

CCEA CURRICULUM
MONITORING PROGRAMME 2018–19
TECHNICAL APPENDICES



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**APPENDIX 1:
METHODOLOGY**

OVERVIEW

Data for this evaluation was gathered through a mixed-methods approach (Greene, Benjamin and Goodyear, 2001) incorporating the following methods:

- An **online questionnaire** targeting primary and post-primary educationalists;
- A series of separate **focus groups** targeting Primary Principal Groups and Post-Primary Area Learning Communities;
- Separate primary, post-primary, Irish-Medium and special educational needs (SEN) **semi-structured school visits** to capture feedback specifically from teachers delivering the curriculum; and
- The establishment of **Subject Advisory Groups** to provide advice and guidance to CCEA on specific subject areas.

The intention of this approach is to analyse the data obtained via the various methods above and to use this information to feed into future decision-making around planning and support.

ONLINE QUESTIONNAIRE

An online questionnaire was developed, and invitations sent to all primary, post-primary and SEN schools and settings to elicit feedback on the NI Curriculum from the education sector.

In total, there were four main sections to the questionnaire, with respondents given the opportunity to provide free comment at the end of each section. Sections focused on the following:

- the implementation of the curriculum;
- the incorporation of the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities into practice;
- progression across key stages; and
- the effectiveness of CCEA support and resources.

This questionnaire was available on the CCEA website from 21 December 2018 until 29 March 2019. An Irish-Medium questionnaire was also available.

In total, there were 382 responses (seven of which were from the Irish-Medium sector).

FOCUS GROUPS

In parallel with the online questionnaire, seven focus groups were held to offer the opportunity for stakeholders to provide further feedback and to elicit more detailed responses to the curriculum monitoring questions. These were conducted specifically with Primary Principal Groups and Post-Primary Area Learning Communities. In total, 82 people attended these focus groups: 38 from primary schools, 35 from post-primary and nine from a mixed primary and post-primary group.

SEMI-STRUCTURED SCHOOL VISITS

Schools were invited to participate in a school visit from CCEA staff. The sample was weighted by Education Authority region and management type to ensure that it was representative of the wider statutory education sector. In total, 30 primary and 20 post-primary schools were initially invited to take part in this phase of research.

Out of the original sample, 23 primary schools and 18 post-primary agreed to take part in the semi-structured school visits. For schools that declined to be involved, efforts were made to contact a comparable school to ensure that the sample was still representative.

The original samples and the number of achieved school visits are detailed below.

Primary Sample

| Primary | Controlled | | Maintained | | Integrated | |
|---------------|------------|----------|------------|----------|------------|----------|
| | Targeted | Achieved | Targeted | Achieved | Targeted | Achieved |
| Belfast | 1 | ✓ | 1 | ✓ | – | ✓ |
| Northern | 4 | ✓ | 2 | ✓ | 1 | ✓ |
| Southern | 3 | 1 | 5 | ✓ | 1 | 0 |
| South-Eastern | 3 | ✓ | 2 | ✓ | 1 | ✓ |
| Western | 2 | ✓ | 3 | 0 | 1 | 0 |

Source: CCEA Internal Planning (2018)

Post-Primary Sample

| Post-Primary (Selective) | Controlled | | Voluntary | | - | |
|-----------------------------|------------|----------|-----------|----------|----------|----------|
| | Targeted | Achieved | Targeted | Achieved | Targeted | Achieved |
| Belfast | 1 | ✓ | 1 | ✓ | N/A | N/A |
| Northern | 1 | ✓ | 1 | ✓ | N/A | N/A |
| Southern | 1 | ✓ | 1 | ✓ | N/A | N/A |
| South-Eastern | 1 | 0 | – | ✓ | N/A | N/A |
| Western | – | ✓ | 1 | ✓ | N/A | N/A |

| Post-Primary (Non-Selective) | Controlled | | Maintained | | Integrated | |
|---------------------------------|------------|----------|------------|----------|------------|----------|
| | Targeted | Achieved | Targeted | Achieved | Targeted | Achieved |
| Belfast | – | ✓ | – | ✓ | – | ✓ |
| Northern | 1 | ✓ | 2 | ✓ | – | ✓ |
| Southern | – | ✓ | 2 | ✓ | 1 | ✓ |
| South-Eastern | 2 | ✓ | 1 | ✓ | – | ✓ |
| Western | 2 | 1 | 1 | ✓ | – | ✓ |

Source: CCEA Internal Planning (2018)

In addition to this, CCEA contacted Irish-Medium and SEN schools as part of this phase of the curriculum monitoring programme. In total, 11 Irish-Medium and 6 SEN schools¹ were approached and agreed to take part.

A total of 231 interviews took place across 23 primary schools, 18 post-primary schools and 11 Irish-Medium schools in this phase of the research.

It should be noted that, at the time of writing this report, there are still visits being undertaken in SEN centres; these will be reported on as part of Phase Two of this research.

¹ The SEN sample included primary/post-primary centres with specific specialisms in areas such as Social, Emotional and Behavioural Difficulties (SEBD) and Severe and Moderate Learning Disabilities (SLD and MLD).

SUBJECT ADVISORY GROUPS

As part of the curriculum monitoring programme, CCEA has established Subject Advisory Groups which will meet each year from April 2019. The groups are chaired by CCEA and include practising teachers and, where appropriate, industry representatives, further and higher education representatives and other educational stakeholders.

The groups have been established to provide an opportunity for stakeholders to share views with CCEA on areas such as specification content and implementation, validity and rigour of qualifications, consideration of the wider curriculum (in areas such as development and progression) and how all this impacts on specifications and vice-versa.

OTHER VOICES

In addition, a series of consultations were held with other stakeholders. This involved collecting feedback and views from stakeholders who are not directly involved in the implementation of the NI Curriculum. The following groups were identified and consulted with in Phase One; however, their feedback will be reported in further phases of the curriculum monitoring programme.

- **Senior staff from Initial Teacher Education providers** were approached to assess the impact the NI Curriculum has had in their initial teacher education training and the challenges their students face when learning about and engaging with the curriculum for the first time, as well as their experiences of curriculum implementation.
- **Parents** were approached to contribute to the curriculum monitoring project during Parents' Parliaments. These are events established by Parentkind with the support of CCEA, the Department of Education and Queen's University Belfast. These parliaments offer parents the opportunity to share their views, ideas and experiences of their child's education with key education policymakers.
- Finally, in collaboration with the Northern Ireland Commissioner for Children and Young People (NICCY), CCEA issued an online questionnaire to **post-primary pupils** on their experiences of the NI Curriculum. Responses were received from 40 post-primary pupils and will be followed up with focus group engagement.

RESEARCH LIMITATIONS AND CAVEATS

Though efforts have been made to ensure that the research conducted as part of this project is representative of the statutory education sector in Northern Ireland, there are a number of limitations and caveats, the first being the low response obtained from the Irish-Medium and SEN sectors to the online questionnaire.

In total, there were only seven responses to the Irish-Medium version of the questionnaire, five primary and two post-primary. Due to the small number of responses obtained compared to the overall size of the sector, there is a risk that these may not be representative of the overall Irish-Medium sector. School visits were conducted in order to ascertain any specific curricular issues this sector faces, but questionnaire data should be treated with caution.

In addition to this, it has not been possible to specify within the questionnaire's SEN response the broad range of learners that are encompassed in this sector.² Due to the general nature of the questionnaire itself, it cannot be stated whether the response is in relation to SEN pupils in a mainstream setting or those in SEN centres. It is recommended that future curriculum research focuses on SEN in greater detail to account for the range of pupils within this sector.

Please note that some schools were unable to take part in structured interviews, and the Western region is underrepresented in the sample (particularly at primary level). If a school declined to take part, attempts were made to contact a similar school in the same region.

Finally, qualitative views obtained via the questionnaire and presented throughout this report are respondents' own comments and opinions regarding the NI Curriculum. Therefore, some of the comments are perceptual in nature and may contradict each other.

² This includes SEN learners in mainstream primary, secondary and grammar schools, SEN Units, Special Schools for Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Social, Emotional and Behavioural Difficulties (SEBD), and alternative education provision such as hospital schools, etc.



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**APPENDIX 2:
QUESTIONNAIRE
STRUCTURE**

CCEA CURRICULUM MONITORING PROGRAMME 2018–19

The following survey is specifically designed to capture the views of school teachers and Principals delivering the Northern Ireland (NI) Curriculum.

Thank you for your interest in CCEA's Curriculum Monitoring Programme; this is the first questionnaire in our annual monitoring programme. The programme is designed to support schools delivering the curriculum and to provide teachers and principals with the opportunity to give feedback which will enable CCEA to develop and provide support.

Along with this questionnaire, part of the programme will include meetings with teachers, discussions with Area Learning Communities and focus groups with stakeholders. We will be issuing additional questionnaires this year to capture the views of specific groups such as SEN and Irish medium, and in subsequent years CCEA will build on the feedback obtained to develop additional questionnaires to inform future planning and support.

The NI Curriculum was originally introduced in 2007 and we want to hear how it is working, and how CCEA can support teachers in its further implementation. The information that you share will be confidential and cannot be traced back to individual schools. It will be used by CCEA researchers to create a report that will be published in June 2019. This report will inform the planning of future support for schools.

For further information about how CCEA will use and store information, please refer to [CCEA's privacy notice](#).

We hope that taking part in this questionnaire will provide an opportunity for reflection and professional dialogue within the education community in Northern Ireland. By sharing your views, you can help to shape the curriculum support provided by CCEA in the coming years, to the benefit of the teachers and pupils in all our schools. Questions are tailored for each respondent and school type.

The questionnaire is structured into four sections:

- Section 1: Implementation of the Curriculum;
- Section 2: Cross-Curricular Skills and Thinking Skills & Personal Capabilities;
- Section 3: Assessing Progression; and
- Section 4: CCEA Curriculum Support and Materials.

This questionnaire should roughly take **ten minutes to complete**, however, if you are unable to complete this in one sitting, there is a facility to save your answers. If you have any queries regarding the questionnaire, please contact Simon Beattie at sbeattie@ccea.org.uk or (028) 90 261200 Ext 2604.

DEMOGRAPHICS

Are you responding to this questionnaire as someone representing a school?

Please choose **only one** of the following:

| | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

If no, respondent cannot proceed with the questionnaire.

Respondent

Please choose **only one** of the following:

| | |
|----------------------|--------------------------|
| Pre-School Teacher | <input type="checkbox"/> |
| Primary Teacher | <input type="checkbox"/> |
| Post-Primary Teacher | <input type="checkbox"/> |
| Principal | <input type="checkbox"/> |
| Vice Principal | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

If you have selected 'Other', please specify.

School Type

Please choose **only one** of the following:

| | |
|----------------------------|--------------------------|
| Pre-School | <input type="checkbox"/> |
| Primary | <input type="checkbox"/> |
| Selective Post-Primary | <input type="checkbox"/> |
| Non-Selective Post-Primary | <input type="checkbox"/> |
| SEN | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

If you have selected 'Other', please specify.

Management Type

| Please choose only one of the following: | | |
|---|--|--------------------------|
| Controlled | | <input type="checkbox"/> |
| Maintained | | <input type="checkbox"/> |
| Integrated | | <input type="checkbox"/> |
| Voluntary | | <input type="checkbox"/> |
| Other | | <input type="checkbox"/> |
| If you have selected 'Other', please specify. | | |
| <input type="text"/> | | |

Region

| Please choose only one of the following: | | |
|---|--|--------------------------|
| Belfast | | <input type="checkbox"/> |
| North-Eastern | | <input type="checkbox"/> |
| South-Eastern | | <input type="checkbox"/> |
| Southern | | <input type="checkbox"/> |
| Western | | <input type="checkbox"/> |

Setting

| Please choose only one of the following: | | |
|---|--|--------------------------|
| Rural | | <input type="checkbox"/> |
| Semi-Urban | | <input type="checkbox"/> |
| Urban | | <input type="checkbox"/> |

Number of Pupils

| Please choose only one of the following: | | |
|---|--|--------------------------|
| 1–105 | | <input type="checkbox"/> |
| 106–200 | | <input type="checkbox"/> |
| 201–499 | | <input type="checkbox"/> |
| 500–699 | | <input type="checkbox"/> |
| 700–999 | | <input type="checkbox"/> |
| 1,000+ | | <input type="checkbox"/> |

What class group(s) do you teach?

Question for primary teachers only.

| Please choose all that apply: | |
|--------------------------------------|--------------------------|
| Primary 1 | <input type="checkbox"/> |
| Primary 2 | <input type="checkbox"/> |
| Primary 3 | <input type="checkbox"/> |
| Primary 4 | <input type="checkbox"/> |
| Primary 5 | <input type="checkbox"/> |
| Primary 6 | <input type="checkbox"/> |
| Primary 7 | <input type="checkbox"/> |

What subject area(s) do you teach at Key Stage 3/4/5?

Question for post-primary teachers and vice principals only.

| Please choose all that apply: | | | |
|--------------------------------------|--------------------------|--|--------------------------|
| Art & Design | <input type="checkbox"/> | Home Economics | <input type="checkbox"/> |
| Biology | <input type="checkbox"/> | ICT/Digital Technology | <input type="checkbox"/> |
| Business Studies | <input type="checkbox"/> | Irish | <input type="checkbox"/> |
| Chemistry | <input type="checkbox"/> | Mathematics | <input type="checkbox"/> |
| Computing | <input type="checkbox"/> | Moving Image Arts/ Media & Film Studies | <input type="checkbox"/> |
| Design & Technology | <input type="checkbox"/> | Music | <input type="checkbox"/> |
| Drama | <input type="checkbox"/> | Physical Education | <input type="checkbox"/> |
| English | <input type="checkbox"/> | Physics | <input type="checkbox"/> |
| English Literature | <input type="checkbox"/> | Religious Studies | <input type="checkbox"/> |
| French | <input type="checkbox"/> | Science (Single/Double Award) | <input type="checkbox"/> |
| Geography | <input type="checkbox"/> | Spanish | <input type="checkbox"/> |
| German | <input type="checkbox"/> | Other | <input type="checkbox"/> |

SECTION 1: IMPLEMENTATION OF THE CURRICULUM

Question 1

To what extent do you agree with the following statements about the NI Curriculum?

Please choose the appropriate response for each item:

| | Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The NI Curriculum provides a clear aim and objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The NI Curriculum provides an appropriate balance between knowledge, understanding and skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The NI Curriculum supports progression from Foundation Stage through to Key Stage 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The NI Curriculum provides a framework to support planning for progression in knowledge, understanding and skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have any comments in relation to the above, please use the space below.

Question 2

To what extent do you agree with the following statements about the NI Curriculum?

Please choose the appropriate response for each item:

| | Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The NI Curriculum provides flexibility to customise learning to suit the needs of individuals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The NI Curriculum encourages pupils to make connections in their learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The NI Curriculum provides appropriate opportunities for learning for all learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The NI Curriculum prepares learners for future life and work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have any comments in relation to the above, please use the space below.

Question 3

In your school, to what extent do you agree with the following statements?

Please choose the appropriate response for each item:

| | Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The curriculum aim and objectives are embedded in the learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is an appropriate balance between subject knowledge, understanding and skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is progression in subject-specific knowledge, understanding and skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is progression within and between the key stages. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is flexibility to customise learning to suit the needs of individuals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils are encouraged to make connections in their learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There are appropriate opportunities for learning for all learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have any comments in relation to the above, please use the space below.

Personal Development & Mutual Understanding/Learning for Life & Work

Question 4

In your school to what extent is Personal Development & Mutual Understanding/Learning for Life & Work...

Please choose the appropriate response for each item:

| | To a great extent | To some extent | Very little | Not at all |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Embedded | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Valued | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Relevant and Up-to-Date | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have any comments in relation to the above, please use the space below.

Active Learning

Question 5

In your school, to what extent do you (or teachers in your school) use Active Learning Strategies in the classroom?

Please choose **only one** of the following:

| | |
|-------------------|--------------------------|
| To a great extent | <input type="checkbox"/> |
| To some extent | <input type="checkbox"/> |
| Very little | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |

If you have selected 'Not at all' to the above question, please comment on your answer.

Question 5b

What strategies do you (or teachers in your school) find most useful in developing your pupils' understanding, attitudes and dispositions?

Access & Equality

Question 6

Are there any areas of the NI Curriculum which you think present barriers to access or create other inequalities for some learners?

Please choose **only one** of the following:

| | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

If you have answered 'Yes' please use the space below to elaborate on your answer.

SECTION 2: CROSS-CURRICULAR SKILLS AND THINKING SKILLS & PERSONAL CAPABILITIES

Question 7

As part of your planning do you include opportunities to embed the following Cross-Curricular Skills?

AND

To what extent does this impact on pupil development in these areas?

Please choose the appropriate response for each item:

| | Yes | No | To a great extent | To some extent | Very little | Not at all | N/A |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using Maths | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using ICT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have any comments in relation to the above, please use the space below.

Question 8

As part of your planning, do you include opportunities to acquire and develop the following Thinking Skills & Personal Capabilities?

AND

To what extent does this impact on pupil development in these areas?

Please choose the appropriate response for each item:

| | Yes | No | To a great extent | To some extent | Very little | Not at all | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Managing Information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Working with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Thinking, Problem Solving, Decision Making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Being Creative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Question 8b

To what extent do you deliver Thinking Skills & Personal Capabilities through ...

Please choose the appropriate response for each item:

| | To a great extent | To some extent | Very little | Not at all |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using Maths | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using ICT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Through your own subject (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have any comments in relation to the above, please use the space below.

SECTION 3: ASSESSING PROGRESSION

Question 9

How useful do you (or teachers in your school) find the following Assessment for Learning strategies in the classroom?

Please choose the appropriate response for each item:

| | Very Useful | Useful | Neither | Not Useful | Not at all Useful | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Sharing Learning Intentions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sharing or Agreeing Success Criteria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written formative feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral Formative Feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Peer Assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-evaluation/ Self-Assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using Outcomes of Assessment to Inform Future Teaching and Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual Target Setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have selected 'Other', please specify.

If you have any comments in relation to the question above, please use the space below.

Question 10

Do you (or teachers in your school) use the following methods in your classroom to assess pupil progress and achievement?

AND

How effective do you think each is in informing teaching and learning?

Please choose the appropriate response for each item:

| | Yes | No | Very Effective | Effective | Neither | Not Effective | Not at all Effective | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Observation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Written Work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral, Visual or Physical Demonstrations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Group Tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project Work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Class Tests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic and/or Standardised Tests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Online Courses (e.g. webinars) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have selected 'Other', please specify.

If you have any comments in relation to the above, please use the space below.

Question 11

Do you (or teachers in your school) use the Levels of Progression?

| Please choose the appropriate response for each item: | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| Communication | <input type="checkbox"/> | <input type="checkbox"/> |
| Using Mathematics | <input type="checkbox"/> | <input type="checkbox"/> |
| Using ICT | <input type="checkbox"/> | <input type="checkbox"/> |

Question 11b

If so, how useful do you find the Levels of Progression for the following?

| Please choose the appropriate response for each item: | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Very Useful | Useful | Neither | Not Useful | Not at all Useful |
| Planning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Formative Assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Summative Assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have any comments in relation to the above, please use the space below.

Question 12

How useful do you (or teachers in your school) find the following in supporting assessment practice?

| Please choose the appropriate response for each item: | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Very Useful | Useful | Neither | Not Useful | Not at all Useful | N/A |
| Internal Standardisation (within school) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cluster (Inter-School) standardisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| External CCEA Moderation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CCEA standard setting events/agreement trials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CCEA Key Stage Task and Exemplification Resources (Task Library, Exemplifications Library, Task Support System, Guidance Documents) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CCEA Controlled Assessment and Coursework Resources (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exam Specifications (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specimen Assessment Materials (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If you have any comments in relation to the above, please use the space below. | | | | | | |
| | | | | | | |

SECTION 4: CCEA CURRICULUM SUPPORT AND MATERIALS

Question 13

In the previous 18 months, have you used any of the following sources to develop your own practice and support delivering the curriculum in your school/classroom?

| Please choose all that apply: | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| Face-to-Face Courses/Conferences | <input type="checkbox"/> | <input type="checkbox"/> |
| Online Learning | <input type="checkbox"/> | <input type="checkbox"/> |
| Peer Learning/Mentoring | <input type="checkbox"/> | <input type="checkbox"/> |
| Cluster Groups | <input type="checkbox"/> | <input type="checkbox"/> |
| Masters/Postgraduate Courses | <input type="checkbox"/> | <input type="checkbox"/> |
| Online Courses (e.g. Webinars) | <input type="checkbox"/> | <input type="checkbox"/> |
| Informal Reading | <input type="checkbox"/> | <input type="checkbox"/> |
| Use of Social Media | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> |
| If you have selected 'Other', please specify. | | |
| | | |

Question 13b

Which of these did you find the most useful?

Question 14

In the previous 18 months, what CCEA support have you (or your school) used?

| Please choose all that apply: | |
|---|--------------------------|
| Curriculum part of CCEA Website | <input type="checkbox"/> |
| Qualifications part of CCEA Website (e.g. Subject Microsites) (Post-Primary Only) | <input type="checkbox"/> |
| Curriculum face-to-face Events (e.g. Workshops) | <input type="checkbox"/> |
| Qualifications face-to-face Events (e.g. Agreement Trials, Subject Support Events) (Post-Primary Only) | <input type="checkbox"/> |
| Online Courses (e.g. Webinars) | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |
| If you have selected 'Other', please specify. | |
| <input style="width: 100%; height: 30px;" type="text"/> | |

Question 14b

Which of these did you find the most useful?

Question 15

Have you (or teachers in your school) used CCEA guidance and resource materials to plan and develop teaching and learning in your school in any of the following areas?

Please choose the appropriate response for each item:

| | Yes | No | Not Sure |
|---|--------------------------|--------------------------|--------------------------|
| Assessment for Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Thinking Skills & Personal Capabilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Curricular Areas of Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cross-Curricular Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SEN | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Irish Medium | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foundation Stage (Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Subject Microsites (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specifications (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specimen Assessment Materials (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fact Files (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Planning Frameworks (Post-Primary Only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have selected 'Other', please specify.

Question 15b

Please indicate which CCEA materials you have found most useful to plan and develop teaching and learning in your school.

Question 16

Please rate the provision of CCEA guidance materials for the following Key Stages.

| Please choose the appropriate response for each item: | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Very Good | Good | Neither | Poor | Very Poor | N/A |
| Primary | | | | | | |
| Foundation Stage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Key Stage 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Key Stage 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Post-Primary | | | | | | |
| Key Stage 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Key Stage 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GCSE (and Other Level 1/2 Qualifications) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| GCE (and other Level 3 Qualifications) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If you have any comments in relation to the above, please use the space below. | | | | | | |
| | | | | | | |

Question 17

Do you feel that there are other resources that CCEA needs to provide to support teaching and learning?

| Please choose only one of the following: | |
|---|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't Know | <input type="checkbox"/> |

Question 17b

If yes, please indicate what other resources/materials you would require to support teaching and learning.

SECTION 5: FURTHER ENGAGEMENT

As part of the Curriculum Monitoring Programme, CCEA will be engaging throughout the year with stakeholders in a variety of different ways. If you would wish to be involved, please respond below.

Please choose **only one** of the following:

Yes

No

If so, please provide your contact details below.

Please write your answer(s) here:

Name

Phone No.

E-Mail Address

Thank you for taking the time to complete this questionnaire.



3

**APPENDIX 3:
QUESTIONNAIRE
TABLES**

QUESTIONNAIRE DEMOGRAPHICS

Respondent

| | Number (N) | Percent (%) |
|----------------------|------------|-------------|
| Pre-School Teacher | 1 | 0.3 |
| Primary Teacher | 99 | 25.9 |
| Post-Primary Teacher | 186 | 48.7 |
| Principal | 60 | 15.7 |
| Vice Principal | 29 | 7.6 |
| Other ³ | 7 | 1.8 |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

School Type

| | Number (N) | Percent (%) |
|----------------------------|------------|-------------|
| Pre-School ⁴ | 1 | 0.3 |
| Primary | 146 | 38.2 |
| Selective Post-Primary | 96 | 25.1 |
| Non-Selective Post-Primary | 112 | 29.3 |
| SEN | 20 | 5.2 |
| Irish-Medium ⁵ | 7 | 1.8 |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Management Type

| | Number (N) | Percent (%) |
|--------------------|------------|-------------|
| Controlled | 170 | 44.5 |
| Maintained | 107 | 28.0 |
| Integrated | 24 | 6.3 |
| Voluntary | 74 | 19.4 |
| Other ⁶ | 7 | 1.8 |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

³ Other responses included: SEN Teacher (N=3), Director (N=1), Head of Department (N=1), Special Educational Needs Co-ordinator (SENCO) (N=1) and Student (N=1).

⁴ Please Note: Pre-school has been incorporated as part of the primary response. The low response rate may not be representative of the wider pre-school sector and, if considered separately, would give undue weight to a small number of respondents.

⁵ Please Note: The Irish-Medium response is made up of five primary and two post-primary respondents. As such, some specific variables only make reference to either primary or post-primary.

⁶ Other responses included: Controlled Integrated (N=1), Irish-Medium (N=1), Undisclosed (N=1), Special (N=1), Preparatory (N=1) and Protestant (N=1).

Region

| | Number (N) | Percent (%) |
|---------------|------------|-------------|
| Belfast | 68 | 17.8 |
| North-Eastern | 103 | 27.0 |
| South-Eastern | 67 | 17.5 |
| Southern | 68 | 17.8 |
| Western | 76 | 19.9 |

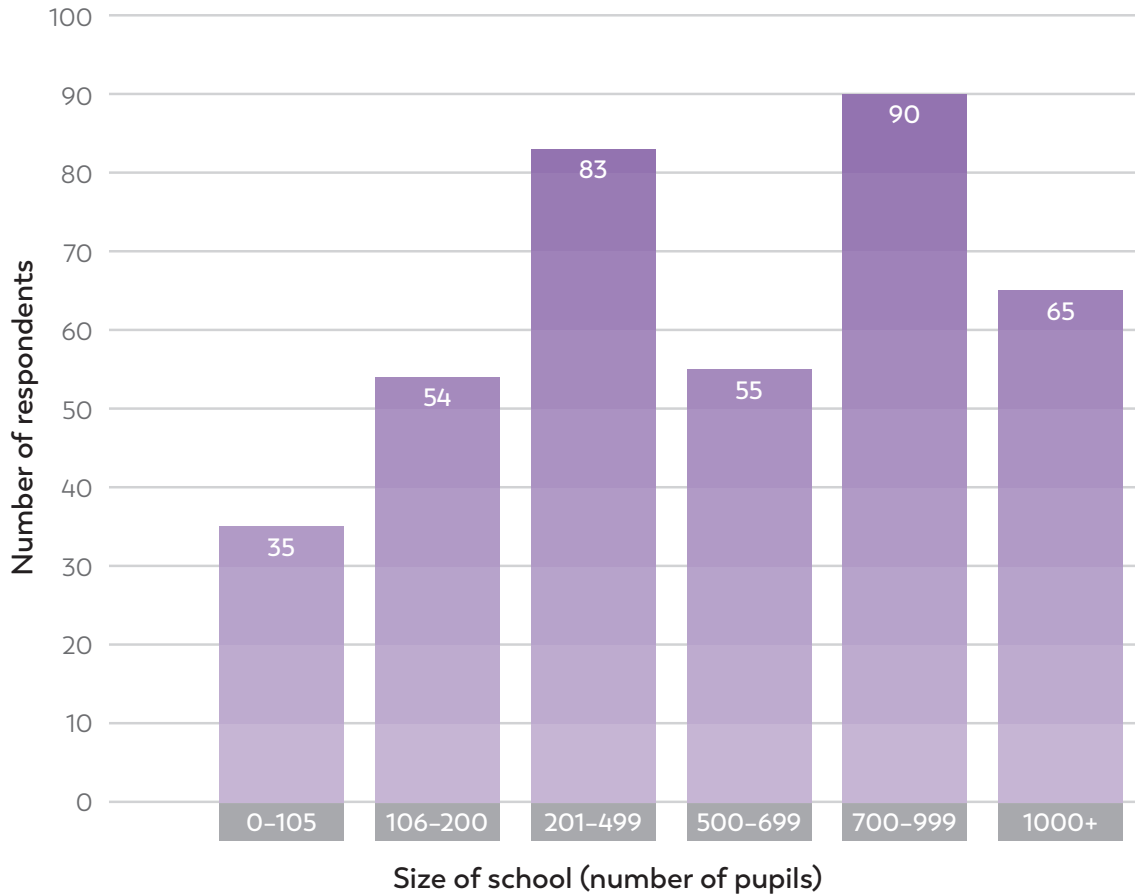
Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Setting

| | Number (N) | Percent (%) |
|------------|------------|-------------|
| Rural | 99 | 25.9 |
| Semi-Urban | 118 | 30.9 |
| Urban | 165 | 43.2 |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

School Size



Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Years Taught (Primary)

| | Number (N) | Percent (%) |
|--------|------------|-------------|
| Year 1 | 17 | 11.7 |
| Year 2 | 20 | 13.8 |
| Year 3 | 18 | 12.4 |
| Year 4 | 25 | 17.2 |
| Year 5 | 24 | 16.6 |
| Year 6 | 20 | 13.8 |
| Year 7 | 21 | 14.5 |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Subjects Taught at Key Stage 3/Key Stage 4

| | Number (N) | Percent (%) |
|--|------------|-------------|
| Art and Design | 18 | 3.5 |
| Biology | 26 | 5.1 |
| Business Studies | 13 | 2.5 |
| Chemistry | 24 | 4.7 |
| Computing | 13 | 2.5 |
| Design and Technology | 15 | 2.9 |
| Drama | 12 | 2.4 |
| English | 35 | 6.9 |
| English Literature | 24 | 4.7 |
| French | 21 | 4.1 |
| Geography | 24 | 4.7 |
| German | 7 | 1.4 |
| History | 30 | 5.9 |
| Home Economics | 12 | 2.4 |
| ICT/Digital Technology | 29 | 5.7 |
| Irish | 7 | 1.4 |
| Mathematics | 29 | 5.7 |
| Moving Image Arts/Media and Film Studies | 14 | 2.7 |
| Music | 11 | 2.2 |
| Physical Education | 14 | 2.7 |
| Physics | 28 | 5.5 |
| Religious Studies | 23 | 4.5 |
| Science (Single/Double Award) | 32 | 6.3 |
| Spanish | 16 | 3.1 |
| Other ⁷ | 33 | 6.5 |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

⁷ Other responses included: Learning for Life and Work (N=8), Health and Social Care (N=4), Prince's Trust (N=2), Public Services (N=2), Occupational Studies (N=2), Business Communications Systems (N=1), Careers (N=1), Child Development (N=1), Economics (N=1), Environmental Technology (N=1), Hospitality (N=1), Key Stage 3 General Science (N=1), Latin (N=1), Life and Health Sciences (N=1), Motor Vehicle and Road User Studies (N=1), Nutrition and Food Sciences (N=1), Performing Arts (n=1), Sociology (N=1) and Tourism (N=1).

CURRICULUM DESIGN AND IMPLEMENTATION

Question 1

To what extent do you agree with the following statements about the NI Curriculum?

| | Primary | | | Post-Primary | | | SEN | | | Irish-Medium | | |
|--|------------------|-----------------|-----------------|------------------|-----------------|-----------------|---------------|--------------|--------------|----------------|----------------|----------------|
| | Agree | Neither | Disagree | Agree | Neither | Disagree | Agree | Neither | Disagree | Agree | Neither | Disagree |
| | N=124 (84.3%) | N=12 (8.2%) | N=11 (7.5%) | N=166 (79.8%) | N=22 (10.6%) | N=20 (9.6%) | N=16 (80%) | N=2 (10%) | N=2 (10%) | N=7 (100%) | – | – |
| The NI Curriculum provides a clear aim and objectives. | N=120 (81.6%) | N=10 (6.8%) | N=17 (11.6%) | N=125 (60.1%) | N=25 (12%) | N=58 (27.9%) | N=17 (85%) | – | N=3 15% | N=6 (85.7%) | N=1 (14.3%) | – |
| The NI Curriculum provides an appropriate balance between knowledge, understanding and skills. | N=118 (80.3%) | N=12 (8.2%) | N=17 (11.6%) | N=123 (59.1%) | N=28 (13.5%) | N=57 (27.4%) | N=18 (90%) | – | N=2 (10%) | N=5 (71.4%) | N=1 (14.3%) | N=1 (14.3%) |
| The NI Curriculum provides a framework to support planning for progression in knowledge, understanding and skills. | N=106 (72.1%) | N=17 (11.6%) | N=24 (16.3%) | N=129 (62%) | N=27 (13%) | N=52 (25%) | N=18 (90%) | – | N=2 (10%) | N=4 (57.1%) | N=1 (14.3%) | N=2 (28.6%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 2
To what extent do you agree with the following statements about the NI Curriculum?

| | Primary | | | Post-Primary | | | SEN | | | Irish-Medium | | |
|--|------------------|-----------------|-----------------|------------------|-----------------|-----------------|---------------|--------------|--------------|----------------|----------------|----------------|
| | Agree | Neither | Disagree | Agree | Neither | Disagree | Agree | Neither | Disagree | Agree | Neither | Disagree |
| | | | | | | | | | | | | |
| The NI Curriculum provides flexibility to customise learning to suit the needs of individuals. | N=118 (80.3%) | N=16 (10.9%) | N=13 (8.8%) | N=148 (71.2%) | N=30 (14.4%) | N=30 (14.4%) | N=13 (65%) | N=2 (10%) | N=5 (25%) | N=4 (57.1%) | N=2 (28.6%) | N=1 (14.3%) |
| The NI Curriculum encourages pupils to make connections in their learning. | N=128 (87.1%) | N=9 (6.1%) | N=10 (6.8%) | N=135 (64.9%) | N=33 (15.9%) | N=30 (19.2%) | N=13 (65%) | N=4 (20%) | N=3 (15%) | N=4 (57.1%) | N=3 (42.9%) | – |
| The NI Curriculum provides appropriate opportunities for learning for all learners. | N=105 (71.4%) | N=19 (12.9%) | N=23 (15.7%) | N=131 (62.9%) | N=30 (14.4%) | N=47 (22.7%) | N=10 (50%) | N=4 (20%) | N=6 (30%) | N=6 (85.7%) | – | N=1 (14.3%) |
| The NI Curriculum provides appropriate opportunities for learning for all learners in an Irish-Medium setting. | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N=5 (71.4%) | N=1 (14.3%) | N=1 (14.3%) |
| The NI Curriculum prepares learners for future life and work. | N=90 (61.2%) | N=34 (23.1%) | N=23 (15.7%) | N=98 (47.1%) | N=43 (20.6%) | N=61 (29.3%) | N=13 (65%) | N=4 (20%) | N=3 (15%) | N=5 (71.4%) | N=1 (14.3%) | N=1 (14.3%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 3
In your school, to what extent do you agree with the following statements?

| | Primary | | | Post-Primary | | | SEN | | | Irish-Medium | | |
|--|------------------|-----------------|-----------------|------------------|-----------------|-----------------|---------------|--------------|--------------|----------------|----------------|----------------|
| | Agree | Neither | Disagree | Agree | Neither | Disagree | Agree | Neither | Disagree | Agree | Neither | Disagree |
| The curriculum aim and objectives are embedded in the learning. | N=134 (91.2%) | N=9 (6.1%) | N=4 (2.7%) | N=157 (75.5%) | N=34 (16.4%) | N=17 (8.1%) | N=17 (85%) | N=1 (5%) | N=2 (10%) | N=6 (85.7%) | N=1 (14.3%) | – |
| There is an appropriate balance between subject knowledge, understanding and skills. | N=113 (76.9%) | N=16 (10.9%) | N=18 (12.2%) | N=116 (55.8%) | N=31 (14.9%) | N=61 (29.3%) | N=16 (80%) | N=2 (10%) | N=2 (10%) | N=6 (85.7%) | N=1 (14.3%) | – |
| There is progression in subject-specific knowledge, understanding and skills. | N=124 (84.4%) | N=10 (6.8%) | N=13 (8.8%) | N=153 (73.5%) | N=26 (12.5%) | N=29 (14%) | N=18 (90%) | N=1 (5%) | N=1 (5%) | N=5 (71.4%) | N=2 (28.6%) | – |
| There is progression within and between the key stages. | N=129 (87.8%) | N=12 (8.2%) | N=6 (4.1%) | N=142 (68.3%) | N=24 (11.5%) | N=42 (20.2%) | N=15 (75%) | N=4 (20%) | N=1 (5%) | N=5 (71.4%) | N=2 (28.6%) | – |
| There is flexibility to customise learning to suit the needs of individuals. | N=121 (82.3%) | N=15 (10.2%) | N=11 (7.5%) | N=130 (62.4%) | N=30 (14.4%) | N=48 (23.2%) | N=11 (55%) | N=4 (20%) | N=5 (25%) | N=6 (85.7%) | – | N=1 (14.3%) |
| Pupils are encouraged to make connections in their learning. | N=130 (88.4%) | N=9 (6.1%) | N=8 (5.4%) | N=149 (71.6%) | N=33 (15.3%) | N=27 (13%) | N=17 (85%) | N=3 (15%) | – | N=6 (85.7%) | N=1 (14.3%) | – |
| There are appropriate opportunities for learning for all learners. | N=116 (78.9%) | N=16 (10.9%) | N=15 (10.2%) | N=137 (65.8%) | N=36 (17.3%) | N=35 (16.8%) | N=11 (55%) | N=4 (20%) | N=5 (25%) | N=5 (71.4%) | N=1 (14.3%) | N=1 (14.3%) |
| Language learning objectives (Irish) are planned and embedded in learning. | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N=6 (85.7%) | N=1 (14.3%) | – |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 4
In your school/class to what extent is PD&MU/LLW [...]?

| | Primary | | | | Post-Primary | | | | SEN | | | | Irish-Medium | | | |
|-------------------------|-----------------|-----------------|-----------------|---------------|-----------------|-----------------|-----------------|-----------------|---------------|--------------|-------------|--------------|----------------|----------------|----------------|------|
| | Great | Some | Little | None | Great | Some | Little | None | Great | Some | Little | None | Great | Some | Little | None |
| Embedded | N=55 (37.4%) | N=76 (51.7%) | N=16 (10.9%) | - | N=49 (23.6%) | N=102 (49%) | N=47 (22.6%) | N=10 (4.8%) | N=11 (55%) | N=8 (40%) | - | N=1 (5%) | N=3 (42.9%) | N=2 (28.6%) | N=2 (28.6%) | - |
| Valued | N=68 (46.3%) | N=65 (44.2%) | N=13 (8.8%) | N=1 (0.7%) | N=36 (17.3%) | N=74 (35.6%) | N=70 (33.7%) | N=28 (13.4%) | N=10 (50%) | N=8 (40%) | - | N=2 (10%) | N=2 (28.6%) | N=5 (71.4%) | - | - |
| Relevant and Up to Date | N=55 (37.4%) | N=72 (49%) | N=17 (11.6%) | N=3 (2%) | N=41 (19.7%) | N=96 (46.1%) | N=51 (24.5%) | N=20 (9.7%) | N=8 (40%) | N=9 (45%) | N=1 (5%) | N=2 (10%) | N=1 (14.3%) | N=4 (57.1%) | N=2 (26.6%) | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 5
In your school/class to what extent do teachers use Active Learning Strategies in the classroom?

| | Great | Some | Little | None | No Answer |
|--------------|-----------------|------------------|----------------|------|--------------|
| Primary | N=61 (41.5%) | N=7 (53.7%) | N=7 (4.8%) | - | - |
| Post-Primary | N=79 (38%) | N=112 (53.8%) | N=17 (8.2%) | - | - |
| SEN | N=7 (35%) | N=7 (35%) | N=2 (10%) | - | N=4 (20%) |
| Irish-Medium | N=3 (42.9%) | N=3 (42.9%) | N=1 (14.3%) | - | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 6
 Are there any areas of the NI Curriculum which you think present barriers to access or create other inequalities for some learners?

| | Yes | No |
|---------------------------|-----------------|------------------|
| Primary | N=32 (21.8%) | N=115 (78.2%) |
| Post-Primary | N=56 (26.9%) | N=152 (73.1%) |
| SEN | N=11 (55%) | N=9 (45%) |
| Irish-Medium ⁸ | N=2 (28.6%) | N=5 (71.4%) |

Source: CCEA (2019). Curriculum Monitoring Programme. Questionnaire Findings

⁸ For Irish-Medium the question was phrased as follows: 'Are there any areas of the NI Curriculum that would impede access or create inequality for pupils in an Irish-Medium setting?'

The Cross-Curricular Skills and the Thinking Skills and Personal Capabilities

Question 7

As part of your planning do you include opportunities to embed the following Cross-Curricular Skills?

| | Primary | | Post-Primary | | SEN | | Irish-Medium | |
|-----------------------|------------------|---------------|------------------|----------------|----------------|-------------|----------------|----------------|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Communication | N=145 (98.6%) | N=2 (1.4%) | N=202 (97.1%) | N=6 (2.9%) | N=20 (100%) | - | N=6 (85.7%) | N=1 (14.3%) |
| Communication (Irish) | N/A | N/A | N/A | N/A | N/A | N/A | N=7 (100%) | - |
| Using Mathematics | N=145 (98.6%) | N=2 (1.4%) | N=182 (87.5%) | N=2 (12.5%) | N=20 (100%) | - | N=6 (85.7%) | N=1 (14.3%) |
| Using ICT | N=143 (97.3%) | N=4 (2.7%) | N=189 (90.9%) | N=19 (9.1%) | N=19 (95%) | N=1 (5%) | N=7 (100%) | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

To what extent does this impact on pupil development in these areas?⁹

| | Primary | | | | Post-Primary | | | | SEN | | | | Irish-Medium | | | |
|-----------------------|-----------------|-----------------|----------------|---------------|------------------|-----------------|-----------------|---------------|---------------|--------------|--------------|-------------|----------------|----------------|--------|------|
| | Great | Some | Little | None | Great | Some | Little | None | Great | Some | Little | None | Great | Some | Little | None |
| Communication | N=91 (62.7%) | N=50 (34.5%) | N=3 (2.1%) | N=1 (0.7%) | N=106 (52.5%) | N=78 (38.6%) | N=14 (6.9%) | N=4 (2%) | N=18 (90%) | N=2 (10%) | - | - | N=3 (50%) | N=3 (50%) | - | - |
| Communication (Irish) | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N=3 (42.9%) | N=4 (57.1%) | - | - |
| Using Mathematics | N=75 (51.7%) | N=65 (44.8%) | N=4 (2.8%) | N=1 (0.7%) | N=59 (32.4%) | N=81 (44.5%) | N=36 (19.8%) | N=6 (3.3%) | N=12 (60%) | N=6 (30%) | N=2 (10%) | - | N=2 (28.6%) | N=4 (57.1%) | - | - |
| Using ICT | N=60 (41.9%) | N=71 (49.7%) | N=12 (8.4%) | - | N=59 (31.2%) | N=91 (48.2%) | N=35 (18.5%) | N=4 (2.1%) | N=12 (60%) | N=5 (25%) | N=2 (10%) | N=1 (5%) | N=3 (42.9%) | N=4 (57.1%) | - | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

⁹ Please Note: The percentages reported in this question are based on the number of respondents who indicated 'Yes' to specific variables in the previous question: 'As part of your planning do you include opportunities to embed the following Cross-Curricular Skills?' As such, totals and percentage figures may differ between variables.

Question 8
As part of your planning do you include opportunities to acquire and develop the following Thinking Skills & Personal Capabilities?

| | Primary | | Post-Primary | | SEN | | Irish-Medium | |
|---|------------------|---------------|------------------|---------------|----------------|-------------|---------------|----|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Managing Information | N=143 (97.3%) | N=4 (2.7%) | N=205 (98.6%) | N=3 (1.4%) | N=19 (95%) | N=1 (5%) | N=7 (100%) | - |
| Working with Others | N=144 (98%) | N=3 (2%) | N=205 (98.6%) | N=3 (1.4%) | N=20 (100%) | - | N=7 (100%) | - |
| Thinking, Problem-Solving and Decision-Making | N=143 (97.3%) | N=4 (2.7%) | N=204 (98.1%) | N=4 (1.9%) | N=19 (95%) | N=1 (5%) | N=7 (100%) | - |
| Self-Management | N=142 (96.6%) | N=5 (3.4%) | N=203 (97.6%) | N=5 (2.4%) | N=20 (100%) | - | N=7 (100%) | - |
| Being Creative | N=143 (97.3%) | N=4 (2.7%) | N=199 (95.7%) | N=9 (4.3%) | N=19 (95%) | N=1 (5%) | N=7 (100%) | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

To what extent does this impact on pupil development in these areas?¹⁰

| | Primary | | | | Post-Primary | | | | SEN | | | | Irish-Medium | | | |
|---|-----------------|-----------------|---------------|------|------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|------|----------------|----------------|--------|------|
| | Great | Some | Little | None | Great | Some | Little | None | Great | Some | Little | None | Great | Some | Little | None |
| Managing Information | N=49 (34.3%) | N=87 (60.8%) | N=7 (4.9%) | - | N=107 (52.5%) | N=87 (42.6%) | N=9 (4.4%) | N=1 (0.5%) | N=10 (52.6%) | N=9 (47.4%) | - | - | N=3 (42.9%) | N=4 (57.1%) | - | - |
| Working with Others | N=86 (59.7%) | N=52 (36.1%) | N=6 (4.2%) | - | N=118 (57.6%) | N=77 (37.6%) | N=9 (4.4%) | N=1 (0.4%) | N=12 (60%) | N=6 (30%) | N=2 (10%) | - | N=3 (42.9%) | N=4 (57.1%) | - | - |
| Thinking, Problem-Solving and Decision-Making | N=66 (46.2%) | N=71 (49.7%) | N=6 (4.1%) | - | N=124 (60.8%) | N=69 (33.8%) | N=10 (4.9%) | N=1 (0.5%) | N=8 (42.1%) | N=10 (52.6%) | N=1 (5.3%) | - | N=3 (42.9%) | N=4 (57.1%) | - | - |
| Self-Management | N=71 (50%) | N=64 (45.1%) | N=7 (4.9%) | - | N=97 (47.8%) | N=90 (44.3%) | N=14 (6.9%) | N=2 (1%) | N=11 (55%) | N=7 (35%) | N=2 (10%) | - | N=3 (42.9%) | N=4 (57.1%) | - | - |
| Being Creative | N=61 (42.7%) | N=77 (53.8%) | N=5 (3.5%) | - | N=78 (39.2%) | N=92 (46.2%) | N=27 (13.6%) | N=2 (1%) | N=13 (68.4%) | N=6 (31.6%) | - | - | N=3 (42.9%) | N=4 (57.1%) | - | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

¹⁰ Please Note: The percentages reported in this question are based on the number of respondents who indicated 'Yes' to specific variables in the previous question: 'As part of your planning do you include opportunities to acquire and develop the following Thinking Skills & Personal Capabilities?' As such, totals and percentage figures may differ between variables.

Question 8b
To what extent do you deliver Thinking Skills & Personal Capabilities through [...]?

| | Primary | | | | Post-Primary | | | | SEN | | | | Irish-Medium | | | |
|--------------------------|-----------------|-----------------|----------------|---------------|------------------|-----------------|-----------------|----------------|----------------|----------------|--------------|------|----------------|----------------|--------|----------------|
| | Great | Some | Little | None | Great | Some | Little | None | Great | Some | Little | None | Great | Some | Little | None |
| Communication | N=72 (49%) | N=67 (45.6%) | N=7 (4.8%) | N=1 (0.7%) | N=106 (51%) | N=83 (39.9%) | N=14 (6.7%) | N=5 (2.4%) | N=12 (60%) | N=8 (40%) | - | - | N=3 (42.9%) | N=3 (42.9%) | - | N=1 (14.3%) |
| Communication (Irish) | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N=4 (57.1%) | N=3 (42.9%) | - | - |
| Using Mathematics | N=86 (46.9%) | N=52 (49%) | N=6 (3.4%) | N=1 (0.7%) | N=56 (26.9%) | N=86 (41.3%) | N=48 (23.1%) | N=18 (8.7%) | N=6 (30%) | N=12 (60%) | N=2 (10%) | - | N=3 (42.9%) | N=4 (57.1%) | - | - |
| Using ICT | N=66 (34.7%) | N=71 (51.7%) | N=6 (12.9%) | N=1 (0.7%) | N=50 (24%) | N=94 (45.2%) | N=56 (26.9%) | N=8 (3.8%) | N=7 (35%) | N=11 (55%) | N=2 (10%) | - | N=3 (42.9%) | N=4 (57.1%) | - | - |
| Your Subject | N/A | N/A | N/A | N/A | N=133 (63.9%) | N=66 (31.7%) | N=8 (3.8%) | N=1 (0.5%) | N=7 (46.7%) | N=8 (53.3%) | - | - | N=1 (50%) | N=1 (50%) | - | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Assessing Progress

Question 9

How useful do you (or teachers in your school) find the following Assessment for Learning strategies in the classroom?

| | Primary | | | Post-Primary | | | SEN | | | Irish-Medium | | |
|---|------------------|-----------------|-----------------|------------------|-----------------|-----------------|----------------|----------------|--------------|----------------|----------------|----------------|
| | Useful | Neither | Not Useful | Useful | Neither | Not Useful | Useful | Neither | Not Useful | Useful | Neither | Not Useful |
| Sharing Learning Intentions | N=126 (86.3%) | N=13 (8.9%) | N=7 (4.8%) | N=162 (77.9%) | N=17 (8.2%) | N=29 (14%) | N=16 (80%) | N=4 (20%) | - | N=6 (85.7%) | N=1 (14.3%) | - |
| Sharing or Agreeing Success Criteria | N=121 (82.9%) | N=12 (8.2%) | N=13 (8.9%) | N=163 (78.4%) | N=20 (9.6%) | N=25 (12%) | N=17 (85%) | N=1 (5%) | N=2 (10%) | N=5 (71.4%) | N=2 (28.6%) | - |
| Written Formative Feedback | N=90 (62.5%) | N=18 (12.5%) | N=36 (25%) | N=177 (85.1%) | N=19 (9.1%) | N=12 (5.7%) | N=9 (45%) | N=4 (20%) | N=7 (35%) | N=4 (57.1%) | N=1 (14.3%) | N=2 (28.6%) |
| Oral Formative Feedback | N=138 (94.5%) | N=5 (3.4%) | N=3 (2.1%) | N=198 (95.2%) | N=5 (2.4%) | N=5 (2.4%) | N=17 (85%) | N=1 (5%) | N=2 (10%) | N=7 (100%) | - | - |
| Peer Assessment | N=109 (74.1%) | N=23 (15.6%) | N=15 (10.2%) | N=163 (78.4%) | N=26 (12.5%) | N=19 (9.1%) | N=10 (50%) | N=3 (15%) | N=7 (35%) | N=7 (100%) | - | - |
| Self-Evaluation/ Self-Assessment | N=116 (79.5%) | N=16 (11%) | N=14 (9.6%) | N=169 (81.3%) | N=23 (11.1%) | N=16 (7.7%) | N=15 (75%) | N=1 (5%) | N=4 (20%) | N=7 (100%) | - | - |
| Using Outcomes of Assessment to Inform Future Teaching and Learning | N=134 (91.8%) | N=7 (4.8%) | N=5 (3.4%) | N=187 (89.9%) | N=14 (6.7%) | N=7 (3.4%) | N=16 (80%) | N=4 (20%) | - | N=7 (100%) | - | - |
| Individual Target Setting | N=115 (83.3%) | N=18 (13.1%) | N=5 (3.6%) | N=160 (77.3%) | N=25 (12.1%) | N=22 (10.6%) | N=19 (95%) | N=1 (5%) | - | N=7 (100%) | - | - |
| Other | N=3 (17.6%) | N=7 (41.2%) | N=7 (41.2%) | N=11 (64.7%) | N=4 (23.5%) | N=2 (11.8%) | N=5 (71.4%) | N=2 (28.6%) | - | N=2 (28.6%) | - | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 10
Do you (or teachers in your school) use the following methods in your classroom to assess pupil progress and achievement?

| | Primary | | Post-Primary | | SEN | | Irish-Medium | |
|---|------------------|------------------|------------------|------------------|---------------|---------------|----------------|----------------|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Observation | N=146 (99.3%) | N=1 (0.7%) | N=185 (88.9%) | N=23 (11.1%) | N=18 (90%) | N=2 (10%) | N=7 (100%) | - |
| Written Work | N=145 (98.6%) | N=2 (1.4%) | N=206 (99%) | N=2 (1%) | N=18 (90%) | N=2 (10%) | N=7 (100%) | - |
| Oral, Visual or Physical Demonstrations | N=138 (93.9%) | N=9 (6.1%) | N=183 (88%) | N=25 (12%) | N=18 (90%) | N=2 (10%) | N=7 (100%) | - |
| Group Tasks | N=137 (93.2%) | N=10 (6.8%) | N=186 (89.4%) | N=22 (10.6%) | N=14 (70%) | N=6 (30%) | N=7 (100%) | - |
| Project Work | N=120 (81.6%) | N=27 (18.4%) | N=167 (80.3%) | N=41 (19.7%) | N=14 (70%) | N=6 (30%) | N=7 (100%) | - |
| Homework | N=132 (81.6%) | N=27 (18.4%) | N=202 (97.1%) | N=41 (2.9%) | N=9 (45%) | N=11 (55%) | N=7 (100%) | - |
| Class Tests | N=140 (95.2%) | N=7 (4.8%) | N=206 (99%) | N=2 (1%) | N=7 (35%) | N=13 (65%) | N=7 (100%) | - |
| Diagnostic and/or Standardised Tests | N=142 (96.6%) | N=5 (3.4%) | N=172 (82.7%) | N=36 (17.3%) | N=16 (80%) | N=4 (20%) | N=2 (28.6%) | N=5 (71.4%) |
| Other | N=14 (9.5%) | N=133 (90.5%) | N=11 (5.3%) | N=197 (94.7%) | N=4 (20%) | N=16 (80%) | N=5 (71.4%) | N=2 (28.6%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

How effective do you think each method is in informing teaching and learning?

| | Primary | | | Post-Primary | | | SEN | | | Irish-Medium | | |
|---|---------------|--------------|---------------|---------------|--------------|---------------|--------------|-------------|---------------|--------------|-------------|---------------|
| | Effective | Neither | Not Effective | Effective | Neither | Not Effective | Effective | Neither | Not Effective | Effective | Neither | Not Effective |
| Observation | N=142 (97.2%) | N=3 (2.1%) | N=1 (0.7%) | N=172 (93%) | N=11 (5.9%) | N=2 (1.1%) | N=18 (100%) | - | - | N=7 (100%) | - | - |
| Written Work | N=139 (95.9%) | N=5 (3.4%) | N=1 (0.7%) | N=198 (96.1%) | N=6 (2.9%) | N=2 (1.0%) | N=14 (77.7%) | N=3 (16.7%) | N=1 (5.6%) | N=7 (100%) | - | - |
| Oral, Visual or Physical Demonstrations | N=134 (97.1%) | N=4 (2.9%) | - | N=172 (94%) | N=8 (4.4%) | N=3 (1.6%) | N=16 (88.8%) | N=1 (5.6%) | N=1 (5.6%) | N=6 (85.7%) | N=1 (14.3%) | - |
| Group Tasks | N=123 (89.8%) | N=9 (6.6%) | N=5 (3.6%) | N=149 (80.1%) | N=28 (15.1%) | N=9 (4.8%) | N=9 (64.3%) | N=5 (35.7%) | - | N=7 (100%) | - | - |
| Project Work | N=91 (75.8%) | N=26 (21.6%) | N=3 (2.6%) | N=129 (77.2%) | N=28 (16.8%) | N=9 (6%) | N=10 (71.4%) | N=3 (21.4%) | N=1 (7.2%) | N=6 (100%) | - | N=1 (14.3%) |
| Homework | N=74 (56%) | N=25 (18.9%) | N=33 (25.1%) | N=168 (83.1%) | N=21 (10.4%) | N=13 (6.5%) | N=6 (66.7%) | N=2 (22.2%) | N=1 (11.1%) | N=6 (85.7%) | N=1 (14.3%) | - |
| Class Tests | N=131 (93.6%) | N=8 (5.7%) | N=1 (0.7%) | N=199 (96.6%) | N=6 (2.9%) | N=1 (0.5%) | N=6 (85.7%) | N=1 (14.3%) | - | N=7 (100%) | - | - |
| Diagnostic and/or Standardised Tests | N=123 (86.6%) | N=9 (6.3%) | N=10 (7.1%) | N=146 (84.9%) | N=19 (11%) | N=7 (4.1%) | N=13 (81.3%) | N=2 (12.5%) | N=1 (6.2%) | N=6 (85.7%) | N=1 (14.3%) | - |
| Other | N=11 (78.5%) | N=3 (21.5%) | - | N=5 (45.5%) | N=7 (55.5%) | - | N=2 (50%) | - | N=2 (50%) | N=3 (42.9%) | N=1 (14.3%) | - |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 11
Do you (or teachers in your school) use the Levels of Progression?

| | Primary | | Post-Primary | | SEN | | Irish-Medium | |
|-----------------------|------------------|-----------------|------------------|------------------|---------------|--------------|----------------|----------------|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Communication | N=131 (89.1%) | N=16 (10.9%) | N=108 (51.9%) | N=100 (48.1%) | N=14 (70%) | N=6 (30%) | N=5 (71.4%) | N=2 (28.6%) |
| Communication (Irish) | N/A | N/A | N/A | N/A | N/A | N/A | N=5 (71.4%) | N=2 (28.6%) |
| Using Mathematics | N=131 (89.1%) | N=16 (10.9%) | N=103 (49.5%) | N=105 (50.5%) | N=12 (60%) | N=8 (40%) | N=5 (71.4%) | N=2 (28.6%) |
| Using ICT | N=126 (85.7%) | N=21 (14.3%) | N=86 (41.3%) | N=122 (58.7%) | N=12 (60%) | N=8 (40%) | N=5 (71.4%) | N=2 (28.6%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 11b
How useful do you find the Levels of Progression for the following?¹¹

| | Primary | | | Post-Primary | | | SEN | | | Irish-Medium | | |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|----------------|--------------|---------|--------------|
| | Useful | Neither | Not Useful | Useful | Neither | Not Useful | Useful | Neither | Not Useful | Useful | Neither | Not Useful |
| Planning | N=86 (65.1%) | N=22 (16.7%) | N=24 (18.2%) | N=60 (50.4%) | N=32 (26.9%) | N=27 (22.7%) | N=13 (92.9%) | N=1 (7.1%) | – | N=4 (80%) | – | N=1 (20%) |
| Formative Assessment | N=84 (63.6%) | N=26 (19.7%) | N=22 (16.7%) | N=66 (55.5%) | N=29 (24.4%) | N=24 (20.1%) | N=10 (71.4%) | N=2 (14.3%) | N=2 (14.3%) | N=4 (80%) | – | N=1 (20%) |
| Summative Assessment | N=85 (64.4%) | N=27 (20.5%) | N=20 (15.2%) | N=69 (58%) | N=25 (21%) | N=25 (21%) | N=9 (64.3%) | N=4 (28.6%) | N=1 (7.1%) | N=4 (80%) | – | N=1 (20%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

¹¹ The percentages reported in this question are based on the number of respondents who indicated 'Yes' to specific variables in the previous question: 'Do you (or teachers in your school) use the Levels of Progression?' As such, totals and percentage figures may differ between variables.

Question 12
How useful do you (or teachers in your school) find the following in supporting assessment practice?¹²

| | Primary | | | Post-Primary | | | SEN | | | Irish-Medium | | |
|---|---------------|--------------|--------------|---------------|--------------|--------------|--------------|-------------|-------------|--------------|-------------|------------|
| | Useful | Neither | Not Useful | Useful | Neither | Not Useful | Useful | Neither | Not Useful | Useful | Neither | Not Useful |
| | | | | | | | | | | | | |
| Internal Standardisation (Within School) | N=115 (82.7%) | N=15 (10.8%) | N=9 (6.5%) | N=172 (87.3%) | N=15 (7.6%) | N=10 (5.1%) | N=15 (78.8%) | N=2 (10.6%) | N=2 (10.6%) | N=6 (85.7%) | N=1 (14.3%) | – |
| Cluster (Inter-School) Standardisation | N=51 (54.3%) | N=28 (29.8%) | N=15 (15.9%) | N=63 (48.8%) | N=32 (25.8%) | N=29 (23.4%) | N=8 (53.3%) | N=3 (20%) | N=4 (26.7%) | N=3 (100%) | – | – |
| External CCEA Moderation | N=36 (32.1%) | N=34 (30.4%) | N=42 (37.5%) | N=138 (74.6%) | N=24 (13%) | N=23 (12.4%) | N=11 (64.7%) | N=1 (5.9%) | N=5 (29.4%) | N=2 (50%) | – | N=2 (50%) |
| CCEA Standard Setting Events/ Agreement Trials | N=48 (44%) | N=29 (26.6%) | N=32 (29.4%) | N=166 (83.8%) | N=10 (5.1%) | N=22 (11.1%) | N=11 (61.1%) | N=1 (5.6%) | N=6 (33.3%) | N=3 (75%) | N=1 (25%) | – |
| CCEA Key Stage Task and Exemplification Resources | N=97 (69.8%) | N=20 (14.4%) | N=22 (15.8%) | N=114 (63.3%) | N=35 (19.4%) | N=31 (17.3%) | N=9 (60%) | N=2 (13%) | N=4 (27%) | N=5 (71.5%) | N=2 (28.6%) | – |
| CCEA Controlled Assessment and Coursework Resources | N/A | N/A | N/A | N=126 (65.6%) | N=35 (18.3%) | N=31 (16.1%) | N=11 (91.6%) | – | N=1 (8.4%) | – | N=1 (50%) | N=1 (50%) |
| Exam Specifications | N/A | N/A | N/A | N=189 (92.6%) | N=6 (2.9%) | N=9 (4.5%) | N=12 (92.3%) | – | N=1 (7.7%) | N=1 (50%) | N=1 (50%) | – |
| Specimen Assessment Materials | N/A | N/A | N/A | N=189 (91.3%) | N=6 (2.9%) | N=12 (5.8%) | N=11 (84.6%) | – | N=2 (15.4%) | N=2 (100%) | – | – |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

¹² The percentages reported in this question are based on the number of respondents who indicated 'Yes' to specific variables in the previous question: Do you (or teachers in your school) use the Levels of Progression? As such, totals and percentage figures may differ between variables.

CURRICULUM SUPPORT AND RESOURCES

Question 13

In the previous 18 months, have you used any of the following sources to develop your own practice and support delivering the curriculum in your school/classroom?

| | Primary | Post-Primary | SEN | Irish-Medium |
|----------------------------------|------------------|------------------|---------------|----------------|
| Face-to-Face Courses/Conferences | N=92 (62.6%) | N=140 (67.3%) | N=13 (65%) | N=6 (85.7%) |
| Online Learning | N=69 (46.9%) | N=86 (41.3%) | N=11 (55%) | N=6 (85.7%) |
| Peer Learning/Mentoring | N=71 (48.3%) | N=98 (47.1%) | N=7 (35%) | N=7 (100%) |
| Cluster Groups | N=8 (5.4%) | N=63 (30.3%) | N=7 (35%) | N=2 (28.6%) |
| Masters/Postgraduate Courses | N=14 (9.5%) | N=24 (11.5%) | N=3 (15%) | N=2 (28.6%) |
| Online Courses (e.g. Webinars) | N=55 (37.4%) | N=68 (32.7%) | N=8 (40%) | N=1 (14.3%) |
| Informal Reading | N=123 (83.7%) | N=174 (83.7%) | N=17 (85%) | N=5 (71.4%) |
| Use of Social Media | N=113 (76.9%) | N=145 (69.7%) | N=16 (80%) | N=6 (85.7%) |
| Other | N=15 (10.2%) | N=20 (9.6%) | N=1 (5%) | N=1 (14.3%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 14
In the previous 18 months, what CCEA support have you (or your school) used?

| | Primary | | Post-Primary | | SEN | | Irish-Medium | |
|--|------------------|------------------|------------------|------------------|---------------|---------------|----------------|----------------|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Curriculum Part of CCEA Website | N=113 (76.9%) | N=34 (23.1%) | N=163 (78.3%) | N=45 (21.7%) | N=17 (85%) | N=3 (15%) | N=4 (57.1%) | N=3 (42.9%) |
| Irish-Medium Part of CCEA Website | N/A | N/A | N/A | N/A | N/A | N/A | N=5 (71.4%) | N=2 (28.6%) |
| Curriculum Face-to-Face Events (e.g. Workshops) | N=60 (40.8%) | N=87 (59.2%) | N=97 (46.6%) | N=111 (53.4%) | N=8 (40%) | N=12 (60%) | N=4 (57.1%) | N=3 (42.9%) |
| Online Courses (e.g. Webinars) | N=24 (16.3%) | N=123 (83.7%) | N=49 (23.6%) | N=159 (76.4%) | N=5 (25%) | N=15 (75%) | N=1 (14.3%) | N=6 (85.7%) |
| Qualifications Part of CCEA Website (e.g. Subject Microsites) | N/A | N/A | N=190 (91.3%) | N=18 (8.7%) | N=12 (60%) | N=8 (40%) | - | N=7 (100%) |
| Qualifications Face-to-Face Events (e.g. Agreement Trials, Subject Support Events) | N/A | N/A | N=161 (77.4%) | N=47 (22.6%) | N=9 (45%) | N=11 (55%) | - | N=7 (100%) |
| Other | - | - | N=8 (3.9%) | N=200 (96.1%) | N=2 (10%) | N=18 (90%) | - | N=7 (100%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 15
Have you (or teachers in your school) used CCEA guidance and resource materials to plan and develop teaching and learning in your school in any of the following areas?

| | Primary | | | Post-Primary | | | SEN | | | Irish-Medium | | |
|---|---------------|---------------|--------------|---------------|---------------|---------------|------------|------------|-----------|--------------|-------------|-------------|
| | Yes | No | Not Sure | Yes | No | Not Sure | Yes | No | Not Sure | Yes | No | Not Sure |
| Assessment for Learning | N=113 (76.9%) | N=16 (10.9%) | N=18 (12.2%) | N=128 (61.5%) | N=39 (18.8%) | N=41 (19.7%) | N=15 (75%) | N=3 (15%) | N=2 (10%) | N=3 (42.9%) | N=1 (14.3%) | N=3 (42.9%) |
| Thinking Skills & Personal Capabilities | N=118 (80.3%) | N=16 (10.9%) | N=13 (8.8%) | N=107 (51.4%) | N=51 (24.5%) | N=50 (24%) | N=12 (60%) | N=4 (20%) | N=4 (20%) | N=5 (71.4%) | N=1 (14.3%) | N=1 (14.3%) |
| Curricular Areas of Learning | N=127 (86.4%) | N=11 (7.5%) | N=9 (6.1%) | N=138 (66.3%) | N=33 (15.9%) | N=37 (17.8%) | N=16 (80%) | N=2 (10%) | N=2 (10%) | N=6 (85.7%) | - | N=1 (14.3%) |
| Cross-Curricular Skills | N=121 (82.3%) | N=16 (10.9%) | N=10 (6.8%) | N=110 (52.9%) | N=52 (25%) | N=46 (22.1%) | N=13 (65%) | N=4 (20%) | N=3 (15%) | N=5 (71.4%) | N=1 (14.3%) | N=1 (14.3%) |
| SEN | N=76 (51.7%) | N=32 (21.8%) | N=39 (26.5%) | N=92 (44.2%) | N=53 (25.5%) | N=63 (30.3%) | N=18 (90%) | N=1 (5%) | N=1 (5%) | N=2 (28.6%) | N=2 (28.6%) | N=3 (42.9%) |
| Irish-Medium | N=4 (2.7%) | N=130 (88.4%) | N=13 (8.8%) | N=9 (4.3%) | N=152 (73.1%) | N=47 (22.6%) | - | N=15 (75%) | N=5 (25%) | N=6 (85.3%) | - | N=1 (14.3%) |
| Foundation Stage | N=101 (68.7%) | N=23 (15.6%) | N=23 (15.6%) | N/A | N/A | N/A | - | - | - | N=5 (57.2%) | N=1 (14.3%) | N=2 (28.6%) |
| Subject Microsites | N/A | N/A | N/A | N=195 (93.8%) | N=8 (3.8%) | N=5 (2.4%) | N=13 (65%) | N=2 (10%) | - | N=1 (50%) | - | N=1 (50%) |
| Specifications | N/A | N/A | N/A | N=202 (97.1%) | N=3 (1.4%) | N=3 (1.4%) | N=13 (65%) | - | - | - | - | N=2 (100%) |
| Specimen Assessment Materials | N/A | N/A | N/A | N=199 (95.7%) | N=6 (2.9%) | N=3 (1.4%) | N=12 (60%) | N=3 (15%) | - | - | - | N=2 (100%) |
| Fact Files | N/A | N/A | N/A | N=137 (65.9%) | N=38 (18.3%) | N=33 (15.9%) | N=5 (25%) | N=5 (30%) | N=4 (20%) | N=1 (50%) | - | N=1 (50%) |
| Planning Frameworks | N/A | N/A | N/A | N=106 (51%) | N=53 (25.5%) | N=49 (23.6%) | N=7 (35%) | N=4 (20%) | N=4 (20%) | N=1 (50%) | - | N=1 (50%) |
| Other | N=5 (3.4%) | N=71 (48.3%) | N=71 (48.3%) | N=4 (1.9%) | N=89 (42.8%) | N=115 (55.3%) | N=1 (5%) | N=8 (40%) | N=9 (45%) | N=3 (42.9%) | N=2 (28.6%) | N=2 (28.6%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 16

Please rate the provision of CCEA guidance materials for the following Key Stages.

| | Primary | | |
|---|---------------|--------------|--------------|
| | Good | Neither | Poor |
| Foundation Stage | N=101 (68.7%) | N=37 (25.2%) | N=9 (6.1%) |
| Key Stage 1 | N=103 (70.1%) | N=35 (23.8%) | N=9 (6.1%) |
| Key Stage 2 | N=106 (72.1%) | N=31 (21.1%) | N=10 (6.8%) |
| | Post-Primary | | |
| Key Stage 3 | N=84 (40.4%) | N=74 (35.6%) | N=50 (24.1%) |
| Key Stage 4 | N=145 (69.7%) | N=41 (19.7%) | N=22 (10.6%) |
| GCSE (and Other Level 1/2 Qualifications) | N=153 (73.5%) | N=30 (14.4%) | N=25 (12%) |
| GCE (and Other Level 3 Qualifications) | N=136 (65.4%) | N=42 (20.2%) | N=30 (14.4%) |
| | SEN | | |
| Foundation Stage | N=4 (80%) | N=1 (20%) | – |
| Key Stage 1 | N=5 (100%) | – | – |
| Key Stage 2 | N=5 (100%) | – | – |
| Key Stage 3 | N=6 (40%) | N=7 (46.7%) | N=2 (13.3%) |
| Key Stage 4 | N=11 (73.3%) | N=4 (26.7%) | – |
| GCSE (and Other Level 1/2 Qualifications) | N=10 (66.7%) | N=5 (33.3%) | – |
| GCE (and Other Level 3 Qualifications) | N=6 (40%) | N=7 (46.7%) | N=2 (13.3%) |
| | Irish-Medium | | |
| Foundation Stage | N=3 (60%) | N=1 (20%) | N=1 (20%) |
| Key Stage 1 | N=4 (80%) | N=1 (20%) | – |
| Key Stage 2 | N=4 (80%) | – | N=1 (20%) |
| Key Stage 3 | – | N=2 (100%) | – |
| Key Stage 4 | – | N=2 (100%) | – |
| GCSE (and Other Level 1/2 Qualifications) | – | N=2 (100%) | – |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings

Question 17

Do you feel that there are other resources that CCEA needs to provide to support teaching and learning?

| | Yes | No | Not Sure |
|--------------|------------------|----------------|-----------------|
| Primary | N=64 (43.5%) | N=12 (8.2%) | N=71 (48.3%) |
| Post-Primary | N=125 (60.1%) | N=18 (8.7%) | N=65 (31.3%) |
| SEN | N=13 (65%) | N=1 (5%) | N=6 (30%) |
| Irish-Medium | N=4 (57.1%) | N=1 (14.3%) | N=2 (28.6%) |

Source: CCEA (2019), Curriculum Monitoring Programme, Questionnaire Findings



4

APPENDIX 4:
SUBJECT ADVISORY
GROUPS TERMS
OF REFERENCE

BACKGROUND

As part of the curriculum monitoring programme, CCEA Education Directorate have brought together 'Subject Advisory Groups' to meet from April 2019, with the aim of providing advice and guidance to CCEA on specific subject areas.

These groups have been brought together to provide advice and guidance to CCEA on areas including specification content and implementation, which in turn supports the validity and rigour of the qualifications in question, as well as considering the wider curriculum and how this impacts on specifications and vice versa.

MEMBERSHIP

Membership of each Subject Advisory Group comprises:

- a CCEA Education Manager who will act as Chair;
- at least four currently practising teachers, trainers or lecturers who have experience of delivering CCEA specifications;
- at least one industry representative who has expertise or experience in a relevant area of the specification or range of specifications; and
- at least one higher education representative who is a specialist within a subject relevant to the specification or specifications.

In addition to this, the Terms of Reference state that other CCEA officers or CCEA contracted persons may also join the group, and members of the Education and Training Inspectorate (ETI) may be invited to the group as observers.

The selection of non-CCEA members is based on their professional experience and is conducted by CCEA Curriculum and Qualifications management. The membership of these groups has or will have due regard to the need to promote equality of opportunity between persons of different religious beliefs, political opinions and racial groupings.

Persons can hold membership for a maximum period of three years and will be reviewed annually to ensure that the criteria above are met. Membership of the group may be revoked at any time, and professional details of the group may be made available on the CCEA website.

ROLES AND RESPONSIBILITIES

Overview

A Subject Advisory Group can only be formed with the agreement of the Chief Executive. Meetings of Subject Advisory Groups will be held up to two times each year for a maximum of three hours at CCEA's main building, with minutes taken at each meeting and retained. A quorum of three members of the advisory group is required for a meeting to go ahead.

The groups themselves are responsible for providing advice to CCEA regarding specifications and/or curriculum areas; specifically, each group provides advice on the following:

- subject developments, including the development of educational or industry knowledge, understanding or application of skills used within the curriculum/ specification domain, so that the NI Curriculum and CCEA specifications can remain relevant and valid;
- subject pathways, including how learners might progress to different levels of learning or qualifications; and
- local, national or international developments within the subject that are worthy of note.

Information and advice provided by the group may inform development and business planning. Decisions on advice will normally be made by consensus. If this is not possible, the group Chair makes the final decision.

Chair

The Chair of the group will provide an annual summary of advice to CCEA, no later than the end of February. It will contain recommendations of advice which should be adopted and an explanation of advice which will not be adopted. It will be the Chair's role to ensure that advice recommended for adoption:

- is compatible with legislative, regulatory and governance controls which are placed on CCEA;
- has sufficient resource to deliver the required change; and
- is value for money.

Membership

The membership of the advisory group will commit to:

- attending all scheduled meetings;
- making timely decisions and taking action so as not to hold up any CCEA business; and
- notifying members of the Group, as soon as practical, if any matter arises which may be deemed to affect the development of the group or CCEA.

Members of the advisory group will expect:

- that each member will be provided with complete, accurate and meaningful information in a timely manner;
- to be given reasonable time to make key decisions; and
- open and honest discussions, without resort to any misleading assertions or perceptions.

AMENDMENT, MODIFICATION OR VARIATION

This Terms of Reference may be amended, varied or modified in writing after consultation and agreement by the Chief Executive.

For further information or copies of this report, please contact:

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