

PIRLS 2021: Ireland

Progress in International Reading Literacy Study

Educational Experiences During the COVID-19 Pandemic

As part of PIRLS 2021 in Ireland, Fourth Class (2020/21) and Fifth Class (2021/22) teachers were asked about teaching and learning during COVID-19

The majority of pupils in Ireland engaged *at least 2-3 times per week* in remote learning in literacy during school closures in early 2021

Remote lesson types during school closures in early 2021



69%

of pupils were offered **recorded lessons** every day



25%

of pupils were offered **live lessons for the whole class** every day



14%

of pupils were offered **live lessons for smaller groups** every day

Resources available for remote teaching and learning in early 2021

% of pupils attending classes in which *all or almost all pupils* had the following resources at home:



Suitable digital device **63%**



Suitable internet connection **58%**



Suitable workspace **28%**



Support for learning from someone at home **17%**

% of pupils whose teachers *always or almost always* had the following to help deliver remote instruction:



Suitable digital device **96%**



Suitable internet connection **81%**



Suitable workspace **71%**



Suitable apps **86%**



Knowledge of how to use technology **59%**



Guidance on approaches to remote learning **45%**

COVID-19 restrictions with the greatest negative impact on literacy learning

Fourth Class teachers (reflecting on spring 2021)

66%

Activities limited by social distancing between pods

% of pupils

59%

Activities limited by social distancing between teachers and pupils

32%

Increased frequency of pupil absences due to COVID-19

35%

Teaching/learning time for reading lost to COVID-19 related activities (hand sanitising, etc.)

Fifth Class teachers (reflecting on autumn 2021)

47%

Activities limited by social distancing between pods

41%

Activities limited by social distancing between teachers and pupils

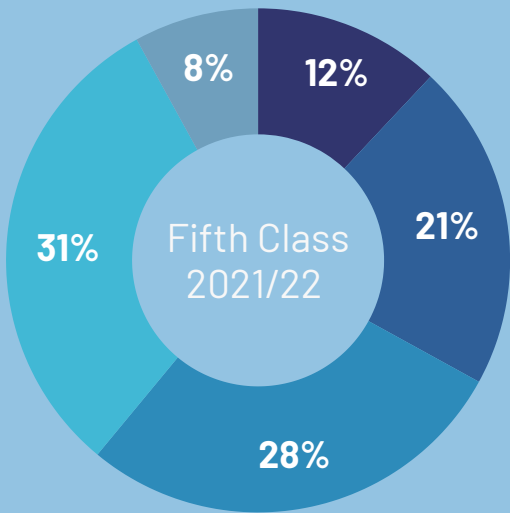
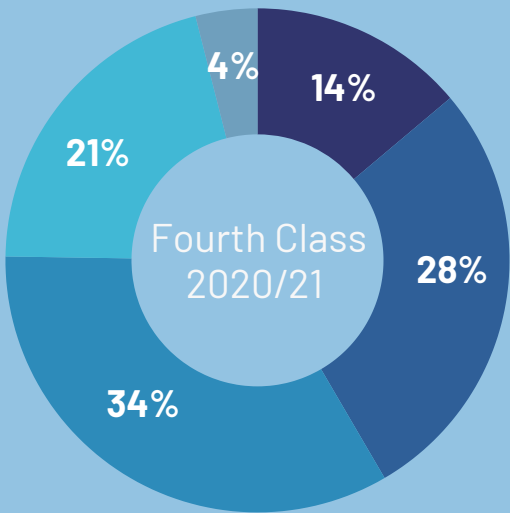
41%

Increased frequency of pupil absences due to COVID-19

29%

Teaching/learning time for reading lost to COVID-19 related activities (hand sanitising, etc.)

% of pupils by the **proportion of their class** for which **literacy development was negatively impacted** by challenges due to the COVID-19 pandemic, according to teachers



All or almost all

About three quarters

About half

About one quarter

None or almost none