



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Introduction to L1LPs & L2LPs in Special Schools 2023



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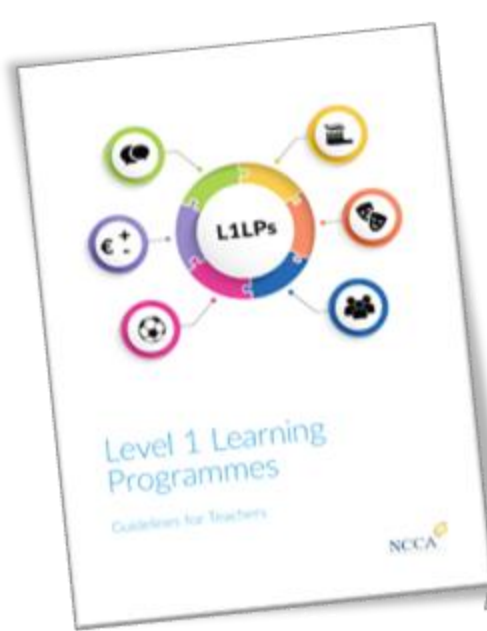
Please respect everyone's right  
to privacy

No discussing individual  
students

# Key Documents



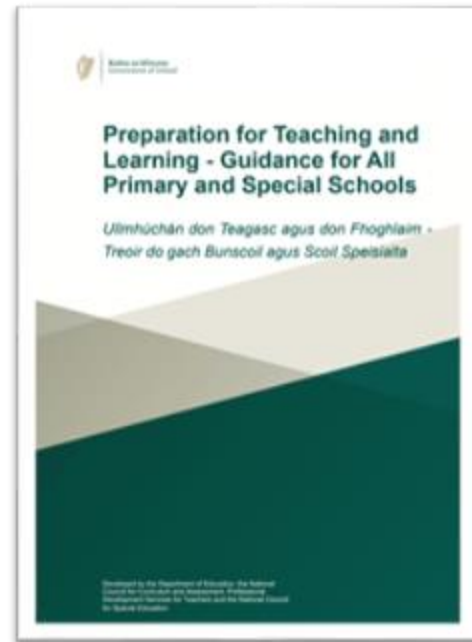
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L1LPs  
Guidelines



L2LPs  
Guidelines



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



Circular 0028/2023  
Arrangements for  
Implementation of the  
Framework for Junior  
Cycle 2023/24

# Outline for the Session



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## Learning Intentions

- Understand how the Level 1 Learning Programmes (L1LPs) & Level 2 Learning Programmes (L2LPs) sit within the Junior Cycle framework
- Explore the L1LPs & L2LPs, Priority Learning Units, Elements and Learning Outcomes
- Build on your understanding of Level 1 & Level 2 Short Courses

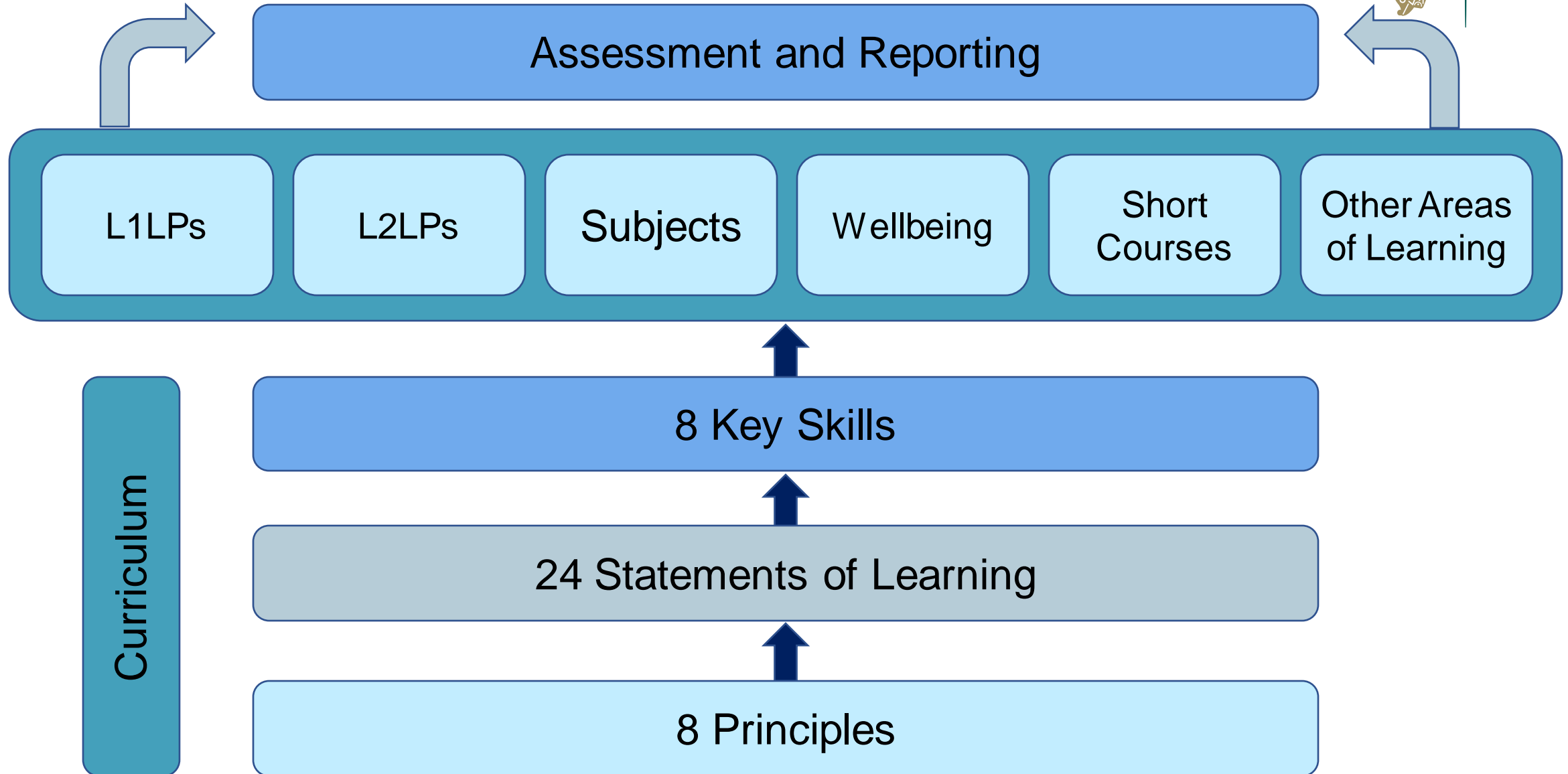
## Success Criteria

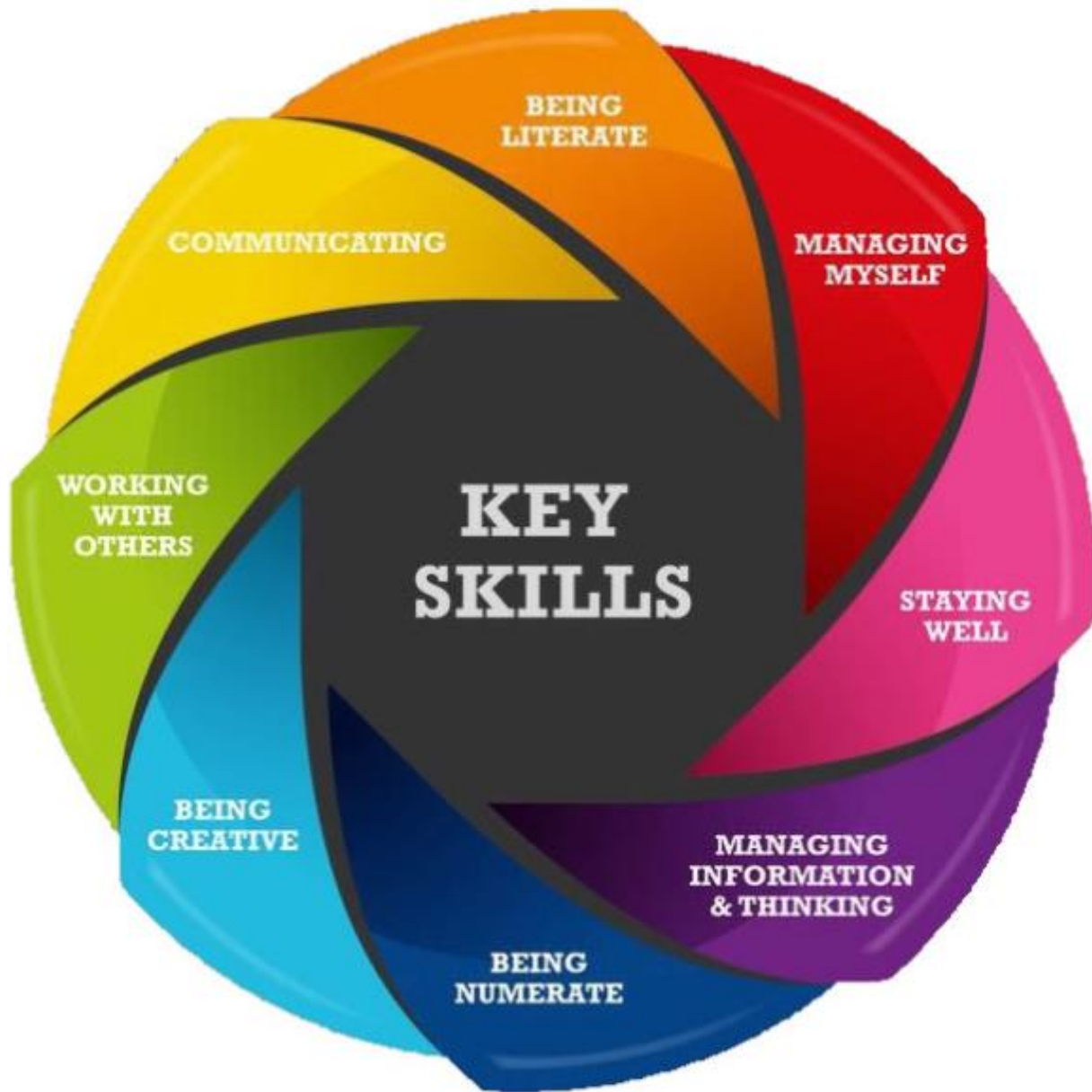
- You understand about the **who, what, why, where, when and how** of L1LPs & L2LPs
- You can identify where you are in the implementation stage and what can move the implementation on
- You decide on your whole-school approach (key messages, means of sharing information, mode of internal collaborative practice)

# The Junior Cycle Framework



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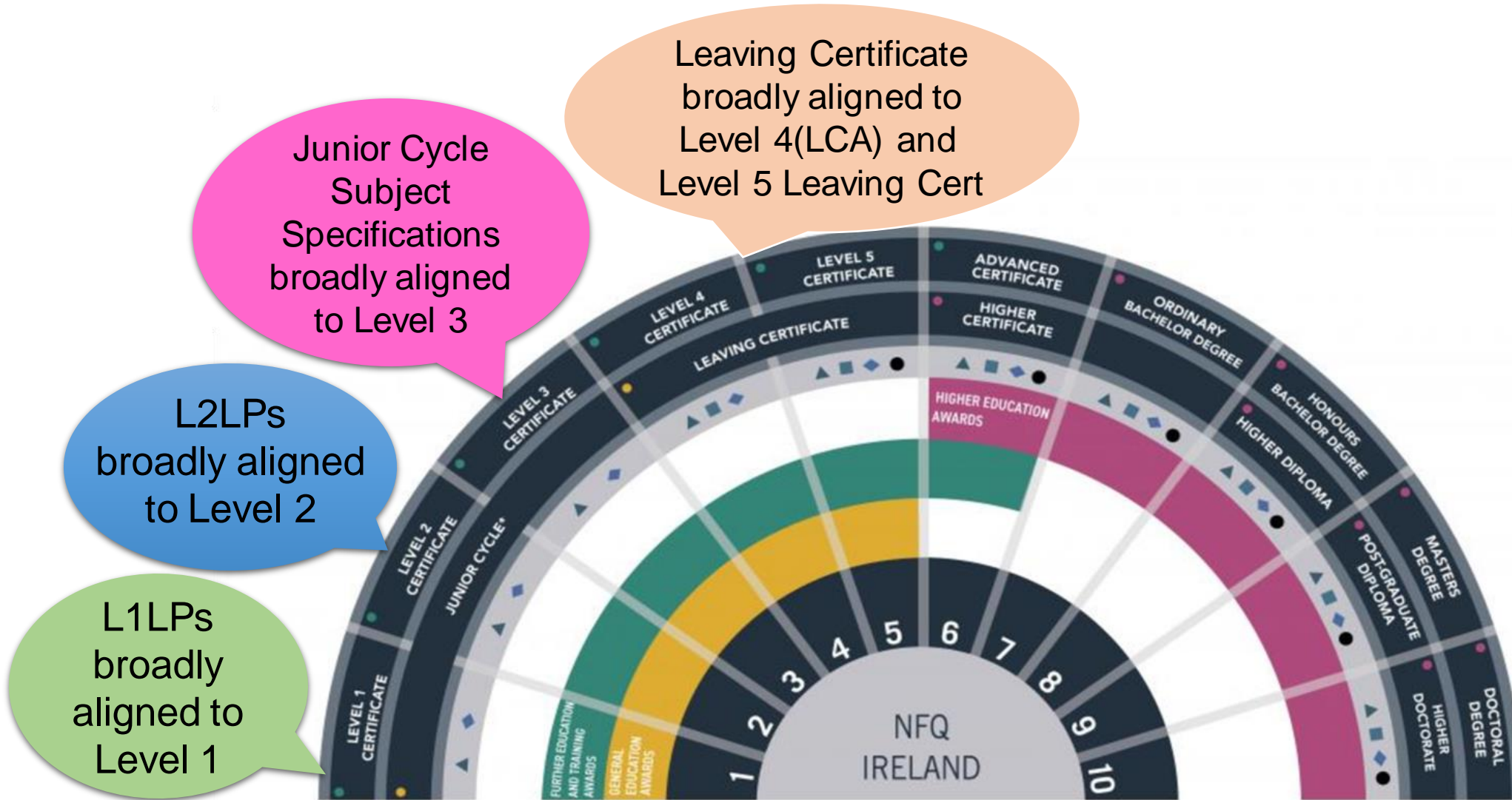
How do you facilitate your students in developing these skills?



# National Framework of Qualifications



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# Broad Alignment to NFQ Indicators



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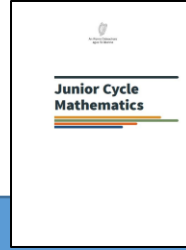
## Level 1

- Practical
- Basic
- Predictable
- Designed
- Supported
- Sequential



## Level 2

- Narrow
- Concrete
- Routine
- Limited
- Under direction
- Structured
- Supervised



## Level 3

- Moderately broad
- Mainly concrete
- Application
- Limited autonomy
- Function with familiar
- Learn to learn



## Level 4

- Broad
- Abstract
- Theoretical
- Familiar and unfamiliar
- Responsible



## Level 5

- Broad
- Theoretical
- Evaluate
- Varied contexts
- Independence
- Initiative
- Responsibility



# Individualised Junior Cycle Programme over 3 years



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Programme of Wellbeing

PLUs/Subjects

Short Courses

Collaborative approach to co-curricular teaching

**Identified Individual Strengths & Needs**

Individual or small group interventions

Over 3 years

Other areas of learning

Team teaching

Insert school logo here

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

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

**Individual Support**  
(Support for 1)

**Targeted Support**  
(Support for Some)

**Classroom Support**  
(Support for All)

A Continuum of Support

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



## 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.



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

**6 Priority Learning Units (PLUs)**

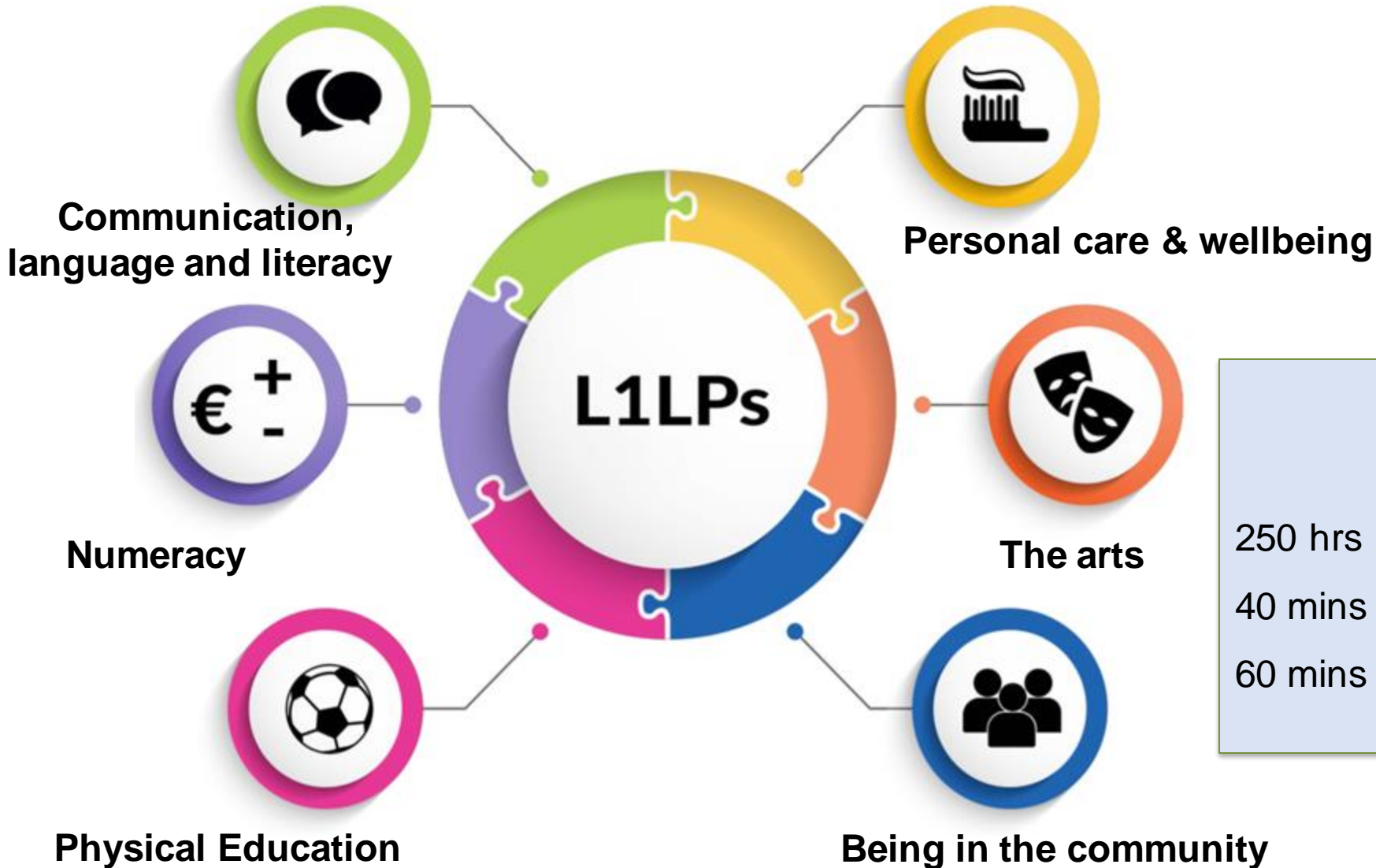
**2 Short Courses: Levels 1 or 2**

**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



Weekly Timetable

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday / Sunday |
|--------|---------|-----------|----------|--------|-------------------|
|        |         |           |          |        |                   |
|        |         |           |          |        |                   |
|        |         |           |          |        |                   |
|        |         |           |          |        |                   |
|        |         |           |          |        |                   |

**Over 3 years**

250 hrs = Per PLU  
40 mins = 4 classes per PLU per week  
60 mins = 3 classes per PLU per week

# This Progression Pathways is used for students engaging with L1LPs



| 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.  |



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

**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**



Preparing for Work

Communication,  
and Literacy

Living in the  
Community



Numeracy

Personal Care

Over 3 years

250 hrs = Per PLU

40 mins = 4 classes per PLU per week

60 mins = 3 classes per PLU per week

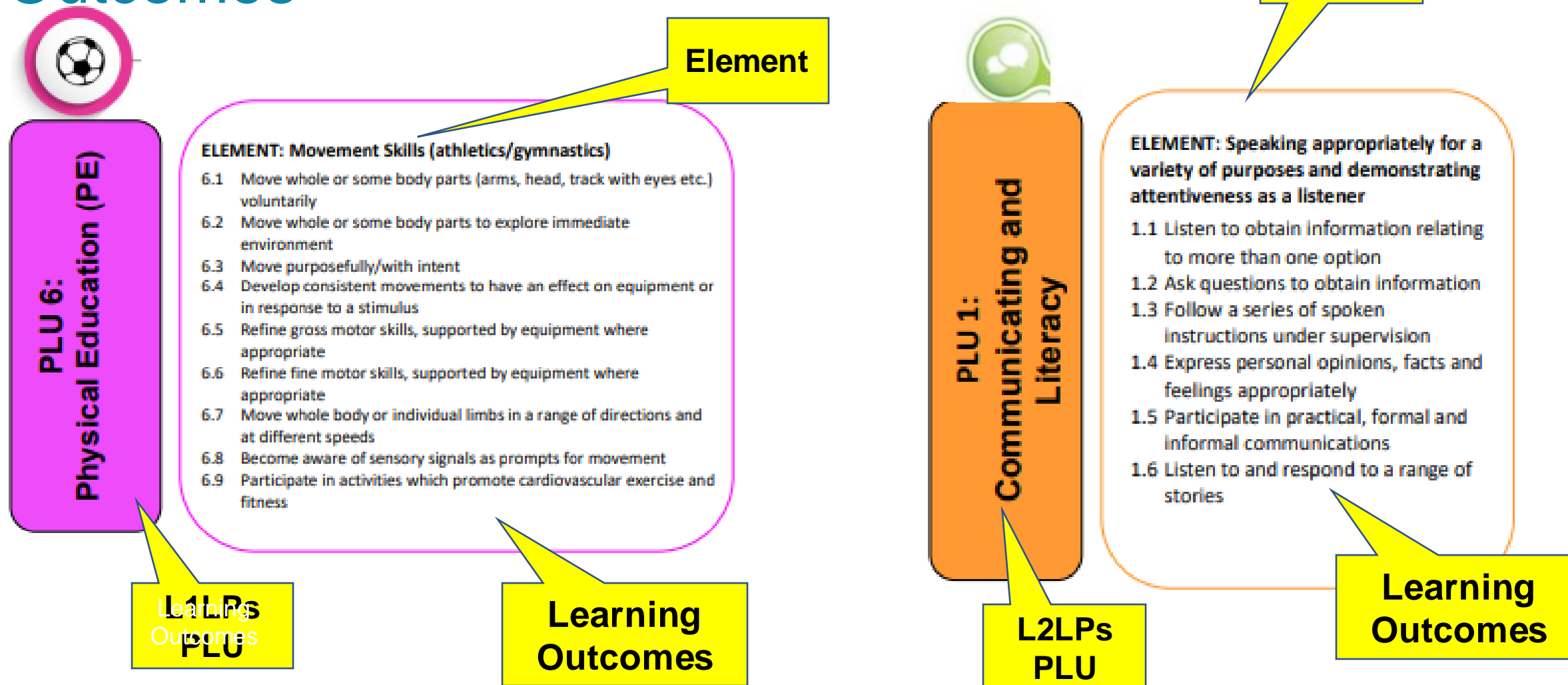
Weekly Timetable

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday / Sunday |
|--------|---------|-----------|----------|--------|-------------------|
|        |         |           |          |        |                   |
|        |         |           |          |        |                   |
|        |         |           |          |        |                   |
|        |         |           |          |        |                   |
|        |         |           |          |        |                   |

Through as many mainstream subjects as possible to create a broad and balanced curriculum and inclusive learning experience. Assessed at level 1/level 2 in the same learning environment as their peers where possible



# Each PLU has different Elements, which have a number of Learning Outcomes





# Individual Junior Cycle Programmes



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## Priority Learning Units

Communication and Literacy

Numeracy

Living in the Community

Preparing for Work

Personal Care

## 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 3

SPHE Level 3

## Subjects

Art, Craft and Design

English

# 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



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

# School-developed Level 2 Short Courses

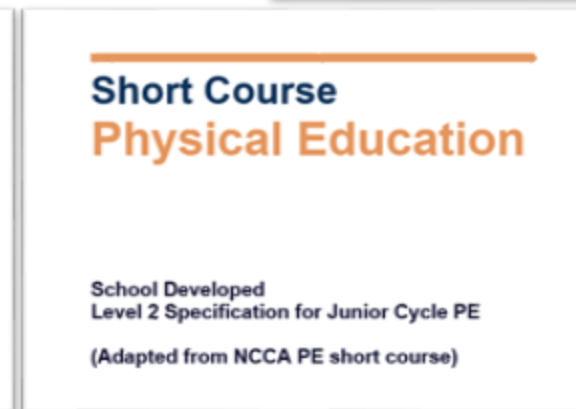
**Short Course**  
**Civic, Social &  
Political Education**  
A Citizenship Course

Level 2 Specification for Junior Cycle  
School Developed

(Adapted from NCCA CSPE short course)



NCCA Scoping  
Document



School Developed short courses can be found on Scoilnet.

Short course specifications can be found on JCT website and curriculum online website.



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 of a Short Courses



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Formative  
Assessment Activities

Summative  
Assessment Moment

Classroom Based  
Assessment

Second or Third Year  
Only

# Timetable



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Reflect a Broad and  
Balanced  
Curriculum



Cross-Curricular  
Activities



Demonstrate a  
rounded holistic  
approach to  
teaching & learning



# Meaningful & inclusive learning experiences



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- Key Learning: What do we want our students to know?
- Learner Experience: How will we get them there?
- Evidence of Learning: How will students demonstrate their learning?

# How will we get them there?



Geography 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth

| Level 1                                   | Level 2   | Level 3  |
|---|---|--|
| Select bright, colourful images or videos | Pre-teach the names of the main parts of the earth and volcanoes      | Pre-teach topical vocabulary, create a volcano model, view videos of the formation of fold mountains, volcanos and earthquakes, and plate tectonics                                |
| Pre-teach matching identical images       | In mixed ability groups students will research three famous volcanoes | In mixed ability groups students will research and collate information on plate tectonics and its influence on the formation of fold mountains, volcanos and earthquakes globally. |





# What do we want our students to know?

Geography 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth

| Level 1   | Level 2  | Level 3   |
|---|--|---|
| Attend to visuals of a volcano                            | Label the parts of the earth layers (core, mantle, crust) and volcanoes (crater, magma, lava, vent, ash) | Describe the factors that contribute to the formation of volcanoes, earthquakes and fold mountains      |
| Match images of volcanoes to countries (identical images) | Identify on a simple map, three famous volcanoes   | Explain the factors that determine the global distribution of volcanoes, earthquakes and fold mountains |

# How will students demonstrate their learning?



Geography 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth

| Level 1   | Level 2   | Level 3   |
|---|---|---|
| Student will direct their gaze to visuals of a volcano                            | Student will generate a labelled poster of the earth layers (core, mantle, crust) and/or volcanoes (crater, magma, lava, vent, ash) | Student will write/type/audio record a paragraph describing the factors that contribute to the formation of volcanoes, earthquakes and fold mountains |
| Students will correctly match images of volcanoes to countries (identical images) | Students will present their research findings on one selected volcano to the class through their preferred mode                     | Students will present their research findings to the class through their preferred mode   |

# Where might you start?

**L.O: 2.8 Explore pattern through a variety of sensory experiences**

What does this mean to you as a teacher?

**LO 3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately**

**L.O: 4.12 Demonstrate knowledge of where familiar items are stored/located in their environment**

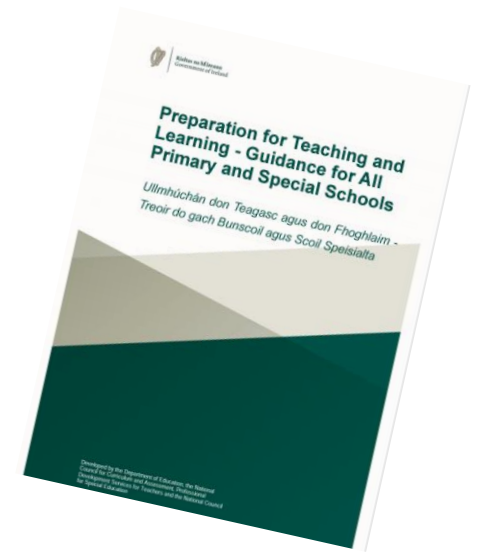
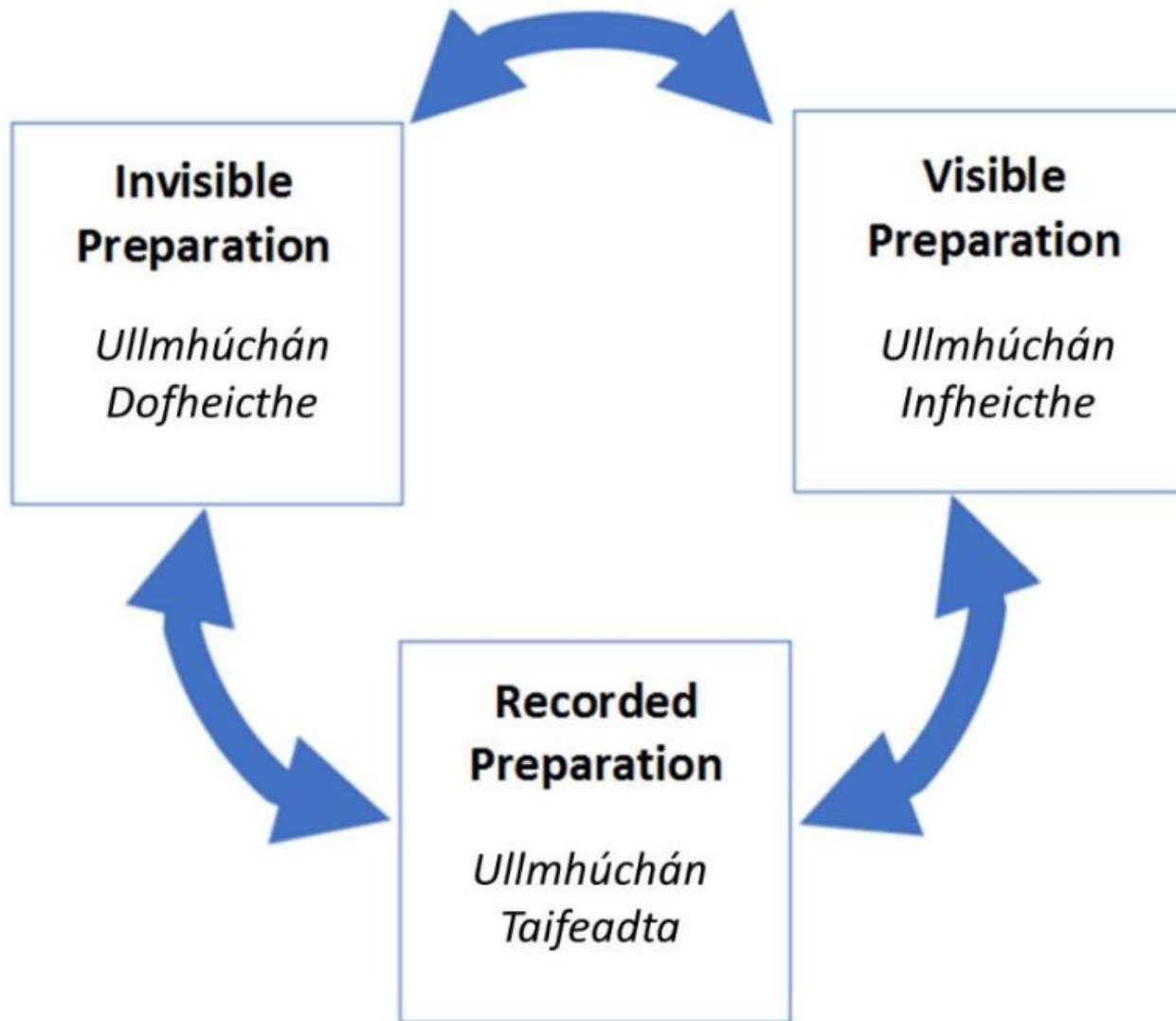
What might this mean to a student?



# Junior Cycle Planning Advice



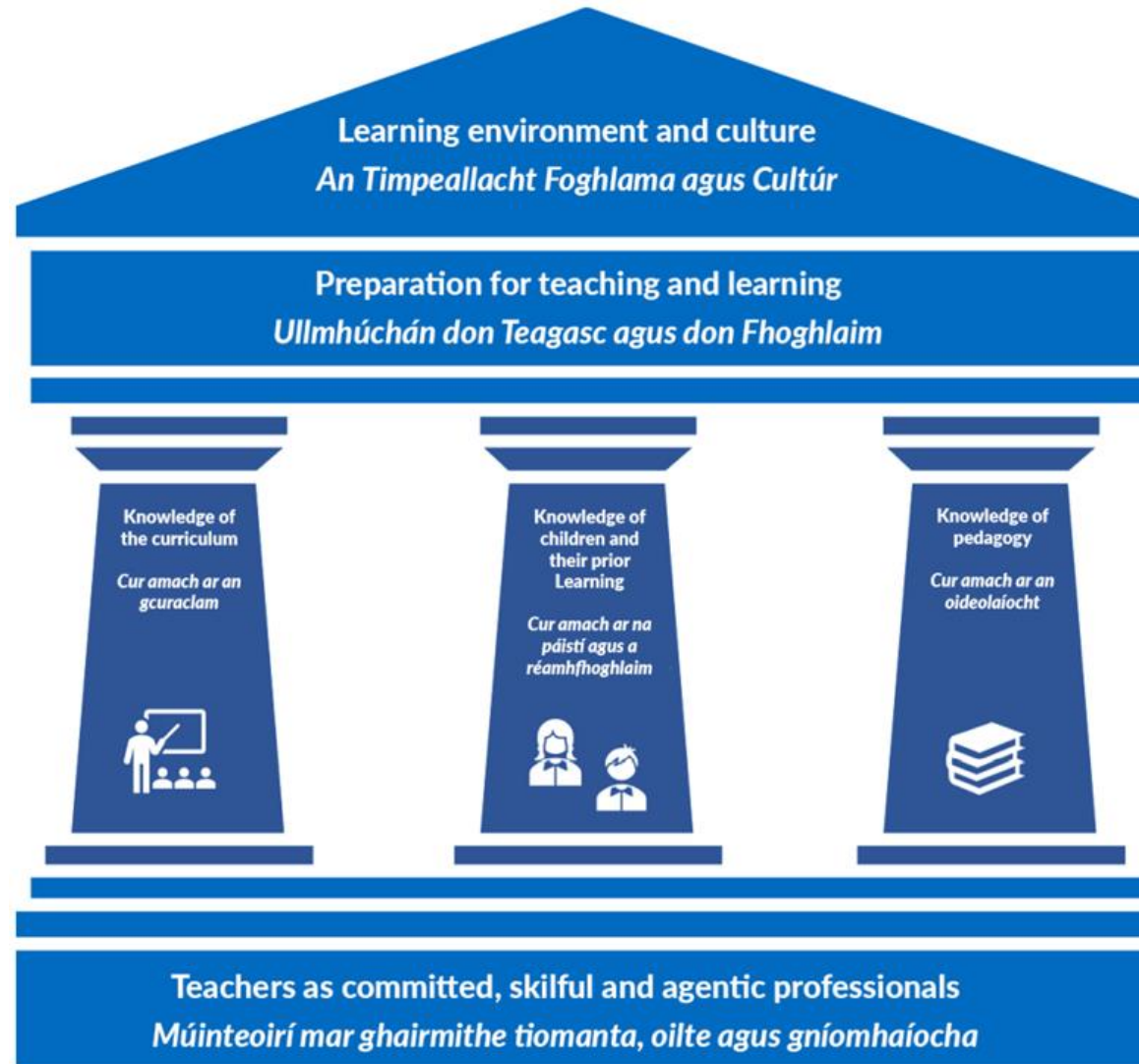
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# Junior Cycle Planning Advice



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Progress

New Learning

Learning Experiences

Support Continuity & Progression

Brief Reflection

# Recorded Preparation and Reflection



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Practical, flexible, concise & useful

In Line with Students' Learning

Common Features

Focus of new learning

Progress Assessed and Monitored

# Collaborative Planning

| X L2LPs BLANK Master Planning Subject Links LOs.xlsx |   |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    | Print | Download | More | Sign in |    |    |    |
|--|---|--|-----------------------|--------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|-------|----------|------|---------|----|----|----|
|  | A   | B  | C                     | D                  | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC    | AD       | AE   | AF      | AG | AH | AI |
| 1  | <b>SUBJECT LINK MASTER:</b>                                 |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 2  |   |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 3  | <b>PLU:</b>   | <b>COMMUNICATING &amp; LITERACY</b>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 4  | <b>ELEMENTS OF LEARNING and LEARNING OUTCOMES</b>           |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 5  | <b>Speaking</b>   | <b>appropriately for a variety of purposes and demonstrating attentiveness as a listener</b>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 6  | 1.1   | Listen to obtain information relating to more than one option, e.g. <i>listen to school related announcements, using a speaking timetable to get a train arrival and departure time</i>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 7  | 1.2   | Ask questions to obtain information, e.g. <i>to check dates/prices (face to face and by booking a meal over the telephone)</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 8  | 1.3   | Follow a series of spoken instructions under supervision, e.g. <i>go to teacher's room, local shop, or post office, top up a mobile telephone</i>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 9  | 1.4   | Express personal opinions, facts and feelings appropriately, e.g. <i>expressing an opinion on a television programme, relate news from their weekend</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 10   | 1.5   | Participate in practical, formal and informal communications, e.g. <i>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</i> |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 11   | 1.6   | Listen to and respond to a range of stories  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 12   |   |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 13   | <b>Using non-verbal behaviour to get the message across</b> |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 14   | 1.7   | Identify a range of non-verbal communication methods, eg. <i>facial expressions, tones of voice, symbols, clothing, colours to signal mood/appropriate action</i>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 15   | 1.8   | Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance/complaint</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 16   | 1.9   | Relay a response or request non-verbally, e.g. <i>signalling a phone call</i>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 17   | 1.10  | Respond to non-verbal signals and signs encountered in daily life, e.g. <i>road signs, traffic signs, hazardous materials</i>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 18   | 1.11  | Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. <i>using equipment with three or more operations, finding safety exits/following fire drill</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 19   |   |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 20   | <b>Reading</b>  | <b>obtain basic information</b>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 21   | 1.12  | Read familiar words that are commonly used and personally relevant, e.g. <i>read a list of items relating to a personal interest/sport/hobby, names of family members</i>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 22   | 1.13  | Use simple rules and text conventions that support meaning, e.g. <i>pause at a full stop</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 23   | 1.14  | Interpret different forms of writing and text, including social signs and symbols, e.g. <i>blis, menus, forms, timetables, road and other signs, short piece of personally relevant writing.</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 24   | 1.15  | Find key information from different forms of writing, e.g. <i>locate factual information in forms/blis, times and dates of appointments, menus, timetables, newspapers</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 25   | 1.16  | Use a range of reading strategies, e.g. <i>clues, context, sound, prediction and decoding</i>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 26   |   |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 27   | <b>Using a range of writing forms to express opinions</b>   |  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |
| 28   | 1.17  | Write/type notes and messages needed for simple tasks, e.g. <i>address an envelope</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 29   | 1.18  | Write/type at least five sentences so that they convey meaning or information, e.g. <i>arrange a meeting with a friend, give directions.</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 30   | 1.19  | Use the main rules of writing appropriately, e.g. <i>use capitals and full stops</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 31   | 1.20  | Use a range of spelling patterns, e.g. <i>add 'ing' to a word - drop, double or nothing</i>  |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| 32   | 1.21  | Use a range of different forms of writing to suit purpose and audience, e.g. <i>write a story, give directions, write a letter</i>   |                       |                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          | 0    |         |    |    |    |
| Communication & Literacy                             | Numeracy  | Personal Care  | Living in a Community | Preparing for Work |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |       |          |      |         |    |    |    |





Divided into PLUs or projects or subjects.

Content Checklist.

Varied type Evidence showing achievement of a learning outcome(s)

## What would you expect a portfolio to look like or include?

Be user-friendly (i.e., easy to navigate)

Be the student's work

Evidence of who completed the work with the student.

Show progression

Include feedback

# The process of generating, gathering and judging evidence of learning at Level 1 & 2



Oide

Teachers select learning outcomes and/or design assessment activities to generate evidence of learning

Success Criteria are established to use in judging the evidence of learning

Students generate evidence of learning through ongoing assessment and/or an assessment activity

Evidence of learning is included in the portfolio along with the identified success criteria

Evidence in the portfolio meets the 'majority' requirement for achievement certification in the Junior Cycle Profile of Achievement

Individual Student



| 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.  |

# Level 1 Progression Pathways



# How will teachers assess the student?

Geography 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth

| Level 1   | Level 2  | Level 3  |
|---|--|--|
| Teacher will observe student direct their gaze to visuals of a volcano for 30 seconds on three occasions throughout the video.                                    | Teacher will observe posters created by the students correctly labelling the layers of the earth including the core, mantle, crust and components of the volcano crater, magma, lava, vent, ash.                   | Teacher will assess the written, typed or audio recorded paragraph describing five factors that contribute to the formation of volcanoes, earthquakes and fold mountains                                       |
| Teacher will record student correctly match images of volcanoes to countries (identical images). Student will match the images correctly three out of five times. | Teacher will appraise the students as they present their research findings (which includes one selected famous volcano and six correct facts pertaining to that volcano) to the class through their preferred mode | Teacher will appraise the students as they present their research findings on the factors that contribute to the formation volcanoes, earthquakes and fold mountains to the class through their preferred mode |

# Assessment Resources



Oide

An tSraith Shóisearach do Mhúinteoirí  
**JuniorCYCLE**  
 for teachers

## 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<br>Parental/Student Consultation  |                             |
| October   |       |       |       | Set out goals – student/parents<br>Get parental consent<br>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<br>Feedback to students   |                             |
| December  |       |       |       | Checkpoint – look at portfolios (Management, SEN team, Teachers)<br>Student check in   |                             |

| COMMUNICATING & LITERACY  |   | Subject Ownership | Teacher Ownership | Assessment Date | Certified By | Type of Evidence Uploaded | Element Achieved/Not Achieved |
|---|---|-------------------|-------------------|-----------------|--------------|---------------------------|-------------------------------|
| <b>Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener</b> |   |                   |                   |                 |              |                           |                               |
| 1.1   | Listen to obtain information relating to more than one option, e.g. listen to school-related announcements, using a listening timetable to get a train arrival and departure time   |                   |                   |                 |              |                           |                               |
| 1.2   | Ask questions to obtain information, e.g. to check dates/times (live to/see and by) involving 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, use of a mobile telephone  |                   |                   |                 |              |                           |                               |
| 1.4   | Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, make 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 a journalist, an interview with a radio presenter, an interview with a television presenter, an interview with a newspaper reporter, an interview with a radio presenter, an interview with a television presenter, an interview with a newspaper reporter |                   |                   |                 |              |                           |                               |
| 1.8   | Listen to and respond to a range of oratories   |                   |                   |                 |              |                           |                               |
| <b>Using non-verbal behaviour to get the message across</b>   |   |                   |                   |                 |              |                           |                               |
| 1.7   | Identify a range of non-verbal communication  |                   |                   |                 |              |                           |                               |
| 1.8   | Use appropriate non-verbal communication  |                   |                   |                 |              |                           |                               |
| 1.9   | Relay a response or message   |                   |                   |                 |              |                           |                               |

| L2LPs ASSESSMENT OVERVIEW  |  |   |   |   |
|--|--|---|---|---|
| <b>1. COMMUNICATING &amp; LITERACY</b><br>Reading appropriately for a variety of purposes and demonstrating attentiveness as a listener<br>1.1 1.2 1.3 1.4 1.5 1.6<br>Using non-verbal behaviour to get the message across<br>1.7 1.8 1.9 1.10 1.11<br>Reading to obtain their information<br>1.12 1.13 1.14 1.15 1.16<br>Using a range of writing forms to express opinions<br>1.17 1.18 1.19 1.20 1.21<br>Using appropriate oral communication<br>1.22 1.23 1.24 1.25 1.26 | <b>2. NUMERACY</b><br>Managing money<br>2.1 2.2 2.3 2.4 2.5 2.6 2.7<br>Developing an awareness of number<br>2.8 2.9 2.10 2.11 2.12<br>Developing an awareness of temperature<br>2.13 2.14 2.15 2.16 2.17<br>Developing an awareness of weight and capacity<br>2.18 2.19 2.20 2.21 2.22<br>Developing an awareness of length and distance<br>2.23 2.24 2.25 2.26 2.27 | <b>3. PERSONAL CARE</b><br>Developing good oral personal care<br>3.1 3.2 3.3 3.4 3.5 3.6 3.7<br>Developing healthy eating habits<br>3.8 3.9 3.10 3.11 3.12 3.13<br>Developing a healthy lifestyle<br>3.14 3.15 3.16 3.17 3.18 3.19 3.20<br>Being able to Manage Stress<br>3.21 3.22 3.23 3.24 3.25 3.26<br>Preparing for a Day Out<br>3.27 3.28 3.29 3.30 | <b>4. LIVING IN A COMMUNITY</b><br>Developing good Relationships<br>4.1 4.2 4.3 4.4 4.5 4.6 4.7<br>Knowing Localities<br>4.8 4.9 4.10 4.11 4.12 4.13<br>Using Local Facilities<br>4.14 4.15 4.16 4.17<br>Teaching Help and Advice<br>4.18 4.19 4.20 4.21 4.22<br>Making Consumer Choices<br>4.23 4.24 4.25 4.26 4.27 4.28 | <b>5. PREPARING FOR WORK</b><br>Being able to search for Learning<br>5.1 5.2 5.3 5.4<br>Finding out about Work<br>5.5 5.6 5.7 5.8 5.9 5.10<br>Preparing for a Work Related Activity<br>5.11 5.12 5.13 5.14 5.15 5.16<br>Developing an awareness of Health and safety using equipment<br>5.17 5.18 5.19 5.20 5.21 5.22 5.23<br>Being Part of a Work Related Activity (Using Resources)<br>5.24 5.25 5.26 5.27 5.28 5.29 5.30 |

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When I finish studying Numeracy I will be able to:

- ✓ Manage money
- ✓ Develop an awareness of numbers
- ✓ Develop an awareness of temperature
- ✓ Develop an awareness of weight and capacity
- ✓ Use a calculator
- ✓ Develop spatial awareness
- ✓ Use data for a range of different purposes
- ✓ Identify a range of shapes
- ✓ Develop an awareness of time

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.

Numeracy

JuniorCYCLE for teachers

L2LPs TEACHER ASSESSMENT CHECKLIST

Preparing for Work

# Assessment Journey



Oide

## 1st Yr.

Ongoing  
Assessment  
and Reporting

## 2<sup>nd</sup> Yr.

Ongoing  
Assessment  
and Reporting

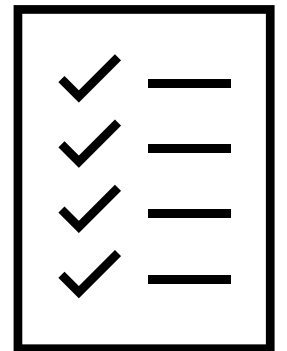
Short Course  
CBAs

## 3<sup>rd</sup> 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'***

# Final Reporting JCPAs



Oide

| JUNIOR CYCLE PROFILE OF ACHIEVEMENT                                    |  | 2018   |
|--|--|--|
| Samuel Jefferson   |  | DOB: 13 February 1967  |
| <b>STATE CERTIFIED FINAL EXAMINATIONS</b>                              | <b>Classroom-Based Assessments - English</b>                                 |  |
| Examination number: 9995   |  |  |
| English (O) <span style="float: right;">Merit</span>                   | Oral Communications <span style="float: right;">Above Expectations</span>    | Collection of Texts <span style="float: right;">In Line with Expectations</span>                       |
|  | <b>Classroom-Based Assessments - Short Courses</b>                           |  |
|  | CSI: Exploring Forensic Science <span style="float: right;">Achieved</span>  | SPHE (Social, Personal, Health Education) <span style="float: right;">In Line with Expectations</span> |
| <b>Priority Learning Units</b>   | <b>Other Areas of Learning</b>   |  |
| Communicating and Literacy <span style="float: right;">Achieved</span> |  |  |
| Personal Care <span style="float: right;">Achieved</span>              |  |  |
| Preparing for Work <span style="float: right;">Achieved</span>         |  |  |
| Living in a Community <span style="float: right;">Achieved</span>      |  |  |
| Numeracy <span style="float: right;">Achieved</span>                   |  |  |
| <b>Principal</b>   | <b>Roll Number:</b> 10000X   |  |
| John Hancock   | Springfield Elementary School<br>16 Plympton Street, Springfield<br>D11 X999 |  |
|  |  |  |
| This JCPA recognises and records achievements in Junior Cycle.         |  |  |



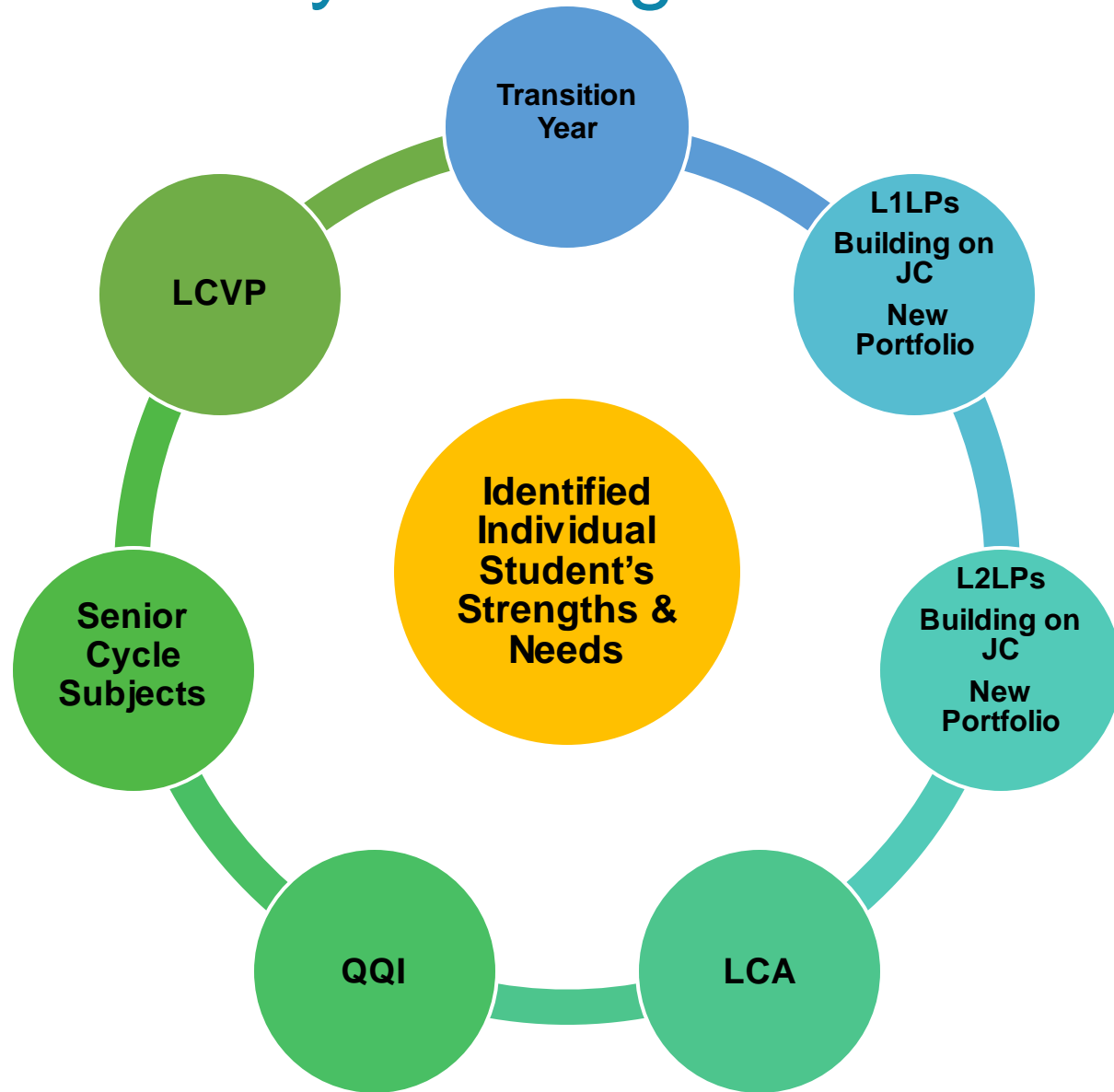
| JUNIOR CYCLE PROFILE OF ACHIEVEMENT                                    |  | 2018  |
|--|--|---|
| Dexter Kane  |  | DOB: 15 January 2003<br>Student ID number: 4561 |
| <b>Priority Learning Units</b>   | <b>Classroom-Based Assessments - Short Courses</b>                               |   |
| Living in a Community <span style="float: right;">Achieved</span>      | Personal Project: Caring for Animals <span style="float: right;">Achieved</span> |   |
| Preparing for Work <span style="float: right;">Achieved</span>         | CSI: Exploring Forensic Science <span style="float: right;">Achieved</span>      |   |
| Communicating and Literacy <span style="float: right;">Achieved</span> |  |   |
| Numeracy <span style="float: right;">Achieved</span>                   |  |   |
| Personal Care <span style="float: right;">Achieved</span>              |  |   |
| <b>Other Areas of Learning</b>   |  |   |
| <b>Principal</b>   | <b>Roll Number:</b> 10000X   |   |
| John Hancock   | Springfield Elementary School<br>16 Plympton Street, Springfield<br>D11 X999     |   |
|  |  |   |
| This JCPA recognises and records achievements in Junior Cycle.         |  |   |

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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



# Senior Cycle Progression



- Collaborative process with parents, students, guidance
- Broad and balanced Curriculum
- Collaborative plan to support student transition out of school

# Senior Cycle Reporting



Oide

## State Certified

- Leaving Certificate Examinations
- Leaving Certificate Vocational Programme
- Leaving Certificate Applied
- QQI

## School Designed Reporting

- L1LPs
- L2LPs
- Elements of Senior Cycle Subjects
- School Designed Modules

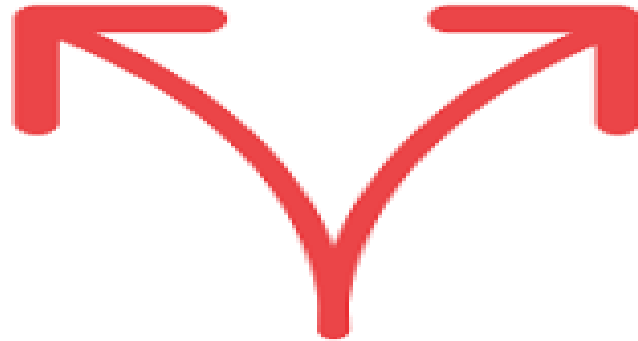


# Oide

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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

Information  
sessions  
for subject  
departments



Have a staff  
meeting to  
disseminate  
the  
information

## Where to next?



## L1LPs & L2LPs Information Special Schools Zoom Session Feedback





# Oide

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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
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Thank you

