

Junior Cycle Information for Parents Part 1

Slide number	Speaker Notes
1	<p>Key Point (KP): Introduce presenters and welcome parents – particularly those of children in primary school.</p> <p><u>Notes for presenters (these are not part of the speaker notes but are considerations for different slides and background information for presenters):</u></p> <ol style="list-style-type: none"> 1) <i>Layout of room: Lecture style with data-projector, screen and sound. Flipchart stand can also be useful for</i> 2) <i>You may also want to use leaflets for parents which are available on the JCT website (www.jct.ie).</i> <ol style="list-style-type: none"> 1) <i>Information leaflet for Parents of Post-Primary Students is available from: https://www.jct.ie/perch/resources/publications/jcinfoparentspostprimaryleaflet.pdf</i> 2) <i>Information leaflet for Parents of Primary students is available from: https://www.jct.ie/perch/resources/leadership/jcinfoparentsprimaryleaflet.pdf</i>
2	This slide is hidden and is used to explain the purpose of this PowerPoint to presenters.
3	<p>Key Point: <i>“Education is the most powerful weapon which you can use to change the world”</i></p> <p>Mandela, after 27 years of imprisonment on Robben Island highlights for us the deep sense of care and passion that education rightly evokes in students, parents, educators and society. It is with this deep belief in the importance of education for the life chances of people and for the nature of the society in which they live that we are presenting this to you this evening.</p> <p>This quote forms a basis from which to start this seminar/information evening from.</p>
4	<p>Key Point: This is the order of evening. We will focus on each of these areas throughout this session. We are also aware that there is new vocabulary and we will explain these new terms as we go through the evening.</p> <p><u>Notes for presenter:</u> <i>You may need to change the structure if you are not using the entire presentation.</i></p>
5	<p>Key point: Elaborate on each point as they pop up but keep this VERY BRIEF</p> <p>Additional information: The information on this slide derives from the findings of Irish research. A link to the Emer Smyth/ESRI research is below in the background reading section. This is research that began in the early 2000’s with its last major findings published in 2014.</p> <p>Note 1 – Connecting primary and secondary Through the revised Junior Cycle students will experience a smooth progression from primary school to secondary school. The new subject specifications will have a similar structure to the primary school curriculum. The NCCA are developing a common reporting template to parents of post-primary students. This will build on</p>

the practice already in place in primary school. It will enable them to develop the skills they will need for lifelong learning.

Note 2 – Settling in and making progress in first year

Research and general experience in first year in schools shows that the disconnect between the learning experience of the primary classroom and the classroom in lower secondary school. The research found that this had a measurable impact on the transition process and lead to a lack of progression in many areas in first year.

Note 3 – A purposeful second year

The ESRI research found that there was a mixed experience of education in second year. For some students this lead to a negative interaction with their teachers and consequently lead to a disengagement from learning and school life.

The intention of Junior Cycle is to develop a positive interaction with teachers which will in turn lead to a more positive self-image, both academic and social, for the students.

Note 4 – Ongoing assessment to support learning

3rd year is all about the exam at the end of the year, the product not the process. There is an overemphasis on a particular type of content, strongly influenced by exam preparation and past examination papers.

Note 5 – Literacy and Numeracy for learning and life

Schools are already dealing with this through their literacy and numeracy policies, there is evidence that this initiative is particularly successful in DEIS schools. Furthermore, schools are required to evaluate their own practices through a process called School-Self Evaluation (SSE). From 2012-2016, all schools were asked to focus their SSE on Literacy and Numeracy. SSE is now in its second cycle, from 2016-2020.

Note DEIS means Delivering Equality of Opportunity in Schools

Literacy and numeracy policies will continue as part of Junior Cycle reform

Notes for presenters:

Background Reading: (Research and Background Section on www.juniorcycle.ie)

- *The ESRI/Emer Smyth research, particularly Moving Up, Pathways through Junior Cycle and Gearing Up for the Exam indicate a lack of progress in 1st year by many students, a dis-engagement in 2nd year, while. Furthermore, national comparisons in Literacy and Numeracy over the past 20 years show a decline in standards. While accepting that these issues are not the sole responsibility of the school but nevertheless they cannot be ignored.*
- *The “new curriculum” introduced over a decade ago at primary level has been enhanced by many new initiatives in teaching and learning which were supported by quality in-service and support materials. There is evidence of a disconnect between classroom practices in first level and second level which hinders the transition for first year students.*
- [April 2015 Update](#)
- **SUPPORTING A BETTER TRANSITION FROM SECOND LEVEL TO HIGHER EDUCATION:**
- <https://www.education.ie/en/Publications/Education-Reports/Supporting-A-Better-Transition-From-Second-Level-To-Higher-Education-Implementation-and-Next-Steps.pdf>
- **2014 Updates**
- **DEIS**

https://www.esri.ie/publications/search_for_a_publication/search_results/view/index.xml?id=4189

- *Leaving School in Ireland*

https://www.esri.ie/publications/search_for_a_publication/search_results/view/index.xml?id=3944

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Key Point:

What is the purpose of education in Junior Cycle?

There are many answers to this question, but these answers were found in the consultation by the NCCA in 2010, with all the educational partners including teachers and parents.

Notes for presenters:

Background references here <http://www.juniorcycle.ie/Curriculum/Research>.

7	<p>Key Point:</p> <p>This video was produced by the National Council for Curriculum and Assessment (NCCA) who are the statutory body with responsibility for curriculum development in Ireland. In it, we will find out what some of the most significant changes in junior cycle are.</p> <p>Notes for presenters: <i>The video is approximately 2 minutes and 25 seconds long.</i></p>
8	<p>Key point:</p> <p>There are 8 Principles which underpin the Junior Cycle Framework. You can see them on the screen. Each of the 8 Principles support each other and are dependent on each other.</p> <p>Notes for presenters: <i>The Principles differ in priority between individuals, groups and staffs. All opinions are valid. The debate on principles is an important professional discourse. If you had time, you could get the parents to work in groups of 4 and have a discussion for 5 minutes as to which of the Principles they feel are the most important. All opinions are valid and none of them are designed to be more important than the others. However, such an activity can help participants to make connections between the different Principles.</i></p>
9	<p>Key Point:</p> <p>The Junior Cycle Framework is based on 8 Principles mentioned in the introduction The 24 Statements of Learning are the new curriculum. They are evident in the different programmes offered in Junior Cycle, including subjects, short courses, Wellbeing and the Level 2 Learning Programmes. 8 Key Skills have been identified.</p> <ol style="list-style-type: none"> 1. Being Literate 2. Being Numerate 3. Managing Myself 4. Staying Well 5. Communicating 6. Being Creative 7. Working with Others 8. Managing Information and Thinking <p>These Key Skills are to be embedded in subjects, short courses, Wellbeing Other Areas of Learning and the Level 2 Learning Programmes. The Level 2 Learning Programmes are relevant to many students in special schools and a <u>very small</u> number of students in mainstream schools For students the 24 Statements of Learning and 8 Key Skills will be embedded in Subjects, Short Courses and Other Areas of Learning. For Level 2 Programme students they will be embedded in the 5 Priority Learning Units and the two Level 2 short courses. Assessment and Reporting are an integral part of the structure of the junior cycle process and annual reporting takes place from 1st Year through to 3rd Year.</p> <p>Notes for presenters: <i>Level 2 Learning Programmes are mentioned here – they are not the purpose of tonight's presentation – If asked: they are relevant to many students in special schools and a <u>very small</u> number of students in mainstream schools - designed for students with particular special educational needs who currently can't access the Junior Certificate - general learning disabilities in the higher functioning moderate and low functioning mild categories.</i></p>
10	<p>Key Point:</p> <p>If your child entered 1st Year in 2016, they will be learning from new Subject Specifications in English, Science, Business Studies. These students also have the opportunity to engage with Short Courses, if the school chooses</p>

to offer Short Courses. The **Level 2 Learning Programmes** are available to students who are in the low mild to high moderate category of General Learning Disability. This is a very specific special education need. These students will complete Junior Cycle in 2019 and will receive their **Junior Cycle Profile of Achievement** in 2019. **If your child entered 1st Year in 2017**, they will also engage **Subject Specifications** in English, Science and Business Studies. They will also be engaging with the **new Subject Specifications** in Irish, Art, Craft & Design and Modern Languages. They will also engage with the **Wellbeing area of learning**. This consists of CSPE, PE and SPHE along with other areas such as **guidance related learning**. These students also have the opportunity to engage with **Short Courses**, if the school chooses to offer Short Courses. The **Level 2 Learning Programmes** are available to students who are in the low mild to high moderate category of General Learning Disability. This is a very specific special education need. These students will complete Junior Cycle in 2020 and will receive their **Junior Cycle Profile of Achievement** in 2020. **If your child is currently in 6th class in primary school and due to enter in September 2018**, they will cover all of the same **Subject Specifications** from 2017, along with **Wellbeing, Level 2 Learning Programme (if applicable) and Short Courses (if offered by the school)**. They will also see **new Subject Specifications** introduced in Maths, Music, History, Geography and Home Economics. These students will complete Junior Cycle in 2021 and receive their **Junior Cycle Profile of Achievement** in 2021.

Notes for presenters:
Subjects are introduced on a phased basis, as outlined on pg. 17 of the Framework for Junior Cycle 2015.

11 **Key Point:**
If your child is currently in 5th class, and will be entering Post-Primary school in 2019, they will cover all of the same **Subject Specifications** from 2018, along with **Wellbeing, Level 2 Learning Programme (if applicable) and Short Courses (if offered by the school)**. They will experience **new Subject Specifications** in Woodwork, Metalwork, Technology, Technical Graphics, Religious Education, Jewish Studies and the Classics. These students will complete Junior Cycle in 2022 and receive their **Junior Cycle Profile of Achievement** in 2022. This cohort will be the first cohort to go through the entire range of new subject specifications, as all new subject specifications will have been introduced when these students commence Junior Cycle in 2019.

12 **Key point:**
 Each of these key aspects are addressed in the Framework

- **Flexible programme for student learning**
 The Framework allows for a flexible programme that supports students' learning. Schools have flexibility in terms of the programmes that they offer. This flexibility includes the introduction of Short Courses, if a school wishes, and the potential to introduce the Level 2 Learning Programmes to support students who this programme is aimed at (*i.e. students who are in the low mild to high moderate category of General Learning Disability*).
- **Balance between knowledge and skills**
 The Framework aims to support students to develop their knowledge and skills across the three years of junior cycle. It aims to support students to develop knowledge and skills that will benefit them in their education beyond junior cycle and in their life. Thus, it aims to support students to become lifelong learners.
- **Dual approach to Assessment**
 The Framework uses a dual approach to assessment. Formative Assessment and Summative Assessment are both used throughout the three years. Formative Assessment is ongoing and happens throughout each lesson while Summative Assessment tends to happen at the end of a period of time or a topic/concept.
- **Reporting a broader picture of learning**
 Subjects will continue to be reported on. In addition to this student achievement in Classroom-Based Assessments, Short Courses (if introduced in the school) and Level 2 Learning Programmes (where applicable) will also be reported. Furthermore, student engagement and participation in co-curricular and extra-curricular activities, that supports the development of the Key Skills, can also be reported through the Other Areas of Learning.

- **Supporting continuity and learning-building on primary school**
 Assessment and Reporting in Junior Cycle aims to build on the practices that are used in in primary school. The Key Skills approach, along with Wellbeing, are also reflective of what is happening in primary school.

Notes for presenters

It may be useful to have a copy of the Framework for Junior Cycle 2015 to show the participants by holding it up during this slide. The Framework is also available online, as a PDF, from the DES website. It can be accessed from here: <https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>.

13

Key Point

So, we can see that there are changes happening in junior cycle. However, some things are staying the same.

- **Students experience a broad and balanced curriculum**

The 24 Statements of Learning allow for schools to provide a broad and balanced curriculum that supports student learning.

- **Standards and expectations remain high**

In fact, the standards and expectations for student learning will be clearer than ever because each subject specification will be set out in learning outcomes describing what the student will be able to do and will have examples of assessment tasks and student work marked by teachers will show how students can go about achieving a high standard in their work.

- **Subjects continue to play an important role in the Junior Cycle**

21 Subjects all will have updated and relevant specifications. The subjects are being introduced on a phased basis. The final phase, Phase 5, will be implemented in September 2019.

- **The Department of Education and Skills will monitor quality across all schools**

Emphasis on quality – particularly on the quality and nature of the learning itself - on the process of learning

- **The State Examinations Commission will continue to be involved in assessment for certification**

State examinations will be held in June of 3rd Year every year.

14

Key Point:

- **A better and a more engaging learning experience for your child**

The subject specifications are written with this in mind, as are the Short Courses.

- **A solid preparation for Senior Cycle and beyond**

The broadening of the focus on learning will help all students to engage with Senior Cycle which is changing also

- **Updated subject specifications**

Following consultation with Subject Matter Experts and experienced teachers

- **Quality reporting back to parents and students**

This will be central to the Junior Cycle.

- School-based components will be assessed by the students' teachers; they will be reported to students and parents by the school.
- Schools will document and report to students and their parents on the students' progress and achievement including the outcomes achieved on the school-based components.
- A standard template for this school report will be provided.

- **Assessment to support learning**

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

- **An emphasis on Key Skills and preparation for life**

We will now look at the 8 Key Skills

Notes for presenters

Recent changes at Senior Cycle include:

- 1) *The introduction of Politics and Society at Senior Cycle. This was introduced in September 2016 and will be examined for the first time in June 2018.*

- 2) *Computer Science will be introduced as a Leaving Certificate subject in 40 pilot schools in September 2018- more information available from here: <https://www.education.ie/en/Press-Events/Press-Releases/2018-press-releases/PR2018-01-04.html>.*
- 3) *Physical Education is also being introduced as a Leaving Certificate examinable subject- <https://www.education.ie/en/Press-Events/Press-Releases/2017-Press-Releases/PR17-12-11.html> .*

15

Key Point:

- Key Skills help learners develop the **knowledge, skills and attitudes** to face the many challenges in today's world
- They support lifelong learning and indeed preparation for learning at senior cycle
- Key Skills are happening in every Junior Cycle classroom.
- Junior Cycle will involve a more planned and thoughtful approach to embedding the Key Skills in the classroom.
- Each subject specification will indicate to the teacher how he/she can activate them in their classroom.

16

Key Point:

Some 48 Network Schools took part in piloting different aspects of the Framework for Junior Cycle before it was introduced in 2014.
 This video gives us an insight to some student's and teacher's experiences of the Key Skills in the Junior Cycle classroom.

17

Key Point:

There will be 21 subjects that schools can offer once the implementation of Junior Cycle is complete.

Notes for presenters:

Read through the subjects or let parents read quietly from screen.

18

Key point:

A school can develop a short course to meet the needs of their students. This process is challenging, but very worthwhile and normally takes 12-18 months. There are examples of schools who have developed a short course in 'Radio and Television Broadcasting' and in the area of 'STEM - Science Technology Engineering and Maths' Schools may opt to include short courses that have been developed

- by the school or another organisation in accordance with a template and guidelines set out by the NCCA.
- by the NCCA (see below)

The following Short Courses are broadly aligned with Level 3 of the NFQ.

Three relate to the Wellbeing area of learning

- Civic, Social and Personal Education (CSPE)
- Physical Education (PE)
- Social Personal and Health Education (SPHE)

Some schools currently provide Computers or ICT on the Junior Cycle Programme. Now school can package this learning, and also allow student to profile their achievements in this area through the ICT short courses:

- Coding
- Digital Media Literacy

The remaining Short Courses are examples which may be based on existing practice or tradition within a school, or which allow a school to explore a new area of learning.

- Artistic Performance
- Chinese Language and Culture
- Philosophy

The following are broadly aligned with Level 2 of the NFQ and can be undertaken by students who are engaged in the Level 2 Learning Programmes:

- A Personal Project: Caring for Animals

- Exploring Forensic Science
- Enterprise in Animation

Link line to next slide:

An area of learning called Wellbeing has been described by the NCCA and is compulsory for incoming first year students from September 2017.

Additional information:

The notes can be shortened (*in the initial phases of introduction not many schools have taken on Short Courses but this will change over time*)

During junior cycle, a student will learn through number of subjects or a combination of subjects and short courses. Therefore, schools may also offer students the opportunity to take a small number of short courses (**up to a maximum of four for reporting on the JCPA**).

It is very important to note that short courses are not intended to replace existing subjects.

Notes for presenters (These can be useful in the event of questions from parents)

The inclusion of short courses can allow a school to

- *broaden the range of learning experiences for students,*
- *Be flexible to address the needs and interests of their students*
- *encompass areas of learning not covered by the combination of curricular subjects available in the school.*
- *link strongly to the local community, local groups*

A Short course

- *requires 100 hours of student engagement.*
- *Is specified at a common level*
- *Is normally be linked to 3 to 4 statements of learning*
- *Supports the development of the 8 Key Skills*
- *Will be assessed predominantly through ongoing formative assessment*
- *Short courses are an optional curriculum component, and link strongly to key skill development*

For the purposes of acknowledgement on the Junior Cycle Profile of Achievement,

- *students will undertake one Classroom-Based Assessment,*
- *There will be no terminal exam – which is appropriate in relation to the nature of the learning.*
- *Achievement will be reported upon to parents/guardians and students by the school.*

In the event of questions that you are unsure of...

Good question, please document your question and I can pass it on to Junior Cycle for Teachers. They will clarify any questions you may have. As this is a new area, I want to ensure you have the best advice possible.

19

Key Point:

This slide refers to Wellbeing and we are all aware that a positive school climate and culture is fundamental to staff and student wellbeing.

Wellbeing **must** include PE, SPHE and CSPE and **can** include other areas a school sees as contributing to wellbeing.

Wellbeing is central to all aspects of Junior Cycle reform

- It is both one of the 8 Principles and one of the 8 Key Skills.
- Wellbeing features in many of the Statements of Learning, particularly number 11 “Takes action to safeguard and promote her/his wellbeing and that of others”.

Notes for presenters:

Statements of Learning numbers 5,7,10, 11, 12 & 13 are all explicitly identified in the Junior Cycle Wellbeing Guidelines as being engaged with by students through the Wellbeing area of learning.

20

Key Point:

As the slide highlights, student wellbeing is central to the Framework for Junior Cycle. Over the next few slides, we will have a look at how wellbeing is central to the Framework.

Notes for presenters

It may be useful to have a copy of the Junior Cycle Wellbeing Guidelines with you, so that you can show how detailed these guidelines are (over 100 pages). This can also be accessed, as a PDF, from here: https://www.juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/Curriculum/Wellbeing/Wellbeing-Guidelines-for-Junior-Cycle.pdf.

21

Key Point:

This quote is taken directly from the Wellbeing Guidelines.

- There are a lot of different definitions of wellbeing from different fields such as psychology and philosophy. However, this is the definition that the NCCA have developed for wellbeing in Junior Cycle.
- The environment in which students learn can shape students' development and life satisfaction. Every school has its own distinct climate and there is no universal recipe for creating a "happy" school. But schools, together with other social institutions, can attend to children's fundamental psychological and social needs, and help students develop a sense of control over their life and resilience in the face of unfavourable situations.

Notes for presenters

As an activity, you could ask parents to have a discussion in groups and to highlight the word/phrase that stands out to them from the NCCA definition.

22

Key Point:

Wellbeing is a whole school endeavour; and an endeavour that it is for **everybody** in our school community. With this in mind, it is important that the entire school community develops a **common understanding** of wellbeing.

The next slide will help to develop a common understanding of wellbeing.

23

Key Point:

The Wellbeing Programme is supported by these six Indicators of Wellbeing. These are used to plan, evaluate and review the school's Wellbeing Programme, and your child will engage with these indicators throughout their three years in Junior Cycle.

Speaker talks through the 6 indicators.

Notes for presenters

Each of the indicators has a number of descriptors associated with it. Each of these is written as a question from a student's perspective. This allows for students to reflect on each of the indicators throughout their time in Junior Cycle. Reflection, by students, is an important part of Wellbeing.

24

Key Point:

To explain who the Level 2 Learning Programmes (L2LPs).

Level 2 Learning Programmes are designed for a small number of students with specific special educational needs:

- These students are identified as being in in the **higher functioning moderate and low functioning mild categories of General Learning Disabilities (GLD)**.
- The special needs of these students is such as to prevent them from accessing some or all of the subjects and short courses on offer at junior cycle that are broadly aligned with Level 3 NFQ (Framework for Junior Cycle 2015., section 3.4 on pg. 23)
- **Note the highlight above – this is a very specific definition.**

Notes for presenters:

- **Do not read below, but be prepared to say NO!**
- **Not** – Foundation Level
- **Not** – JCSP
- **Not** - non-nationals with poor linguistic ability
- **Not** – the generality of SEN students (e.g. SLD [specific language difficulty] i.e. dyslexia. Dyspraxia. General Learning Difficulties (borderline).
- **Not** – students with sensory difficulties [hearing and or vision impairment]
- Many students on the autism spectrum are suitable for Level 3.
- The majority of L2LP students are in Special Schools but there are a small number in mainstream schools. This is seen increasingly.

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Key Point:

The Level 2 Learning Programmes (L2LPs) have 5 Priority Learning Units (PLUs).

They are:

- 1) Communication and Literacy
- 2) Numeracy
- 3) Personal Care
- 4) Living in the Community
- 5) Preparing for Work

- PLUs are priority areas of learning for students
- A full L2LP makes up 60% of timetable – this can happen through mainstream classes, Resource/Learning Support classes or work in a special class if a student is enrolled in a special class, such as an ASD special class, in a school. Students in special schools can also achieve in the Level 2 Learning Programmes.
- The other 40% should encompass Wellbeing and Other Areas of Learning at Level 3.

A full Level 2 Learning Programme also includes 2 Level 2 Short Courses.

Notes for presenters:

Level 2 Learning Programmes Short Courses were referred to earlier on Slide 18; the Short Courses slide.

Level 2 Short Courses, that have been developed by the NCCA, include:

- 1) *A Personal Project: Caring for Animals*
- 2) *Exploring Forensic Science*

These are only for students who are engaging with a Level 2 Learning Programme.

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Key Point:

Other Areas of Learning will be reported on the Junior Cycle Profile of Achievement.

These include co-curricular and extra-curricular activities that students have **engaged and participated in** during their time in junior cycle. Other Areas of Learning support the development of the Key Skills and allow for engagement with the 24 Statements of Learning.

Speaker read the experiences on the slide

These are a combination of learning experiences that a school will offer (e.g. Pastoral Care/ Tutor class) and might offer (e.g. school garden). The list is NOT exhaustive.

Notes for presenters:

The learning experiences on the slide were purposefully chosen because they are available to the vast majority of students.

A possible activity:

ASK PARENTS FOR SUGGESTIONS:

Is there anything else happening in your school that you know of?

Junior Cycle Information for Parents Part 2

Slide Number	Speaker Notes
1	<p>Key Point (KP):</p> <p><u>If starting from this slide:</u> Introduce presenters and welcome parents – particularly those of children in primary school.</p> <p><u>Notes for presenters (these are not part of the speaker notes but are considerations for different slides and background information for presenters):</u></p> <p>1) Layout of room: Lecture style with data-projector, screen and sound. Flipchart stand can also be useful for 2) You may also want to use leaflets for parents which are available on the JCT website (www.jct.ie).</p> <p>1) Information leaflet for Parents of Post-Primary Students is available from: https://www.jct.ie/perch/resources/publications/jcinfoparentspostprimaryleaflet.pdf</p> <p>2) Information leaflet for Parents of Primary students is available from: https://www.jct.ie/perch/resources/leadership/jcinfoparentsprimaryleaflet.pdf</p> <p><u>If continuing from Part of 1 of this presentation, this slide can be hidden.</u></p>
2	<p><u>Part 2 of the Presentation (PowerPoint 2 Starts here)</u></p> <p>Key Point: <i>This slide is about assessment and reporting during and at the end of Jack and Emma's time in Junior Cycle education. As the slide says "The purpose of assessment at this stage of education is to support learning". The new approach to assessment and reporting will:</i></p> <ul style="list-style-type: none"> • <i>Place a new emphasis on the assessment that happens in classrooms and the way this is reported to parents by schools.</i> • <i>Use a wide variety of methods, tasks and strategies so that high-quality feedback can be reported to students across the three years of Junior Cycle. Such feedback will be based on sources of evidence such as questioning, tests, project work, presentations, experiments and other kinds of classroom-based activities.</i> • <i>Ongoing assessment and reporting will allow students to review their own progress and discuss their progress with their teachers and other students with a view to identifying next steps to be taken. This will help to build students' capacity to manage their own learning and their motivation to stick with a complex task or problem. It will also form the basis of more informed conversations between parents and schools on the learning of their students</i> • <i>Ongoing assessment and reporting will help students to demonstrate their learning achievements over time and in a range of learning contexts which the current examination system cannot capture.</i>
3	<p>Key Points: This slide outlines how assessment is changing in junior cycle. In recognising and catering for this stronger emphasis on assessment as a vital part of the teaching and learning process, a changing assessment culture is encouraged.</p>

	<p>There will be a more varied approach to assessment in ensuring that the assessment method undertaken is fit for purpose, timely and relevant to the students. Teachers are encouraged to talk about assessment with their colleagues and in this way build capacity, knowledge and confidence in assessment practice in schools.</p> <p>Notes for presenters: <i>Speaker reads through each of the bullet points on the screen.</i></p>
4	<p>Key Point: Assessment that strongly supports learning might look different for students. They might be correcting their own work before handing it up using a marking plan set by the teacher. They might also be giving feedback to other students about their work and offering suggestions as to how that work might be improved, again following clear criteria. They will be able to look at examples of other students' work to identify differing standards, and use this to assist them in reaching a higher standard in their own work. Through this they will be identifying what they need to learn, what they need to do and what to change in order to improve their own learning.</p>
5	<p>Key Point: We now want to take a look at Assessment in three areas:</p> <ol style="list-style-type: none"> 1) Subjects 2) Short Courses 3) Level 2 Learning Programmes <p>Notes for presenters: <i>The intention of this slide is to set up the assessment structure in these three areas. The next 8 slides directly refer to assessment in subjects, short courses and Level 2 Learning Programmes.</i></p> <p><i>If asked about Assessment in the Wellbeing Area of Learning?</i> <i>The Junior Cycle Wellbeing Guidelines (2017) states that: The focus of assessment in Wellbeing is on gathering evidence of what the student has learned <u>about</u> wellbeing, i.e. the knowledge, skills and dispositions students have gained. While not everything needs to be assessed, it is important that students are encouraged to reflect regularly on their learning throughout the Wellbeing programme. (pg. 72) "Ongoing assessment should contribute to ensuring that students have a positive sense of themselves as learners and a strong sense of their own self-efficacy and capacity to improve." (pg. 35)</i></p>
6	<p>Key Point: This slide directly refers to the assessment of subjects by the State Examinations Commission.</p> <ul style="list-style-type: none"> • English, Irish and Maths specified at Higher and Ordinary levels. • All other subjects specified at a Common Level. • Exams will be set, held and marked by the State Examinations Commission in June of third year. • The exams will be of a duration of 2 hours or less. <p>Notes for presenters: <i>Be prepared to take questions around the reasoning of common level. The NCCA and the SEC will be requested to work in close collaboration to ensure that the examinations assess a broad range of knowledge, skills and competences, and that problematic prediction is avoided.</i></p> <p><i>Student appeals regarding the State certified examination will be processed as per the current appeals arrangements.</i></p> <p><i>Junior Certificate Schools Programme (JCSP) will continue. The JCSP is subject to review at a future date when a substantial proportion of the revised Junior Cycle programme is in place, as per pg. 14 of Circular 0015/2017.</i></p>

7	<p>Key Point: This slide outlines the journey that students will make in each of their subjects, highlighting important points along the way.</p> <ul style="list-style-type: none"> • Firstly, students transition from Primary school and will experience ongoing assessment from the outset of 1st Year. • Ongoing Assessment is a key feature of 2nd and 3rd Years also. • In 2nd Year, students will complete their first Classroom-Based Assessment (CBA). The dates for each CBA in each subject are decided by the National Council for Curriculum and Assessment (NCCA). • In 3rd Year, students will complete their second Classroom-Based Assessment. Again, the dates for this assessment are decided by the NCCA for each subject. • Furthermore, the Final Assessment, which is set and graded by the State Examinations Commission (SEC) is completed in 3rd Year. <p>Notes for presenters: <i>A potential question here could be:</i></p> <ol style="list-style-type: none"> 1) <i>Who grades the CBAs?</i> <i>Answer: The teachers in that subject department. SLAR Meetings are used to allow teachers review the learning that has taken place in each CBA.</i> <p><i>It's also important to know that 20 of the 21 subjects will have their first CBA in 2nd Year and their second CBA in 3rd Year. Irish is the exception to this norm as both CBAs in Irish will take place in 3rd Year.</i></p>
8	<p>Key Point: The purpose of this slide is to introduce the concept of Classroom-Based Assessments.</p> <p>Presenter should allow parents/guardians to read this slide for a few moments.</p> <p>Notes for presenters: <i>The video on the next slide is very effective at demonstrating one form of a Classroom-Based Assessment, from an English context. It may be prudent to show the video first, before taking questions as the video may help to answer many questions.</i></p>
9	<p>Key Point: This video is going to give us an insight into the Classroom-Based Assessment that students undertake in English in 2nd Year.</p> <p>Notes for presenters: <i>The video is approximately 6 minutes and 40 seconds long.</i></p>
10	<p>Key Point: This slide provides information on the Assessment Task, which is completed as part of the SEC assessment in 3rd Year. Read through each point on the slide.</p> <p>Notes for presenters: <i>The Assessment Task is only completed in subjects. The combination of the Assessment Task and the Final Examination contribute to the SEC Grade Descriptor that students are awarded. Secondly, it is also important to note that there are 7 subjects which have "<u>slightly modified assessment structures</u>". These 7 subjects are: Visual Art, Music, Home Economics and the Technology subjects (Circular Letter 0015/2017, pg. 15).</i></p>

<p>11</p>	<p>Key Point: This slide refers to assessment in Short Courses. Assessment in Short Courses is school based.</p> <p>Notes for presenters: <i>Each Short Course has one Classroom-Based Assessment, which is outlined in the Assessment Guidelines for that specification. Short Course specifications and Assessment Guidelines, which have been developed by the NCCA, are available on www.curriculumonline.ie. Schools can develop their own Short Courses too, if they want to.</i></p>
<p>12</p>	<p>Key Point: Assessment in Level 2 Learning Programmes is also school based. They are assessed on the basis of what the student has achieved. All Priority Learning Units and Short Courses that a student has completed as part of the Level 2 Learning Programmes will appear on the student’s Junior Cycle Profile of Achievement (JCPA).</p> <p>Notes for presenters: <i>A sample JCPA is provided towards the end of this presentation. A sample for the Level 2 Learning Programmes is also provided.</i></p>
<p>13</p>	<p>Key Point: This slide outlines how and when Classroom-Based Assessments take place. Each subject has two Classroom-Based Assessments, while each Short Course has one Classroom-Based Assessment. Read through each point on the side.</p> <p>Notes for presenters: <i>Features of quality are used by teachers when grading students’ that is submitted as part of the Classroom-Based Assessments in subjects and short courses. The features of quality are outlined for each individual Classroom-Based Assessment in the Assessment Guidelines for each subject and short course. The NCCA also provide exemplars for student work for Classroom-Based Assessments.</i></p>
<p>14</p>	<p>Key Point: The following structures and supports have been put in place to ensure quality.</p> <ul style="list-style-type: none"> • First of all, schools will organise “Subject Learning and Assessment Review” meetings. • Secondly teachers will compare their assessment of students’ work and ensure a common approach across the school. This will be supported by the features of quality that were discussed on the previous slide. • Thirdly, CPD will be provided for teachers to ensure the school-based assessment component aligns to a national standard. <p>Ensuring Quality National curriculum specifications National assessment specifications Annotated examples of student work showing expected standards Multiple judgements of student work in SLAR meetings Information for parents/guardians and students External assessment through the SEC Assessment tool kits Professional development</p> <p>Notes for presenters: <i>It will need to be stressed to parents that the content of this slide marks a major change in assessment and reporting practices in schools. This change is to ensure the quality of assessment for all students nationally.</i></p>

15	<p>Key Point: This slide highlights the key points in relation to Reporting in Junior Cycle. Read through each point on the slide.</p>
16	<p>Key Point: This slide highlights the different areas that a student’s Junior Cycle Profile of Achievement (JCPA) will report on. The JCPA is given to students after they have completed Junior Cycle. Guidelines on reporting the area of Wellbeing will be developed by the NCCA.</p> <p>Notes for presenters: <i>JCPA templates are on the next slide.</i></p>
17	<p>Key Point: Your child will receive a Junior Cycle Profile of Achievement, it will contain 5 areas, as in the slide above. There will be a standard template that all schools will use. On completing their education at primary level, students take with them to post-primary an “education passport”, which contains relevant information that will support the post-primary school in gaining a full understanding of the student’s learning and their learning profile. This passport contains information about the student submitted by the student, teacher and parent. This education passport will be developed and continue to support your child's learning through Junior and Senior Cycle.</p>
18	<p>Key Point: These are two templates for the Junior Cycle Profile of Achievement (JCPA). The first template, on the left, is the template that students who complete Junior Cycle at Level 3 will receive. These students will have their achievements in up to 10 subjects profiled through the SEC examinations (and Assessment Task) and the Classroom Based Assessments for the subjects that they have completed. If they do any Short Courses (they can do a maximum of four short courses) these will also be profiled here. Finally, engagement and participation in things such as co-curricular, extra-curricular activities will also be reported on in the Other Areas of Learning. This could also include other areas of the curriculum that are not reported in any other part of the JCPA, such as a school’s own Religious Education Programme. The JCPA on the right is where a student has seen their achievements in the Level 2 Learning Programme profiled, as well as their achievements in 5 subjects at Level 3. they have also had their achievements in the English CBAs reported and their achievements in the two Short Courses that they have completed. Finally, they will have the Other Areas of Learning reported on. Subjects, CBAs, Short Courses (where applicable) and Other Areas of Learning are all reported on also.</p> <p>Notes for presenters:</p> <ul style="list-style-type: none"> • Wellbeing will be first reported on the JCPA in 2020. This will be when the 2017 entry cohort complete their Junior Cycle. • Students who are engaged with Level 2 Learning Programmes are allowed to access Level 3 subjects/short courses if they are able to so. • Students who are accessing Junior Cycle at Level 3 only cannot achieve any element of the Level 2 Learning Programmes.
19	<p>Key Point: Subjects on the Junior Cycle Profile of Achievement Reporting on achievements in subjects is now broader than just the final examination that students complete in June of 3rd Year. As the two circles highlight above, students will still receive this grade, but they will also</p>

	<p>have their learning in both Classroom Based Assessments reported on in the Junior Cycle Profile of Achievement.</p>
20	<p>Key Points:</p> <ol style="list-style-type: none"> 1. The descriptors for State Examinations are Distinction (90 – 100%), Higher Merit (75 – 89%), Merit (55 – 74%), Achieved (40 – 54%) and Partially Achieved (20 – 39%). 2. The descriptors for Classroom-Based Assessments are Exceptional, Above expectations, In line with expectations and Yet to meet expectations. Not reported will appear if a CBA has not been reported on. CBAs are assessed at common level and based on Features of Quality, found in the Assessment Guidelines of each subject or short course as highlighted earlier. These descriptors on the right-hand side of the screen, are not aligned to any percentage scale. 3. The descriptors for each are very deliberately different in both names and numbers. This is to ensure that no comparison can be made between the two. <p>Notes for presenters: <i>These descriptors are all found on the reverse of the Junior Cycle Profile of Achievement (JCPA) that students receive upon completion of Junior Cycle.</i></p>
21	<p>Key Point: If a school chooses to offer Short Courses for certification, <u>each Short Course has one Classroom-Based Assessment</u>. This Classroom-Based Assessment will also be reported on the student’s Junior Cycle Profile of Achievement, under the heading <u>Classroom-Based Assessments- Short Courses</u>.</p> <p>Notes for presenters: <i>If a school wishes to report on student achievement in Short Courses it is important to remember the following: Students can do 10 subjects for certification <u>or</u> Students can do 9 subjects and up to 2 short courses for certification <u>or</u> Students can do 8 subjects and up to 4 short courses for certification</i></p>
22	<p>Key Point: Other Areas of Learning This section of the Junior Cycle Profile of Achievement reports on <u>students’ engagement and participation</u> in the different areas outlined above.</p> <p>Notes for presenters: <i>Speaker read through the text on screen slowly, to highlight the areas that this will report on. It may be useful to have some examples that are specific to your school also; i.e. co-curricular or extra-curricular activities that students in junior cycle currently engage and participate in that supports the development of some of the Key Skills and engagement with some of the Statements of Learning.</i></p>
23	<p>Key Point: Level 2 Learning Programme- Priority Learning Units</p> <p>Priority Learning Units and Short Courses in the Level 2 Learning Programme will be reported on the basis of if they have been Achieved by the student.</p>
24	<p>Key Point: This is returning to the slide that we had earlier in the workshop. We hope that you have seen how the changes in Junior Cycle aim to support the purpose as outlined here. Thank you for attending today/tonight.</p>