

# 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%**

**59%**

**32%**

**35%**

Activities limited by social distancing between pods

Activities limited by social distancing between teachers and pupils

Increased frequency of pupil absences due to COVID-19

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

% of pupils

**Fifth Class teachers (reflecting on autumn 2021)**

**47%**

**41%**

**41%**

**29%**

% 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

