

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Junior Cycle

*Information for 2nd & 3rd Year
Parents*

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela



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)

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Our Students

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Connecting
primary
and
secondary

Settling in
and making
progress in
first year

A
purposeful
second year

Ongoing
assessment
to support
learning

Literacy and
numeracy
for learning
and life



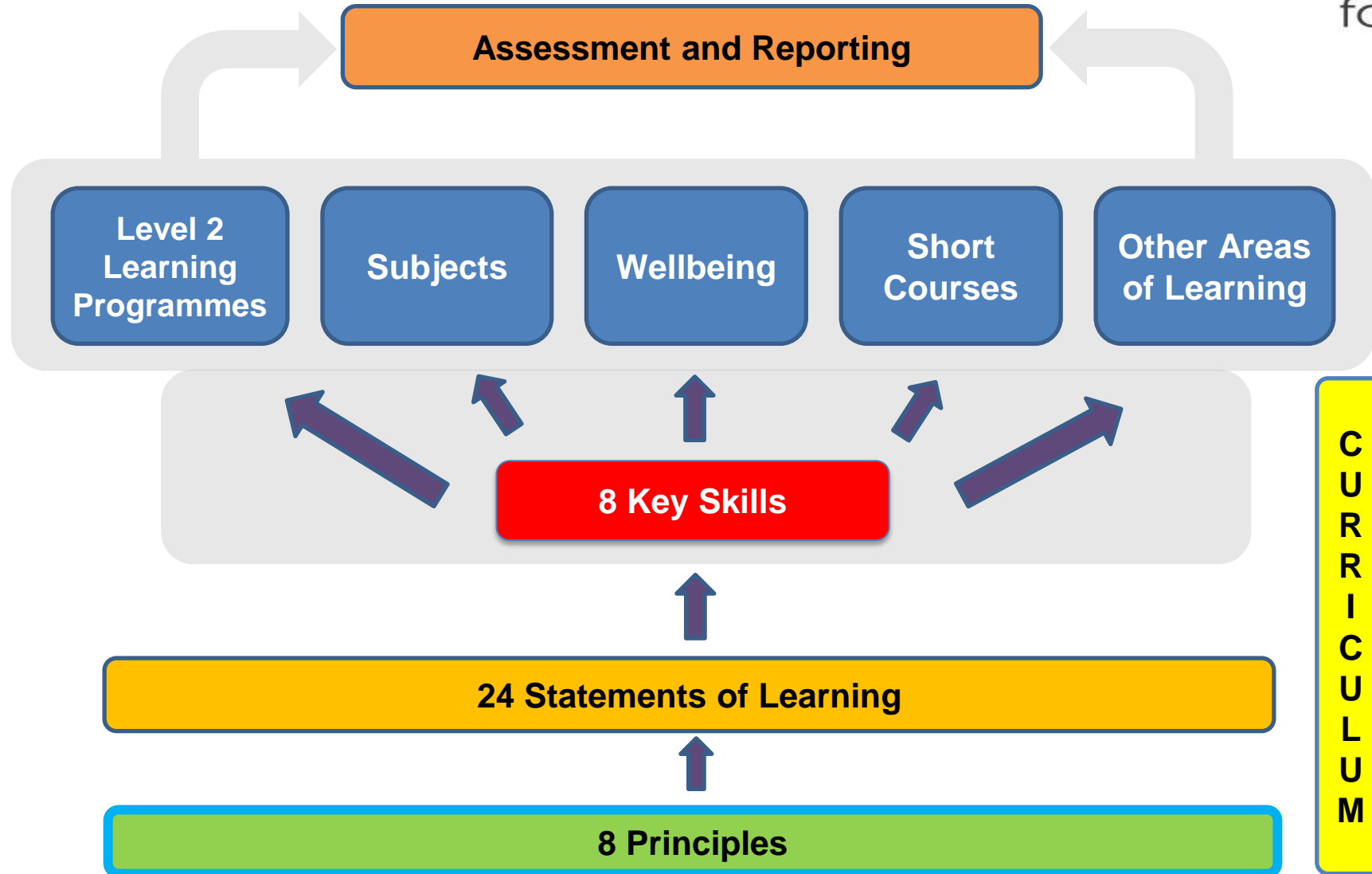
What is the purpose of education in Junior Cycle?

- 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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Framework for Junior Cycle 2015



DEPARTMENT OF EDUCATION AND SKILLS



Flexible programme for student learning

Balance between knowledge and skills

Key Messages of Framework for Junior Cycle 2015

Report

ing

Student wellbeing is central to the
Framework

Supporting continuity and learning- building
on primary school

What stays the same?

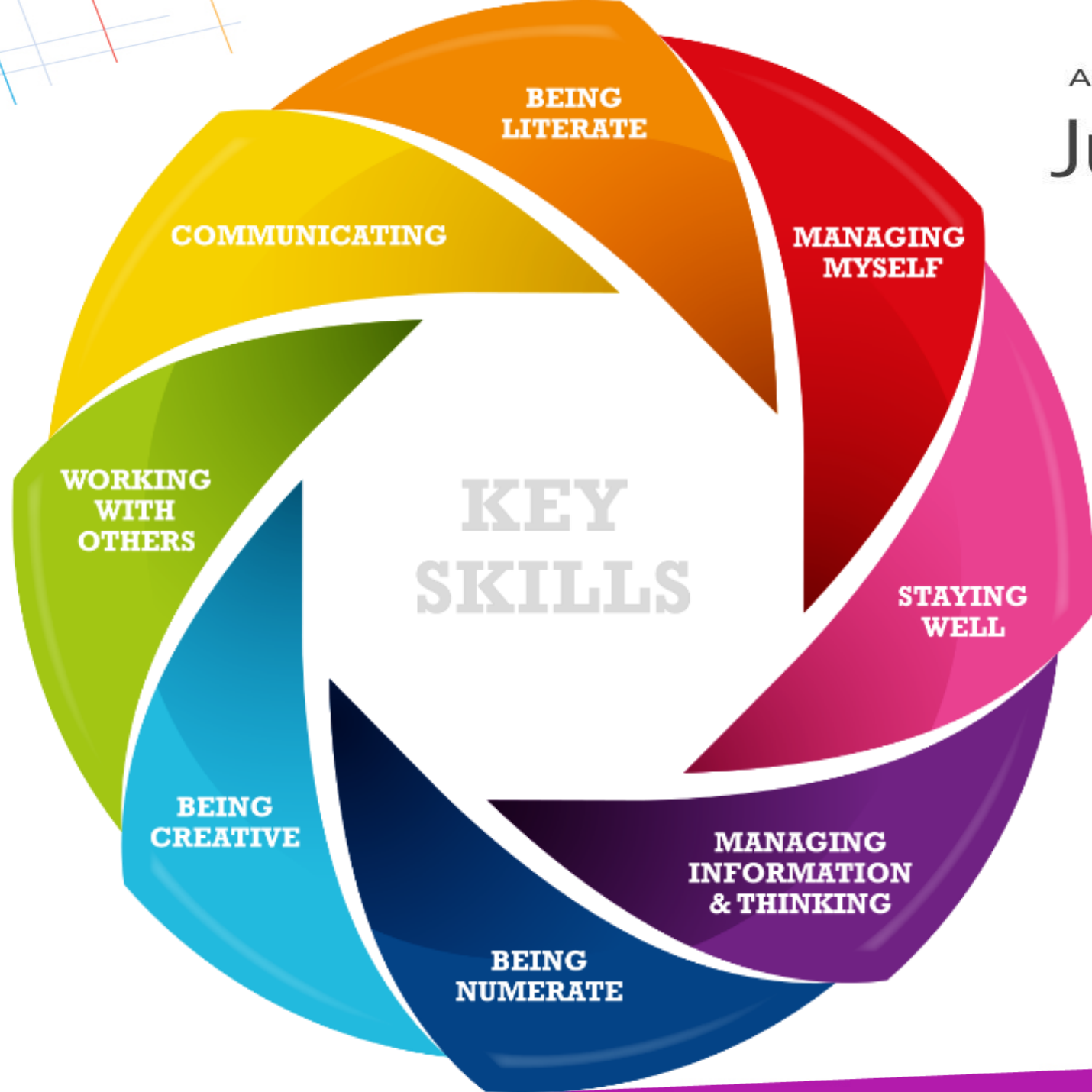
- Students experience a broad and balanced curriculum
- Standards and expectations remain high
- Subjects continue to play an important role in the Junior Cycle
- The Department of Education and Skills will monitor quality across all schools
- The State Examinations Commission will continue to be involved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

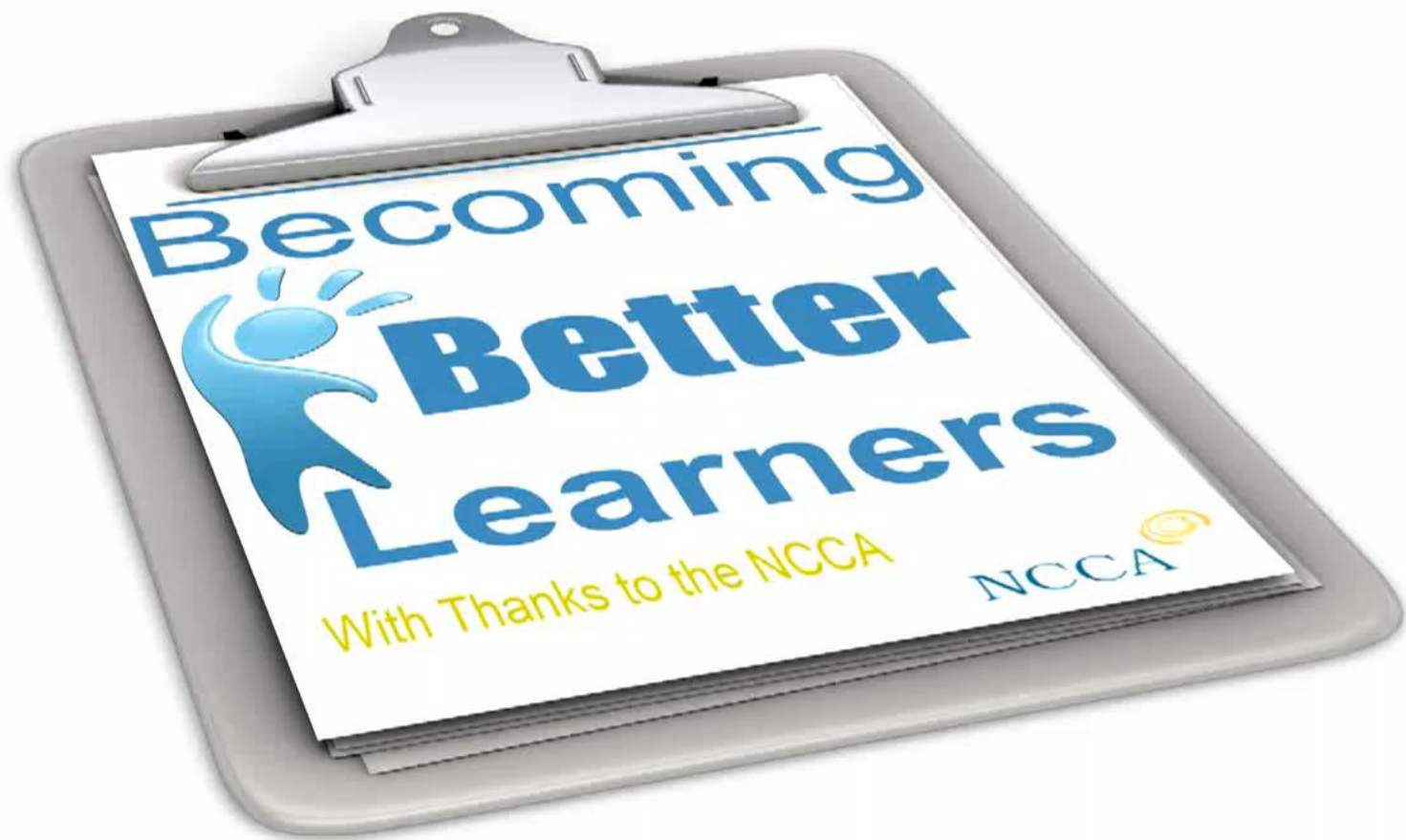
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The purpose of assessment at this stage of education is to support learning.

(Framework for Junior Cycle 2015, p. 35)

A changing culture of 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

Assessment:

Subjects

Short Courses

Level 2 Learning Programmes L2LPs



Assessment: Subjects

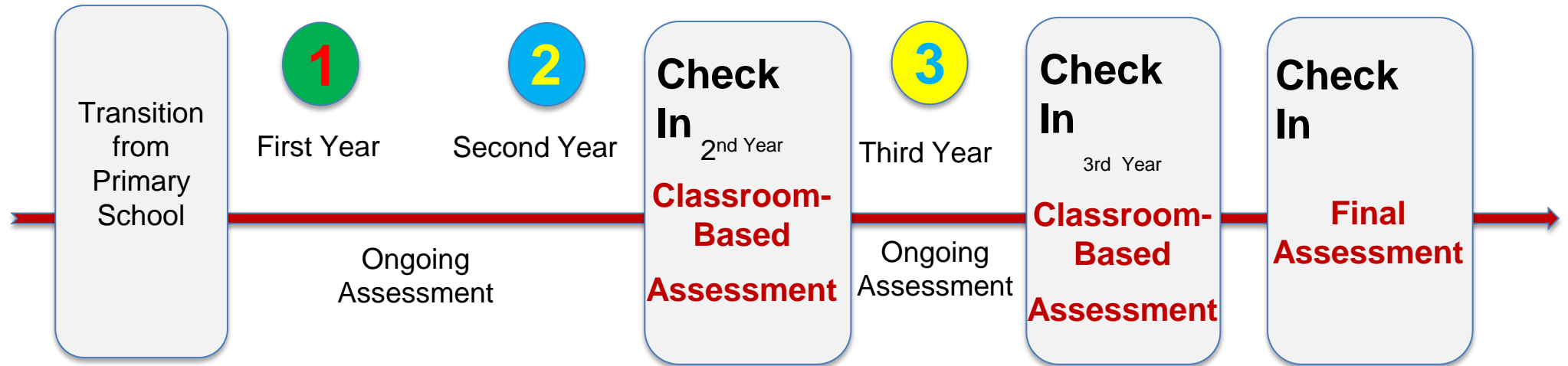
Exams will be set, held and marked by the State Examinations Commission in June of third year.

- 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

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.

Classroom-Based Assessment Example: English

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Features of Quality – An example- English CBA1 Oral Communication

Exceptional

- The student's communication is remarkable for its fluency and its control of material use.
- The communication is imaginatively shaped to a very clear purpose.
- The student's engagement with the audience/listener is compelling and sustained.

Above Expectations

- The student's communication is clear and convincing, and material has been very well chosen.
- Communication is fully shaped and to its intended purpose.
- Engagement with the audience/listener is highly effective

Features of Quality – An Example Cont'd

In Line with Expectations

- Communication is clear and convincing for the most part, showing knowledge of the subject of the communication.
- Communication is shaped to a purpose.
- Engagement with the audience/listener is reasonably well sustained.

Yet to meet expectations

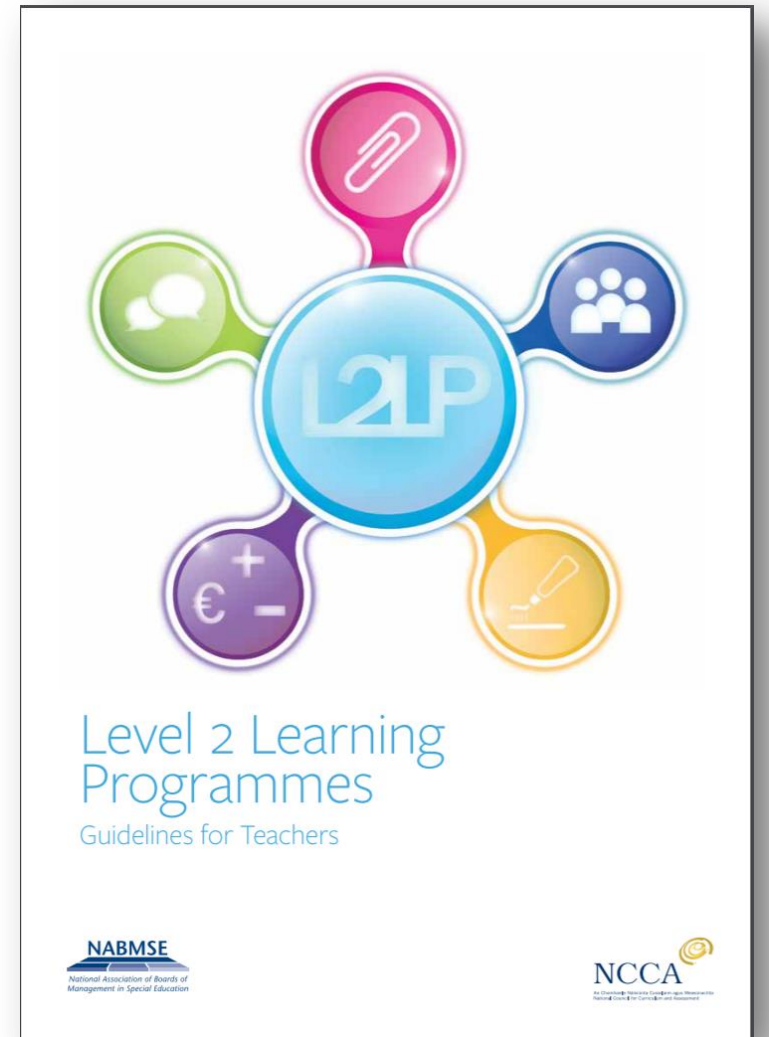
- Communication is unconvincing although some knowledge of the subject of the communication is shown.
- The purpose of the communication is unclear.
- Engagement with the audience/listener is haphazard or poorly sustained.

Assessment Task

- ◆ The written Assessment Task is marked by the State Examinations Commission
- ◆ It requires the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment.
- ◆ The written Assessment Task will provide an opportunity for students to refer to skills and competences that were developed and describe ways in which their learning might be applied to new situations. It provides for an opportunity for reflection on the learning.
- ◆ The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the SEC for marking along with the script for that subject in the state-certified examination.

Assessment: Level 2 Learning Programmes

- School based
- PLUs are reported as “Achieved” if the Learning Outcomes in the PLU have been achieved
- All Priority Learning Units and Short Courses that have been achieved will appear on the JCPA



How do Classroom-Based Assessments take place?

- Details of the Classroom-Based Assessment 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



Ensuring Quality

- Schools will organise “Subject Learning and Assessment Review” meetings (SLAR)
- Teachers will compare their assessment of students’ work and ensure a common approach across the school
- CPD will be provided for teachers to ensure that the Classroom-Based Assessments align to a national standard
- No appeal process for CBA

Steps towards the Junior Cycle Profile of Achievement

- Classroom-Based Assessments of subjects (and Short Courses if offered) will be completed in second and third-year
- Students will sit written SEC prepared examinations in June of third-year for subjects
- Assessment in Short Courses is school-based
- Schools will report on student engagement and participation in the Other Areas of Learning section of the JCPA over the course of Junior Cycle

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



John Kelly

DOB: 21 June 2001

STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 456985

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.



Mary Kelly

DOB: 21/06/2001

STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 456985

English (O) Merit

Mathematics (O) B

History (O) C

Geography (H) C

Home Economics (O) 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 Exceptional

Priority Learning Units

Communicating and Literacy Achieved

Living in the Community Achieved

Numeracy Achieved

Personal Care Achieved

Preparing for Work Achieved

Other Areas of Learning



Principal

Mrs. Mary Smith

Year Head

Mr. John Smith

Roll Number: 76476F

Anytown Secondary School
Anytown, Co. Anycounty
V94 F983



Anytown Secondary School

ach do Mhúinteoirí
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for teachers

Principal

Ms Mary Ryan

Year Head

MR Jack Quigley

Roll Number: 60090Q

Anytown Secondary School
Anytown, Co. Anytown
V94 HXW5



Anytown Secondary School

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

Subjects

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Classroom-Based Assessments - English

Oral Communication

Above expectations

Collection of Texts

In line with expectations

State Examinations

- Distinction
- Higher Merit
- Merit
- Achieved
- Partially Achieved
- Not Graded

Classroom-Based Assessments

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



Other Areas of Learning

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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;

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SOMETHING FOR EVERYONE

Level 2 Learning Programmes

Priority Learning Units

Communicating and Literacy

Achieved

Living in the Community

Achieved

Numeracy

Achieved

Personal Care

Achieved

Preparing for Work

Achieved

Classroom-Based Assessments - Short Courses

Personal Project: Caring for Animals (level 2)

Achieved

CSI: Exploring Forensic Science (level 2)

Achieved

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
- Bloom's Taxonomy
- <https://www.greycaps.com/sites/default/files/teacher/blooms.jpg>

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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.



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?