

Tuesday 5th February

Junior Cycle

Parent Information Evening



St. Paul's College

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

What we will discuss this evening?

- Structure of the Junior Cycle
 - What is changing/staying the same
- What is your son doing in relation to Junior Cycle?
- What are the main changes?
- Classroom Based assessments (CBA's)
- Junior Cycle Profile of Achievement (JCPA)
- Other Areas of Learning
- Wellbeing

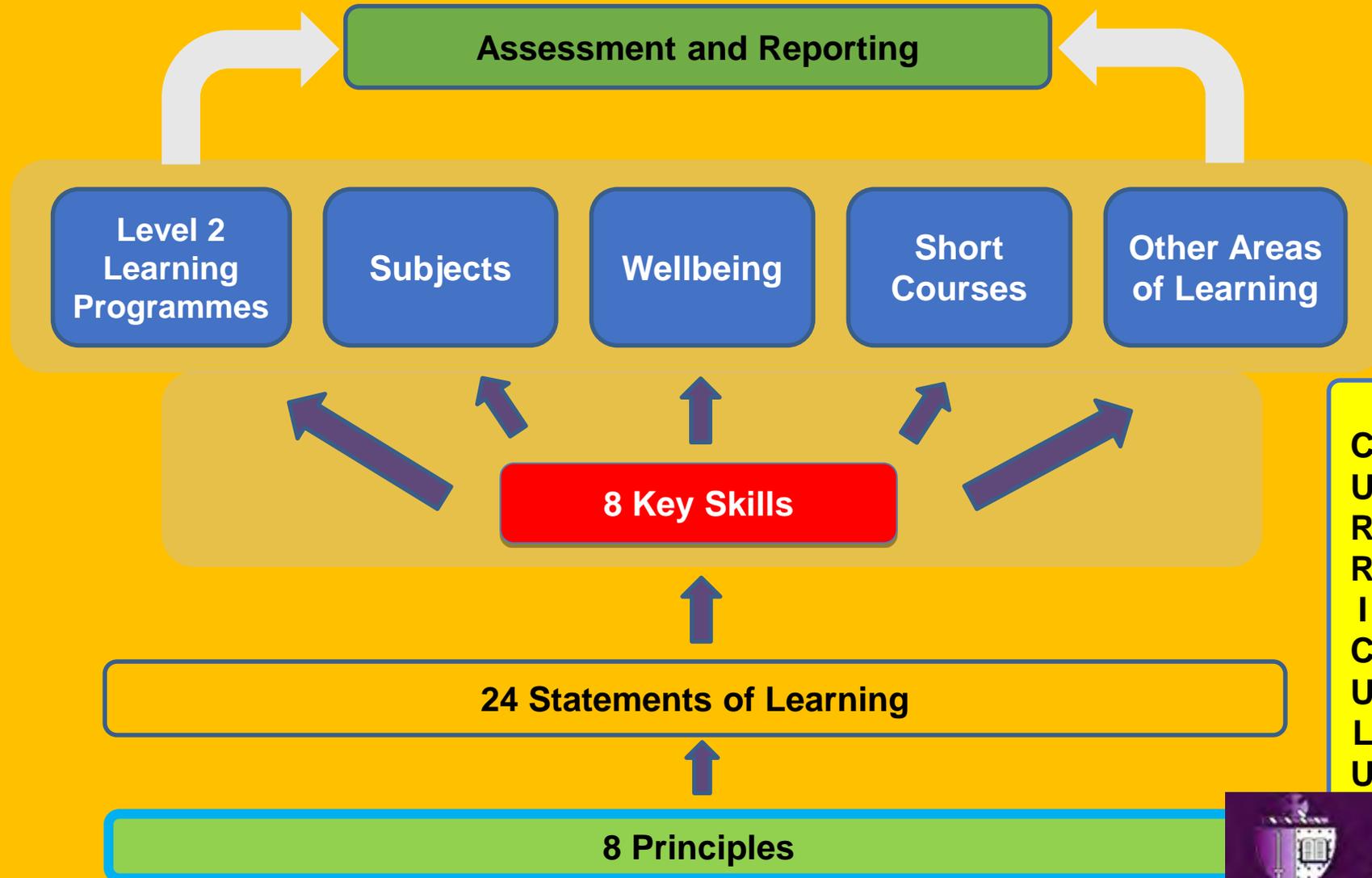
What stays the same?

- 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 – Formative Assessment
- An emphasis on Key Skills and preparation for life
- A sound preparation for learning at Senior Cycle and beyond

Structure of the Junior Cycle



CURRICULUM

8 Principles of the Junior Cycle

- Engagement and Participation
- Learning to Learn
- Choice and Flexibility
- Quality
- Wellbeing
- Inclusive Education
- Creativity and Innovation
- Continuity and Development

24 Statements of Learning (examples)

- The student:

1. Communicates effectively using a variety of means in a range of contexts
5. Has an awareness of personal values and an understanding of the process of moral decision making
11. takes action to safeguard and promote her/his wellbeing and that of others
17. Devises and evaluates strategies for investigation and solving problems using mathematical knowledge, reasoning and skills
22. Takes initiative, is innovative and develops entrepreneurial skills



Junior Cycle Profile of Achievement

- Your son will receive a Junior Cycle Profile of Achievement (JCPA) in December of his Transition Year
 - Junior Certificate Exam Results
 - Junior Cycle Exam Results
 - Descriptors awarded in his 2nd & 3rd year Classroom Based Assessments (CBA's)
 - Descriptors awarded in Short Courses – PE and Digital Media Literacy (Current 1st years only)
 - Other Areas of Learning (co-curricular and extra curricular activities which developed key skills)



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.

Principal

Ms Mary Ryan

Year Head

MR Jack Quigley

Roll Number: 60090Q

Anytown Secondary School
Anytown, Co. Anytown
V94HXW5



Anytown Secondary School



St. Paul's College

Phased Junior Cycle

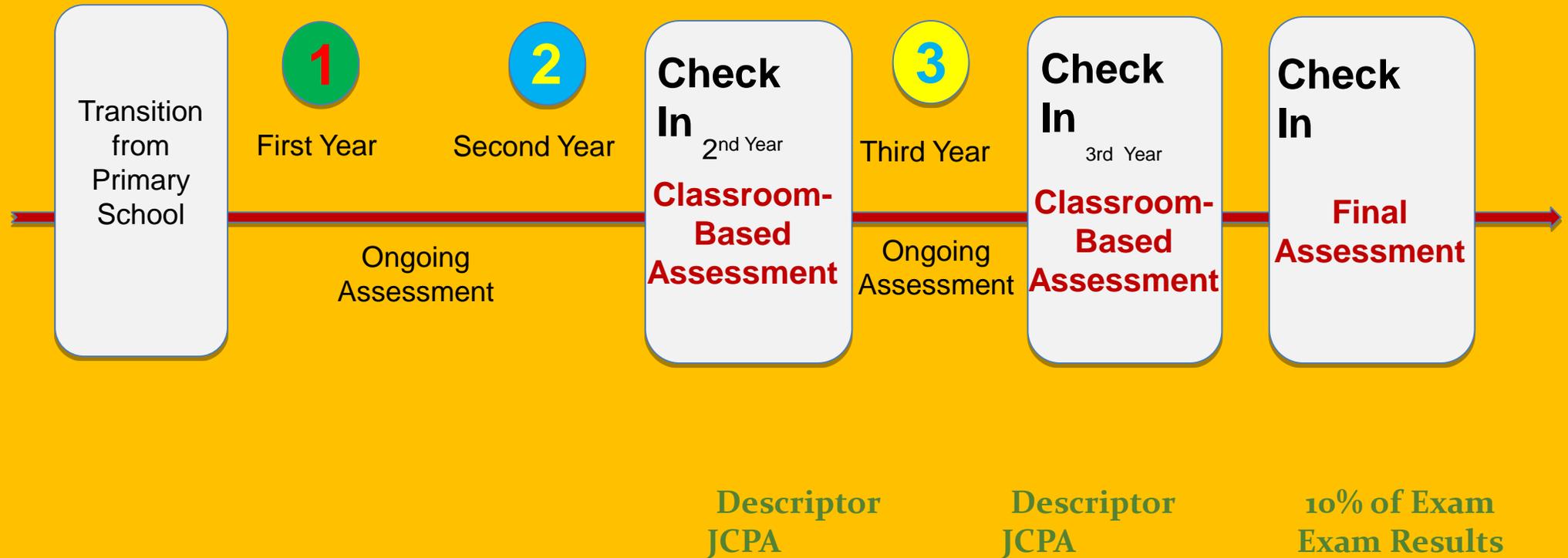
Current 2nd year students

- Junior Cycle
 - English
 - Business
 - Science
 - Irish
 - Languages
 - Art
- Junior Certificate
 - Maths
 - Music
 - History
 - Geography
 - Technologies (Wood & TG)

Current 1st year students

- Junior Cycle
 - English
 - Business
 - Science
 - Irish
 - Languages
 - Art/Music
 - Maths
 - History
 - Geography
 - PE – Short Course
 - Digital Media Literacy – Short Course
- Junior Certificate
 - Technologies (Wood & TG)

One Subject's Journey



Assessment: Subjects

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

- English, Maths and Irish at Higher and Ordinary levels
- All other subjects at Common Level
- Duration of 2 hours or less
- Assessment Task done in class in 3rd year- (Report on CBA 2) is worth 10% of SEC awarded grade.



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.

Framework for Junior Cycle 2015, p. 37

Classroom Based Assessments (CBAs)

Current 2nd year students

- 2nd year – CBA 1
 - English
 - Business
 - Science
 - Languages
 - Art
- 3rd year – CBA 2
 - Irish (CBA 1&2)
 - English
 - Business
 - Science
 - Language
 - Art

Current 1st year students

- 2nd year – CBA 1
 - English
 - Business
 - Science
 - Languages
 - Art/Music
 - Maths
 - History
 - Geography
 - PE – Short Course
 - Digital Media Literacy – Short Course
- 3rd year – CBA 2
 - Irish (CBA 1&2)
 - English
 - Business
 - Science
 - Language
 - Art/Music
 - Maths
 - History
 - Geography

CBA – Awarding Descriptors

- There are Features of Quality (FoQ) provided in every subject to determine which descriptor the students CBA merits
- Based on the FoQ the class teacher will award a ‘provisional’ descriptor
- Each class teacher in that year will attend a Subject Learning Assessment Review meeting (SLAR)
- Each teacher will bring samples of their students indicating what provisional descriptor has been awarded
- There will then be a discussion – paying attention to the FoQ – and a consensus will be reached as to whether the descriptor awarded is appropriate and if not which descriptor applies
- Teachers can then adjust their provisional descriptors, if necessary and final descriptors are then awarded
- There is NO formal appeals procedure

Key Dates

- Last year prescriptive dates were set down by the NCCA & JCT as to when each CBA was to happen
- This has recently been revised to open up timeframe within which individual schools can decide when to schedule each CBA
- We have not been given the dates for next year yet
- Very important parents understand the importance of attendance within the school calendar.
- Scheduling holidays during the school term means a student could miss a CBA & then be unable to complete the Assessment Task (10%)

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.

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

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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- 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.
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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.

Junior Cycle Wellbeing Guidelines (2017)



St. Paul's College

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?

Wellbeing

- Students in 2nd year are following a wellbeing programme in the following subject areas:
 - PE
 - CSPE
 - SPHE
 - RE
- The above areas are the Main Pillars of the Wellbeing Programme but there is an emphasis on every subject teaching Wellbeing – a Cross-Curricular approach.

Wellbeing

- Students in 1st year are following a wellbeing programme in the following subject areas:
 - PE
 - CSPE
 - SPHE
 - RE
 - Life Skills
 - Digital Media Literacy
- The above areas are the Main Pillars of the Wellbeing Programme but there is an emphasis on every subject teaching Wellbeing – a Cross-Curricular approach.