



An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Dominican College

Muckross

Junior Cycle

Information for Parents

April 2018



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

- Nelson Mandela



Overview

1. Our students *Ms. Mee*
2. Structure of the Junior Cycle *Ms. Mee*
3. Subjects, Short Courses & Wellbeing *Ms. McLoughlin*
4. Assessment and Reporting *Ms. Kelly*
5. Other Areas of Learning & Junior Cycle Profile of Achievement (JCPA) *Ms. Collins*
6. Questions

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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

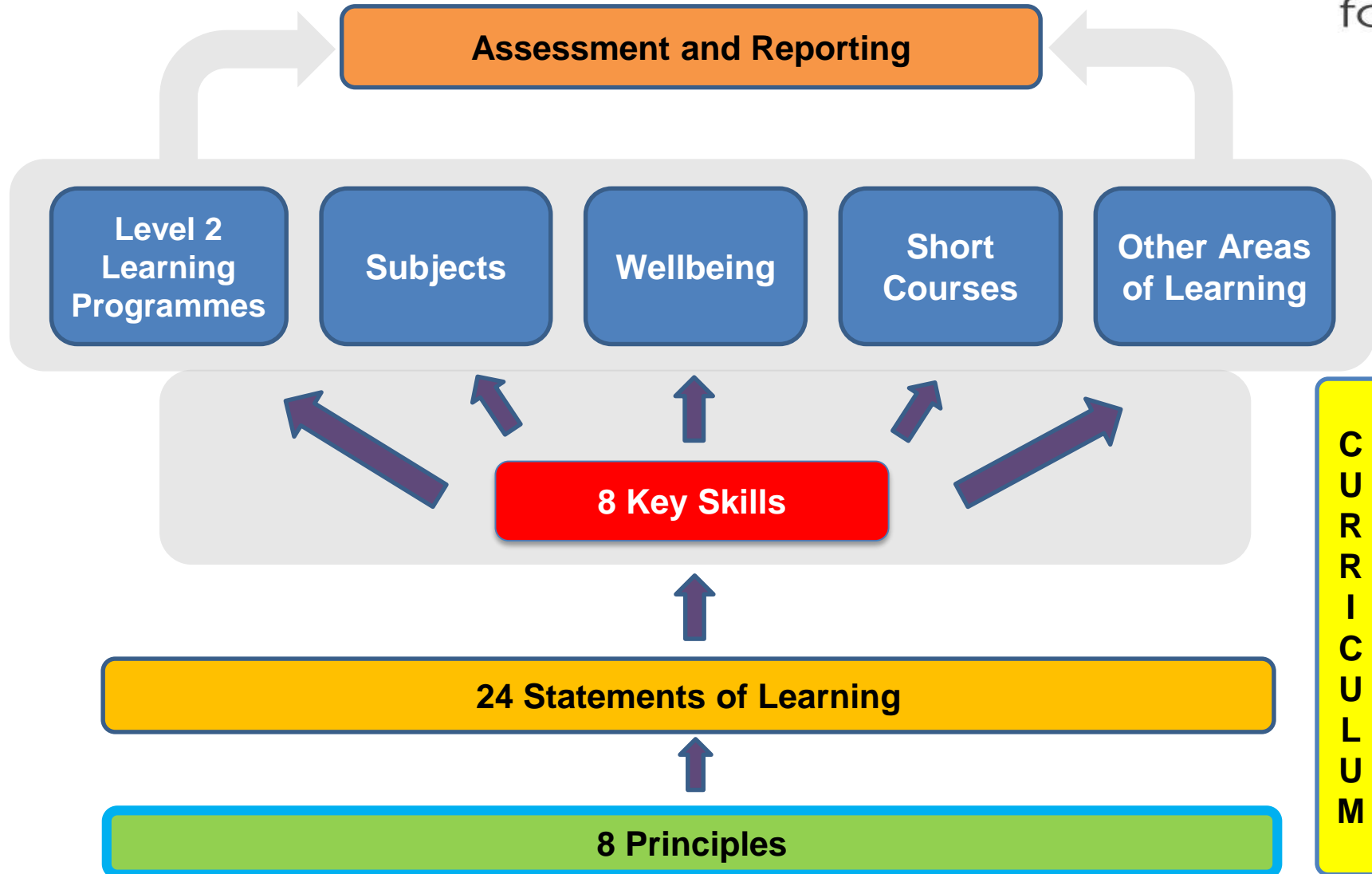


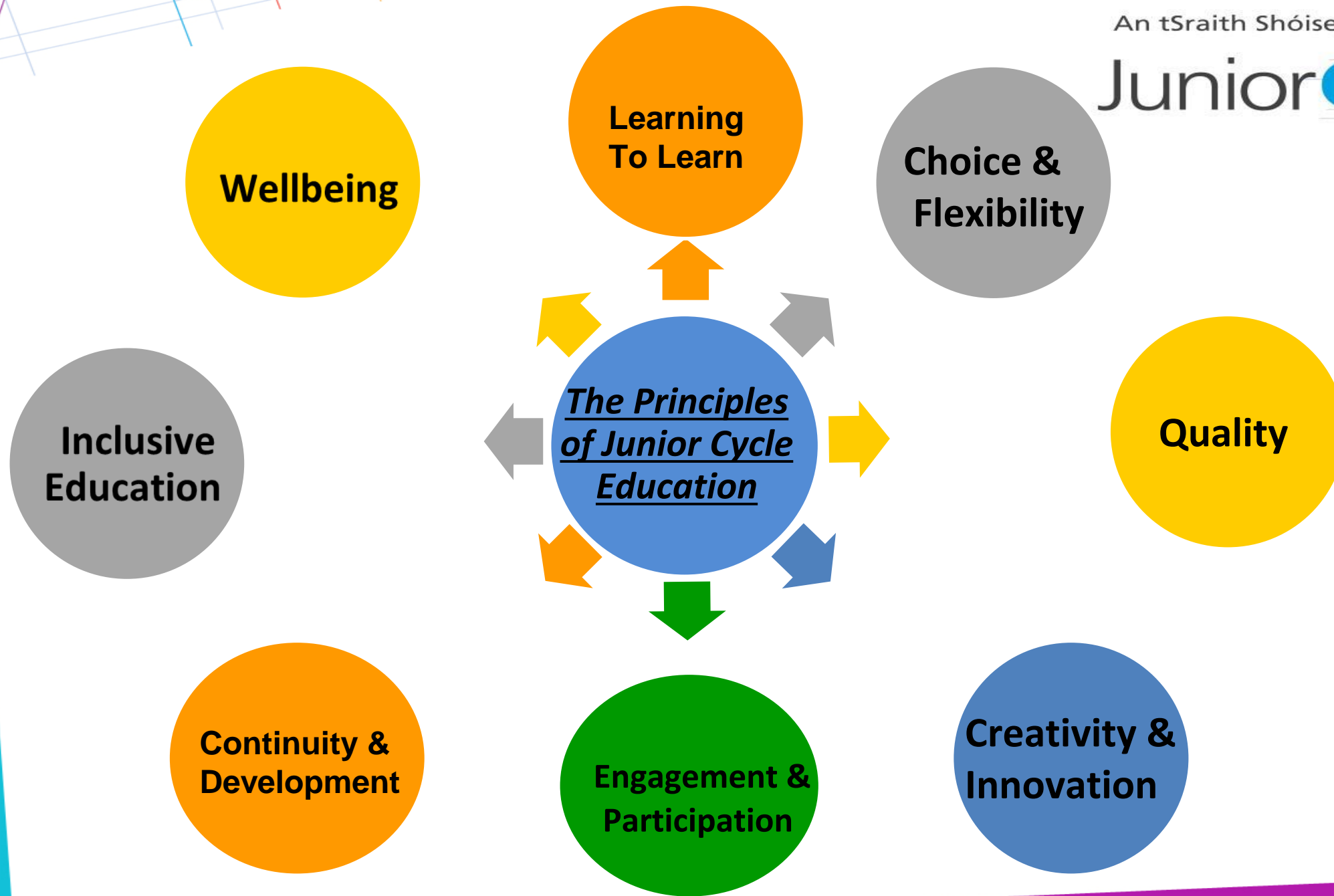
What is the purpose of education in Junior Cycle?

- 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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Statements of Learning

The student

- 1 communicates effectively using a variety of means in a range of contexts in L1*
- 2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
- 3 creates, appreciates and critically interprets a wide range of texts
- 4 creates and presents artistic works and appreciates the process and skills involved
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10 has the awareness, knowledge, skills, values and motivation to live sustainably

Current Second Years

English
Science
Business Studies

Irish
Maths
History
Geography
Home Ec.
Art Craft & Design
Music
Modern Foreign Languages
RE
CSPE
SPHE
PE

Current First Years

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

Wellbeing (CSPE, SPHE,
PE & Guidance)

Maths
RE
History
Geography
Home Ec.
Music

Furthermore:

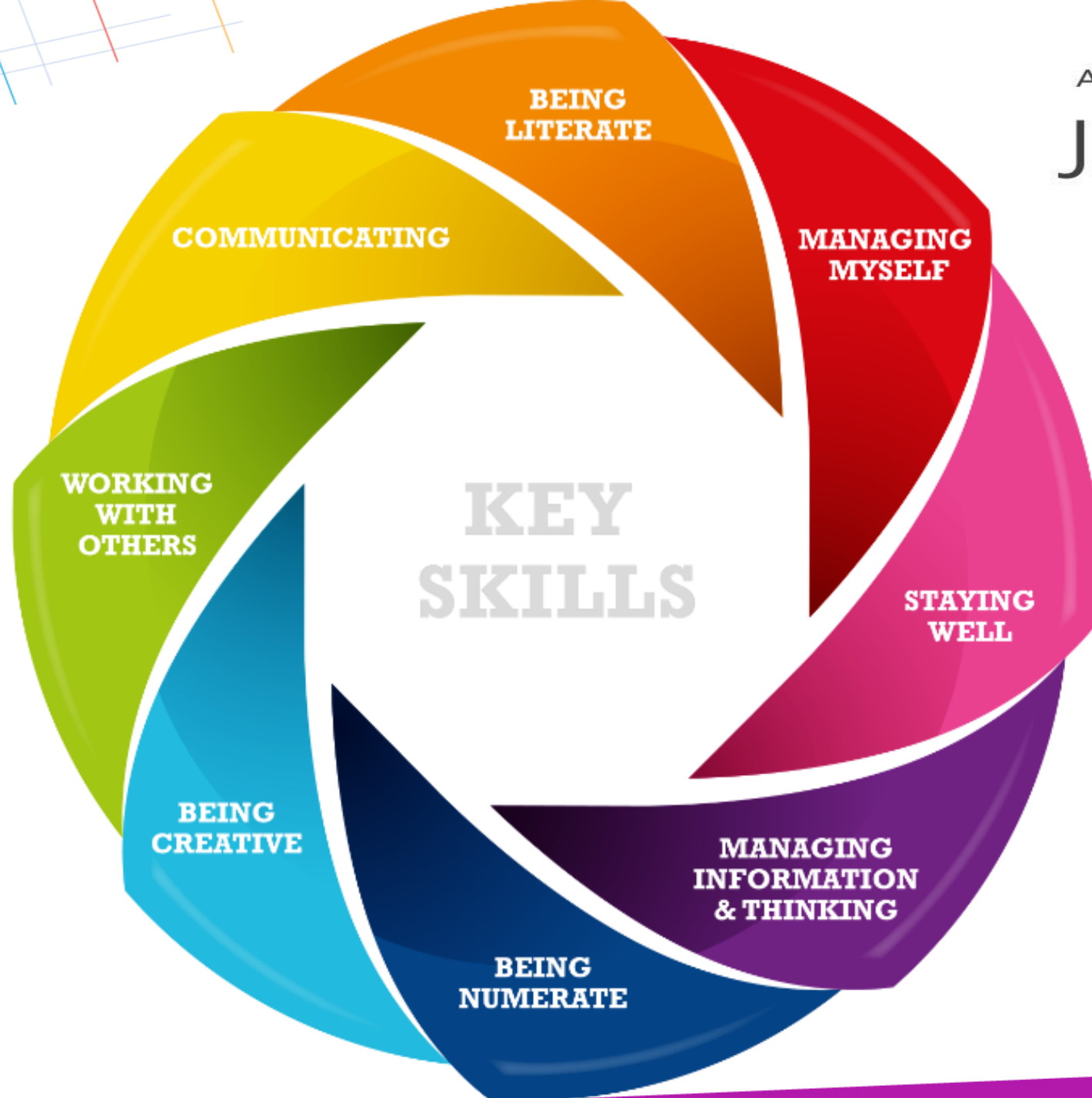
- ◆ Other Areas of Learning will also be reported on
- ◆ Muckross is offering Short Courses to current First Years in SPHE, CSPE & PE

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



Wellbeing For First Years

300 Hours over three years

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



**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?



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

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

Assessment:

Subjects

Short Courses

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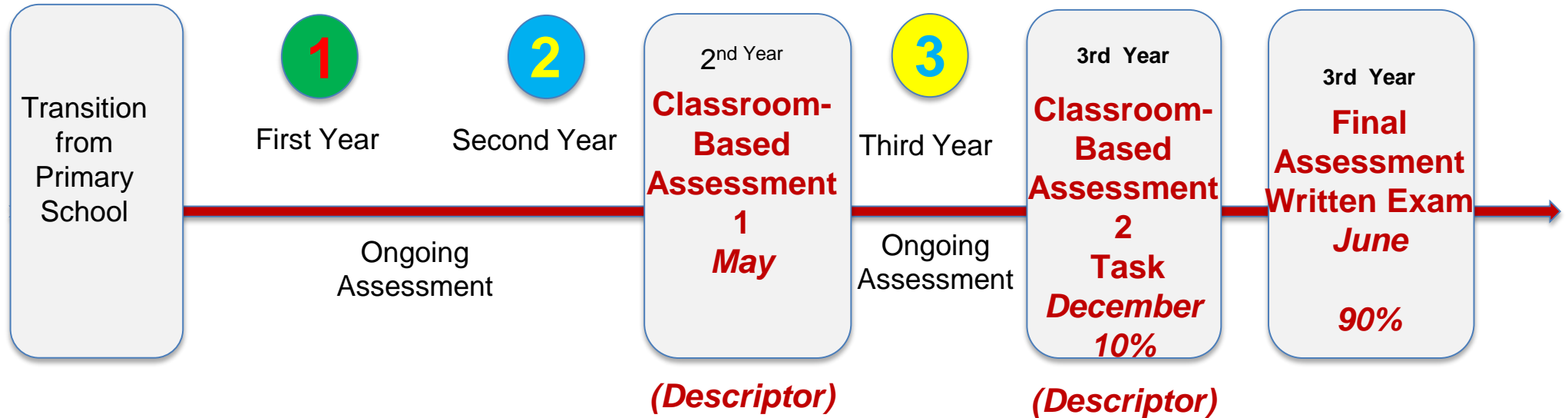
Assessment: Subjects

**Exams will be set, held and marked by
the State Examinations Commission (SEC)
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

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 Task

- ◆ The written Assessment Task is marked by the State Examinations Commission
- ◆ It may require the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment.
- ◆ The written Assessment Task may also 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.
- ◆ 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: Short Courses

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

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

Reporting

- Junior Cycle will build on reporting currently carried out at Primary level
- Reporting will happen in first, second and third-year
- First-year reporting will focus on student learning and self-development
- Second and third-year reporting will include the school-based components that will form part of the Junior Cycle Profile of Achievement
- The NCCA will develop guidelines for providing these reports to students and parents

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
- 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 JCFA 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

This JCFA recognises and records achievements in Junior Cycle.

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STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 450985

Engllsh (O)

Distinction

Irish (O) ⁽²⁾

A

Mathematics(H)

B

Hlstory (H)

C

Geography(H)

D

French (O) ⁽²⁾

C

Business Studles (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 90 – 100%
- Higher Merit 75 – 89%
- Merit 55 - 74%
- Achieved 40 – 54%
- Partially Achieved 20 – 39%
- Not Graded 0 – 19%

Classroom-Based Assessments

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



Short Courses

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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

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STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 13490

English (H)

Merit

Irish (H)

B

Mathematics (H)

A

History (H)

A

Geography (H)

A

French (H)

A

Music (H)

B

Home Economics (H)

A

Science (H)

A

C.S.P.E. (C)

A

Religious Education (H)

B

Classroom-Based Assessments - English

Oral Communications

Not Reported

Collection of Texts

Not Reported

Other Areas of Learning

As part of the SPHE curriculum the student participated in lessons covering self-management, friendship, emotional health and effective communication. This helped promote wellbeing.

The student was a member of the school tennis, basketball, cricket and hockey teams. She took part in regular training sessions and matches. She was a member of the hockey team that won the Claudia Tierney League, Minor A Cup and the Senior Cup. Participation in these activities improved her teamwork skills and wellbeing.

During her 3rd year in school, she participated in a study skills seminar, which was useful in helping her to set and achieve personal goals related to her studies.

The student participated in school retreats. This helped her reflect on the important things in life and promoted wellbeing.

Principal

Ms Anne Marie Mee

Anne Marie Mee

Roll Number: 60710U

Muckross Park College
Donnybrook, Dublin 4



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This JCPA recognises and records achievements in Junior Cycle.

What is the purpose of education in Junior Cycle?

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QUESTIONS??

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