

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

An Interactive Journey

Embedding the Level 1 and Level 2 Learning Programmes into your classrooms



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

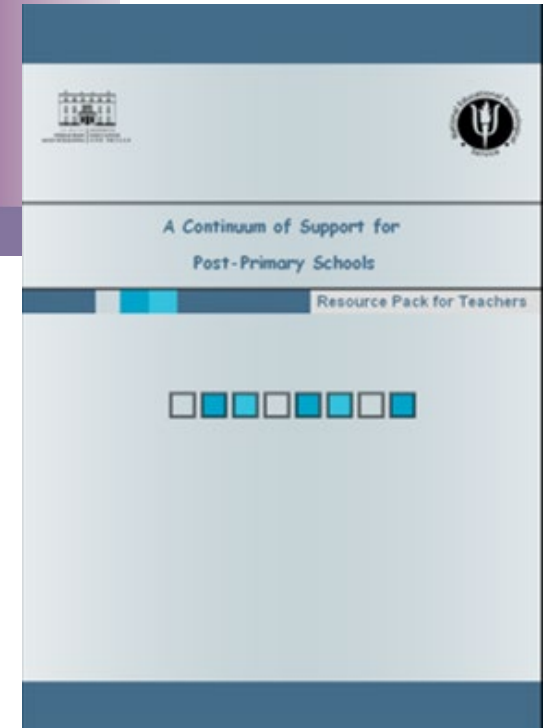
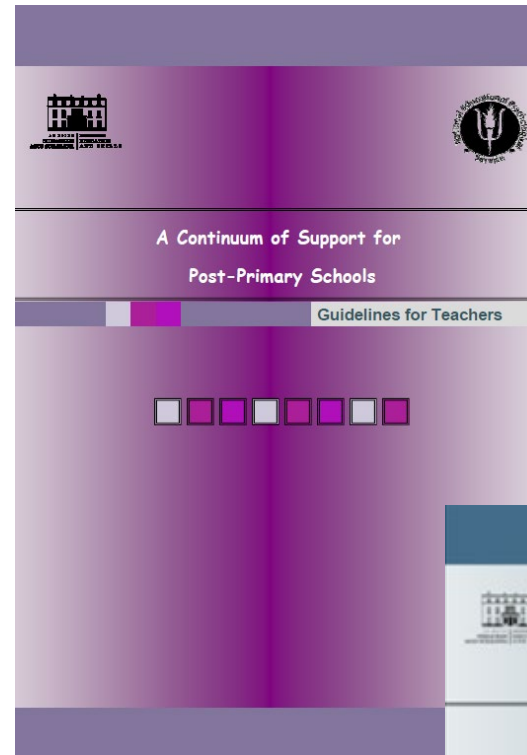


Links to documents highlighted in this PDF are all working as of 21st April 2020.

Please contact the L1LPs/L2LPs team if you find a broken link.

Thanks in advance!

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Celebrate engagement and achievement with students and parents



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I can communicate as a reader

English Statement code no. ECI

Student: _____ Class: _____

I can communicate as a reader

This has been demonstrated by your ability to:

1. Read a text to my classroom with fluency and with meaning
2. Read two different kinds of texts with the same theme and note differences and similarities
3. Read a book from an appropriate level over a period of time and discuss using appropriate language
4. Read a short article/ speech and extract main points/underlying key sentences
5. State what plot and theme mean
6. Give the title of novel/play/poem with writer's name
7. Explain what character and setting mean
8. Describe the setting and describe
9. Discuss what I learned about the main character
10. Study a text and answer comprehension questions
11. Summarise a chosen text
12. Read a poem with fluency and with meaning
13. Read a drama excerpt in a group
14. Extract examples of poetic techniques from a number of poems
15. Respond personally in writing to poem/photograph
16. Explore the content and components of a website, blog and advertising campaign
17. Read and discuss my own and other students' work to help to make it better

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause....

Mainstream School - CPD Elective Workshops

<p>Webinar - An Introduction to L2LPs</p> <p>File type: YouTube Click image to play</p>	<p>Webinar - Practicalities of Implementing L2LPs</p> <p>File type: YouTube Click image to play</p>	<p>Links To Websites in Webinar</p> <p>Links to websites referred to during the L2LPs webinar</p> <p>File type: PDF Click to view or download</p>	<p>Suggested Implementation Timetable</p> <p>Suggested Timetable and content for Assessment and Reporting of Level 2 Learning Programmes</p> <p>File type: PDF Click to view or download</p>
<p>Portfolio Overview</p> <p>File type: PDF Click to view or download</p>	<p>Overview Tracker</p> <p>File type: PDF Click to view or download</p>	<p>Webinar - Creating and Sourcing Resources for L2LPs</p> <p>File type: YouTube Click image to play</p>	<p>Links to Websites</p> <p>Level 2 Learning Programmes Creating and Sourcing Resources for L2LPs</p> <p>File type: PDF Click to view or download</p>



Junior Cycle – Level 2 Learning Programmes
Priority Learning Units (PLUs)

<p>Element 1: Using a ruler to measure length</p> <p>1.1 Measure length using a ruler to the nearest millimetre</p> <p>1.2 Measure length using a ruler to the nearest millimetre</p> <p>1.3 Measure length using a ruler to the nearest millimetre</p> <p>1.4 Measure length using a ruler to the nearest millimetre</p> <p>1.5 Measure length using a ruler to the nearest millimetre</p>	<p>Element 2: Reading a scale to measure length</p> <p>2.1 Read a scale to measure length to the nearest millimetre</p> <p>2.2 Read a scale to measure length to the nearest millimetre</p> <p>2.3 Read a scale to measure length to the nearest millimetre</p> <p>2.4 Read a scale to measure length to the nearest millimetre</p>	<p>Element 3: Measuring mass</p> <p>3.1 Measure mass using a balance to the nearest gram</p> <p>3.2 Measure mass using a balance to the nearest gram</p> <p>3.3 Measure mass using a balance to the nearest gram</p> <p>3.4 Measure mass using a balance to the nearest gram</p>	<p>Element 4: Developing an awareness of temperature</p> <p>4.1 Identify the units of temperature</p> <p>4.2 Identify the units of temperature</p> <p>4.3 Identify the units of temperature</p> <p>4.4 Identify the units of temperature</p>	<p>Element 5: Developing an awareness of length and distance</p> <p>5.1 Measure length using a ruler to the nearest millimetre</p> <p>5.2 Measure length using a ruler to the nearest millimetre</p> <p>5.3 Measure length using a ruler to the nearest millimetre</p> <p>5.4 Measure length using a ruler to the nearest millimetre</p>
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Junior Cycle – Level 1 Learning Programmes
Priority Learning Units (PLUs)

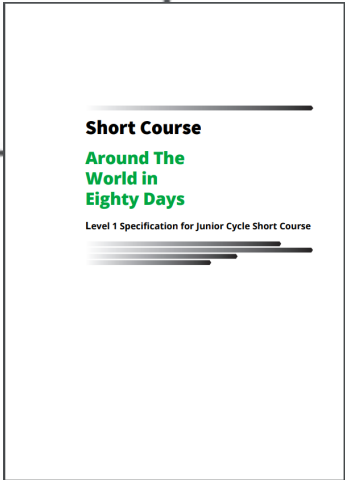
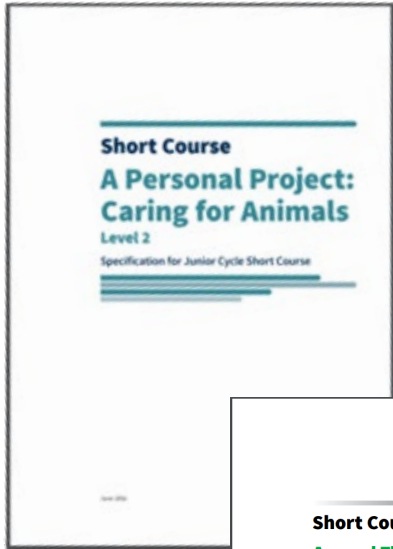
<p>Element 1: Understanding measurement</p> <p>1.1 Understand measurement</p> <p>1.2 Understand measurement</p> <p>1.3 Understand measurement</p> <p>1.4 Understand measurement</p>	<p>Element 2: Pattern and shape</p> <p>2.1 Pattern and shape</p> <p>2.2 Pattern and shape</p> <p>2.3 Pattern and shape</p> <p>2.4 Pattern and shape</p>	<p>Element 3: Reading and using a map</p> <p>3.1 Reading and using a map</p> <p>3.2 Reading and using a map</p> <p>3.3 Reading and using a map</p> <p>3.4 Reading and using a map</p>	<p>Element 4: Measures and data</p> <p>4.1 Measures and data</p> <p>4.2 Measures and data</p> <p>4.3 Measures and data</p> <p>4.4 Measures and data</p>	<p>Element 5: Time</p> <p>5.1 Time</p> <p>5.2 Time</p> <p>5.3 Time</p> <p>5.4 Time</p>
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Linking Junior Cycle Geography with Level 2 Learning Programmes

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* Links are described as 'websites' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students. Furthermore, whilst four PLUs across Home Science identified Home, teachers may also consider Learning Outcomes in the PLU Personal Care & appropriate to their students' learning in Junior Cycle Geography.

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SUBJECT LINK MASTER:

PLU:	COMMUNICATING & LITERACY	ENGLISH	BIOP	MATHS	PE	DT	ART	RELIGION	SCIENCE	COMPUTER	PSYCHE	PHYSICS	CHEMISTRY	BIOLOGY	GEOGRAPHY	HISTORY	ARTS	PE	SPORTS	TECHNOLOGY	DESIGN	HOME ECONOMICS	AGRICULTURE	WOODWORK	METALWORK	TEXTILES	FOOD	DRUGS	REASONING	PSYCHOLOGY	RESEARCH	INFORMATION TECHNOLOGY				
Learning opportunities for a variety of purposes and demonstrating achievement as a learner																																				
1.1	Listen to obtain information relating to one-to-one topics, e.g. listen to a lesson-related announcement, using a speaking timetable to get a class animal and supervise class																																			
1.2	Ask questions to obtain information, e.g. to check assignments, books, files and to double-check material for the rehearsal																																			
1.3	Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, for or on a mobile telephone																																			
1.4	Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a rehearsal programme, when away from their seat																																			
1.5	Participate in personal, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with parents to raise relative topics, chatting with staff with friends, making announcements at the school meetings																																			
1.6	Listen to and respond to a range of stories																																			
Using non-verbal behaviour to get the message across																																				
1.7	Identify a range of non-verbal communication methods, e.g. facial expressions, tone of voice, symbols, clothing, posture to signal mood/appropriate action																																			
1.8	Use appropriate non-verbal behaviour in communicating a simple idea, e.g. disapproval of play, tone of voice to seek attention/assistance																																			
1.9	Relay a response or request non-verbally, e.g. signalling a phone call																																			
1.10	Respond to non-verbal signals and signs encountered in daily life, e.g. road signs, traffic signs, television messages																																			
1.11	Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using equipment with care or non-verbal, finding entry onto/leaving the gym																																			
Reading to obtain basic information																																				
1.12	Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/hobby, names of family members																																			
1.13	Use simple rules and cue conventions that support meaning, e.g. pause at full stop																																			
1.14	Interpret different forms of writing and text, including pictorial signs and symbols, e.g. left, right, front, back, inside, outside, road and other signs, short pieces of personally relevant writing																																			
1.15	Find key information from different forms of writing, e.g. locate factual information in formal texts, times and dates of appointments, menus, timetables, newspapers																																			
1.16	Use a range of reading strategies, e.g. clues, context, sound, punctuation and spacing																																			
Using a range of writing forms to express opinions																																				
1.17	Write/Type notes and messages needed for simple tasks, e.g. address an envelope																																			
1.18	Identify key and main ideas/points in short texts, e.g. short news reports or information texts, e.g. arrange a meeting with a friend, give directions																																			
1.19	Use the main ideas of writing/appointments, e.g. give directions to a friend																																			
1.20	Use a range of spelling patterns, e.g. adding 's' to a word - shop, double or linking																																			
1.21	Use a range of different forms of writing to suit purpose and audience, e.g. write a cheque, fill in an envelope, complete a diary entry																																			

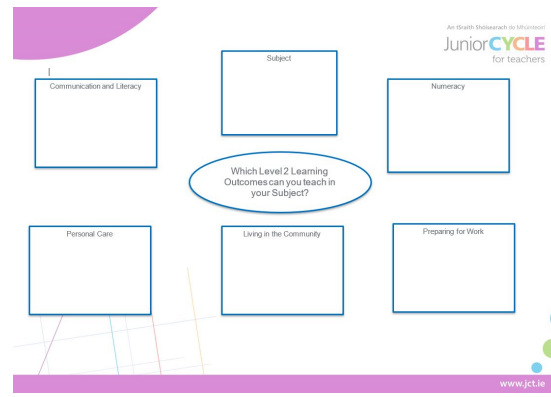
L1LPs links with PLUs/subjects/Themes

Linking Junior Cycle with Level 2 Learning Programmes

	Elements of the	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle
	Priority Learning Unit		Suggested Units to Learning Outcomes
Communication and Literacy			
Numeracy			
Personal care			
Living in the community			
Preparing for work			

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..... Cuntas Miosúil Teacher: _____ Class: _____ Dates: _____

ENGLISH - Communication and Literacy	Level 1	Level 2	
Methodologies	Assessment	Linkage and Integration	Differentiation



Long-Term Planning Template

Term:	Class Level:	Subject/Project:
Aims: <i>General or overall aims</i>		
Content: (a) PLUs and/or Short Course content: (b) An overview of the learning outcomes to be taught and/or examples of learning activities: (c) Skills and concepts to be developed:		
Approaches & Methodologies		
Resources:		
Differentiation:		
Assessment:		
Linkage and Integration:		

Sample Template for a Unit of Learning Template

Name of Unit of Learning:		
Prior Knowledge: Content and skills previously addressed which will support this unit of learning.	Learning Outcomes: The learning outcomes which will be the focus of the unit.	
Action verbs: This clarifies what the student will be able to do once the learning outcome is achieved.		
By the end of the unit students will know/be able to do: This is created at department level and breaks down the learning outcomes to outline what students will know or be able to do at the end of the unit of learning.		
Elements: How the student will experience the learning outcomes		
Patterns, Processes, Systems and Scale	Geographical skills	Sustainability
Geoliteracy: Interactions, Interconnections & Implications Highlight where opportunities to develop geoliteracy may occur within the unit of learning.		
Checking in on the learning: Ongoing Assessment Possible moments or strategies which gather evidence of learning and inform the teaching approach.		
Department Resources: List of resources including digital learning technologies the department has access to which will support learning within this unit of learning you created.	Individual notes:	
Cross-curricular links: L1LP/L2LP/SCS	Other subject areas:	
Reflection: During and after the unit has been completed. This will be completed individually and as a department that will feed into all curriculum planning.		

Unit of Work	Title		
Teachers	Term		
No of Weeks	Date of Review		
Learning outcomes for specifications/guidelines:			
Level 1	Level 2	Level 3	
Assessment Activities			
Key learning experiences including purpose of learning			
Key skills Explored	Wellbeing Indicators	Student Voice	
Reflection			
Next steps			

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Example of Level 3 and Level 2		
Subject Area	Theme/Unit (Means of Engagement)	PLU - Element/Learning Outcomes
Wellbeing- SPHE 2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances 2.6 Reflect on the personal, social and legal consequences of their own or others' drug use 2.7 Critique information and supports available for young people in relation to substance use	Smoking is a serious issue. Young people may be facing peer pressure in relation to smoking. They need to be informed of the dangers of smoking. Substance Abuse: Smoking and its effects.	Personal Care (C6): Give two examples of lifestyle choices which affect our health Personal Care (H3): Make a list of what and who can influence decision-making Living in a Community: (A6) Participate co-operatively in a group situation Communication & Literacy: (A4) Express personal opinions, facts and feelings appropriately
Knowledge	Skills	Values
<ul style="list-style-type: none"> Know the potential dangers of trying something that you don't know the ingredients of. Examine the specific contents of a cigarette and the damage to health they can cause 	<ul style="list-style-type: none"> Work in small groups whilst expressing personal opinions, facts and feelings appropriately. Demonstrate strategies of how to deal with peer pressure. 	<ul style="list-style-type: none"> Appreciate the opinions of others and practice good communication skills. Explain why smoking is harmful both to yourself and others.
Demonstration of Knowledge (Action and Expression)	Learning Experiences (Means of Representation)	Resources
<ul style="list-style-type: none"> Complete worksheet identifying harmful ingredients of a cigarette Verbally explain the effect of smoking on our bodies Create a mindmap of the decision making process in relation to being offered a cigarette 	Exploring: Looking at cigarette ingredients diagram Demonstrate: Participate in a role play which deals with strategies on overcoming peer pressure	Worksheet Role Play Prompts (differentiated) PowerPoint



Planning Junior Cycle - Level 2/Level 3

Subject (and links)	Learning outcome(s)	
Topic		
PLU		
Element		
Keywords	Resources	Pre-learning / links
Brief Description of Lesson(s): Learning Intentions		Success Criteria

Exercise 6: Have a go at Theme/Cross-curricular planning...

Communication and Literacy		Numeracy
Personal Care		Living in the Community
Preparing for Work		Key Skills

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Electronic Portfolios

Sample E Portfolio - Weebly

File type: Website
Click image to view

Sample E Portfolio - Google Sites

File type: Website
Click image to view

Sample E Portfolio - Microsoft Excel

File type: Microsoft Excel
Click to view or download

Sample Eportfolio - Microsoft Excel video

File type: YouTube
Click image to play



JuniorCYCLE
for teachers

Communication,
language and
literacy

Teacher
Checkpoints

www.jctle

Student Self-Assessment Booklet

JuniorCYCLE
for teachers

Name _____
Class _____

When I finish studying Communication and Literacy I will be able to:

- ✓ Speak appropriately for a variety of purposes and demonstrating attentiveness as a listener
- ✓ Use non-verbal behaviour to get the message across
- ✓ Read to obtain basic information
- ✓ Use a range of writing forms to express opinions
- ✓ Use expressive arts to communicate
- ✓ Use information and communication technology for a range of purposes

These are called Elements. Each element has steps (the teacher calls them learning outcomes) for me to follow. I can show my progress on the next pages. I can use a pen, stickers or colours to do this.

www.jctle

Communication & Literacy

Sample Assessment and Reporting on L1LPs/L2LPs Action Plan

Month	Yr. 1	Yr. 2	Yr. 3	Action	Date and Who is Responsible
September				Building student profile Parental/Student Consultation	
October				Set out goals – student/parents Get parental consent Engage with teachers – which LOs will they work towards (evidence of this in units of work)	
October				Add PLUs and Short Courses to PPOD or JCAD (level 2 only)	
November				Checkpoint with teachers Feedback to students	
December				Checkpoint – look at portfolios (Management, SEN team, Teachers) Student check in Report home	
January				Set out goals – student/parents Engage with teachers – which LOs will they work towards (evidence of this in units of work)	
February				Checkpoint with teachers Feedback to students	
March				Checkpoint – look at portfolios (Management, SEN team, Teachers) Student check in Report home	
April				Student check in Short Course Classroom Based Assessment	
May				Students to discuss work • Portfolio showcase Parental/Student consultation for plans for following year. Internal moderation of Portfolio – Principal/SEN team/Teachers Report Home	

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ncse
An Chomhairle Náisiúnta um Oideachas Sonaíolta
National Council for Special Education

Working to deliver a better special education service

Home Curriculum Access Tool (CAT-GLD)

Curriculum Access Tool Categories

GLD Level: Severe and profound
CURRICULUM AREA: Social, Personal & Health Education

	Myself	Myself and Others	Myself and the Wider World
draw-attention-to-parts-of-the-body.docx			47.31 KB
seek-out-sensory-experiences.docx			47.18 KB
indicate-interest-in-features-of-others.docx			47.42 KB
show-tell-about-abilities-or-achievements.docx			47.19 KB
interact-with-teacher-in-planning-one-goals.docx			47.23 KB

Planning Junior Cycle – Level 2/Level 3

Subject (and links)	Learning outcome(s)	
Topic		
PLU		
Element		
Keywords	Resources	Pre-learning / links
Brief Description of Lesson(s): Learning Intentions		Success Criteria

L2LPs Priority Learning Units Resources

Please post your favourite resources under the relevant PLU heading.

- Communication and Literacy: A to Z Mysteries, The Zombie Zone, Autism & Reading Comprehension
- Numeracy: Living Maths
- Personal Care: RECOGNISE EMOTIONS
- Living in the Community: Life Sciences HORTICULTURE Student Worksheet, LCVP Book Free of Charge
- Preparing for Work: LIFE SKILLS ACTIVITIES, Life Sciences HORTICULTURE Student Worksheet

L1LPs PLUS Resources

Please post your favourite resources/ideas under the PLU heading.

- Communication, Language & Literacy: Book Creator App useful for all PLUs
- Numeracy: Shapes found out and about in the community
- Personal Care & Wellbeing: Wild Garlic foraging and arts-making
- Being part of a community: Visual Art L1Os: 5.5.5.4 & 5.7
- The Arts: Visual Art L1Os: 5.5.5.4 & 5.7



POST-PRIMARY

English

Guidelines for Teachers of Students with
MILD
General Learning Disabilities

NCCA

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Teacher Observation/Assessment Sheet: Assessment Activity

Student name: _____ Class: _____ Teacher: _____

Where was the student working?

Learning outcomes in focus:

Code	PLU:
Element:	
Learning Outcome:	
Code	PLU:
Element:	
Learning Outcome:	
Code	PLU:
Element:	
Learning Outcome:	

Background:

Assessment Activity:

Success Criteria:

Observations:

Next steps:

LIVING IN A COMMUNITY		ACHIEVEMENT CHART				
ELEMENT OF LEARNING	Students should be able to...	Teacher Ownership	Date Completed	Certified by	Evidence Uploaded ✓	Element Achieved/ Not Achieved
L1CE1: Developing good Relationships						
1.1	Recognise different kinds of relationships, e.g. parent/child, student/teacher, student/student relationships					
1.2	Identify situations where people speak differently depending on audience, e.g. peers, teachers, parents, other adults					
1.3	List ways in which name calling and teasing can be hurtful to self and others					
1.4	Recognise list ways in which they would like to be treated					
1.5	Describe ways of making and keeping friends, e.g. identify traits which are/are not desirable in a friendship					
1.6	Participate co-operatively in a group situation					
1.7	Recognise the importance of respect in relationships					
L1CE2: Resolving Conflict						
2.1	Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it					
2.2	Describe ways of handling peer pressure, e.g. role-play conflict situations between friends and how to resolve them					
2.3	Demonstrate an ability to negotiate with peers, e.g. in the sharing of equipment					
2.4	Describe the characteristics of bullying behaviour					
2.5	Identify the school's approach to dealing with bullying behaviour, e.g. being sent to the principal's office, use of behaviour chart					
2.6	Identify the steps for dealing with conflict, e.g. stop and do not react straight away, listen to advice from an adult					
L1CE3: Using Local Facilities						
3.1	List ways of spending leisure time					
3.2	Identify familiar places and organisations in the local community					
3.3	Distinguish between what is free and what has to be paid for in the local community					
3.4	Participate in a school-based community project and record their participation, e.g. a litter campaign					



Home Wellbeing Whole School Leadership Subjects Short Courses L1LPs/L2LPs Publications Leagan Gaellge Search

L1LPs

JCT Home L1LPs Assessment Priority Learning Units

Priority Learning Units

Assessment of Evidence

Checkpoints

Portfolio Resources

Evidence Report Sheet

Priority Learning Unit	
Element	
Learning Outcome Code	
Learning Outcome (Verbs and Content)	

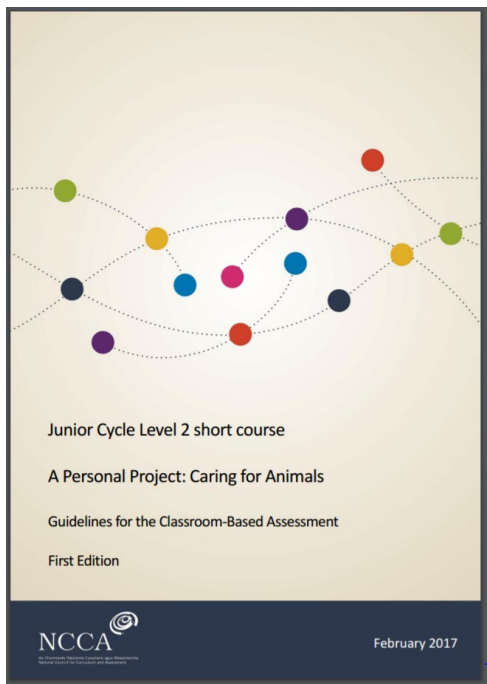
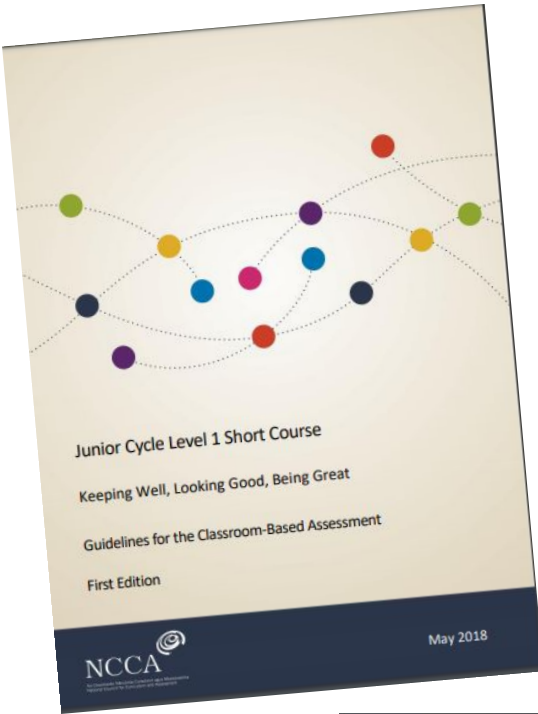
Success Criteria

Feedback

PLU:	COMMUNICATION & LANGUAGE					
Strawberry	Success Criteria	Evidence	Student Comment	Date Assessed	Assessed by	Teacher Retired/Feedback
Speaking appropriately for a variety of purposes and demonstrating attentiveness at a lecture						
1.1						
1.2						
1.3						
1.4						
1.5						
1.6						
Using non-verbal behaviour to get the message across						
1.7						
1.8						
1.9						
1.10						

Working with L1LPs & L2LPs - A Collaborative Journey

- 1 Identify**
Identify the strengths and learning needs of students in your class, in consultation with parents & others
- 2 Choose**
Choose suitable learning outcomes which meet the strengths & learning needs identified in Step 1
- 3 Link**
Consider the links across subjects, PLUs & short course strands
- 4 Include**
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Level 2 Short Course CBA Report

Student	Date
Features of Quality for Presentation	
Staff Members present at review of presentations	Recommendations
1.	
2.	
3.	
4.	


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Insert school logo here



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

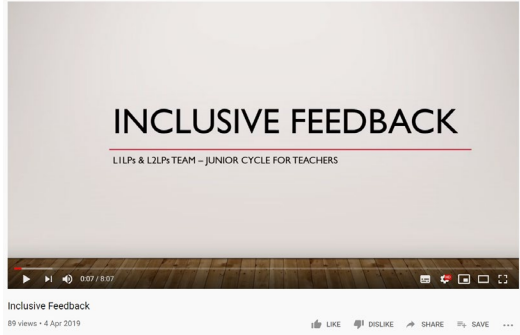
A Continuum of Support

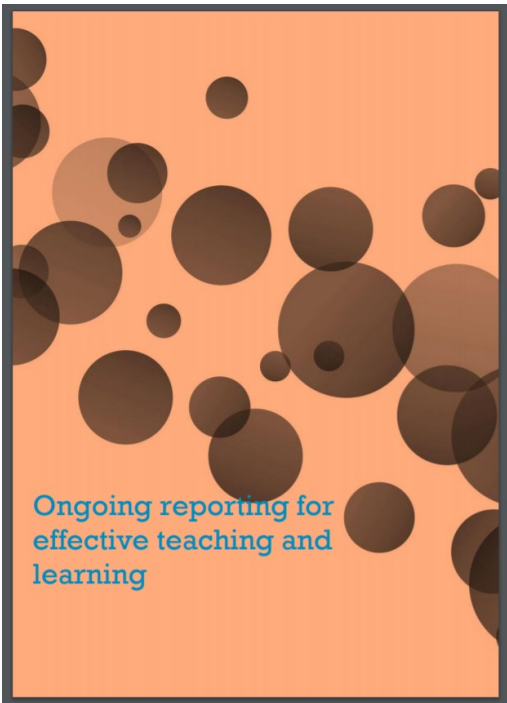


Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

INCLUSIVE FEEDBACK

L1LPs & L2LPs TEAM – JUNIOR CYCLE FOR TEACHERS





An Irish Collaborative Initiative
JuniorCYCLE
for teachers

Name _____

Class _____

L2LPs Teacher Assessment Checkpoints

www.jcyc.ie

Communication & Literacy

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Learning Outcomes Assessment

Student's Name: _____

Date _____

PLU 1 Comm. Language & Literacy	PLU 2 Numeracy	PLU 3 Personal Care & Wellbeing
<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1.6	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.6 <input type="checkbox"/> 3.7 <input type="checkbox"/> 3.8
<input type="checkbox"/> 1.7 <input type="checkbox"/> 1.8 <input type="checkbox"/> 1.9 <input type="checkbox"/> 1.10 <input type="checkbox"/> 1.11 <input type="checkbox"/> 1.12	<input type="checkbox"/> 2.7 <input type="checkbox"/> 2.8 <input type="checkbox"/> 2.9 <input type="checkbox"/> 2.10 <input type="checkbox"/> 2.11 <input type="checkbox"/> 2.12	<input type="checkbox"/> 3.9 <input type="checkbox"/> 3.10 <input type="checkbox"/> 3.11 <input type="checkbox"/> 3.12 <input type="checkbox"/> 3.13 <input type="checkbox"/> 3.14 <input type="checkbox"/> 3.15 <input type="checkbox"/> 3.16
<input type="checkbox"/> 1.13 <input type="checkbox"/> 1.14 <input type="checkbox"/> 1.15 <input type="checkbox"/> 1.16 <input type="checkbox"/> 1.17 <input type="checkbox"/> 1.18	<input type="checkbox"/> 2.13 <input type="checkbox"/> 2.14 <input type="checkbox"/> 2.15 <input type="checkbox"/> 2.16 <input type="checkbox"/> 2.17 <input type="checkbox"/> 2.18	<input type="checkbox"/> 3.17 <input type="checkbox"/> 3.18 <input type="checkbox"/> 3.19 <input type="checkbox"/> 3.20 <input type="checkbox"/> 3.21 <input type="checkbox"/> 3.22 <input type="checkbox"/> 3.23 <input type="checkbox"/> 3.24
<input type="checkbox"/> 1.19 <input type="checkbox"/> 1.20 <input type="checkbox"/> 1.21 <input type="checkbox"/> 1.22 <input type="checkbox"/> 1.23 <input type="checkbox"/> 1.24	<input type="checkbox"/> 2.19 <input type="checkbox"/> 2.20 <input type="checkbox"/> 2.21 <input type="checkbox"/> 2.22 <input type="checkbox"/> 2.23 <input type="checkbox"/> 2.24	<input type="checkbox"/> 3.25 <input type="checkbox"/> 3.26 <input type="checkbox"/> 3.27 <input type="checkbox"/> 3.28 <input type="checkbox"/> 3.29 <input type="checkbox"/> 3.30 <input type="checkbox"/> 3.31 <input type="checkbox"/> 3.32
<input type="checkbox"/> 1.25 <input type="checkbox"/> 1.26 <input type="checkbox"/> 1.27 <input type="checkbox"/> 1.28 <input type="checkbox"/> 1.29 <input type="checkbox"/> 1.30	<input type="checkbox"/> 2.25 <input type="checkbox"/> 2.26 <input type="checkbox"/> 2.27 <input type="checkbox"/> 2.28 <input type="checkbox"/> 2.29	<input type="checkbox"/> 3.33 <input type="checkbox"/> 3.34 <input type="checkbox"/> 3.35 <input type="checkbox"/> 3.36 <input type="checkbox"/> 3.37 <input type="checkbox"/> 3.38

www.jct.ie

L2LP Portfolio – checklist

Checklist – does your portfolio have...?

Name of student	
Name of teacher engaging with student and PLUs	
Name of school	
Clear layout of portfolio i.e. contents, overview tracker, sections for Priority Learning Units/Short Courses/Projects?	
Appropriate evidence for Learning Outcomes?	
Evidence that is the student's own work?	
Evidence that is checked on PLU sheet?	
Evidence that is dated?	
Evidence that is varied?	
Evidence that is coded?	
Formative/Summative assessment pieces are identified	
Student Self-Assessment?	
PLU sheet is signed by student and/or teacher?	
An indication of which PLUs have been 'achieved'?	
A place to document other areas of learning?	
Agreed Feedback is provided for the student, teacher and parents?	

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JUNIOR CYCLE PROFILE OF ACHIEVEMENT 2017

Mary Kelly DOB: 21/06/2001

STATE CERTIFIED FINAL EXAMINATIONS	Classroom-Based Assessments - English	
Examination number: 456985 English (O) Partly Achieved Mathematics (O) B History (O) C Geography (H) C Home Economics (O) A	Oral Communication In line with expectations Collection of Texts In line with expectations	
Priority Learning Units	Classroom-Based Assessments - Short Courses	
Communicating and Literacy Achieved Living in the Community Achieved Numeracy Achieved Personal Care Achieved Preparing for Work Achieved	Chinese Language and Culture In line with expectations Personal Project: Caring for Animals (level 2) Achieved CSI: Exploring Forensic Science (level 2) Achieved Digital Media Literacy In line with expectations	
	Other Areas of Learning 1	
	Learning experiences could include student engagement with: 1. Activities relating to guidance, pastoral care and student support, and a school's own religious education programme. 2. Co-curricular activities that complement the taught curriculum, and that augment and consolidate learning in a deliberate way, for example, students engaging in a science fair, students participating in a musical performance, students participating in a debate competition, students participating in a dance performance. 3. Other specific learning opportunities that do not form part of subjects or short courses, for example, leadership training, school attendance initiatives, participation in a homework club.	
Principal Mrs. Mary Smith	Year Head Mr. John Smith	Roll Number: 76476F Anytown Secondary School Anytown, Co. Anycounty V94 F9B3

This JCPA recognises and records achievements in Junior Cycle.

Join our Mailing List...

L2LPs

JCT Home > L2LPs >



Key Documents



News / Events



CPD Workshops



Planning



Assessment



Resources

[Contact Us](#)

[Meet the Team](#)

[Join the Mailing List](#)

[Twitter](#)

L2LPs Newsletters

 [Join the Mailing List](#)

Autumn 2019

CPD Programme 2019 - 2020

Special Schools: A letter and email has been issued to schools, please follow instructions in it to book your school closure date.

Mainstream postprimary schools:

Book your 2 hour L2LP or L2LPs workshop. Now and repeat slots available. We are fully booked until Christmas 2019 but please register on <https://theplanbook.ie> in the orange button and we will contact you.

Available Professional Learning Experiences 2019 - 2020:

- Wellbeing (Special Schools)
- Teaching, Learning, Assessment and Reporting
 - L2LPs
 - L2LPs
- L2LPs - An Introduction
- Learner Experiences and Outcomes
 - L2LPs
 - L2LPs

For all up-to-date information on workshops, webinars, planning, assessment and resources for both L2LPs/L2LPs, please visit theplanbook.ie and click on L2LPs/L2LPs.

Mainstream Post-Primary Schools: Exciting times as Whole School CPD has begun. There is now an option to have a day exploring the embedding of the L2LPs within the mainstream classroom.

Contact your regional team leader to discuss <https://www.l2schoolsnet.ie>

We are re-opening our L2LPs/L2LPs

File type: PDF

[Click to view or download file](#)

Autumn 2019 Padlet Resources

September 2019

Sourced resources from teachers – L1LPs Padlet.
<https://padlet.com/act2/hspepbn7m>

Communication, Language and Literacy

Book Creator App useful for all PLUs.

This app is so much fun and is therefore very engaging for students. My groups can send, independently create, their own comic stories reports etc. You can use voice, text, picture or embed video footage. They really like the comic strip layout as it looks cool and has wonderful speech bubbles etc.
 Source credit: <https://bookcreator.com/>

Numeracy

Shows found out and about in the community.

File type: PDF

[Click to view or download file](#)

Winter 2019

The revised June 2 L2LPs are available at:
<https://www.theplanbook.ie/2019/12/01/2019-2020-CPD-Programme-2019-2020/>
<https://padlet.com/act2/hspepbn7m>

Major news:

- Your codes have been added to the Priority Learning L2LPs
- Information on assessment has been updated. See page 28 - 30.

(Further supports on this will be provided by ACT by way of webinars on our website www.jct.ie)

Action verbs for L2LPs page 35

Ready, review an Special Schools and Districts: A fantastic solution for us used at a School? October 2019. PROGRESS REPORT
<https://www.jct.ie/>
<https://www.jct.ie/2019/12/01/2019-2020-CPD-Programme-2019-2020/>

Workshops for CPD programme

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File type: PDF

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Winter 2019 Padlet Resources

L2LPs Padlet November/ December 2019

Communication and Literacy

Struggling Readers

<https://www.reading-rocket.org/helping-target>
<https://www.lamh.org/>
 Learn some lamh signs.

How books are made

Birth of a Book

A short vignette of a book being created using traditional printing methods. For the Daily Telegraph. Shot at Smith-Settle Printers, Leeds, England. The book being printed is Suzanne St Albans' 'Mango and Klemos' published as part of the slightly Foxed series. Shot, Directed & Edited by Glen Milner
 Vimeo

File type: PDF

[Click to view or download file](#)

Screen Recorder | Screencast-O-Matic | Junior Cycle for Teachers (JCT) | x +

jct.ie/home/home

Apps Files - OneDrive JCT Registration Microsoft Office Ho... JCT Registration Junior Cycle for Tea... SharePoint Smoking and its eff... Yammer ParkMagic Solution...

Home Wellbeing Whole School Leadership Subjects Short Courses L1LPs/L2LPs Publications Leagan Gaeilge Search

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

9:34am 1st of Apr. 2020

Welcome
Dr. Pádraig Kirk
Director,
CPD for Junior Cycle

Contact Us

Meet the Team

Registration for CPD

Join our Mailing Lists

Recruitment

STE(A)M in Junior Cycle

RECORDED WITH
STEAM
SCREENCAST MATIC
https://www.jct.ie/home/home

Home






English Science Business Studies Gaeilge Modern Foreign Languages Visual Art

Maths Music Geography History Home Economics Technologies

Religious Education Jewish Studies Classics L1LPs/L2LPs Leadership Wellbeing

For everything L1LPs and L2LPs

Website contents – L2LPs

Name of document	Picture of document	Section of Website	Hyperlink	Useful for
Framework for Junior Cycle		L2LPs – Key documents	https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf	It sets out a clear vision of how teaching, learning and assessment practices will evolve in the first three years of post-primary education to ensure a learning experience for our young people that is appropriate to the needs of the 21st century. "The Framework for Junior Cycle (2015) gives schools greater flexibility to design programmes that are suited to the needs of their junior cycle students and to the particular context of their school" A Framework for Junior Cycle: DES 2015
Level 2 Learning Programmes Guidelines		L2LPs – Key documents	https://www.curriculumonline.ie/getmedia/38c33cf1-9e58-44f4-ad5b-ffd9da2086a/L2LPs-Guidelines-Jan-2019-version.pdf	The purpose of these guidelines is to assist teachers in any setting in designing learning programmes to meet the specific needs of the students in question. The guidelines have been developed with a number of schools and settings already working with this group of students.
Information Leaflet		L2LPs – Key documents	https://www.jct.ie/perch/resources/12/oa/jc-l2lp-2.pdf	A brief summary of L2LP's
Caring for animals Caring for animals Assessment Guidelines		L2LPs – Key documents – Short Courses	https://www.curriculumonline.ie/getmedia/9bf5ccfe-3057-46a8-a4a7-f298fe8028e6/NCCA-IC-Short-Course-L2-PP.pdf https://www.curriculumonline.ie/getmedia/0f4a2b84-5539-4779-9376-ae3334237e09/L2_PP_AssessmentGuidelines_Feb2017.pdf	This short course builds on and promotes the development of a range of personal, social and practical skills in the context of learning about an animal of special interest to the student. As well as content knowledge, students develop essential skills such as those of communication and language; thinking and reasoning; labelling; classifying; comparison and inferring.
CSI Exploring Forensic Science CSI Exploring Forensic Science Assessment Guidelines		L2LPs – Key documents – Short Courses	https://www.curriculumonline.ie/getmedia/8e4afd12-5dc8-492e-8914-000e2ea1c1db/NCCA-IC-Short-Course-L2-FS.pdf https://www.curriculumonline.ie/getmedia/f402e2b2-dfc3-47b3-b170-ba5516005310/L2_CSI_AssessmentGuidelines_Feb2017.pdf	This short course is designed to develop the student's science process skills at an elementary level: observing, recalling, retelling, naming, labelling, sequencing, classifying and measuring, in addition to skills needed for following procedures and problem-solving. These skills are developed through a number of interactive, fun, role-play activities and inquiry-based science experiments in the context of solving a mystery crime.
Enterprise in		L2LPs – Key Documents	https://www.curriculumonline.ie/getmedia/73701034-06e4-4870-030e-	Enterprise is something that

Downloadable Map of Website....

September
December
March
June

Highlights current and new resources.

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https://twitter.com/JCTL1LPs_L2LPs