

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

An Interactive Journey

Embedding the Level 1 and Level 2 Learning Programmes into your school - SET team



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



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

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

Thanks in advance!

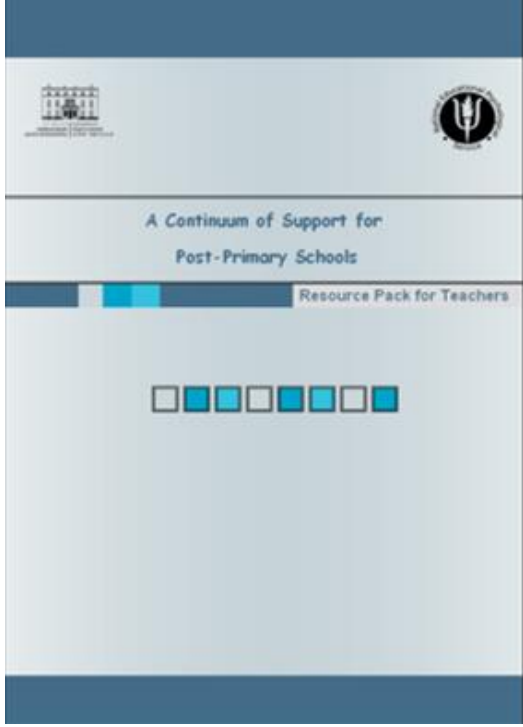
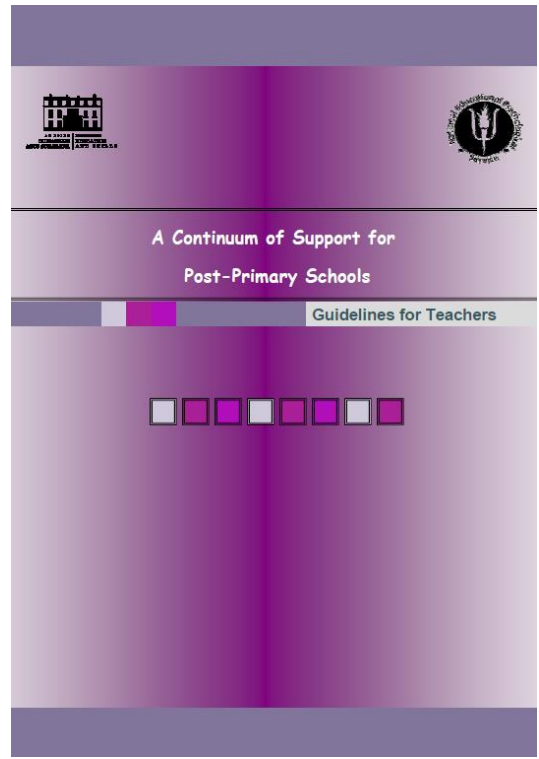


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Implementation of L1LPs & L2LPs

- 1 Identify**
Identify the strengths and learning needs of student(s)
Guidelines for Upper / Transition and / Lower Primary Schools
- 2 Document**
Document supports in Student Support File (SSF)
Priority Learning Unit
- 3 Collaborate**
Explore PLUs, Subject Specifications and Short Course with SET Team and subject teachers
- 4 Develop**
Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
- 5 Record**
Record in the SSF the learning plan best suited to the individual student(s)
- 6 Communicate**
Collaborate and agree with parents on a meaningful and inclusive Junior Cycle plan
- 7 Create**
Plan and create an individual, inclusive & meaningful Emesale for the student(s)
- 8 Review**
Ongoing collaboration with teachers, SET team & parents, assess & review student progress
- 9 Timeframe**
Develop a timeframe to inform, collaborate, gather evidence, review progress and evaluate portfolio
- 10 Admin**
For the Junior Cycle Profile of Achievement (JCPA) add Priority Learning Units (PLUs) to student's record on Post-Primary Online Database (PPOD) or Junior Cycle Awards Database (JCAD)
- 11 Celebrate**
Celebrate engagement and achievement with students and parents



L1LPs Progression Pathways

PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.



- 1 Identify**
Identify the strengths and learning needs of student(s)
Understand student's background and previous learning
- 2 Document**
Document supports in Student Support File (SSF)
Student Support File
- 3 Collaborate**
Explore PLUs, Subject Specifications and Short Courses with SET Team and subject teachers
- 4 Develop**
Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
- 5 Record**
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- 11 Celebrate**
Celebrate engagement and achievement with students and parents



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.

Implementation of L1LPs & L2LPs

- 1 Identify**
Identify the strengths and learning needs of student(s)
Conduct an initial assessment and complete the Day 1 Record
- 2 Document**
Document supports in Student Support File (SSF)
Record in SSF
- 3 Collaborate**
Explore PLUs, Subject Specifications and Short Course with SET Team and subject teachers
- 4 Develop**
Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
- 5 Record**
Record in the SSF the learning plan best suited to the individual student(s)
- 6 Communicate**
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Short Course
A Personal Project: Caring for Animals
Level 2
Specification for Junior Cycle Short Course

Short Course
Around the World in Eighty Days
Level 1 Specification for Junior Cycle Short Course

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

PLU: Communication and Literacy	PLU: Numeracy	PLU: Science, Technology, Engineering and Mathematics	PLU: Physical and Well-being
PLU: History and Geography	PLU: Art and Music	PLU: Languages	PLU: Personal and Social

Junior Cycle – Level 1 Learning Programmes
Priority Learning Units (PLUs)

PLU: Communication and Literacy	PLU: Numeracy	PLU: Science, Technology, Engineering and Mathematics	PLU: Physical and Well-being
PLU: History and Geography	PLU: Art and Music	PLU: Languages	PLU: Personal and Social

*Not suitable for students of language and/or specific age, gender, social, religious and/or other special needs

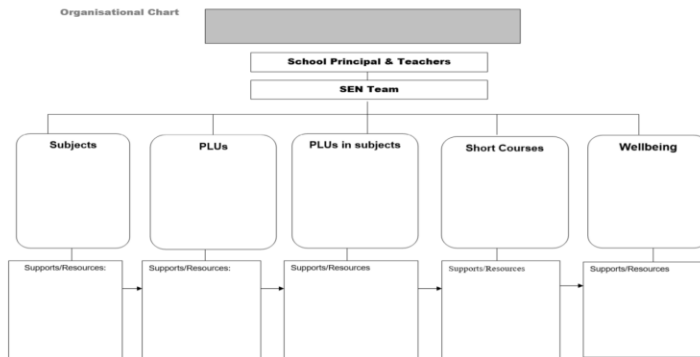
SUBJECT LINK MASTER	PLU: COMMUNICATING & LITERACY															
	ENGLISH	IRISH	SPANISH	FR	GERMAN	ITALIAN	PORTUGUESE	RUSSIAN	SPANISH	SWEDISH	THAI	VIETNAMESE	YIDDISH	OTHER	NON-PLU	NON-SUBJECT
Identify opportunity for a variety of purposes and understanding phenomena as a learner																
Identify an opportunity to communicate and understand phenomena as a learner																
Identify an opportunity to understand and understand phenomena as a learner																
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L1LPs links with PLUs/subjects/Themes

- 1 Identify**
Identify the strengths and learning needs of student(s)
(Outline of steps 1-3: Identify and Plan the Day/Week)
- 2 Document**
Document supports in Student Support File (SSF)
(Student Support File)
- 3 Collaborate**
Explore PLUs, Subject Specifications and Short Courses with SET Team and subject teachers
- 4 Develop**
Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
- 5 Record**
Record in the SSF the learning plan best suited to the individual student(s)
- 6 Communicate**
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Creating a Junior Cycle Learning Programme

Organisational Chart



Linking Junior Cycle Geography with Level 2 Learning Programmes

Learning Outcome	Level 2 Learning Outcomes	Junior Cycle Geography Learning Outcomes
Communicative and literacy	1.1 Listen to a range of spoken language to extract key information, including the main purpose and the speaker's attitude, and to identify the speaker's purpose.	1.1 Gather, record and present weather data
	1.2 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	1.2 Gather, record and present weather data
	1.3 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	1.2 Gather, record and present weather data
	1.4 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	1.2 Gather, record and present weather data
Numeracy	2.1 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	2.1 Gather, record and present weather data
	2.2 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	2.1 Gather, record and present weather data
	2.3 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	2.1 Gather, record and present weather data
	2.4 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	2.1 Gather, record and present weather data
Using the community	3.1 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	3.1 Gather, record and present weather data
	3.2 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	3.1 Gather, record and present weather data
	3.3 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	3.1 Gather, record and present weather data
	3.4 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	3.1 Gather, record and present weather data
Reporting for work	4.1 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	4.1 Gather, record and present weather data
	4.2 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	4.1 Gather, record and present weather data
	4.3 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	4.1 Gather, record and present weather data
	4.4 Understand the main message and the speaker's attitude, and to identify the speaker's purpose.	4.1 Gather, record and present weather data

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate for their students. Furthermore, whilst four PLU areas have been identified here, teachers may also consider Learning Outcomes in the 'Personal Care' & 'Physical Education' areas of the Junior Cycle Profile of Achievement.

Exercise 8: Creating an Individual Level 2 Learning Programme

Student _____

Prior Learning	Interests	IEP	Future Aspirations

Strengths and difficulties in:

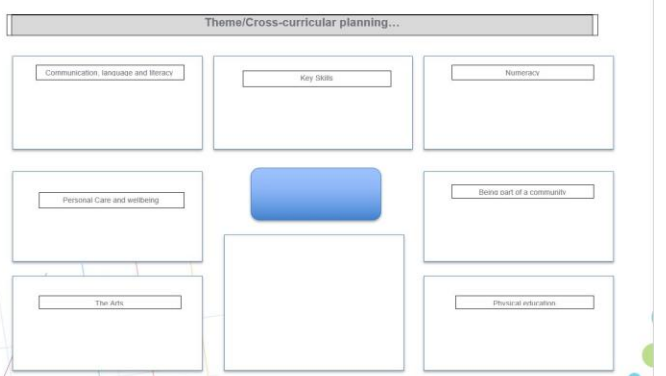
Knowledge	Skills	Understanding	Attitudes

Needs within Priority Learning Units

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

Ability to follow Level 3 subject in

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- 1 Identify**
Identify the strengths and learning needs of student(s)
Use School Support Plus (SSP) to identify student(s) with learning needs.
- 2 Document**
Document supports in Student Support File (SSF)
Refer to School File.
- 3 Collaborate**
Explore PLUs, Subject Specifications and Short Courses with SET Team and subject teachers
- 4 Develop**
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- 5 Record**
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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.

- ### 1 Identify

Identify the strengths and learning needs of student(s)
(Features of Support / Assessment and Features of Support)
- ### 2 Document

Document supports in Student Support File (SSF)
Student Support File
- ### 3 Collaborate

Explore PLUs, Subject Specifications and Short Courses with SET Team and subject teachers
- ### 4 Develop

Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
- ### 5 Record

Record on the SSF the learning plan best suited to the individual student(s)
- ### 6 Communicate

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Assessment of the L1LPS and the Junior Cycle Profile of Achievement (JCPA)

Priority Learning Units (PLUs):
Assessment of the PLUs is school based.

A portfolio of evidence will be created by students completing the L1LPS. This can be in hard copy and/or electronic form.

Short Courses:
Assessment of the Level 1 Short Course(s) is through a Classroom-Based Assessment (CBA). CBAs in short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in formal examinations.

Progress Achieved or Successfully Completed are the descriptors used on the JCPA.

Priority Learning Units:
Progress Achieved will be recorded on the JCPA where a student accesses and achieves some learning outcomes within a PLU.

Successfully Completed will be recorded on the JCPA where there is evidence of a student accessing and achieving the majority of learning outcomes within the PLU in their portfolio.

Short Courses:
Progress Achieved will be recorded on the JCPA when a student has accessed some learning outcomes from the strands in the short course.

Successfully Completed will be recorded on the JCPA when a student successfully meets the Features of Quality for the Short Course CBA.

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE
for teachers

Where can I get more information?
L1LPS Guidelines and Level 1 Short Course specifications are available on:
www.curriculumonline.ie

JCT supports schools and teachers of L1LPS by facilitating Continuing Professional Development (CPD) activities, and providing high quality teaching and learning resources. Our core workshops introduce L1LPS and focus on their implementation. They also consider planning for the teaching of the L1LPS.

JCT will also provide various elective workshops as schools require.

Find out more information:
Sarah Nally
Team Leader L1LPS/L2LPS
Email: sarah.nally@jct.ie

Monaghan Education Centre
Email: info@jct.ie
Website: www.jct.ie
Phone: 047 74008



Assessment
• will be reported upon by the school



Short Course specifications are available to download on www.curriculumonline.ie



Where can I get more information?

L2LP Guidelines and Level 2 Short Course specifications are available on:
www.curriculumonline.ie

JCT supports schools and teachers of L2LPS by facilitating CPD activities and providing high quality teaching and learning resources. Our core workshops introduce L2LPS and focus on their implementation. They also consider planning and teaching the L2LPS.

JCT will also provide various elective workshops in areas where additional support may be required.

Find out more information:
Sarah Nally
Team Leader L2LPS
Email: sarah.nally@jct.ie

Monaghan Education Centre
Email: info@jct.ie
Website: www.jct.ie
Phone: 047 74008



Introduction



Who?
Level 2 is designed for a very specific group of students who have general learning disabilities in the higher functioning moderate and low functioning mild categories.

These students would have an existing individual education plan and would most likely be accessing Learning Support/Resource in mainstream settings.

Why?
L2LPS have been introduced in order to provide an inclusive, realistic and beneficial education for all of our learners.

Junior Cycle Information on Level 2 Learning Programmes (L2LPS)

The five PLUs include

- Communication and Literacy:** Covers both verbal and non-verbal ways of receiving and giving information. Reading and writing are further developed.
- Numeracy:** Develops awareness of patterns and relationships in shape and number, as well as skills in managing money, measurement and problem solving.
- Personal care:** Deals with health and wellbeing, covering areas such as healthy eating and healthy lifestyles.
- Living in a community:** Students develop strategies to establish and maintain positive relationships with people around them. Seeking help and advice, as well as dealing with conflict, are also covered.

Appendix 3 – Privacy Notice and Consent Form

PRIVACY NOTICE - Junior Cycle Profile of Achievement Award
For the Information of parents/guardians of students who will receive a Junior Cycle Profile of Achievement (JCPA) award in 2019

Introduction

It is required by data protection law that before schools commence processing of any personal data a school must first bring a privacy notice on how the student's personal data will be processed to the attention of parents/guardians. This privacy notice relates to those students who have undertaken Junior Cycle at either Level 3 or Level 2 of the National Qualifications Framework. Junior Cycle Level 3 includes exams set by the State Examinations Commission (SEC), where the provisional results are provided to schools and students in the September following the sitting of the State examinations. Junior Cycle Level 2 Learning Programmes are designed for students with particular special educational needs and is broadly aligned to Level 2 of the National Framework for Qualifications (NFQ). In some instances students will undertake a combination of a Level 2 and Level 3 programme.

Process

This document sets out the information in relation to how students' Junior Cycle assessment data will be used to produce the Junior Cycle Profile of Achievement (JCPA). The JCPA has replaced the Junior Certificate award. Where student details are currently maintained on the Department's Post-Primary Online Database (PPOD) the JCPA will be produced by schools via PPOD. Where student details are not held on PPOD (e.g. special schools) the JCPA will be produced via the Junior Cycle Assessment Database (JCAD²). Schools will be enabled to record additional assessment student data on PPOD or JCAD for the purpose of producing a Junior Cycle Profile of Achievement (JCPA) for each of their students who completes the Junior Cycle.

This approach enables

- schools to record on PPOD or JCAD the descriptors awarded in Classroom-Based Assessments in subjects and short courses and also reflect achievement in Priority Learning Units (PLUs) for students with special educational needs,
- the State Examinations Commission (SEC) to provide state examinations final results electronically to the Department of Education and Skills for upload to PPOD and JCAD and association of these results with each student,
- the Department of Education and Skills to provide the JCPAs electronically to schools/centres of education for each student,
- Schools/centres of education to complete the 'other areas of learning' section of the JCPA for each student and deliver the award to students. The 'other areas of learning' section of the JCPA allows the school/centre of education to report on other learning experiences and events that the student has participated in outside

¹ Please see separate Privacy Notice on general use of P-POD at <https://www.education.ie/en/Schools-Colleges/Services>Returns/Post-Primary-Online-Database-P-POD-Project/Data-Protection.html>

² JCAD is the DES database developed to facilitate the production by Special Schools and Centres of Education of the JCPA.

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- 1 Identify**
 Identify the strengths and learning needs of student(s)
(Outline of steps / Timeline and Review 60 Day Period)
- 2 Document**
 Document supports in Student Support File (SSF)
Refer to SSF
- 3 Collaborate**
 Explore PLUs, Subject Specifications and Short Course with SET Team and subject teachers
- 4 Develop**
 Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
- 5 Record**
 Record on the SSF the learning plan best suited to the individual student(s)
- 6 Communicate**
 Collaborate and agree with parents on a meaningful and inclusive Junior Cycle plan
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 Plan and create an individual, inclusive & meaningful timetable for the student(s)
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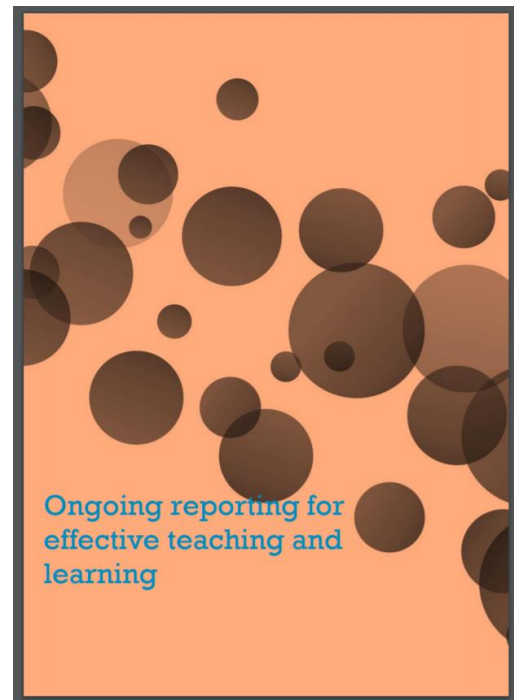
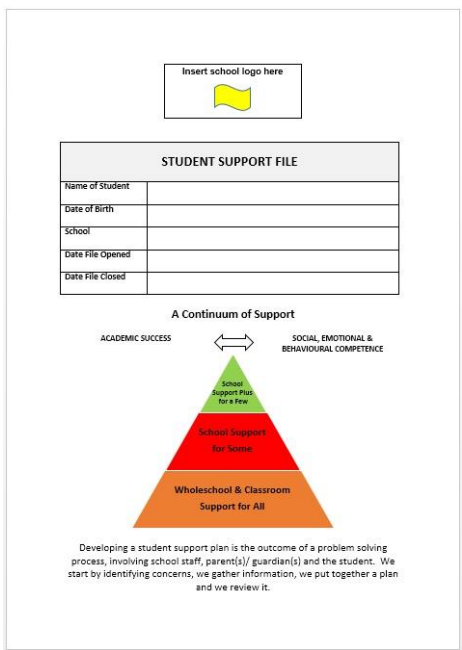
	Monday	Tuesday	Wednesday	Thursday	Friday
9.05 – 9.45	Art Craft and Design, A1	SC: Caring for Animals, A3	Mathematics, E6	Support for Priority Learning needs, A3	CSPE, C8
9.45 – 10.25	Business Studies, D2	English, B5	Geography, B5	English, B5	Mathematics, E6
10.25 – 11.05	Geography, B6	Science, D6	English, B5	Mathematics, E6	Art, Craft and Design, A1
11.05 – 11.20					
11.20 – 12.00	Mathematics, E6	Science, D6	Gaeilge, B2	PLU: Preparing for Work, A3	Science, D6
12.00 – 12.40	Woodwork, C4	Mathematics, E6	Support for Priority Learning Needs, A3	History, B6	PLU: Preparing for Work, A3
12.40 – 13.30	Woodwork, C4	Home Economics, C4	SC: Caring for Animals, A3	SPHE, C8	Geography, B6
13.20 – 14.00					
14.00 – 14.40	English, B5	Business Studies, E1	Woodwork, C3	Home Economics, C4	PE, Hall
14.40 – 15.20	SC: Caring for Animals, A3	Art, Craft and Design, A1	Woodwork, C3	Home Economics, C4	PE, Hall
15.20 – 16.00	PLU: Living in the Community, A3	Art, Craft and Design, A1			

	Monday	Tuesday	Wednesday	Thursday	Friday
9.05 – 9.45	Art Craft and Design, A1	SC: Digital Technology, E2	Mathematics, E8	Gaeilge, B2	Metalwork, C2
9.45 – 10.25	PLU: Preparing for Work, A3	English, B5	Geography, B5	English, B5	Metalwork, C2
10.25 – 11.05	Geography, B6	History, E4	Science, F1	Mathematics, E8	SC: Digital Technology, E2
11.05 – 11.20					
11.20 – 12.00	Mathematics, E8	PLU: Living in the Community, A3	PLU: Preparing for Work, A3	Music, Music room	PLU: Living in the Community, A3
12.00 – 12.40	PLU: Personal Care, C4	Mathematics, E8	Support for Priority Learning Needs, A3	Music, Music room	SC: Enterprise in Animation, A3
12.40 – 13.30	SC: Enterprise in Animation, A3	Metalwork, C2	Music, Music room	SPHE, C8	Support for Priority Learning Needs, A3
13.20 – 14.00					
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14.40 – 15.20	Geography, B6	Art, Craft and Design, A1	Woodwork, C3	Home Economics, C4	PE, Hall
15.20 – 16.00	PLU: Living in the Community, A3	Art, Craft and Design, A1			



		Timetable Management				
		Year 1	Year 2	Year 3		
Length of class period	60	No. of Periods	No. of Periods	No. of Periods	Time	
Core Learning	English	2	2	2	330	
	Maths	1	1	1	300	
	Gaeilge	0	0	0	0	
	Communication and Literacy	0	0	0	0	
	Narracy	2	2	2	600	
	Preparing for Work	1	1	1	300	
	Living in the Community	3	2	2	900	
	Personal Care	1	2	2	600	
	History	0	0	0	0	
	Optional Subjects					
Caring for Animals	1	3	0	600		
CSPE - Forensic Science	2	2	3	900		
Visual Arts	2	2	2	600		
Geography	2	1	0	600		
Wood Technology	2	2	2	600		
Home Economics	2	2	2	600		
Business Studies	1	0	0	300		
Non-Examinable Subject						
CSPE	1	1	1	300		
SPHE	1	1	1	300		
PE	2	2	2	600		
Wellbeing unit	1	1	1	300		
Other Areas of Learning						
Priority Learning Units	1	1	1	300		
Total		29	29	29	2900	
Total Hours Year 1		936.2	Core Subject	240 Hrs		
Total Hours Year 2		936.2	Optional Subject	200 Hrs		
Total Hours Year 3		936.2	Short Course	100 Hrs		
Total Number of JC Programme Hours		2868.6				

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Identify the strengths and learning needs of student(s)
(Outline of steps / framework and timeline are key / flexible)
- 2 Document**
Document supports in Student Support File (SSF)
Student Support File
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Celebrate engagement and achievement with students and parents



An Orath Sheikaradh (in Hindi)

JuniorCYCLE
for teachers

Name _____

Class _____

L2LPS Teacher Assessment Checkpoints

www.jctc.ie

Communication & Literacy

COMMUNICATIVE & LITERACY				NUMERACY				PERSONAL CARE				LIVING IN A COMMUNITY			
Developing appropriate for a range of purposes and audiences 1.1 1.2 1.3 1.4 1.5				Developing an awareness of number 2.1 2.2 2.3 2.4 2.5 2.6 2.7				Developing good oral personal care 3.1 3.2 3.3 3.4 3.5 3.6 3.7				Developing good relationships 4.1 4.2 4.3 4.4 4.5 4.6 4.7			
Using non-verbal behaviour to put the message across 1.6 1.7 1.8 1.9 1.10				Developing an awareness of temperature 2.8 2.9 2.10 2.11 2.12				Developing healthy eating habits 3.8 3.9 3.10 3.11 3.12 3.13				Resolving Conflict 4.8 4.9 4.10 4.11 4.12 4.13			
Reading to obtain basic information 1.11 1.12 1.13 1.14 1.15				Developing an awareness of weight and obesity 2.13 2.14 2.15 2.16 2.17				Developing a healthy lifestyle 3.14 3.15 3.16 3.17 3.18 3.19 3.20				Using Local Facilities 4.14 4.15 4.16 4.17			
Using a range of writing forms to express opinions 1.16 1.17 1.18 1.19 1.20				Developing an awareness of length and distance 2.18 2.19 2.20 2.21				Being able to Manage Stress 3.21 3.22 3.23 3.24 3.25 3.26				Seeking Help and Advice 4.18 4.19 4.20 4.21 4.22			
Using appropriate verbs to communicate 1.21 1.22 1.23 1.24 1.25				Developing an awareness of length and distance 2.22 2.23 2.24 2.25 2.26 2.27				Resolving Issues in the Lab 3.27 3.28 3.29 3.30				Making Consumer Choices 4.21 4.22 4.23 4.24 4.25 4.26			
Using suitable technologies for a range of purposes 1.26 1.27 1.28 1.29 1.30 1.31 1.32				Using a calculator 2.28 2.29 2.30 2.31				Recording areas of user's usability 3.31 3.32 3.33 3.34 3.35							
1.33 1.34 1.35 1.36 1.37				Developing spatial awareness 2.32 2.33 2.34 2.35 2.36				Resolving Disputes 3.36 3.37 3.38 3.39 3.40							

- 1 Identify**
 Identify the strengths and learning needs of student(s)
(Evidence of Progress / Assessment and Feedback 400 Day / Portfolio)
- 2 Document**
 Document supports in Student Support File (SSF)
Student Support File
- 3 Collaborate**
 Explore PLUs, Subject Specifications and Short Course with SET Team and subject teachers
- 4 Develop**
 Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
- 5 Record**
 Record on the SSF the learning plan best suited to the individual student(s)
- 6 Communicate**
 Collaborate and agree with parents on a meaningful and inclusive Junior Cycle plan
- 7 Create**
 Plan and create an individual, inclusive & meaningful timetable for the student(s)
- 8 Review**
 Ongoing collaboration with teachers, SET team & parents, assess & review student progress
- 9 Timeframe**
 Develop a timeframe to inform, collaborate, gather evidence, review progress and evaluate portfolio
- 10 Admin**
 For the Junior Cycle Profile of Achievement (JCPA) add Priority Learning Units (PLUs) to student's record on Post-Primary Online Database (PPOD) or Junior Cycle Awards Database (JCAD)
- 11 Celebrate**
 Celebrate engagement and achievement with students and parents

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	

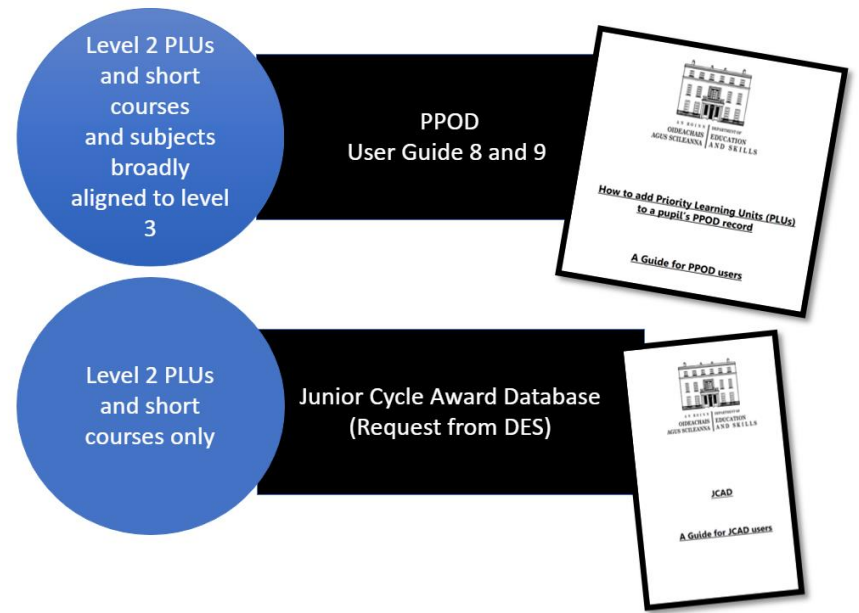


LIVING IN A COMMUNITY		ACHIEVEMENT CHART				
ELEMENT OF LEARNING	Students should be able to...	Teacher Ownership	Date Completed	Certified by	Evidence Uploaded ✓	Element Achieved/Not Achieved
L1C1: Developing good Relationships						
1.1	Recognise different kinds of relationships, e.g. parent/child, student/teacher, 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					
L1C2: 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					
L1C3: 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					

- 1 Identify**
Identify the strengths and learning needs of student(s)
Guidance on Support / Transition and Progress for Day / Week
- 2 Document**
Document supports in Student Support File (SSF)
Student Support File
- 3 Collaborate**
Explore PLUs, Subject Specifications and Short Courses with SET Team and subject teachers
- 4 Develop**
Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
- 5 Record**
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- 11 Celebrate**
Celebrate engagement and achievement with students and parents



Recording results for the Junior Cycle Profile of Achievement



- 1 Identify**
Identify the strengths and learning needs of student(s)
(Outline of steps / Timeline and Review the Day / Month)
- 2 Document**
Document supports in Student Support File (SSF)
Student Support File
- 3 Collaborate**
Explore PLUs, Subject Specifications and Short Course with SET Team and subject teachers
- 4 Develop**
Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
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Celebrate engagement and achievement with students and parents



JUNIOR CYCLE PROFILE OF ACHIEVEMENT
2017

Mary Kelly DOB: 21/06/2001

STATE CERTIFIED FINAL EXAMINATIONS		Classroom-Based Assessments - English	
Examination number: 45685			
English (O)	Partially Achieved	Oral Communication	In line with expectations
		Collection of Texts	In line with expectations
Classroom-Based Assessments - Short Courses			
Mathematics (O)	B	Chinese Language and Culture	In line with expectations
History (O)	C	Personal Project: Caring for Animals (Level 2)	Achieved
Geography (H)	C	CSI: Exploring Forensic Science (Level 2)	Achieved
Home Economics (O)	A	Digital Media Literacy	In line with expectations

Priority Learning Units	Other Areas of Learning
Communicating and Literacy Achieved	Learning experiences must include student engagement with: <ol style="list-style-type: none"> Activities relating to guidance, pastoral care and student support, and a school's own religious education programme. 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 debating competition, students participating in a dance performance. Other specific learning opportunities that do not form part of subjects or short courses, for example, mentoring training, school attendance initiatives, participation in a homework club.
Living in the Community Achieved	
Numeracy Achieved	
Personal Care Achieved	
Preparing for Work Achieved	

Principal
Mrs. Mary Smith

Year Head
Mr. John Smith

Roll Number: 76476F
Anytown Secondary School
Anytown, Co. Anycounty
V94 F963

This JCPA recognises and records achievements in Junior Cycle.

Screen Recorder | Screencast-O-... Junior Cycle for Teachers (JCT) | ...

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
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-ffd9da208e6/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/loa/jc-l2lp-2.pdf	A brief summary of L2LP's
Caring for animals		L2LPs – Key documents – Short Courses	https://www.curriculumonline.ie/getmedia/9bf5ccfe-3057-46a8-a4a7-0298f8028e6/NCCA-IC-Short-Course-L2-PP.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.
Caring for animals Assessment Guidelines		L2LPs – Key documents – Short Courses	https://www.curriculumonline.ie/getmedia/0f4a2b84-5539-4779-9376-ae3334237e09/L2_PP_AssessmentGuidelines_Feb2017.pdf	
CSI Exploring Forensic Science		L2LPs – Key documents – Short Courses	https://www.curriculumonline.ie/getmedia/8e4afd12-5dc6-492e-8914-000e2ea41cdb/NCCA-IC-Short-Course-L2-FS.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.
CSI Exploring Forensic Science Assessment Guidelines		L2LPs – Key documents – Short Courses	https://www.curriculumonline.ie/getmedia/f403e2b2-dfc3-47b3-b170-ba5916005310/L2_CSI_AssessmentGuidelines_Feb2017.pdf	

Downloadable Map of Website....

September
December
March
June

Highlights current and new resources.

Join our Mailing List...

The revised Level 2 guidelines are available at:
<https://www.curriculumonline.ie/getmedia/38c33cf1-9e58-44f4-ad5b-ffd9da20a6a/L2LPs-Guidelines-Jan-2019-version.pdf>

Please note

- that codes have been added to the Priority Learning Units
- Information on assessment has been updated: see pages 29 – 36

(Further supports on this will be provided by JCT by way of screencasts on our website: www.jct.ie)

- Action Verbs for L2LPs: Page 91

Policy Advice on Special Schools and Classes: An Inclusive Education for an Inclusive Society? October 2019. PROGRESS REPORT
<https://hse.ie/wp-content/uploads/2019/11/Progress-Report-Policy-Advice-on-Special-Schools-Classes-website-upload.pdf>

JCT Training Day for subject and whole school colleagues in Portlaoise. December 2019.

We explored:

- Dyslexia
- Supporting students with mild and moderate general learning disabilities
- Next steps L1LPs/L2LPs /Inclusion in JCT CPD in schools

We are re-opening our L1LPs/L2LPs Teacher Sourced Resources Padlet - please share any resources you have found.
 L1LPs: <https://padlet.com/jct2/8xpehjn7fx>
 L2LPs: <https://padlet.com/jct2/ann0ecsh6vz>

Mainstream Post-Primary schools

Most schools that met the November booking deadline have had a two-hour visit scheduled. If you wish to avail of a two-hour visit and missed this deadline you will be added to a waiting list. Contact sarah.nally@jct.ie

Your Regional Team Leader will be in touch to discuss CPD options for 2020/21. If you have had a L1LPs/L2LPs two-hour visit, we recommend you consider the Inclusion pathway for your whole staff.

Webinar:
 L1LPs/L2LPs in Action in Schools
 Tuesday April 21st 2020
 6.15pm – 7.15pm.
 Register here: <https://attendee.gotowebinar.com/register/4057330252094795217>

L1LPs & L2LPs

For updates and teacher sourced resources.

L2LPs

[JCT Home](#) [L2LPs](#)

Key Documents

News / Events

CPD Workshops

Planning

Assessment

Resources

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https://twitter.com/JCTL1LPs_L2LPs