PRIME

Briefing No. 2

Progression **R**isk/**R**esilience **I**n **M**ainstream **E**ducation



A BRIEFING FOR TEACHERS AND ASSESSORS

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

Gaelscoil Sheoirse Clancy

Scoil Ide

Le Chéile N.S.

Our Lady Queen of Peace School
Janesboro, Limerick

Our Lady of Lourdes Primary School

Comhairle Cathrach & Contae Luimnigh
Limerick City & County Council

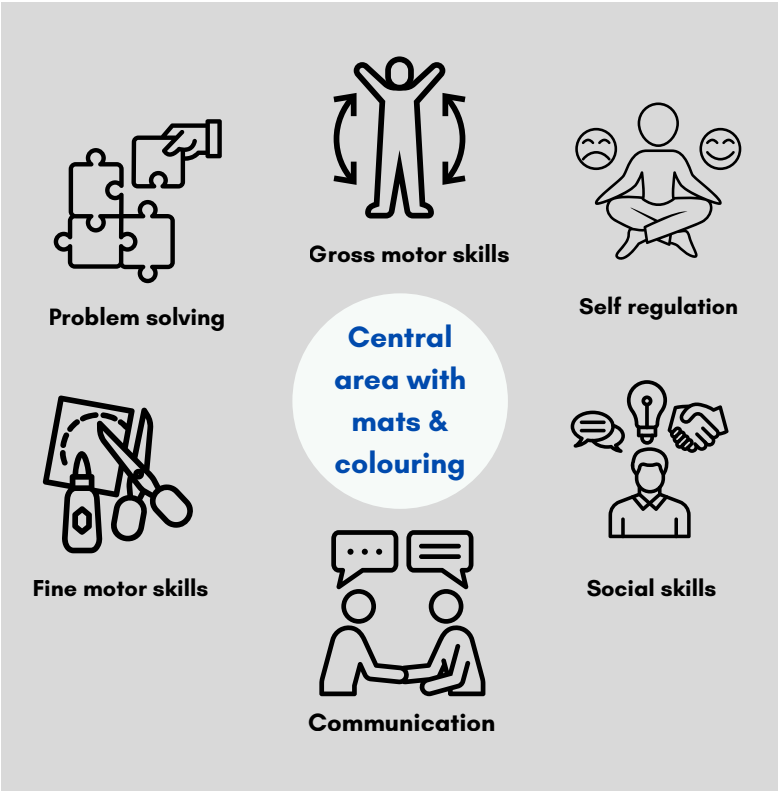
CORPUS CHRISTI
Primary School, Moyross

HAPPEE

HOW PRIME WORKS

The PRIME project assesses children's basic skills – physical, cognitive, and social – at the beginning and end of each school year through a series of interactive games that take place in the school during the school day. Assessing at the beginning of the year enables schools to identify children in need of support quickly. Assessing at the end of the year enables the PRIME team to identify the most effective interventions implemented during the school year. Assessing again after the summer at the start of the next school year enables schools to identify children most at risk, whose progress has fallen back during the summer break. Such information is vital for understanding individual developmental trajectories, as well as peer group assessments and comparisons within and between participating schools and measured against national and international norms.

PRIME play stations in school hall or gym



EXAMPLE:
Fine Motor Skills assessment.
Task 1 (of 5): build a tower

When children try to build a tower, they develop their fine motor skills as well as hand - eye coordination.



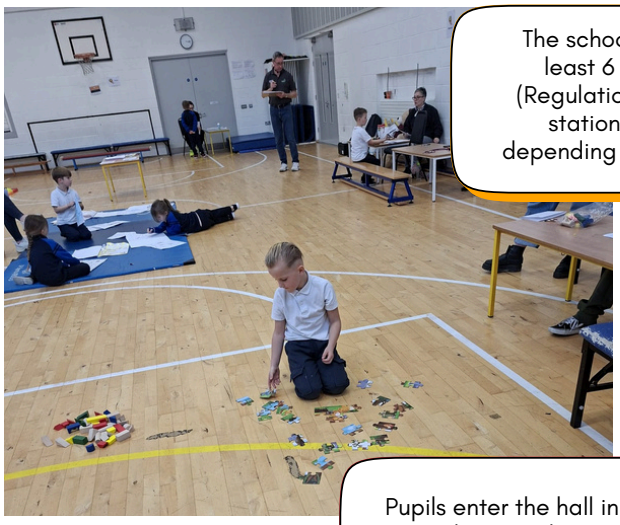
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PROGRESSING POLICY PRIORITIES WITH PRIME

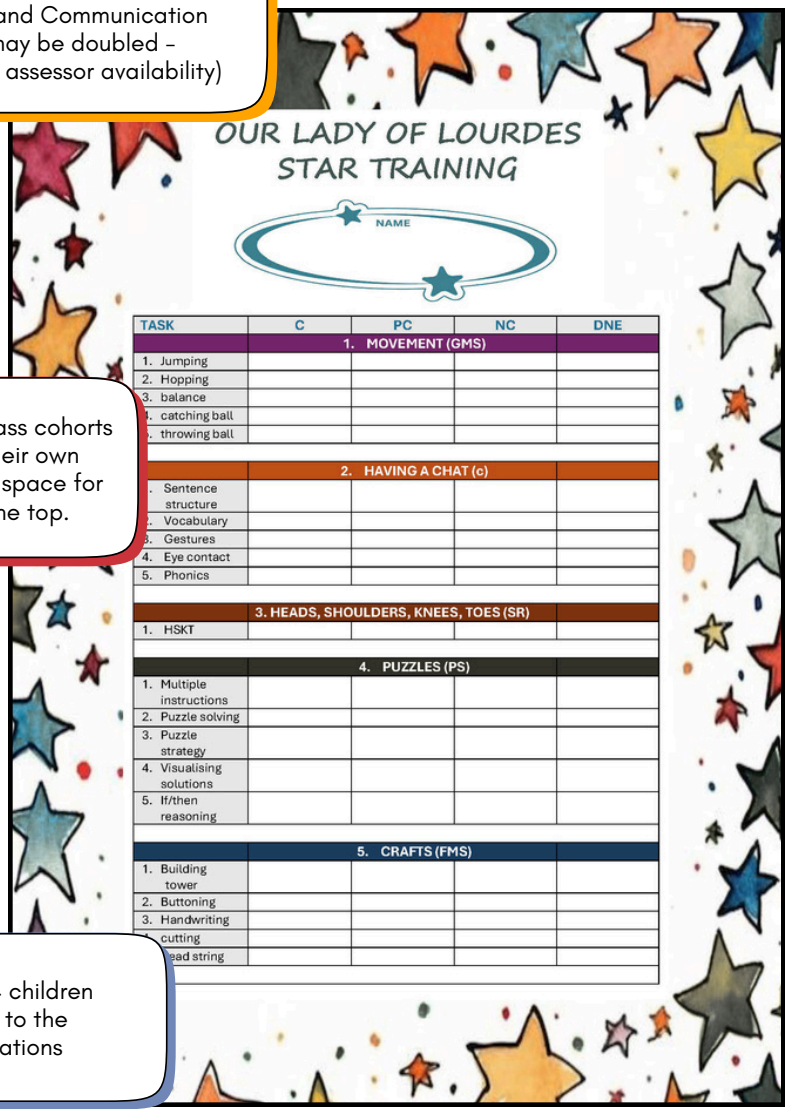
The PRIME project will establish a long-term data base on children's basic skills that are the foundation of numeracy and literacy, that increase attendance and retention, and that support educational transitions and overall attainment throughout their educational journey. The data collected will include children from junior infants to sixth class who will be followed over the entirety of their primary school career. This data will advance evidence-informed policies, practices and services for schools to enable evidence-informed decision-making that delivers real and lasting societal impact, aligned with the missions identified in the DEIS Action Plan 2025-2028.

WHAT AN TYPICAL ASSESSMENT DAY LOOKS LIKE:

The PRIME team arrive at the school at 8.45am



The school hall is set up with at least 6 assessment stations (Regulation and Communication stations may be doubled - depending on assessor availability)

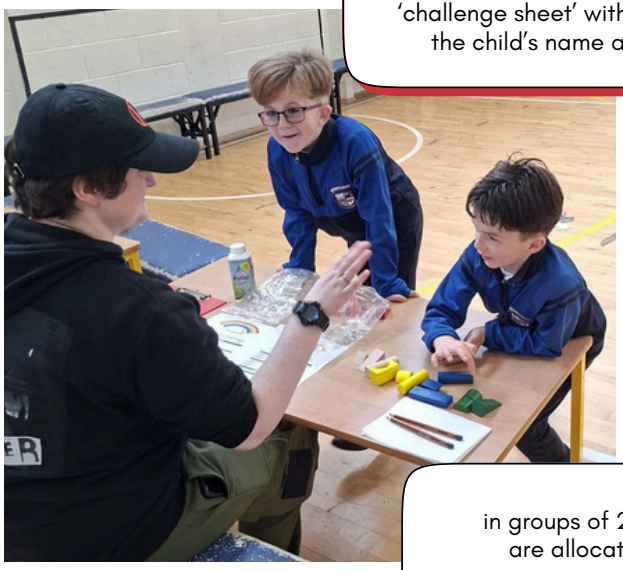


OUR LADY OF LOURDES
STAR TRAINING

NAME

TASK	C	PC	NC	DNE
1. MOVEMENT (GMS)				
1. Jumping				
2. Hopping				
3. balance				
4. catching ball				
5. throwing ball				
2. HAVING A CHAT (c)				
1. Sentence structure				
2. Vocabulary				
3. Gestures				
4. Eye contact				
5. Phonics				
3. HEADS, SHOULDERS, KNEES, TOES (SR)				
1. HSKT				
4. PUZZLES (PS)				
1. Multiple instructions				
2. Puzzle solving				
3. Puzzle strategy				
4. Visualising solutions				
5. If/then reasoning				
5. CRAFTS (FMS)				
1. Building tower				
2. Buttoning				
3. Handwriting				
4. cutting				
5. bead string				

Pupils enter the hall in class cohorts and are each given their own 'challenge sheet' with a space for the child's name at the top.



in groups of 2-4 children are allocated to the assessment stations



for the times in between stations, children gather in the central play area



When a child has completed all five assessments, a small treat is given for participation. Children return to class

The challenge is finished: the PRIME team tidy up and leave

GUIDANCE FOR TEACHERS:

For a smooth and efficient assessment process, it would be very helpful to the PRIME team if teachers could assist with the following:

- Present each child with their individualised challenge sheet upon entering the hall
- Let a member of the PRIME team know who is absent from class that day
- Ensure that any children not at an assessment station remain at the central play area
- Monitor those at the central play area and help allocate them to specific assessment stations as soon as they are free
- Remind children to bring their challenge sheets with them to assessment stations (& back again!)
- Return all challenge sheets to the PRIME team before children leave the hall.
- Make sure that children receive their treat before leaving the hall to restore their energy levels after all the hard work! Let us know if they have any allergies/dietary restrictions.
- All student assessors are Garda vetted and have completed a child safety training course

PRIME Challenge days work most smoothly when teachers manage children in the central play area and help allocate children to the assessment stations as soon as they are free.

GUIDANCE FOR STUDENTS:

Training

- Garda vetting and child safety training must be completed prior to participation in this project.

Assessments

- No prior experience is needed. A training day will be provided before you go to the schools, which will explain how to run the assessments and how to score them.
- Assessments are game-like by design and simple to administer. Most children enjoy doing them.

Data Entry

- Aside from assessment days, you will also be engaged in data entry days. This involves 2-3 sessions in UL post assessments inputting the data from the challenge sheets into an excel spreadsheet.
- Please note: you are not required to take part in all the assessment/data entry days. You'll choose the days that suit your schedule and commit to them.

Analysis

- You will use the anonymized data to complete assigned project work, which may be shared with participating schools

UL ENGAGE is working to bring higher education researchers and communities together to address locally identified needs.
We aspire to building partnerships between Higher Education, Government and Communities to address societal challenges together.

This document was compiled by the PRIME project team.

We are grateful for support from the
Economic and Social Intervention Fund (ESIF) administered by Limerick City and County Council.

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