



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Introduction to Junior Cycle L1LPs & L2LPs

Professional Learning 2024/25

Special School Leaders and Teachers



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Please respect everyone's right
to privacy

No discussing individual
students

Junior Cycle L1LPs & L2LPs



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Online Information Sessions

- There will be termly online information sessions regarding Junior Cycle L1LPs & L2LPs for school leaders and teachers who are new to the programmes this year.

Subject Cluster Day

- Teachers can attend a dedicated workshop for school leaders, teachers from special classes and core SET team.
- This workshop will focus on planning individual learning programmes for students with SEN in Junior and Senior Cycle.

In-school Support

- Oide provides contextualised in-school support in a range of priority areas, including Junior Cycle L1LPs and L2LPs.
- Schools apply for this support through the Oide support portal.

Senior Cycle L1LPs & L2LPs



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Online Information Sessions

- There will be termly online information sessions regarding Senior Cycle L1LPs & L2LPs for school leaders and teachers who are new to the programmes this year.

Webinar

- We are offering Senior Cycle L1LP & L2LP professional learning for mainstream schools via a live webinar which will be recorded in late September.

Subject Cluster Day

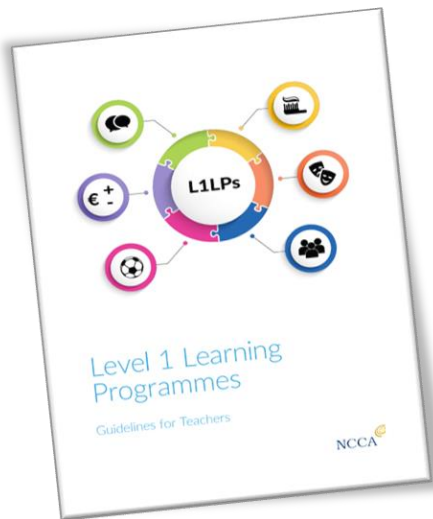
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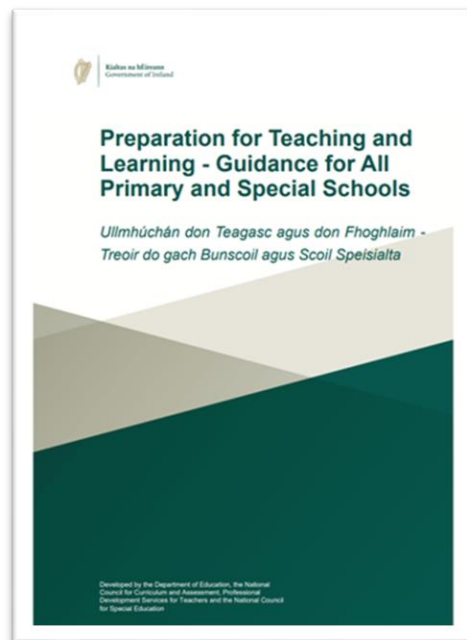
Key Documents



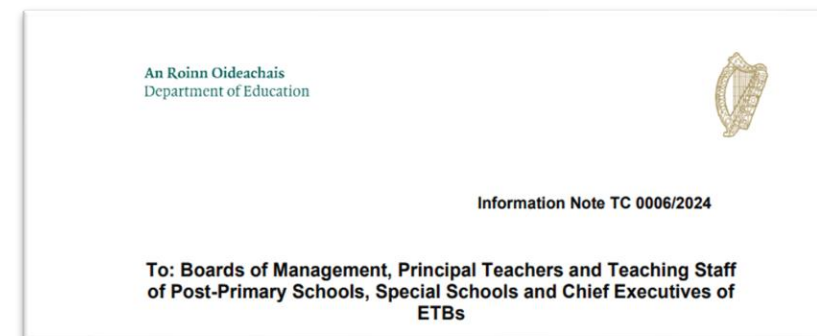
L1LPs
Guidelines



L2LPs
Guidelines



Preparation for
Teaching and
Learning – Guidance
for Primary & Special
Schools



Information Note TC 0006/2024.
Updates on the implementation of
the Framework for Junior Cycle
with particular reference to the
school year 2024/25. To be read in
conjunction with Circular 0028/2023

Learning Intentions



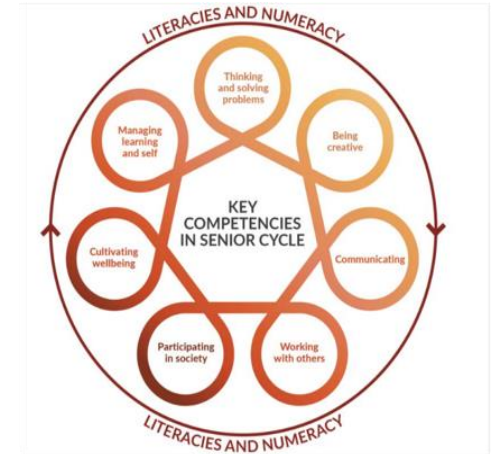
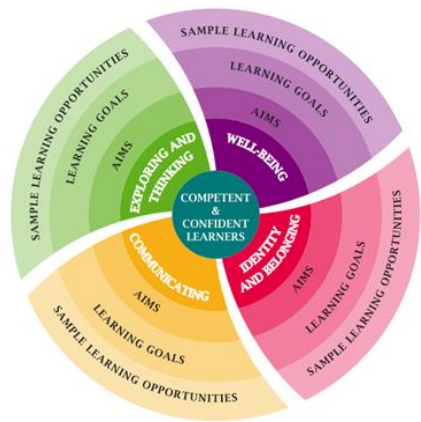
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- To develop our understanding of how the Junior Cycle Level 1 Learning Programmes (JCL1LPs) & Junior Cycle Level 2 Learning Programmes (JCL2LPs) sit within the Junior Cycle framework
- To explore the Junior Cycle Priority Learning Units, Elements & Learning outcomes within the JCL1LPs & JCL2LPs
- To build on our understanding of Junior Cycle Level 1 & Level 2 Short Courses
- To become more aware of the assessment & reporting of learning at Junior Cycle Level 1 & Level 2

Continuum of Education



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Aistear



Primary Curriculum



Junior Cycle

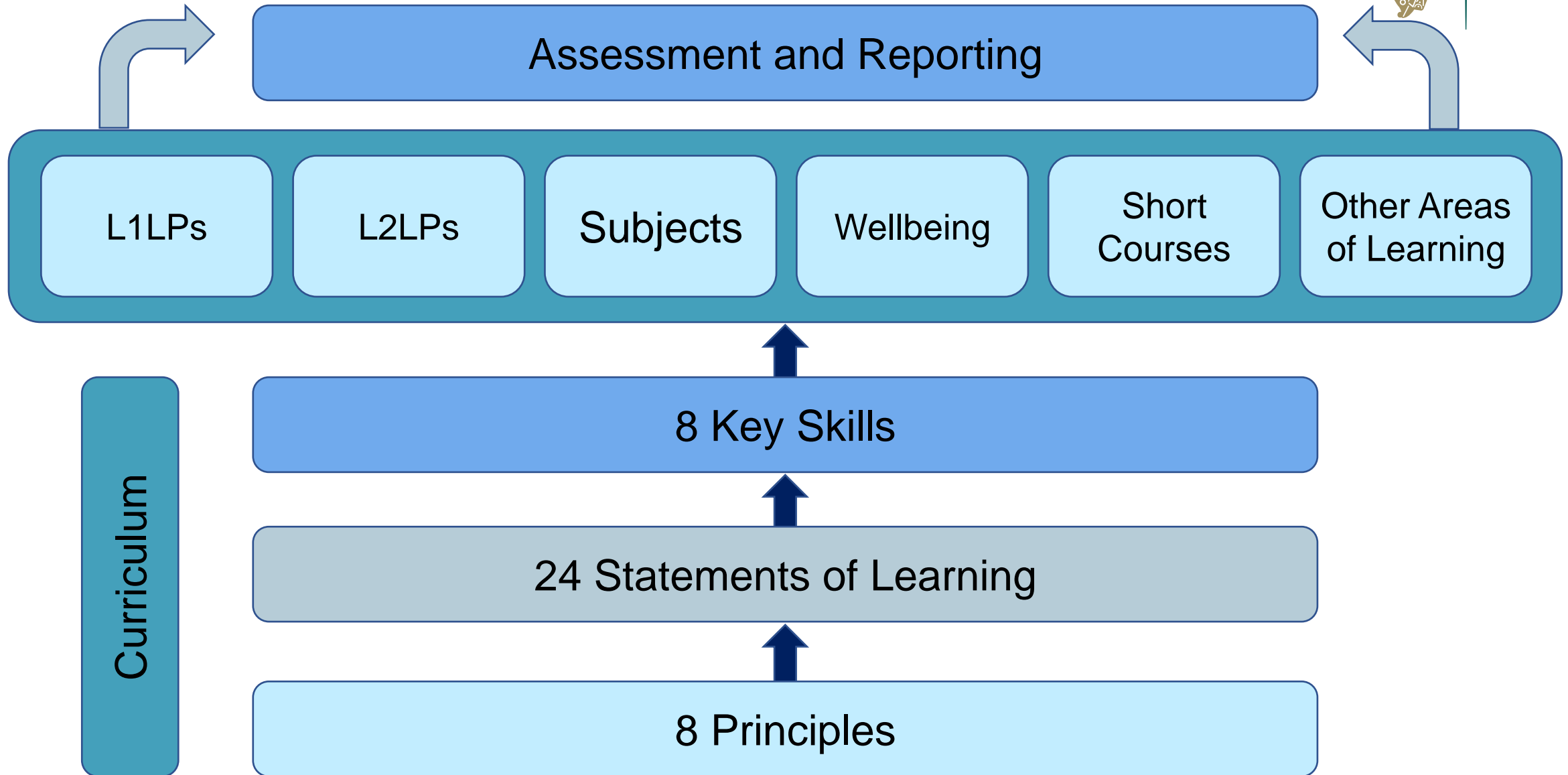


Senior Cycle

The Junior Cycle Framework



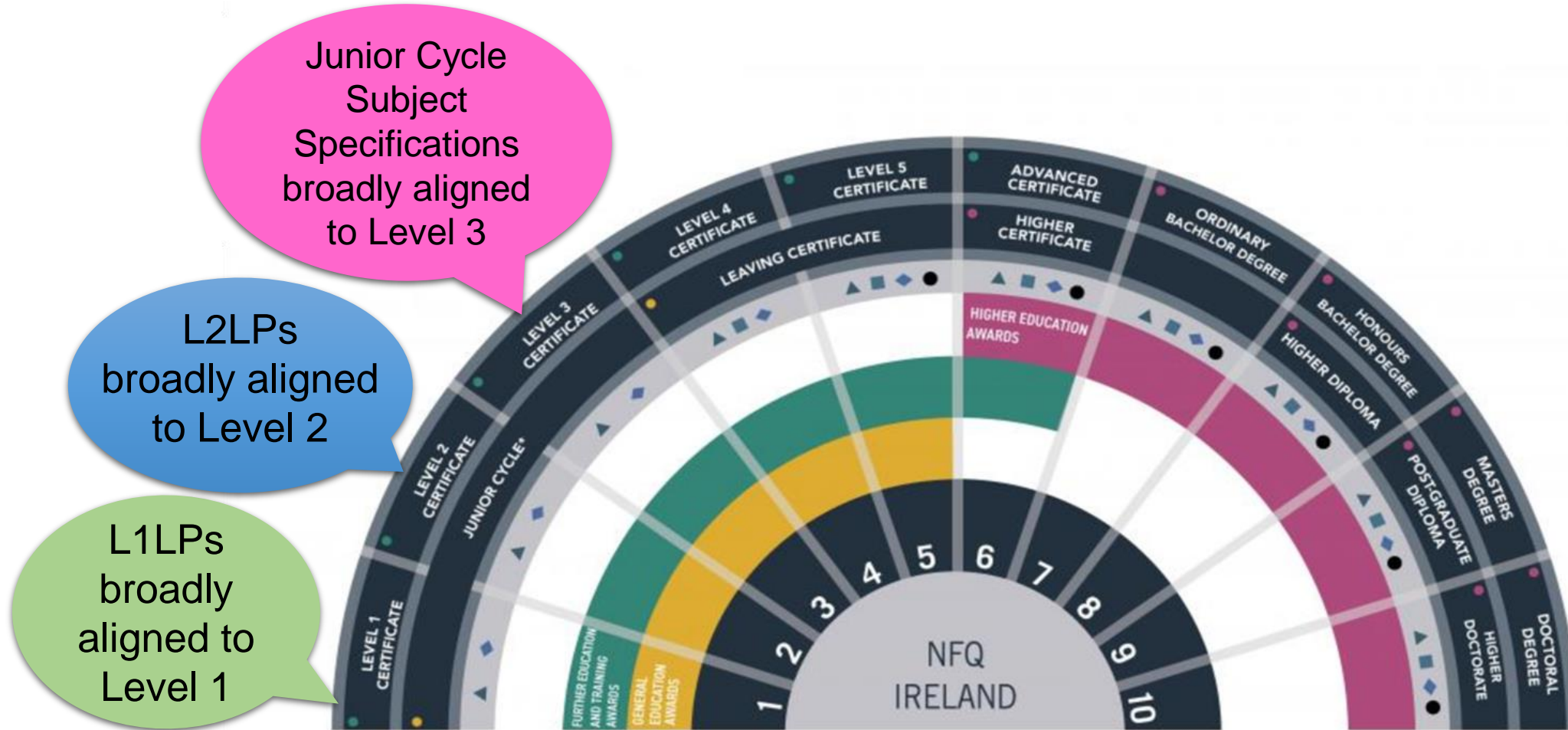
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National Framework of Qualifications



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Who are the L1LPs for?

Low Moderate General Learning Disability

Severe or Profound General Learning Disability

Who are the L2LPs for?

Low Mild General Learning Disability

High Moderate General Learning Disability

Students with the below listed strengths and needs may require support, but that support is not necessarily met through the L2LPs

Physical Disability

Hearing Impairment/Visual Impairment

Emotional behavioural Difficulties (EBD)

Autism

Specific Speech and Language Challenges

Pupils with SEN Arising from an Assessed Syndrome

Multiple Disability

Specific Learning Disability; Dyslexia, Dyscalculia, Dyspraxia etc.

Who are Junior Cycle (JC) Level 1 Learning Programmes (L1LPs) designed for?



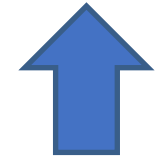
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Students at an early stage of cognitive development.

Students with an identification of a general learning disability in the low moderate to severe and profound categories.



JC L1LP's: What might a student engage with?



Underpinned by the individual student's strengths and needs as identified in the Student Support File



Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

Over 3 years

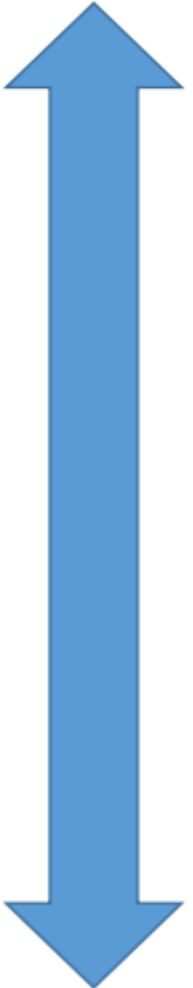
250 hrs = Per PLU

Physical Education

JC Level 1 Progression Pathways



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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.

Who are JC Level 2 Learning Programmes (L2LPs) for?



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Learners with a low mild to high moderate general learning disability.

'The special needs of these children is such as **to prevent them from accessing some or all of the subjects and short courses** on offer at junior cycle that are broadly aligned with Level 3 NCFQ.'



JC L2LP's: What might a student engage with?



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5 Priority Learning Units (PLUs)

2 Short Courses: Levels 1, 2 or 3

**Level 3 Subjects
Level 3 Subject CBAs**

A Programme of Wellbeing

Individual Learning Targets

Other Areas of Learning



Underpinned by the individual student's strengths and needs as identified in the Student Support File

JC Level 2 PLUs



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Preparing for Work

Communication,
and Literacy

Living in the
Community



Numeracy

Personal Care

Over 3 years

250 hrs = Per PLU

Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

Timetable



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Reflect a Broad
and Balanced
Curriculum



Cross-Curricular
Activities



Demonstrate a
rounded holistic
approach to
teaching & learning



JC Priority Learning Units Posters



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Junior Cycle Level 1 Learning Programmes (L1LPs)
Priority Learning Units

01 Communication, Language and Literacy

ELEMENT: Developing communicative relationships

- 1.1 Indicate awareness of sensory stimuli in the learning environment
- 1.2 Establish consistent patterns of attending to stimuli/persons/activities in the immediate environment
- 1.3 Engage in an activity requiring joint attention with one or more people
- 1.4 Demonstrate turn-taking with a communicative partner
- 1.5 Show awareness of and/or use tone, body language, gestures, pace, vocalisations and volume to impact communication
- 1.6 Initiate communication with a familiar adult and peers
- 1.7 Engage in and enjoy a meaningful exchange with a communicative partner

ELEMENT: Understanding

- 1.8 Show recognition of personal and/or standardised objects of reference
- 1.9 Respond to verbal and non-verbal cues related to familiar communicative routines
- 1.10 Attend and respond to increased vocabulary in text
- 1.11 Consistently respond to familiar factual questions
- 1.12 Show signs of anticipating next steps in a familiar activity when presented with a stimulus
- 1.13 Predict outcomes for a familiar or unfamiliar story or event choosing from a range of possible outcomes

ELEMENT: Exploring and using

- 1.14 Clearly indicate preferred objects and/or activities and refuse non-preferred items
- 1.15 Request repetition and/or more of and/or change of objects or events
- 1.16 Make a request and/or express a need, verbally or non-verbally
- 1.17 Participate in the sharing of a familiar or personal story, activity or event
- 1.18 Communicate to express feelings verbally or non-verbally
- 1.19 Express interests and opinions through a range of verbal or non-verbal communication methods

ELEMENT: Reading

- 1.20 Illustrate signs of engagement and enjoyment with stories, texts, poetry, funny or favourite reading material
- 1.21 Choose and handle books, demonstrating familiarity with book-handling skills
- 1.22 Show recognition & understanding of symbols, signs, logos, familiar words, letters, or visual representations of items
- 1.23 Seek meaning from combinations of signs, symbols or text for enjoyment or practical purpose
- 1.24 Read a book, magazine, or other text with understanding
- 1.25 Recall a story, read or personal experience using objects, marks, gestures or vocalisations

ELEMENT: Written expression

- 1.26 Show enjoyment while making marks and or texts, and use gestures, sounds or words to focus attention on these, showing signs of understanding that texts carry meaning
- 1.27 Engage in/with mechanics of mark-making exercises to create a form of text according to ability, using motor or eye-gaze skills as appropriate
- 1.28 Explore a variety of implements and surfaces for creating texts
- 1.29 Place marks, signs, symbols, or texts in the correct sequence and/or with the correct orientation to infer meaning
- 1.30 Use signs, symbols, or text to share experiences, thoughts, opinions, preferences with peers with growing confidence

02 Numeracy

ELEMENT: Awareness of environment

- 2.1 Discover and explore a range of objects/stimuli
- 2.2 Investigate objects/stimuli in motion
- 2.3 Recognise &/or show preferences for objects/ stimuli
- 2.4 Match identical items that are familiar to the student
- 2.5 Recognise objects/stimuli that are the same and/or different in one or more ways
- 2.6 Participate in cause and effect activities
- 2.7 Explore the concept of object permanence

ELEMENT: Pattern and sequence

- 2.8 Explore pattern through a variety of sensory experiences
- 2.9 Observe patterns in the student's environment
- 2.10 Engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine
- 2.11 Participate in activities where the aim is to repeat patterns
- 2.12 Recognise and/or anticipate familiar activities or routines with predictable patterns and sequences

ELEMENT: Developing number sense

- 2.13 Participate in counting activities
- 2.14 Explore and use familiar numerals
- 2.15 Explore the relationship between sets and numbers
- 2.16 Experiment with differences in quantity and the language associated with it
- 2.17 Explore the concepts of addition and subtraction

ELEMENT: Shapes and space

- 2.18 Experiment with the movement of body parts in the immediate environment
- 2.19 Participate in activities where the language of movement and position is used
- 2.20 Explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences
- 2.21 Recognise and/or identify shapes in the immediate and local environment

ELEMENT: Measures and data

- 2.22 Investigate objects & lang in relation to measurement
- 2.23 Participate in everyday activities associated with measurement in the student's environment
- 2.24 Participate in a shopping experience or in an activity where real money is used functionally
- 2.25 Participate in recording & displaying number &/or familiar

03 Personal Care and Wellbeing

ELEMENT: Self Awareness

- 3.1 Demonstrate awareness of their own body
- 3.2 Show awareness of self in the immediate and/or wider environment
- 3.3 Recognise their own features as being unique to them
- 3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others
- 3.5 Exhibit perseverance and the motivation to develop and improve personal abilities and skills

ELEMENT: Personal Care and hygiene

- 3.6 Co-operate with adults who provide daily support
- 3.7 Participate in personal care routines
- 3.8 Indicate personal care needs or ask for help verbally or non-verbally
- 3.9 Make choices related to personal care
- 3.10 Complete personal care tasks independently

ELEMENT: Food and nutrition

- 3.11 Use the senses to explore different types of foods
- 3.12 Show preferences for foods
- 3.13 Communicate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink
- 3.14 Use eating and drinking utensils
- 3.15 Participate in preparing food
- 3.16 Demonstrate basic hygiene procedures around food
- 3.17 Follow safety rules for using kitchen equipment
- 3.18 Participate in making healthy snacks
- 3.19 Plan, shop for and prepare personalised healthy food (with support if necessary)

ELEMENT: Emotional wellbeing

- 3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately
- 3.21 Show interest in the feelings expressed by others and react appropriately
- 3.22 Use coping strategies to self-regulate
- 3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities

ELEMENT: Physical wellbeing

- 3.24 Use the body to have an effect on objects in the environment
- 3.25 Move to improve gross motor control of the body
- 3.26 Practise fine motor control for self-help
- 3.27 Participate in activities to develop a healthy lifestyle
- 3.28 Identify preferred physical activities
- 3.29 Demonstrate enjoyment of cooperating with peers in team games and group activities

ELEMENT: Physical

- 3.30 Act
- 3.31 Do
- 3.32 Ob
- 3.33 Fol
- 3.34 Sh
- 3.35 Re
- 3.36 De
- 3.37 Fol
- 3.38 De

Junior Cycle Level 2 Learning Programmes (L2LPs)
Priority Learning Units (PLUs)

01 Communicating and Literacy

ELEMENT: Using non-verbal behaviour to get the message across

- 1.7 Identify a range of non-verbal communication methods
- 1.8 Use appropriate non-verbal behaviour in communicating a simple idea
- 1.9 Relay a response or request non-verbally
- 1.10 Respond to non-verbal signals and signs encountered in daily life
- 1.11 Follow the sequence of non-verbal instructions or directions for a frequent activity

ELEMENT: Using a range of writing forms to express opinions

- 1.17 Write/type notes and messages needed for simple tasks
- 1.18 Write/type at least five sentences so that they convey meaning or information
- 1.19 Use the main rules of writing appropriately
- 1.20 Use a range of spelling patterns
- 1.21 Use a range of different forms of writing to suit purpose and audience

ELEMENT: Using suitable technologies for a range of purposes

- 1.27 Identify three everyday uses of technology
- 1.28 Use technology requiring not more than three functions, for personal, home and educational/workplace use
- 1.29 Use technology to communicate in an activity with others
- 1.30 Use a new piece of ICT equipment
- 1.31 Turn a personal computer on and off safely
- 1.32 Identify the information symbols on a desktop
- 1.33 Use frequently used keys appropriately
- 1.34 Use a software package, involving opening a package, entering and manipulating text/image/ data, save to file, print and exit safely
- 1.35 Access a range of websites on the internet
- 1.36 Find information for a project on the web
- 1.37 Send and open an email

ELEMENT: Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener

- 1.1 Listen to obtain information relating to more than one option
- 1.2 Ask questions to obtain information
- 1.3 Follow a series of spoken instructions under supervision
- 1.4 Express personal opinions, facts and feelings appropriately
- 1.5 Participate in practical, formal and informal communications
- 1.6 Listen to and respond to a range of stories

ELEMENT: Reading to obtain basic information

- 1.12 Read familiar words that are commonly used and personally relevant
- 1.13 Use simple rules and text conventions that support meaning
- 1.14 Interpret different forms of writing and text, including social signs and symbols
- 1.15 Find key information from different forms of writing
- 1.16 Use a range of reading strategies

ELEMENT: Using expressive arts to communicate

- 1.22 Participate in a performance or a presentation
- 1.23 Create a range of images using a variety of materials
- 1.24 Produce a piece of work for display
- 1.25 Listen to a range of music and respond by discussing thoughts and feelings
- 1.26 Use drama or dance to explore real and imaginary situations

02 Numeracy

ELEMENT: Developing an awareness of temperature

- 2.13 Use appropriate words to describe temperature
- 2.14 Identify instruments used for indicating and adjusting temperature
- 2.15 Relate temperatures to everyday situations
- 2.16 Locate appropriate temperatures on a cooker dial
- 2.17 Compare temperatures for the different times of the year

ELEMENT: Using a calculator

- 2.28 Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ×, ÷) on a calculator
- 2.29 Use a calculator to solve simple problems
- 2.30 Use a calculator to correct work which has been completed without the use of a calculator
- 2.31 Find and use a calculator on a mobile phone to work out how much several items will cost in a shopping trip

ELEMENT: Using data for a range of different purposes

- 2.38 Identify uses of data in everyday life
- 2.39 Identify basic approaches to data collection
- 2.40 Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records
- 2.41 Interpret basic data of two criteria
- 2.42 Construct basic representations to communicate data with two criteria
- 2.43 Talk about/discuss information from basic data

ELEMENT: Developing an awareness of weight and capacity

- 2.18 Use appropriate vocabulary to describe the units of weight and capacity
- 2.19 Identify the marks for the units of weight and capacity
- 2.20 List some examples of weight and capacity from daily life
- 2.21 Use a graduated vessel to work out the capacity of liquids
- 2.22 Use a weighing scale to work out the weight of powders and solids

ELEMENT: Developing spatial awareness

- 2.32 Use appropriate vocabulary to describe direction
- 2.33 Use a simple map to find a given location
- 2.34 Draw a simple map to give directions
- 2.35 Calculate the distance between two places on a map
- 2.36 Use the body or body parts to move in a given direction
- 2.37 Move a range of objects in given directions

ELEMENT: Using shapes

- 2.44 Name common 2D and 3D shapes in everyday life
- 2.45 Divide a line into two equal segments without measuring
- 2.46 Find areas of symmetry of familiar 2D shapes and figures by folding, and mark them
- 2.47 List the properties of common 2D shapes and 3D forms
- 2.48 Sort 2D and 3D shapes and forms in relation to size

ELEMENT: Developing an awareness of time

- 2.49 Tell the time from an analogue clock for the hour, half hour and quarter hour
- 2.50 Tell the time from a digital clock for the hour, half hour and quarter hour
- 2.51 Identify key times during the day, on the hour, half hour and quarter hour
- 2.52 Solve problems to work out the passage of time
- 2.53 Find a specified day or date on a calendar or timetable
- 2.54 Match months or activities with their seasons

ELEMENT: Managing money

- 2.1 Recognise frequently used Euro notes and coins
- 2.2 Pay for an item correctly and count the change in a mock-up or real-life shopping transaction
- 2.3 Explain a shopping receipt, in relation to what was bought, money tendered and correct change given
- 2.4 Understand a common household bill in relation to the service provided, how much being charged and how can it be paid for
- 2.5 Recognise the difference between using money to buy essential items and luxury items
- 2.6 Plan a personal budget for a week
- 2.7 Save a small amount of money each week to buy an item

ELEMENT: Developing an awareness of length and distance

- 2.8 Recognise numbers up to 100 in N
- 2.9 Recognise place values in relation to units, tens and hundreds
- 2.10 Add two-digit whole numbers that total less than 100 in the context of an everyday situation
- 2.11 Subtract two-digit whole numbers in the context of an everyday situation
- 2.12 Estimate quantities to the nearest value in broad terms

For example,

L2LPs PLU Communicating and Literacy has 6 Elements and 37 Learning outcomes



Activity

Personalised Junior Cycle Programmes



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Priority Learning Units

Communication, Language and Literacy
Numeracy
Personal Care and Wellbeing
Being Part of the Community
The Arts
Physical Education

Short Course

Around the World in 80 days Level 1
Grow it, Cook it, Eat it Level 2
History Level 2



Priority Learning Units

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

Short Course

Enterprise in Animation Level 2
Digital Media Literacy Level 2



Priority Learning Units

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

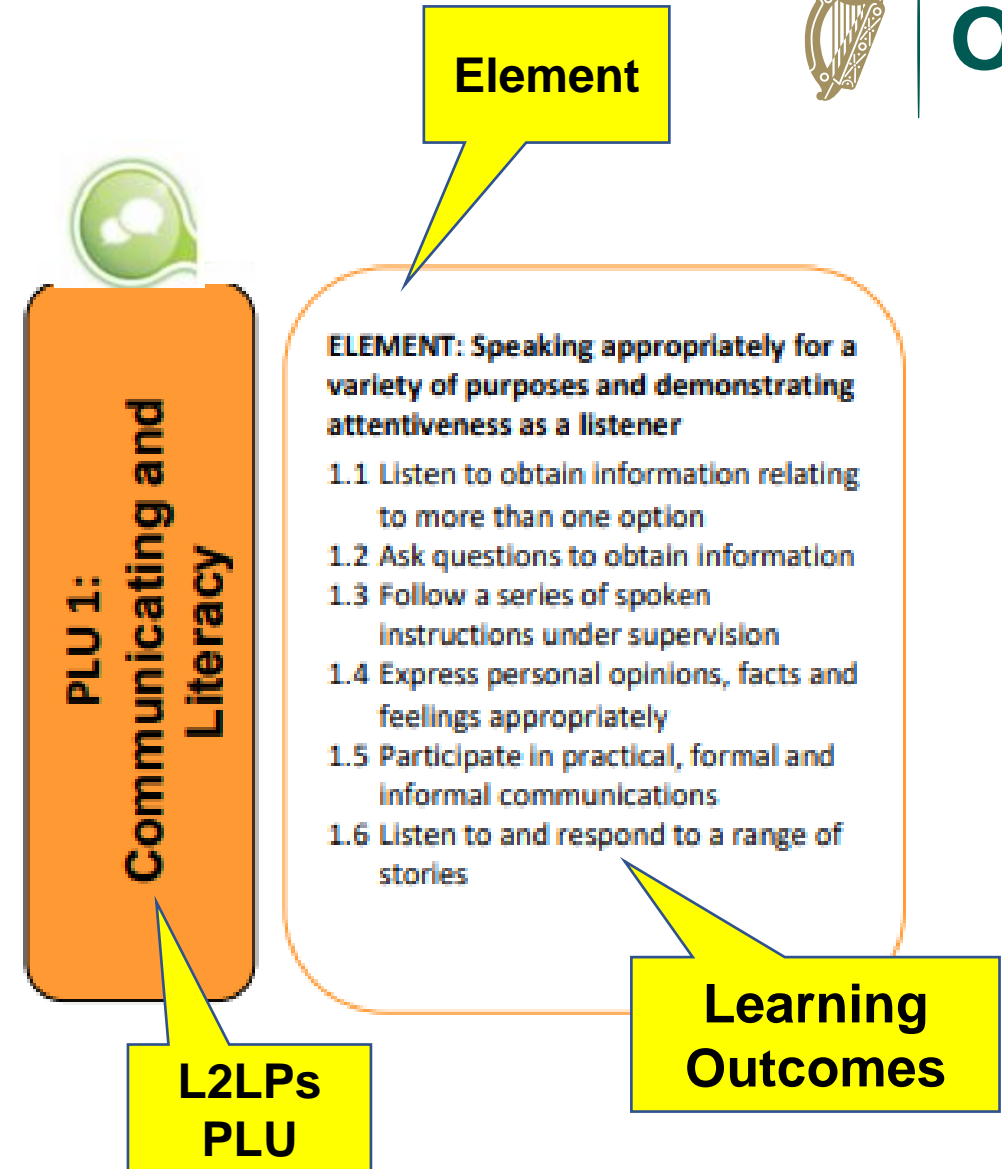
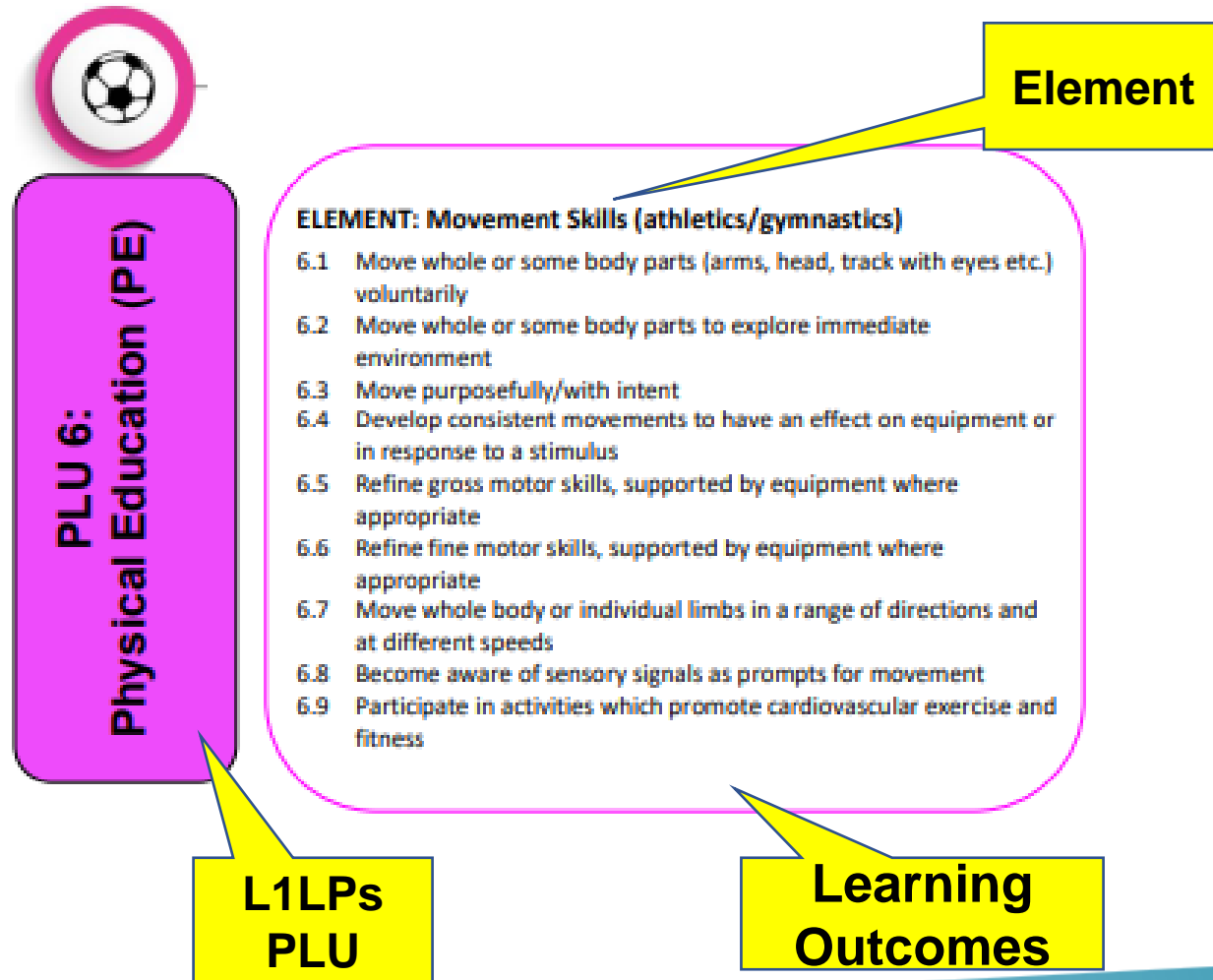
Short Course

Physical Education Level 2
SPHE Level 2

Subjects

Visual Art
Home Economics

JC PLU Structure



JC Short Courses Level 1 & Level 2



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Short Course
**Keeping Well,
Looking Good, Being Great**
Level 1 Specification for Junior Cycle Short Course

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

Short Course
**A Personal Project:
Caring for Animals**
Level 2
Specification for Junior Cycle Short Course

Short Course
**Enterprise
in Animation**
Level 2 Specification for Junior Cycle Short Course

Short Course
Food, Glorious Food
Level 1 Specification for Junior Cycle Short Course

 **NCCA**
Junior Cycle History (Level 2)
Short Course specification

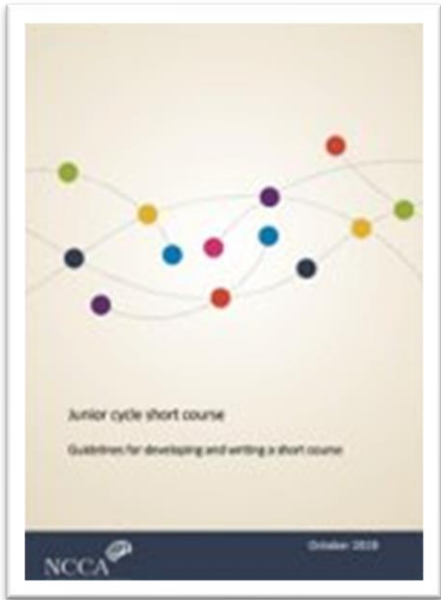
Short Course
**CSI: Exploring
Forensic Science**
Level 2
Specification for Junior Cycle Short Course

Minimum of 100 hours timetabled engagement

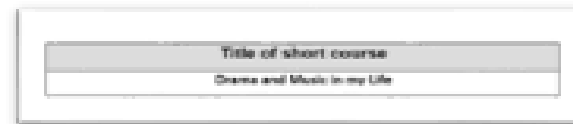
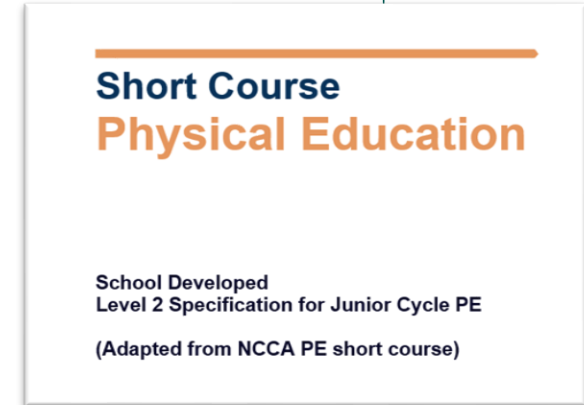
JC School-developed Level 2 Short Courses



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NCCA Scoping Document



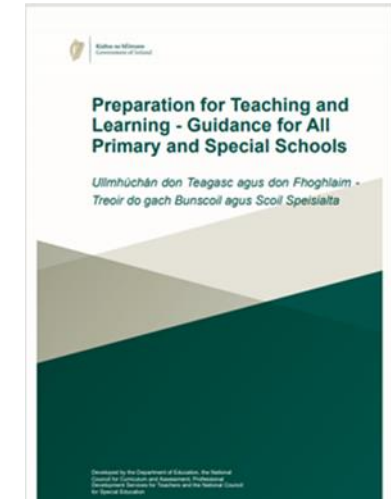
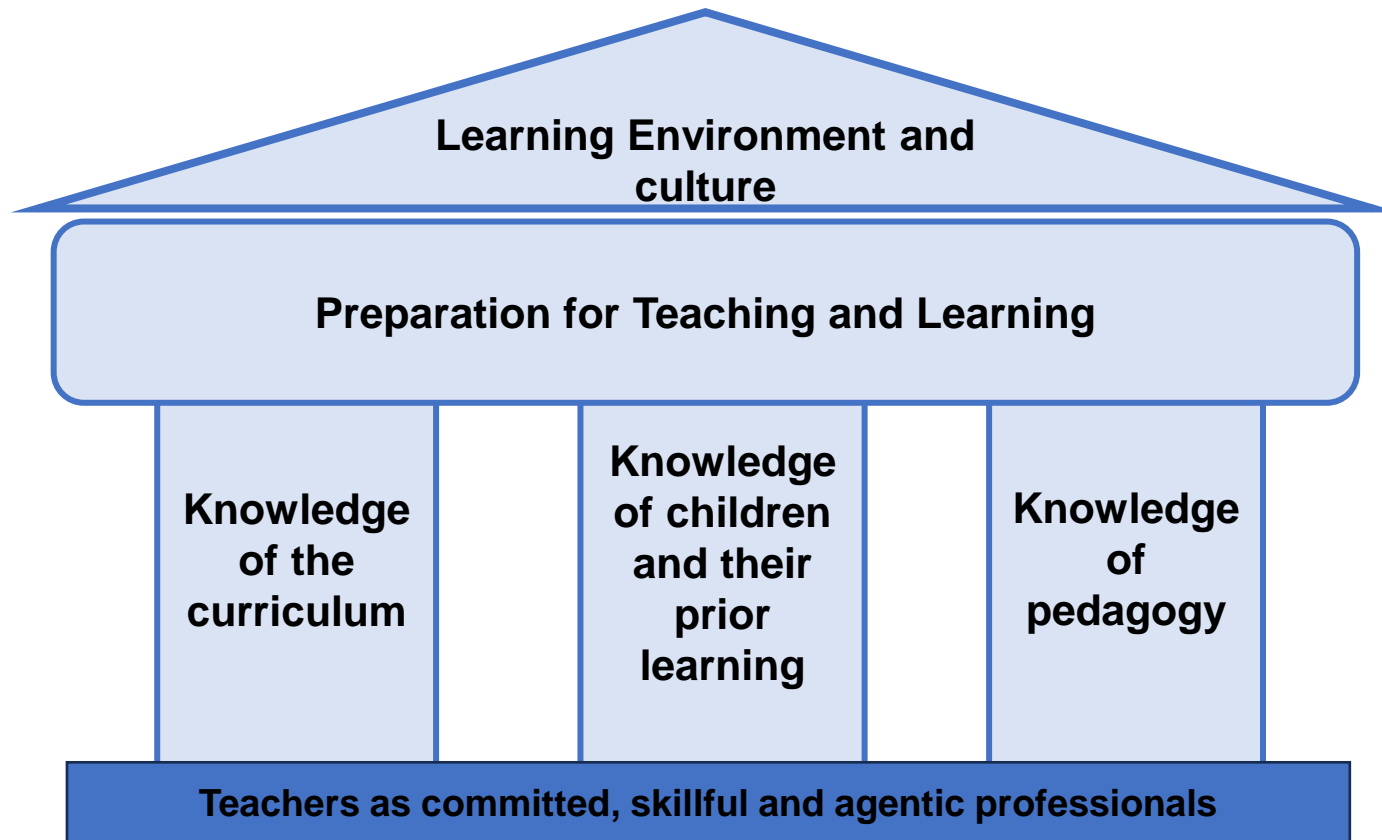
School Developed short courses can be found on Scoilnet.

If your school chooses to engage with a school developed short course complete the scoping document found at www.ncca.ie

Preparation for Teaching & Learning



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“Decisions are also underpinned by **high- quality assessment practice** which is used to inform teaching and learning.”

(Preparation for Teaching and Learning - Guidance for All Primary and Special Schools Pg.7)

Assessment of Level 1 & Level 2 Priority Learning Units



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Ongoing formative assessment and reporting by teacher(s)

A portfolio of evidence of students' work.

Assessment of portfolio is school based

The JCPA will reflect on all learning achieved in PLUs after 3 years.

What does a Portfolio look like?



Varied types of evidence

Examples of the students work with identified success criteria

Shows student progression

Evidence of which teacher completed the work with the student

A large black-outlined thought bubble with two smaller circles leading to it from the bottom left. Inside the bubble is the text: "Can be digital, paper or a combination of both".

Can be digital, paper or a combination of both

Includes teacher feedback

Evidence of Learning



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Video/audio recording



Receipts, leaflets etc



Teacher or student notes (written or recorded)



Written/typed/ Oral - step by step account of their experience.



Visual art representation of experience



Photograph or photo-story.



Completed worksheet



Completed Teacher observation sheet



Project work

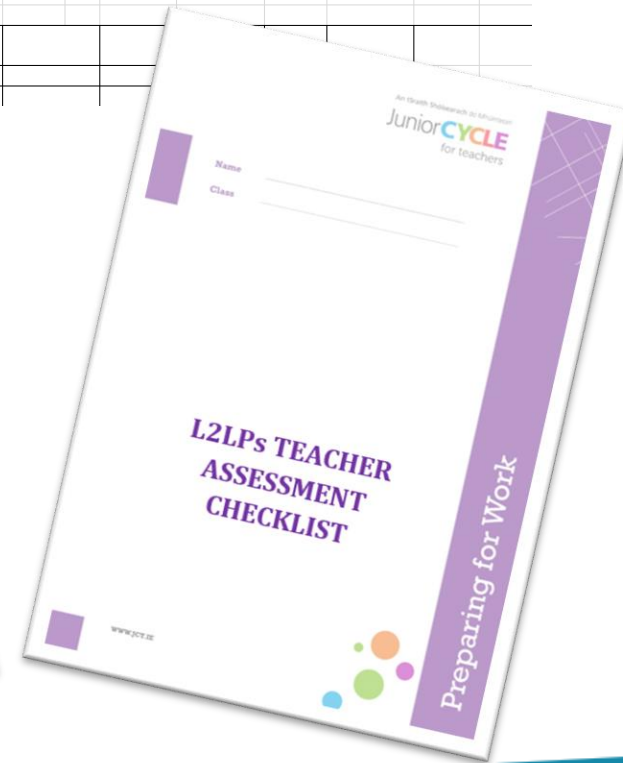
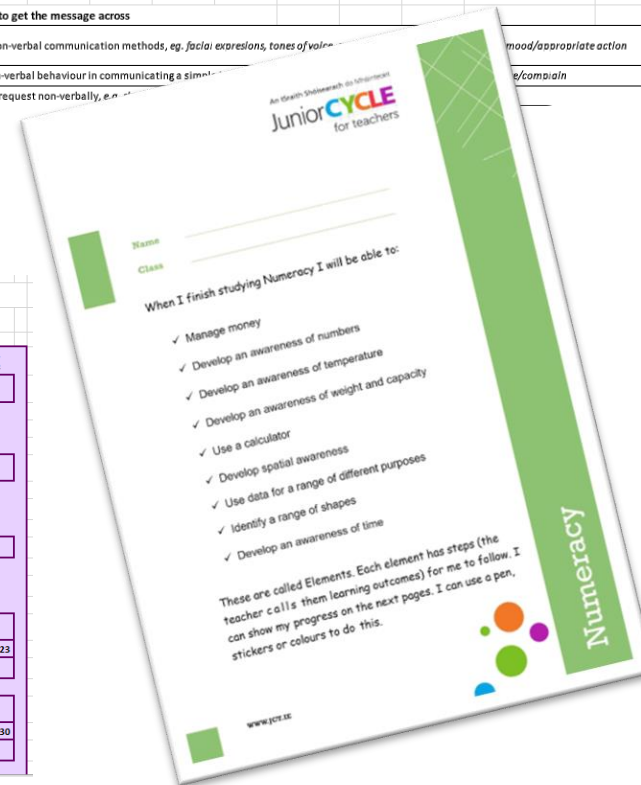


Sample Assessment and Reporting on L1LPs/L2LPs Action Plan

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	

COMMUNICATING & LITERACY

ELEMENT OF LEARNING	Students should be able to...	Subject Ownership	Teacher Ownership	Assessment Data	Certified by	Type of Evidence Uploaded	Element Achieved/Not Achieved
Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener							
1.1	Listen to obtain information relating to more than one option, e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time						
1.2	Ask questions to obtain information, e.g. to check dates/prices (face to face and by booking a meal over the telephone)						
1.3	Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, tap up a mobile telephone						
1.4	Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend						
1.5	Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom						
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, eg. facial expressions, tones of voice, mood/appropriate action						
1.8	Use appropriate non-verbal behaviour in communicating a simple message, eg. by complaint						
1.9	Relay a response or request non-verbally, e.g. ...						



L2LPs ASSESSMENT OVERVIEW

1. COMMUNICATING & LITERACY

Speaking appropriately for a variety of purposes and demonstrating

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 1.11

Reading to obtain basic information

1.12 1.13 1.14 1.15 1.16

Using a range of writing forms to express opinions

1.17 1.18 1.19 1.20 1.21

Using expressive arts to communicate

1.22 1.23 1.24 1.25 1.26

2. NUMERACY

Managing money

2.1 2.2 2.3 2.4 2.5 2.6 2.7

Developing an awareness of number

2.8 2.9 2.10 2.11 2.12

Developing an awareness of temperature

2.13 2.14 2.15 2.16 2.17

Developing an awareness of weight and capacity

2.18 2.19 2.20 2.21 2.22

Developing an awareness of length and distance

2.23 2.24 2.25 2.26 2.27

3. PERSONAL CARE

Developing good daily personal care

3.1 3.2 3.3 3.4 3.5 3.6 3.7

Developing healthy eating habits

3.8 3.9 3.10 3.11 3.12 3.13

Developing a healthy Lifestyle

3.14 3.15 3.16 3.17 3.18 3.19 3.20

Being able to Manage Stress

3.21 3.22 3.23 3.24 3.25 3.26

Knowing how to Stay Safe

3.27 3.28 3.29 3.30

4. LIVING IN A COMMUNITY

Developing good Relationships

4.1 4.2 4.3 4.4 4.5 4.6 4.7

Resolving Conflict

4.8 4.9 4.10 4.11 4.12 4.13

Using Local Facilities

4.14 4.15 4.16 4.17

Seeking Help and Advice

4.18 4.19 4.20 4.21 4.22

Making Consumer Choices

4.23 4.24 4.25 4.26 4.27 4.28

PREPARING FOR WORK

Being able to set Goals for Learning

5.1 5.2 5.3 5.4

Finding out about Work

5.5 5.6 5.7 5.8 5.9 5.10

Preparing for a Work Related Activity

5.11 5.12 5.13 5.14 5.15 5.16

Developing an awareness of health and safety, using equipment

5.17 5.18 5.19 5.20 5.21 5.22 5.23

Taking Part in a Work Related Activity (Work Experience)

5.24 5.25 5.26 5.27 5.28 5.29 5.30

5.31 5.32



- **L1LPs**

- **Successfully Completed**

- Evidence in the portfolio which shows the student has achieved along the progression pathways the majority of the LOs across the entire PLU
- CBA has met the FOQ outlined in the Short Course Assessment Guidelines

- **Progress Achieved**

- Evidence in the portfolio which the student has benefitted from accessing some of the learning from the PLU and/or Short Course

- **L2LPs**

- **Achieved**

- Evidence in the portfolio which shows the student has achieved the majority of LO's from every element in the PLU
- CBA has met the FOQ outlined in the Short Course Assessment Guidelines



Students complete a Classroom Based Assessment (CBA) which is assessed using **Features of Quality**.

The JCPA will use the descriptor **'Achieved'** (L2) and **'Progress Achieved/Successfully Completed'** (L1) to reflect on the Short Courses that have met the Features of Quality/benefited from access to LOs

Assessment journey



Oide

1st Yr.

Ongoing
Assessment
and Reporting

2nd Yr.

Ongoing
Assessment
and Reporting

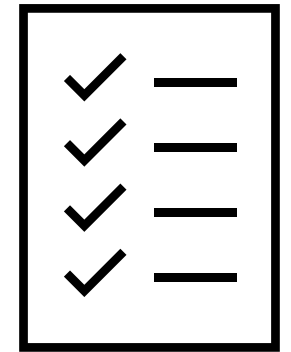
Short Course
CBAs

3rd Yr.

Ongoing
Assessment
and Reporting

Short Course
CBAs

Final Portfolio
Assessment



Final Reporting Summary



Oide

Important

Students Engaging with L1LPs & L2LPs should experience **all** learning outcomes in each PLU and short course they are engaging in.

For JCPA PLU accreditation at **Level 1**

Majority of the learning outcomes (minimum of 50% +1) across a PLU must be evidenced

For JCPA short course accreditation at **Level 1**

Using the short course assessment guidelines & the FOQ student is awarded the descriptor 'Progress Achieved' or 'successfully completed'

Students Engaging with L1LPs & L2LPs should have all areas of learning recognised on the JCPA including Subjects, subject CBAs, Wellbeing and other areas of learning.

For JCPA PLU accreditation at **level 2**

Majority of the learning outcomes (minimum of 50% +1) across every element in every PLU must be evidenced

For JCPA short course accreditation at **level 2**

Using the short course assessment guidelines and the FOQ student is awarded the descriptor 'Achieved'

Registering and Recording results for the Junior Cycle Profile of Achievement



Oide

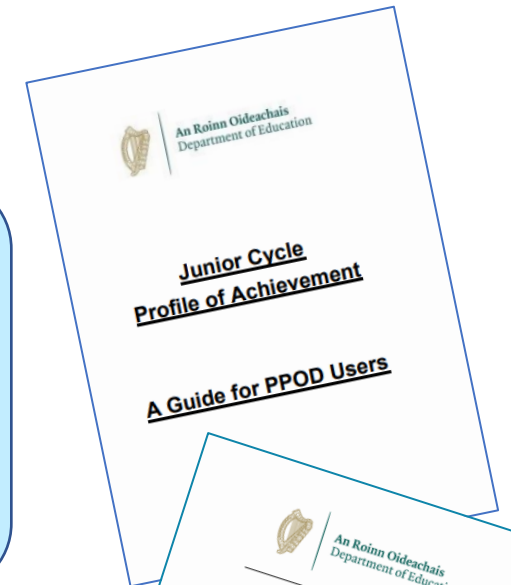
All students following L1LPs and L2LPs in special schools are registered on POD

If the student is engaging in L2LPs and any junior cycle level 3 SEC exam

JCPA will be generated on P-POD

If the student is engaging in L1LPs & L2LPs PLUs and Short courses only

JCPA will be generated on JCAD





Pause & Reflect

What was your key learning today?

What will your next steps be?



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Thank you

