

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Junior Cycle

Information for Parents

Overview

1. Our students
2. Structure of the Junior Cycle
3. Subjects, Short Courses, Wellbeing and Other Areas of Learning
4. Assessment and Reporting
5. Junior Cycle Profile of Achievement (JCPA)



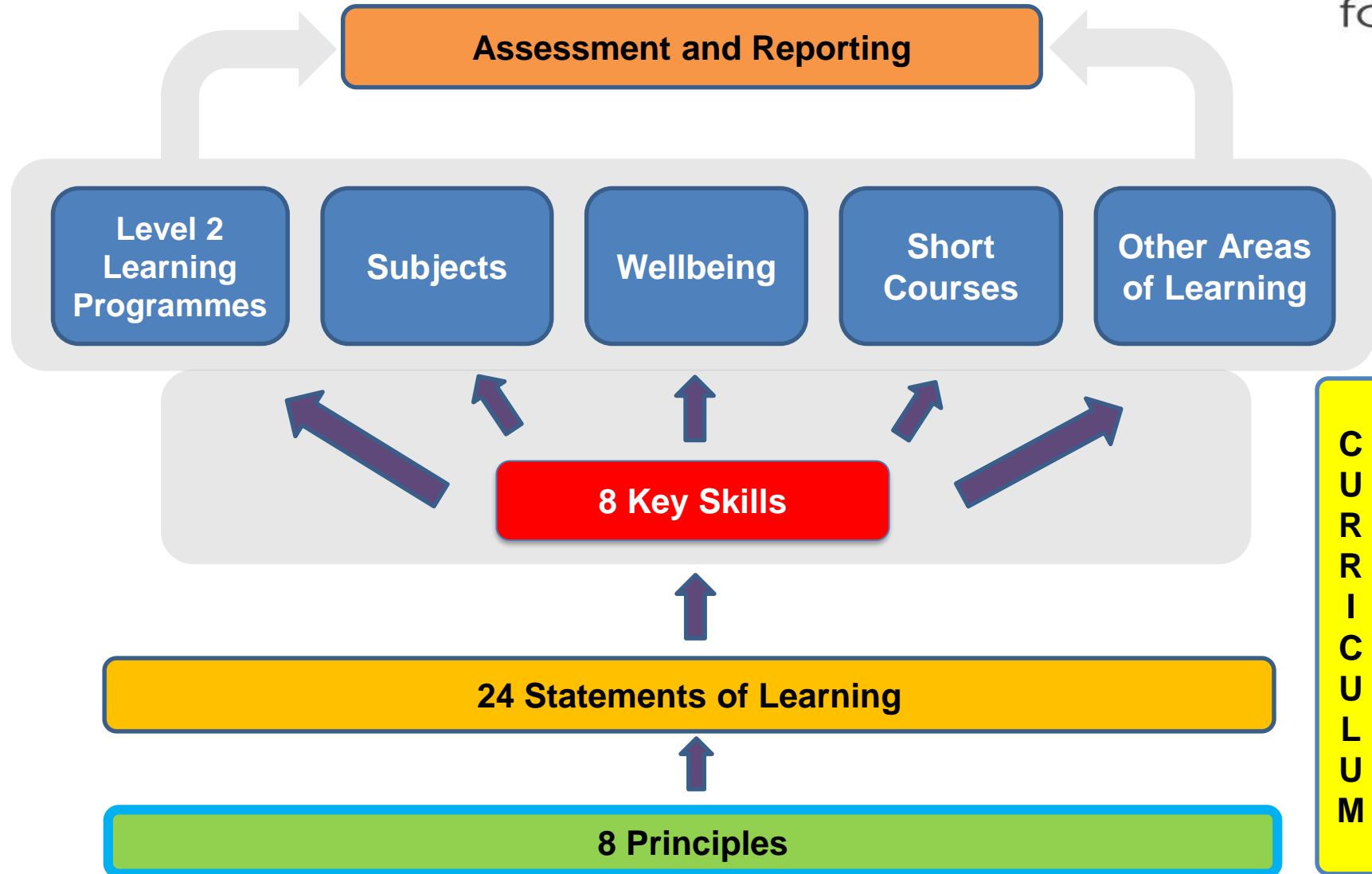
What is the purpose of education in Junior Cycle?

- Help students become better learners and develop a love of learning
- Provide a solid foundation for further study
- To develop skills for learning and life
- To support learning through improved reporting to both students and parents



Structure of the Junior Cycle

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Your child in First-year

Sept 2016

English
Science
Business Studies

Sept 2017

English
Science
Business Studies
Irish
Art, Craft & Design
Modern Languages

Wellbeing

Sept 2018

English
Science
Business Studies
Irish
Art, Craft & Design
Modern Languages
Maths
History
Geography
Music
Home Economics

Wellbeing

Sept 2019

All subjects from 2018 plus

Materials Technology Wood

Metalwork

Technology

Technical Graphics

Religious Education

Jewish Studies

Classics

Wellbeing

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Furthermore:

- ◆ Other Areas of Learning will also be reported on
- ◆ Schools can offer the **Level 2 Learning Programme**
- ◆ Schools can offer Short Courses

Key Messages of Framework for Junior Cycle 2015

Flexible programme for student learning

Balance between knowledge and skills

Dual approach to assessment

Reporting a broader picture of learning

Student wellbeing is central to the
Framework

Supporting continuity and learning - building
on primary school



Framework for Junior Cycle
2015



DEPARTMENT OF EDUCATION AND SKILLS



What stays the same?

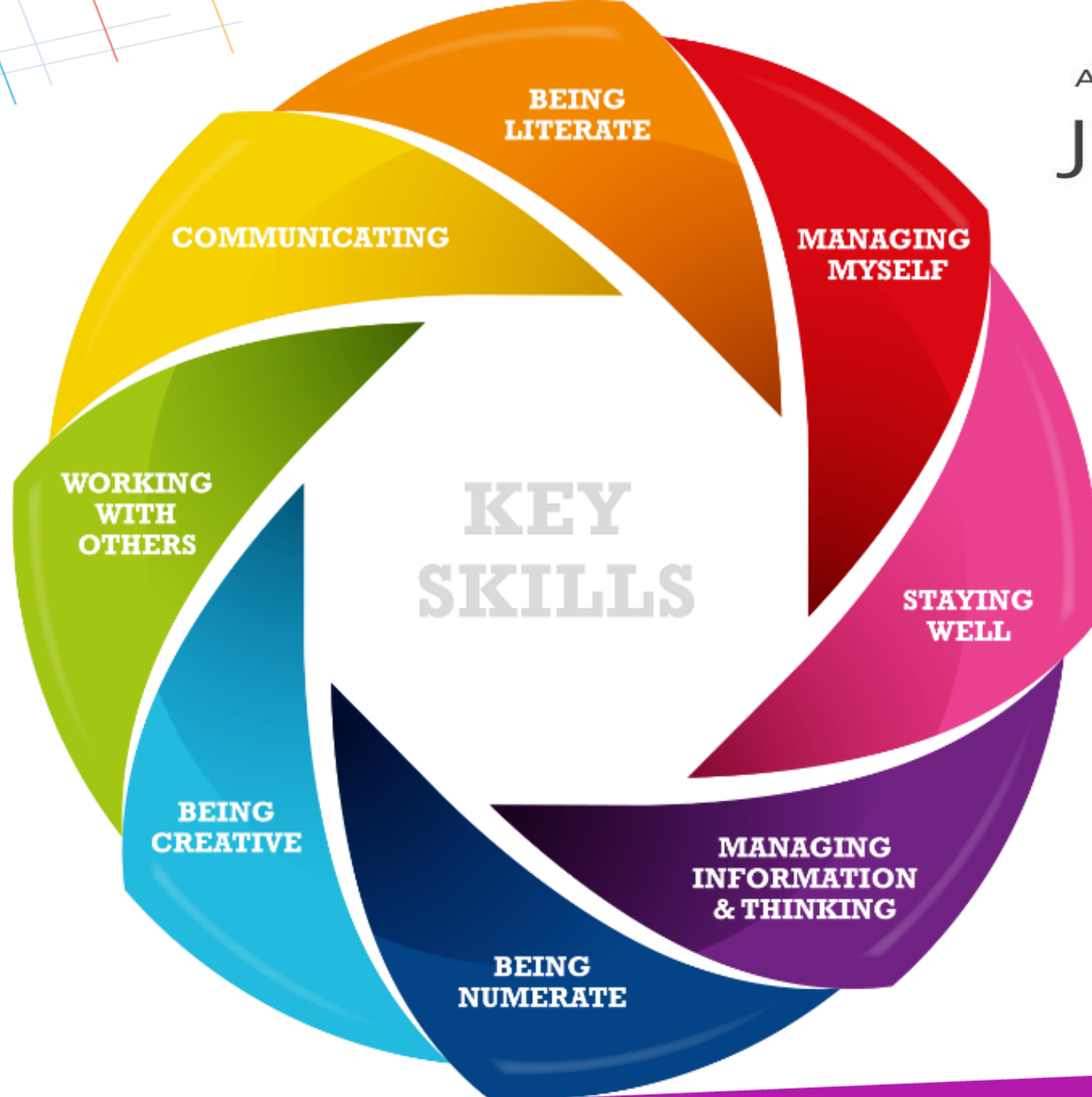
- Students experience a broad and balanced curriculum
- Standards and expectations remain high
- Subjects continue to play an important role in the Junior Cycle
- The Department of Education and Skills will monitor quality across all schools
- The State Examinations Commission will continue to be involved in assessment for certification

What is improving?

- A better and a more engaging learning experience for your child
- Updated subject specifications
- Quality reporting back to parents and students
- Assessment to support learning
- An emphasis on Key Skills and preparation for life
- A sound preparation for learning at Senior Cycle and beyond

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Short Courses

Level 3

Civic, Social & Political Education
Social Personal Health Education
Physical Education

Coding
Philosophy
Digital Media Literacy

Chinese Language and Culture
Artistic Performance

Level 2

A Personal Project: Caring for Animals
Exploring Forensic Science
Enterprise in Animation

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Wellbeing

300 hours over three years & moving to 400

- Physical Education
- Social, Personal and Health Education (including Relationship and Sexuality Education)
- Civic, Social and Political Education
- Guidance



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**STUDENT
WELLBEING IS AT
THE HEART OF THE
VISION OF A NEW
JUNIOR CYCLE.**

Why does wellbeing matter?

Student wellbeing is present when the students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.



Building a shared understanding of wellbeing

It is important that the **whole school community** builds and shares a **common understanding** of wellbeing, especially of what we mean when we talk about student wellbeing

Wellbeing for **All**

INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Who are L2LPs designed for?

Learners with a low mild to high moderate learning disability

The special needs of this child is such as **to prevent him from accessing some or all of the subjects and short courses** on offer at junior cycle.

A Framework for Junior Cycle, 2015



Level 2 Learning
Programmes

Guidelines for Teachers

What are Level 2 Learning Programmes?

- There are 5 Priority Learning Units (PLUs)
- Each PLU focuses on developing the social, personal and pre-vocational skills that prepare students for further study, for work and for life

Communication and
Literacy

Numeracy

Personal Care

Living in the Community

Preparing for Work

Plus 2 Short Courses

Spirituality
Ethics



**24 Statements
of Learning**

Co-curricular
activities

Guidance and
Counselling

**Other Areas of
Learning**

Pastoral
Care

Visiting Speakers
Debating

Citizenship
Student Council

Key Skills

Sports

Assessment

- Assessment in support of learning
- Assessment focused on offering effective feedback
- Greater variety of assessment activity - “fit for purpose” and relevant to students
- Teachers talking to teachers about assessment
- Building capacity, knowledge and confidence in assessment, in schools

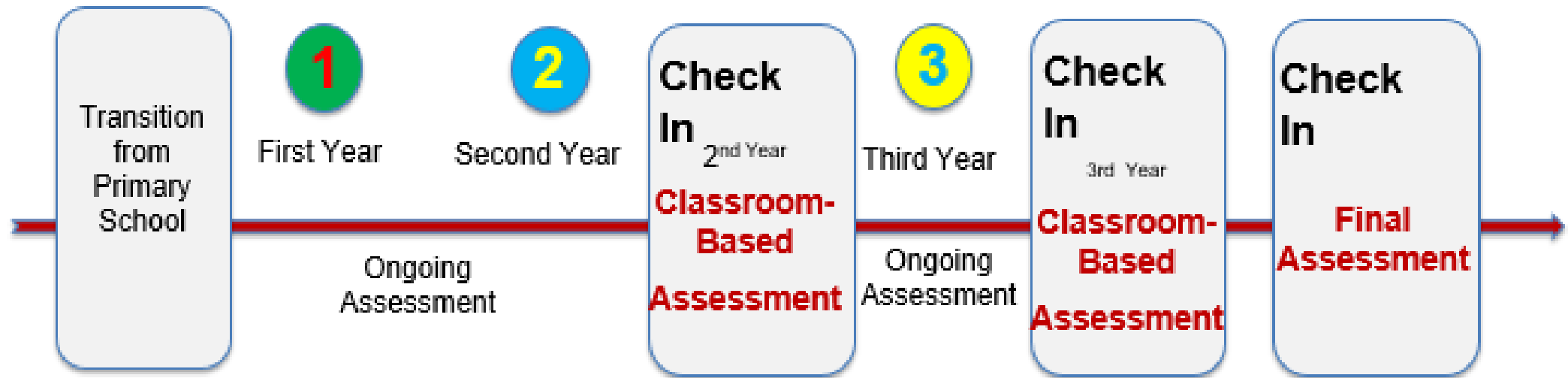
Your child will be involved in

- Reviewing feedback and identifying what they have done well
- Identifying what to do next
- Setting and achieving personal goals
- Redrafting and correcting their own work
- Giving feedback to others
- Considering examples of good work and identifying how they can improve on their own work

- ◆ **Exams will be set, held and marked by the State Examinations Commission in June of third year.**
- English, Irish and Maths specified at Higher and Ordinary levels
- All other subjects specified at a Common Level
- Duration of 2 hours or less

One Subject's Journey

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Ongoing assessment that supports
student learning

Classroom-Based Assessment (CBA's)

Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination

The tasks will cover a broad range of activities including oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.

A particular purpose of the Classroom- Based Assessments will be to facilitate developmental feedback to students.

Assessment

:Short Courses

- One Classroom-Based Assessment in each Short Course
- School reports to parents and students
- All assessment in Short Courses is school-based

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Short Course Physical Education

Specification for Junior Cycle

Short Course Digital Media Literacy

Specification for Junior Cycle

How do Classroom-Based Assessments take place?

- Details of the CBA are set out in Assessment Guidelines of each Subject and Short Course
- Teachers will choose Classroom-Based Assessment tasks as per the subject / short course Assessment Guidelines
- The NCCA will provide guidance on assessing these Classroom-Based Assessments
- Features of quality are described for each Classroom-Based Assessment



Grade descriptors for the Classroom Based Assessment

Classroom-Based Assessments

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations
- Not reported

Ensuring Quality

- Schools will organise “Subject Learning and Assessment Review” meetings
- Teachers will compare their assessment of students’ work and ensure a common approach across the school.

Assessment Task

- ◆ Students complete a **written assessment task in class** to be **submitted** to the **SEC** for marking as part of the state-certified examination.
- ◆ This will be allocated **10% of the marks** used to determine the grade **awarded by the SEC**.
- ◆ The assessment task is **linked to the second classroom based assessment** in all subjects.

CBA's For School Year 2018/2019

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Subject	CBA 1 or 2	Dates
English	2	Completed by 30 th Nov Assessment Task 3 rd – 7 th Dec
Science	2	7 th Dec – 25 th Jan Assessment Task 28 th Jan – 1 st Feb
Business	2	12 th Nov – 7 th Dec Assessment Task 10 th – 14 th Dec
English	1	29 th Apr – 25 th May 2019
Science	1	4 th Mar – 12 th Apr 2019
Business	1	4 th Mar – 12 th Apr 2019
Modern Foreign Languages	1	29 th Apr – 17 th May 2019
Art	1	7 th Jan – 12 th Apr 2019



The Junior Cycle Profile of Achievement will report on

- SEC examinations of subjects
- Classroom-Based Assessments including subjects and short courses
- Priority Learning Units PLUs
- Other Areas of Learning
- It will be issued the Autumn after JC

John Kelly

DOB: 21 June 2001

STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 450985

English (O) Distinction

Irish (O) ⁽²⁾ A

Mathematics(H) B

History(H) C

Geography(H) D

French (O) ⁽²⁾ C

Business Studies (H) B

Science (H) B

C.S.P.E. (C) A

Classroom-Based Assessments - English

Oral Communication Above expectations

Collection of Texts In line with expectations

Classroom-Based Assessments - Short Courses

Coding In line with expectations

Physical Education Above expectations

Artistic Performance Exceptional

Philosophy In line with expectations

Other Areas of Learning

The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as;

- Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.
- Specific learning opportunities that do not form part of subjects or short courses, i.e; leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.
- Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA i.e; engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.

Principal

Ms Mary Ryan

Year Head

MR Jack Quigley

Roll Number: 60090Q

Anytown Secondary School
Anytown, Co. Anytown
V94HXW5



Anytown Secondary School

State Examinations

- Distinction 90 -100%
- Higher Merit 75% - 80%
- Merit 55% -74%
- Achieved 40% - 54%
- Partially Achieved 20% - 39%
- Not Graded Less than 20%

Classroom-Based Assessments

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Science (H)

B

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A

Subjects

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Classroom-Based Assessments - English

Oral Communication

Above expectations

Collection of Texts

In line with expectations

Short Courses

Classroom-Based Assessments - Short Courses

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Physical Education

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