Level 1 and Level 2 Learning Programmes

Junior Cycle and Senior Cycle

Welcome back to a new school year from the Oide Level 1 and Level 2 team!

A warm welcome back to school from the Oide Level 1 and Level 2 Learning Programmes Team. As the new school year gets underway, we look forward to supporting teachers in delivering high quality, inclusive learning experiences for all students.
Throughout the year, we will be providing a range of Professional Learning Experiences, including our Cluster PLEs, webinars and in school support. These sessions will offer opportunities to deepen understanding of Level 1 and Level 2 Learning Programmes, share effective practice, and connect with colleagues from across the education community.

Meet the Team 2026/27



Joanne Parry
Senior Leader



Aoife Begley
Professional Learning Leader



Fiona Murtagh
Professional Learning Leader



Geraldine Dillon
Professional Learning Leader



Louise Ryan
Professional Learning Leader



Maureen Boylan
Professional Learning Leader



Niall Bridges
Professional Learning Leader



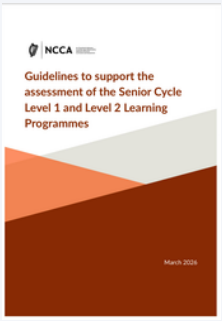
Orla Ryan
Professional Learning Leader



Sarah Caulfield
Professional Learning Leader

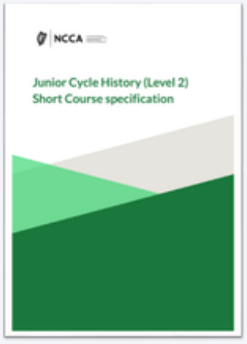
Professional Learning Experiences

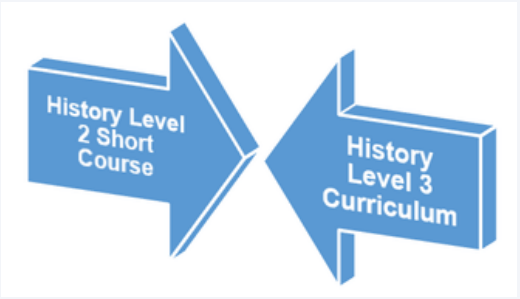
We look forward to meeting you at this year's professional learning experiences (PLEs), as we continue to support teachers in engaging with the both Junior Cycle and Senior Cycle Level 1 and Level 2 Learning Programmes. This year's professional learning will investigate the new updates from the new Junior Cycle Statments, the implementation of the Senior Cycle Programmes, and to support teachers with the Senior Cycle validation process.



Coming in Term Two/Three

History Webinar







Junior Cycle Progression Continuum Senior Cycle

Level 1 Progression Continuum

Attend	Student attends and is present at the learning activity or event
Recognition	Student shows an awareness of, or recognition of, the learning activity/event including a fleeting focus
Attention	Student pays attention to the learning activity/event, but it can be inconsistent and often brief
Acknowledgment	Student begins to respond to, or acknowledge the learning activity/event, often inconsistently and the response is appropriate to the student
Engagement	Student shows more consistent attention to learning activities/events
Involvement	Student begins to share, take turns, show enjoyment of the learning activity/event, and express choice
Anticipation	Student begins to anticipate familiar learning activities/events
Action	Student joins in, gestures, vocalises on learning activity and others, appropriate to the student's form of communication

Level 2 Progression Continuum

Engagement	The student is at an acquiring stage where they are beginning to engage with the learning outcomes
Advanced Engagement	Through repetition and support, the student can achieve the learning outcomes
Competency	The student can achieve the learning outcomes independently on several occasions
Advanced Competency	The student is maintaining their level of achievement with the learning outcomes. They can achieve the learning outcomes even after a break of change
Proficiency	Student can apply their learning in different contexts, scenarios, with different stimuli and people.
Expertise	Student will adapt their learning emerging from learning outcomes to understand or problem solve in new contexts and scenarios

Junior and Senior Cycle Level 1 and Level 2

All NCCA Senior Cycle Electives Published

Level 1

- Music
- Cookery
- Area of Special Interest
- Preparation for Life after School

Level 2

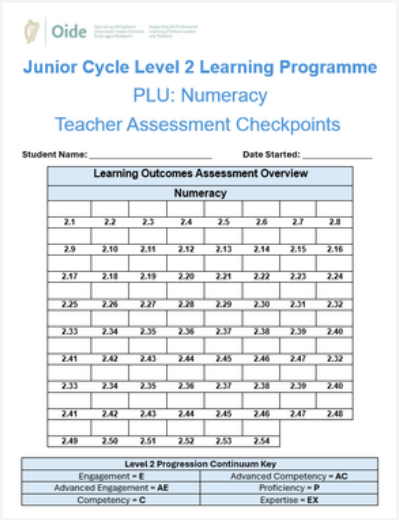
- Music
- Design and Do
- Area of Special Interest
- Preparation for Life after School
- The Past in my Place
- IT Skills

NCCA An Chomhairle Náisiúnta Curaclaim agus Measúnachta National Council for Curriculum and Assessment

Oide Website

As you plan for the year ahead, we encourage you to visit our updated website, which now includes a wide range of resources to support teachers and schools on their Level 1 and Level 2 Learning Programmes journey. From guidance materials and planning supports to professional learning resources, the site is designed to help build confidence and enhance teaching, learning, and assessment across the programmes. These resources are regularly reviewed and updated to ensure they remain relevant, practical, and responsive to the evolving needs of schools and teachers. We hope they could prove valuable in supporting meaningful, engaging, and inclusive learning experiences for all students.

Junior Cycle



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Junior Cycle Level 2 Learning Programme
PLU: Numeracy
Teacher Assessment Checkpoints

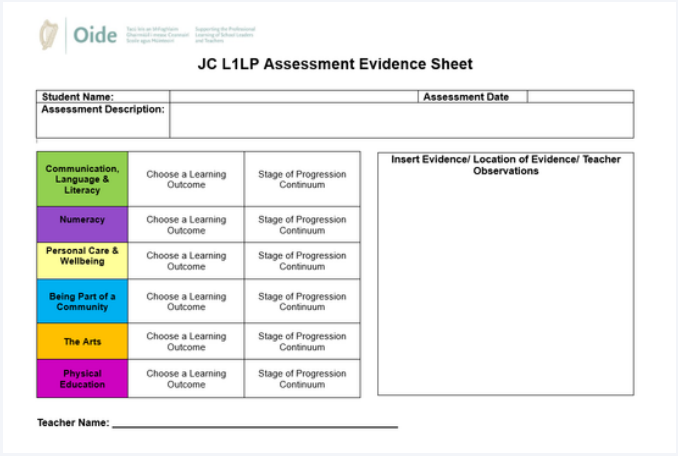
Student Name: _____ Date Started: _____

Learning Outcomes Assessment Overview

Numeracy

2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8
2.9	2.10	2.11	2.12	2.13	2.14	2.15	2.16
2.17	2.18	2.19	2.20	2.21	2.22	2.23	2.24
2.25	2.26	2.27	2.28	2.29	2.30	2.31	2.32
2.33	2.34	2.35	2.36	2.37	2.38	2.39	2.40
2.41	2.42	2.43	2.44	2.45	2.46	2.47	2.32
2.33	2.34	2.35	2.36	2.37	2.38	2.39	2.40
2.41	2.42	2.43	2.44	2.45	2.46	2.47	2.48
2.49	2.50	2.51	2.52	2.53	2.54		

Level 2 Progression Continuum Key	
Engagement = E	Advanced Competency = AC
Advanced Engagement = AE	Proficiency = P
Competency = C	Expertise = EX



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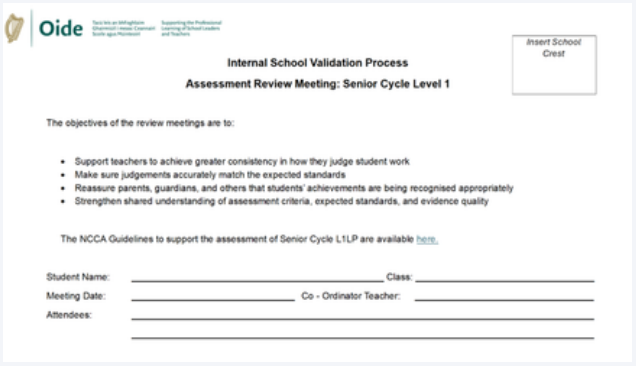
JC L1LP Assessment Evidence Sheet

Student Name:		Assessment Date	
Assessment Description:			

Communication, Language & Literacy	Choose a Learning Outcome	Stage of Progression Continuum	Insert Evidence/ Location of Evidence/ Teacher Observations
Numeracy	Choose a Learning Outcome	Stage of Progression Continuum	
Personal Care & Wellbeing	Choose a Learning Outcome	Stage of Progression Continuum	
Being Part of a Community	Choose a Learning Outcome	Stage of Progression Continuum	
The Arts	Choose a Learning Outcome	Stage of Progression Continuum	
Physical Education	Choose a Learning Outcome	Stage of Progression Continuum	

Teacher Name: _____

Senior Cycle



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Internal School Validation Process

Assessment Review Meeting: Senior Cycle Level 1

Insert School Crest

The objectives of the review meetings are to:

- Support teachers to achieve greater consistency in how they judge student work
- Make sure judgements accurately match the expected standards
- Reassure parents, guardians, and others that students' achievements are being recognised appropriately
- Strengthen shared understanding of assessment criteria, expected standards, and evidence quality

The NCCA Guidelines to support the assessment of Senior Cycle L1LP are available here.

Student Name: _____ Class: _____

Meeting Date: _____ Co - Ordinator Teacher: _____

Attendees: _____



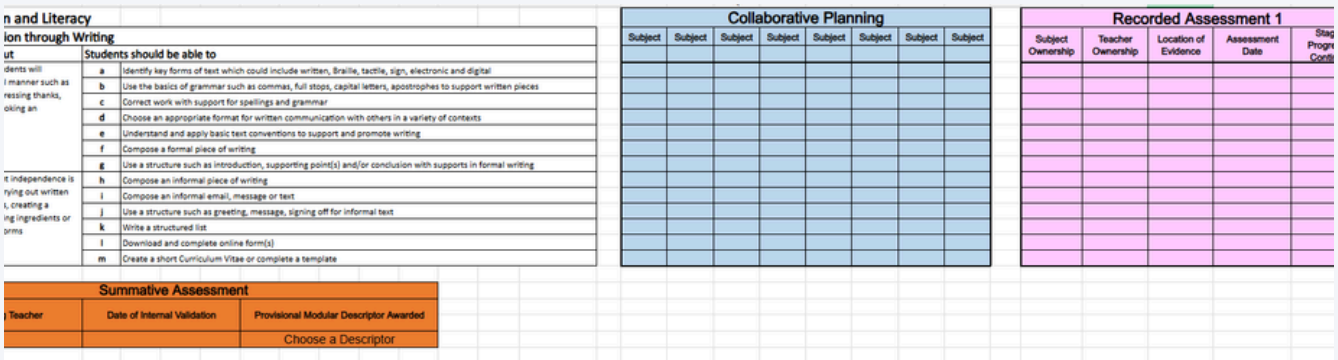
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Internal Validation Process

Co-ordinating Teacher Checklist

I met with the principal to discuss the practicalities of the Senior Cycle Level 1 / Level 2 Internal Validation Process	
I identified with Principal / SEN Team on number of students that are engaged in SC L1LP / L2LP	
I identified a suitable date and venue for the review meeting with the principal	
I identified teachers that are working with students following SC L1LP/ L2LP	
I have access to all students' portfolios	
I developed a running order for the meeting	
I reviewed my role as facilitator using the Assessment Guidelines	
I have made any necessary arrangements in relation to the room set up for the meeting e.g. technology, equipment, student portfolios	
At the end of the meeting, I recorded the decisions made and generated a report of the meeting	
I have completed and submitted the Report to be stored on each student SSF	

This checklist may be useful in supporting the Co-ordinating Teachers role in the Internal Validation process of Senior Cycle Level 1 / Level 2. It is not exhaustive or prescriptive.



n and Literacy
ion through Writing

ut	Students should be able to	
dents will	a	Identify key forms of text which could include written, Braille, tactile, sign, electronic and digital
manner such as	b	Use the basics of grammar such as commas, full stops, capital letters, apostrophes to support written pieces
ressing thanks,	c	Correct work with support for spellings and grammar
oking an	d	Choose an appropriate format for written communication with others in a variety of contexts
	e	Understand and apply basic text conventions to support and promote writing
	f	Compose a formal piece of writing
t independence is	g	Use a structure such as introduction, supporting point(s) and/or conclusion with supports in formal writing
rying out written	h	Compose an informal piece of writing
L, creating a	i	Compose an informal email, message or text
ng ingredients or	j	Use a structure such as greeting, message, signing off for informal text
orms	k	Write a structured list
	l	Download and complete online form(s)
	m	Create a short Curriculum Vitae or complete a template

Summative Assessment		
Teacher	Date of Internal Validation	Provisional Modular Descriptor Awarded
		Choose a Descriptor

Collaborative Planning

Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject

Recorded Assessment 1

Subject Ownership	Teacher Ownership	Location of Evidence	Assessment Date	Stag Progr Confi