (L2) curriculum using a "learning outcomes" approach, specifying clearly what children will be expected to achieve at each stage of the primary cycle (while respecting the child-centred and integrated nature of the Primary School Curriculum and recognising that pupils will acquire literacy in both Irish and English)</li> </ul>	107	4	Tá COGG tar éis a bheith páirteach i bhforbairt an Churaclaim Teanga Chomhtháite a bheidh á fheidhmiú ó 2016.
<ul style="list-style-type: none"> <li>Ensure that there is explicit and systematic attention in the Irish (L2) curriculum to the teaching and assessment of key literacy skills and strategies, including oral and aural skills, phonological/phonemic awareness, phonics, word-identification, reading fluency, vocabulary, comprehension and writing with appropriate attention to the development of lower-order and higher-order skills</li> </ul>	108	4	Tá COGG tar éis a bheith páirteach i bhforbairt an Churaclaim Teanga Chomhtháite a bheidh á fheidhmiú ó 2016.
<ul style="list-style-type: none"> <li>Ensure that the curriculum provides for the development of literacy through</li> </ul>	109		

engagement with a range of texts (literary and non-literary) and a range of media including digital media			
<ul style="list-style-type: none"> <li>Ensure that the sections of the curriculum that apply to infant classes reflect more fully the principles underpinning the Aistear curriculum framework to ensure continuity between provision in ECCE settings for three- to four-year olds and provision in infant classes</li> </ul>	110		
<ul style="list-style-type: none"> <li>Provide examples of students' work and learning that demonstrate achievement of the learning outcomes in the curriculum to assist teachers in self-evaluation and formative assessment (for end of early years, end of second class, end of fourth class, end of primary years, end of second year in post-primary school)</li> </ul>	111		
<p><a href="#">COGG to complete sections as relevant to it, please.</a></p> <p><a href="#">NCCA in consultation with CAP was asked to revise the elements of the Primary Curriculum that apply to infant classes (2014-18)</a></p>			
<ul style="list-style-type: none"> <li>As above, revise the curricula for English and Irish</li> </ul>	112		
<ul style="list-style-type: none"> <li>Revise the contents of subjects other than English, Irish and mathematics to ensure consistency with the Aistear framework and to support and facilitate the integrated teaching of subjects especially the development of language across the curriculum and the integrated teaching of the areas of social, environmental and scientific education, social, personal and health education and arts education</li> </ul>	113		
<ul style="list-style-type: none"> <li>Ensure that the curriculum contains additional guidance for teachers on the approaches to teaching and learning advocated in the Aistear framework</li> </ul>	114		

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Below you will see details of the aspects of *Literacy and Numeracy for Learning and Life* which were linked to your sector from 2011. In the 'Progress Rating' box beside each detail, you are invited to rate what progress you feel has been made, using the scale:

5 – Outstanding progress; 4 – Good progress; 3 – Moderate progress; 2 – Limited progress; 1 – No progress

We have also provided expandable space for you to comment more specifically on any of the details, including the successes and challenges which have arisen and additional action that might now be taken. If you feel unable to give a progress rating, please place an X in the 'Progress Rating' box and explain e.g. if it is not applicable to your section.

<a href="#">COGG to complete sections as relevant to it, please.</a> NCCA in consultation with CAP was to provide examples of children's work and learning in mathematics (2014-18)	Our Ref	Progress Rating	Comment / Evidence of Implementation
<ul style="list-style-type: none"> <li>Provide examples of students' work and learning that demonstrate achievement of the learning outcomes in the mathematics curriculum so as to assist teachers in self-evaluation and formative assessment (for end of early years, end of second class, end of fourth class, end of sixth class)</li> </ul>	115		
<ul style="list-style-type: none"> <li>Ensure that the curriculum contains additional guidance for teachers on the approaches to teaching and learning advocated in the curriculum in areas such as estimation, shape and space, measures, the use of cooperative group learning and problem-solving approaches</li> </ul>	116		
<ul style="list-style-type: none"> <li>Provide guidance to primary teachers (in online and or other formats) on how best literacy and numeracy skills may be taught effectively in the context of subjects other than English, Irish and mathematics (2012-14)</li> </ul>	117		

CAP and NCCA were asked to increase the amount of time spent on the teaching of literacy and numeracy in primary schools, specifically:	Our Ref	Progress Rating	Comment / Evidence of Implementation
<ul style="list-style-type: none"> <li>Issue guidance from the NCCA on a revised time allocation for subjects in the Primary School Curriculum that will provide increased time for literacy and numeracy development (2016)</li> </ul>	118		
<ul style="list-style-type: none"> <li>Over time, revise the required learning outcomes in subjects other than English, Irish and mathematics to take account of the reduced time available for these subjects and provide guidance on the possibilities for cross-curricular teaching and learning (2016)</li> </ul>	119		
<ul style="list-style-type: none"> <li>Pending the furnishing of a revised guideline on time allocation by the NCCA, issue Departmental circular putting in place interim advice to schools regarding the timeframe for subjects in the primary school; the advice to ensure increased time for literacy and numeracy development (2011)</li> </ul>	120		

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<a href="#">COGG to complete sections as relevant to it, please.</a> NCCA in consultation with CAP was asked to prioritise the revision of the junior cycle English and Irish syllabuses and the Junior Certificate English and Irish examinations:	Our Ref	Progress Rating	Comment / Evidence of Implementation
<ul style="list-style-type: none"> <li>Prioritise the revision of the English and Irish syllabuses (as part of the reform of junior-cycle education) using a “learning outcomes” approach, specifying clearly what students will be expected to achieve (2014)</li> </ul>	121 & 128	3	Tá COGG páirteach i bhforbairt shonraíocht nua don Ghaeilge.
<ul style="list-style-type: none"> <li>Ensure that the revised syllabuses connect more effectively with the learning outcomes articulated for the subjects in the primary curriculum and that the syllabuses recognise that pupils will acquire literacy in both Irish and English (2014)</li> </ul>	122 & 129	2	Níl an curaclam bunscoile ach ag leibhéal Rang a 2 mar sin níl leanúnachas cinntithe.
<ul style="list-style-type: none"> <li>Ensure that there is systematic and explicit attention in the syllabus to the teaching and assessment of a range of literacy skills in Irish and English including oral and aural skills, fluency, reading comprehension strategies[1], language awareness skills including functional and structural aspects of language[2],</li> </ul>	123 & 130	3	Tugtar aghaidh air seo sa tsonraíocht nua.

vocabulary development, writing skills[3] and appropriate development of lower-order and higher-order skills (2014)			
<ul style="list-style-type: none"> <li>Ensure that the syllabus provides for the development of literacy in a range of texts (literary and non-literary) and a range of media including digital media, and ensure that the syllabuses cater appropriately for the reading tastes of all students, including boys (2014)</li> </ul>	124 & 131		
<ul style="list-style-type: none"> <li>Ensure that syllabuses provide for the specific literacy needs of students in Irish-medium schools, including the development of their cognitive and higher-order thinking skills</li> </ul>	132		<b>Tá sonraíocht ar leith le forbairt do na scoileanna seo ach níl an obair ach ina thús.</b>
<ul style="list-style-type: none"> <li>Provide examples of students' work and learning that demonstrate achievement of the learning outcomes in the syllabus so as to assist teachers in self-evaluation and formative assessment (Available progressively from 2014)</li> </ul>	125 & 133		
<ul style="list-style-type: none"> <li>Provide necessary online and other supports to assist teachers' practice in the teaching of English and Irish (Available progressively from 2014)</li> </ul>	126 & 134		
<ul style="list-style-type: none"> <li>Revise (NCCA&amp;SEC) the Junior Certificate modes of assessment for English and Irish to encompass a greater emphasis on the assessment of literacy skills (2017)</li> </ul>	127 & 135		

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<a href="#">COGG to complete sections as relevant to it, please.</a> NCCA in consultation with CAP was asked to continue the development and roll-out of Project Maths	Our Ref	Progress Rating	Comment / Evidence of Implementation
<ul style="list-style-type: none"> <li>Continue to implement Project Maths and monitor the effect of implementation on standards achieved in mathematics using a range of indicators, including commissioned research, thematic evaluation by the Inspectorate and national sample testing in first and second year (Rollout to be completed for 2013 starters)</li> </ul>	136		
<ul style="list-style-type: none"> <li>Work towards implementing the recommendations of the Report of the Project Maths Implementation Support Group (Rollout to be completed for 2014 starters)</li> </ul>	137		
<a href="#">NCCA in consultation with CAP was to ensure that senior cycle curriculum development builds on the emphasis placed on literacy and numeracy in junior cycle reforms:</a>	Our Ref	Progress Rating	Comment / Evidence of Implementation
<ul style="list-style-type: none"> <li>Ensure that all revisions of syllabuses at senior cycle</li> </ul>	138		
<ul style="list-style-type: none"> <li>seek to build upon the literacy and numeracy skills developed by students in the junior cycle</li> </ul>	139		
<ul style="list-style-type: none"> <li>include specific requirements regarding the development of literacy and numeracy across all subjects</li> </ul>	140		
<ul style="list-style-type: none"> <li>use a learning outcomes approach in their presentation</li> </ul>	141		
<ul style="list-style-type: none"> <li>provide guidance to teachers to support Assessment for Learning and Assessment of Learning in literacy and numeracy</li> </ul>	142		

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<u><a href="#">COGG to complete sections as relevant to it, please.</a></u> The Department was charged with increasing the time available for the development of students' literacy and numeracy skills, specifically to:	Our Ref	Progress Rating	Comment / Evidence of Implementation
<ul style="list-style-type: none"> <li>Ensure that as part of the reform of the junior cycle, sufficient time is made available for the development of literacy and numeracy skills (2013)</li> </ul>	143		
<ul style="list-style-type: none"> <li>Pending the full reform of the junior cycle, introduce as an interim measure, a limit on the number of subjects that a student may sit in the Junior Certificate examination to a maximum of eight subjects (to include Irish, English and mathematics) to take effect for the cohort of students entering schools in September 2013 (2013)</li> </ul>	144		
<ul style="list-style-type: none"> <li>Increase the time devoted to the teaching of mathematics to a minimum of five periods per week (i.e. one per day) (2013)</li> </ul>	145		
<ul style="list-style-type: none"> <li>Require that mathematics be taught regularly during Transition Year (2013)</li> </ul>	146		
<ul style="list-style-type: none"> <li>With NCCA, ensure that revised syllabuses for all subjects provide specific guidance on how teachers can develop literacy and numeracy skills across the</li> </ul>	147		

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<b>C. Improving Assessment and Evaluation to Support Better Learning in Literacy and Numeracy</b>  CAP was asked to improve the use of assessment information to support better teaching and learning in literacy and numeracy for individual students:	Our Ref	Progress Rating	Comment / Evidence of Implementation
<ul style="list-style-type: none"> <li>Improve, with NCCA, the guidance available to parents to help them to understand the information that they receive on their child's progress (2012-15)</li> </ul>	208		
<ul style="list-style-type: none"> <li>Encourage schools to assist parents in understanding assessment information</li> </ul>	209		
<ul style="list-style-type: none"> <li>Improve (with NCCA) arrangements for the transfer of information about the progress and achievement of students between all schools and state-funded ECCE settings by requiring all settings and schools to provide written reports in standard format to schools and settings to which students transfer (reports to be provided following admission of student to the new school/setting) (2012-14)</li> </ul>	210		

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Thank You