



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 mainstream settings 2023



What will our learning experiences be about?

Learning intentions

- Further our understanding of the L1LPs & L2LPs
- Identify the required steps for the successful implementation of the L1LPs & L2LPs in your subject classroom

Success criteria

- You can talk about the who, what, why, where, when, how of the L1LPs & L2LPs
- You can identify how this could be done in your setting



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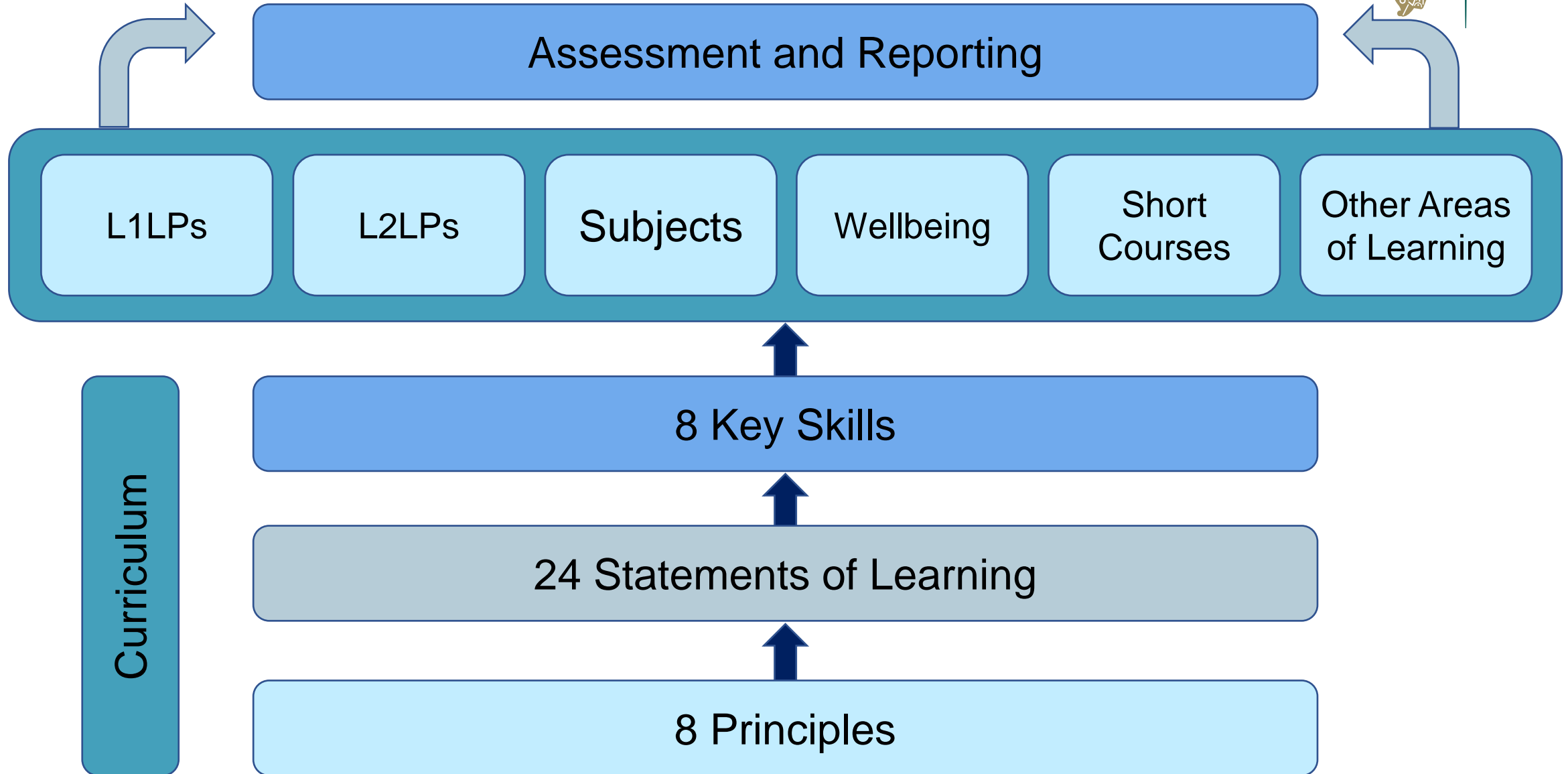
Please respect everyone's right
to privacy

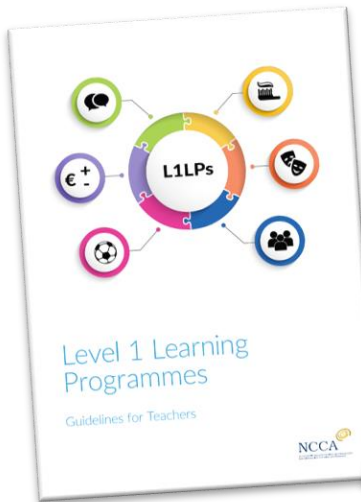
No discussing individual
students

The Junior Cycle Framework



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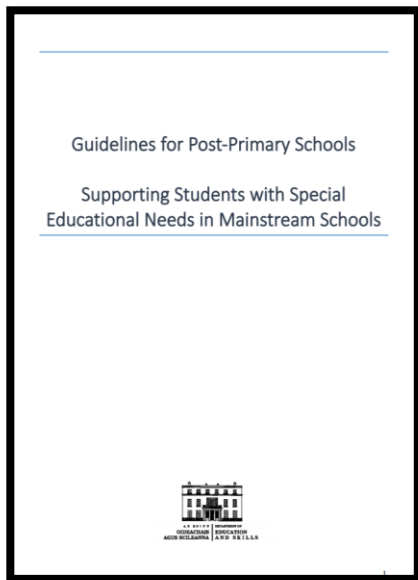


L1LPs
Guidelines

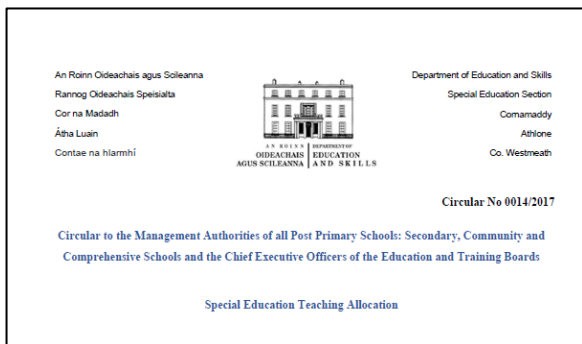


L2LPs
Guidelines

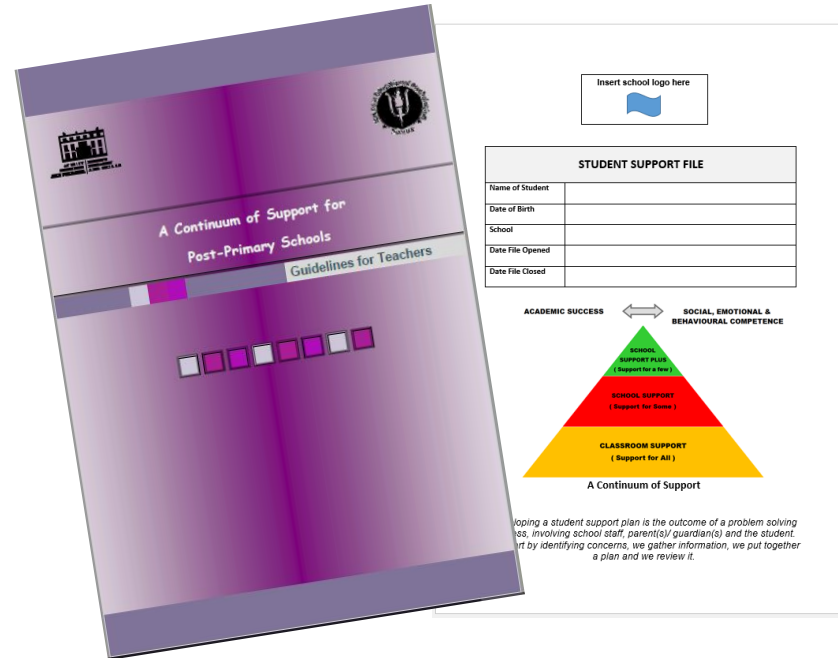
Key Documents



Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools



Circular 14/2017
Special Education Teaching Allocation



Continuum of Support Guidelines and Resource Pack

An Roinn Oideachais
Department of Education



Circular Number: 0028/2023

To: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs

Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024.

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

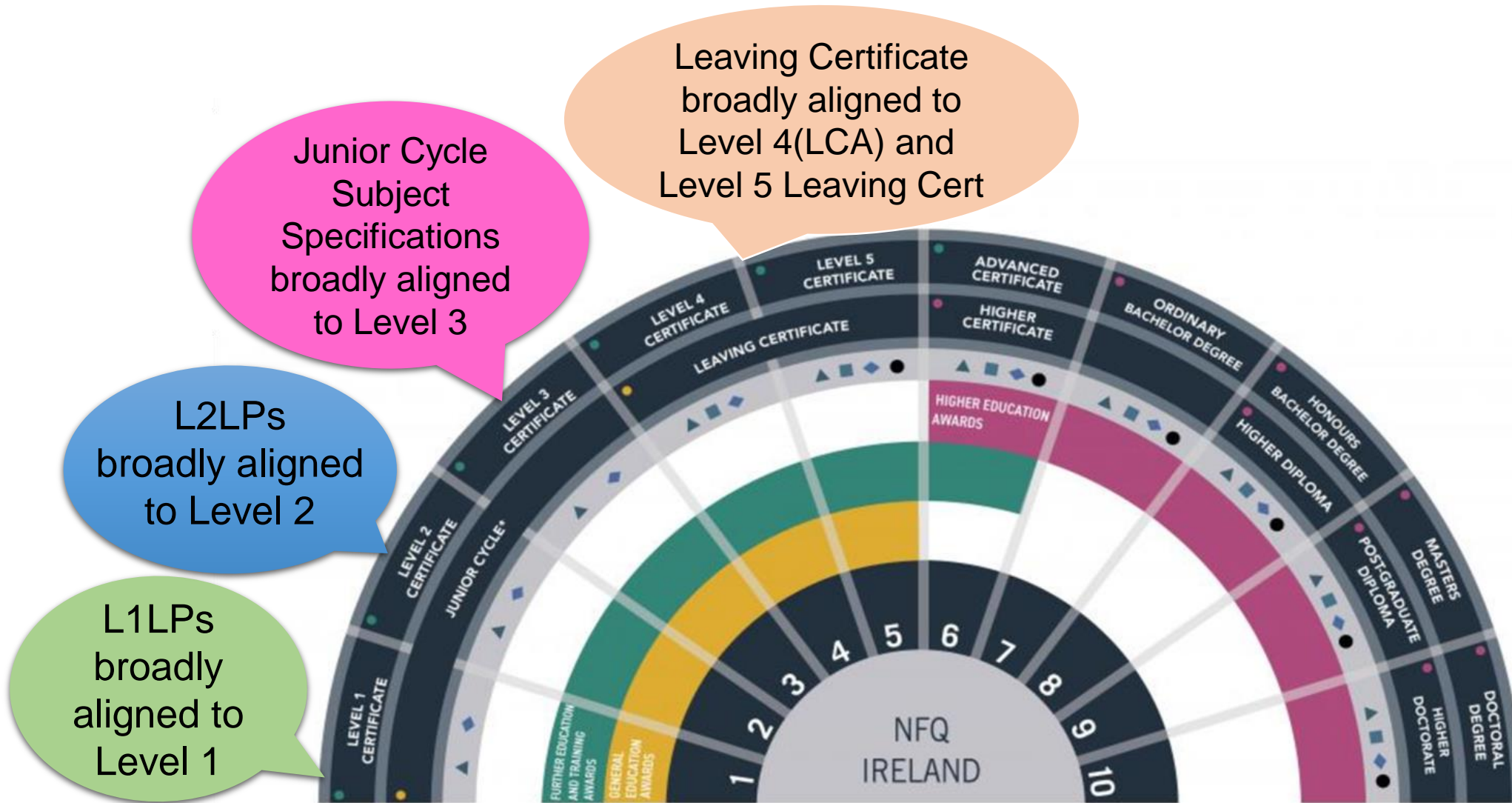
Tacú leis an bhFoghlaim
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Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

National Framework of Qualifications



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Broad Alignment to NFQ Indicators



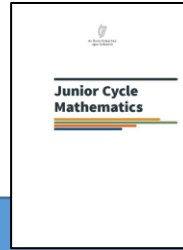
Level 1

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



Level 2

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



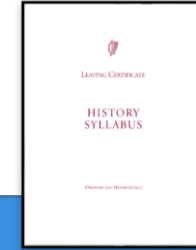
Level 3

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



Level 4

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

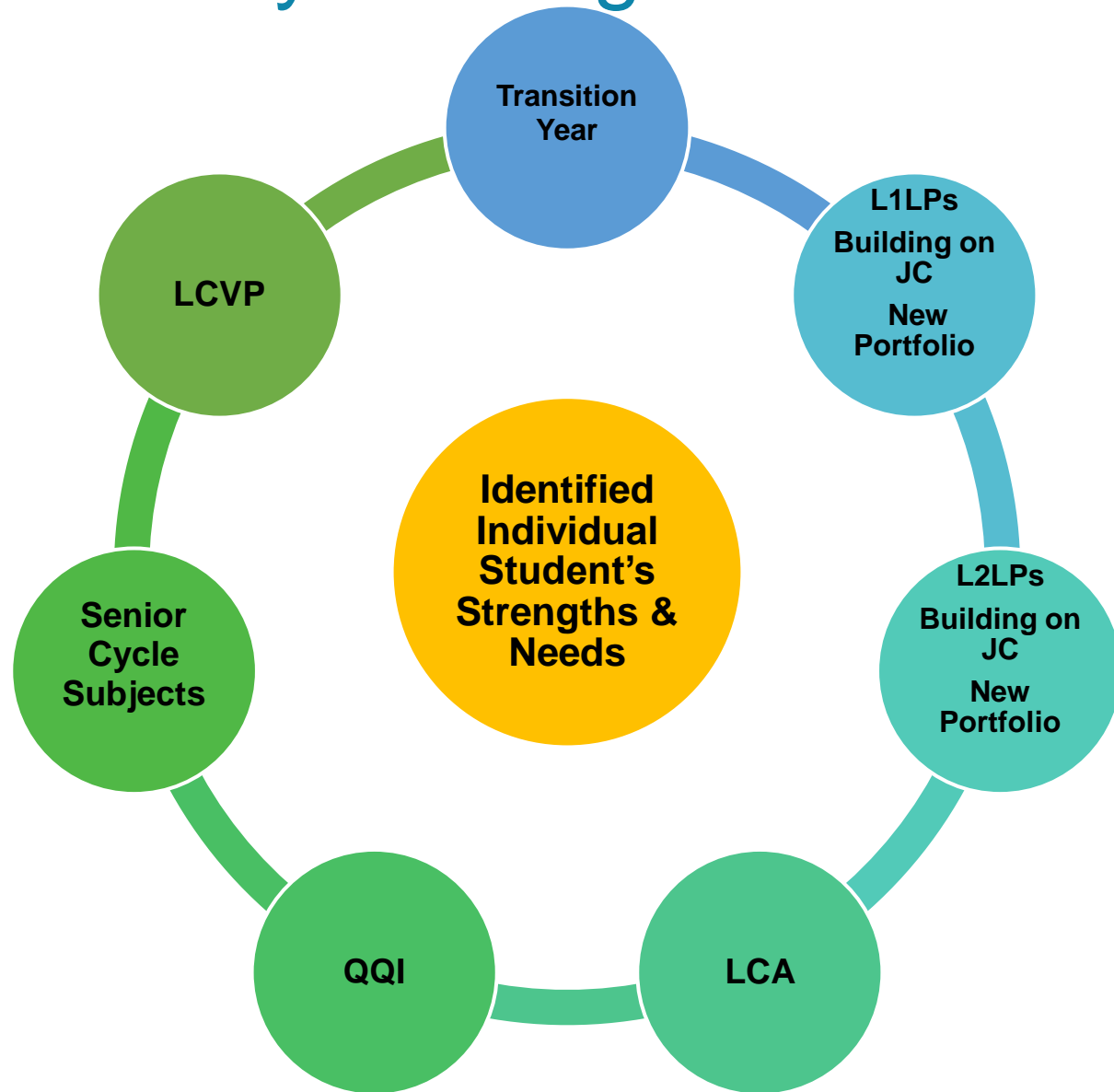


Level 5

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



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


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



Insert school logo here


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

ACADEMIC SUCCESS \longleftrightarrow SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



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.



It is important that students learn at a level that is appropriate for their needs, but that they also are challenged to reach their full potential.

If a student engages with the L2LPs then this programme is the core curriculum and if suitable a couple of subjects at level 3 may compliment the core curriculum of the L2LPs



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.



Target group of students for whom the L2LPs was created



Not all students with mild general learning disabilities are included in the group of students under discussion here, so the target group in question represents a very small percentage of all students with special educational needs

L2LPs Guidelines p. 7

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

STUDENT SUPPORT FILE

Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

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.



L1LP's: What might a student engage with?

6 Priority Learning Units (PLUs)

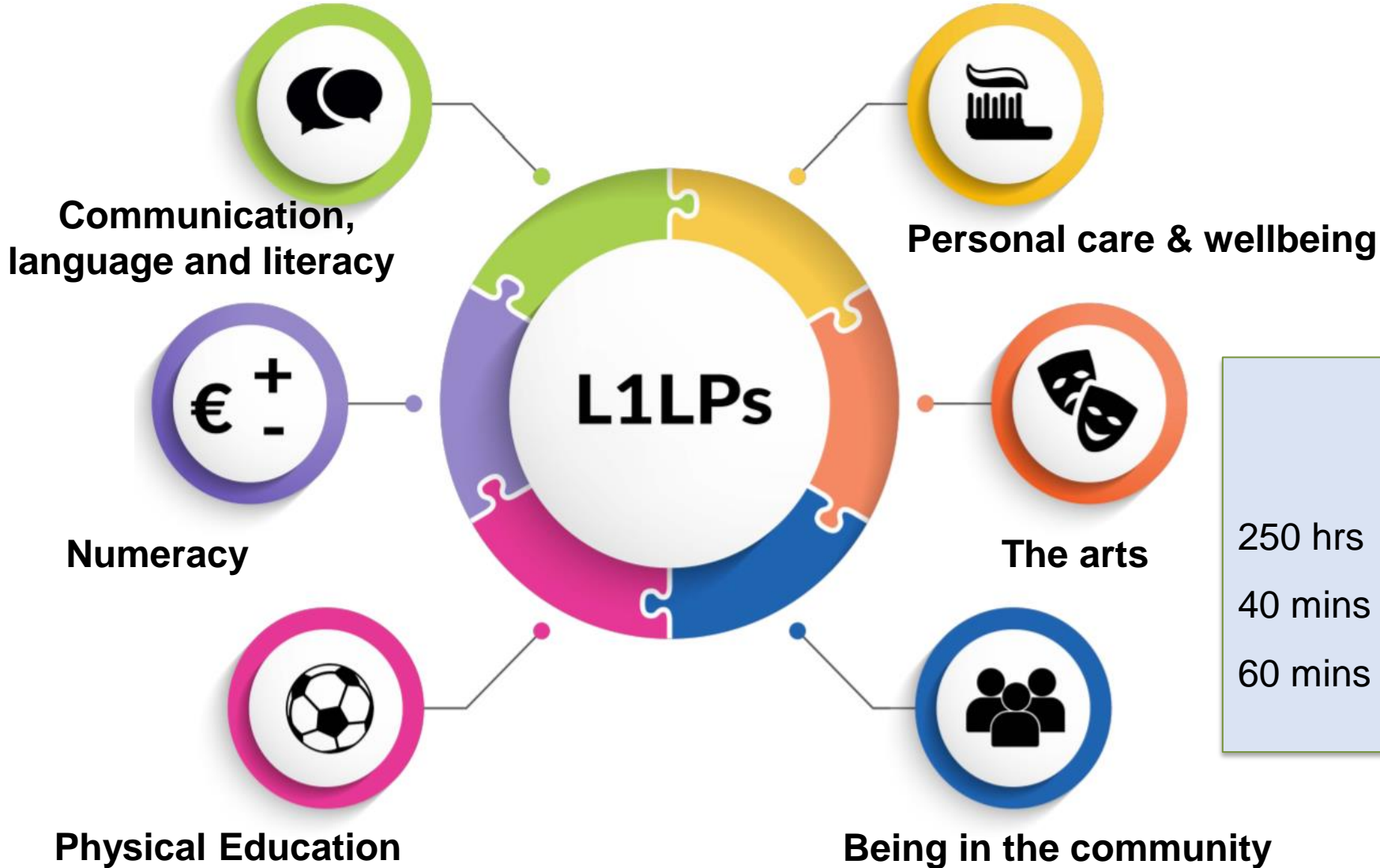
2 Short Courses: Levels 1 or 2

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



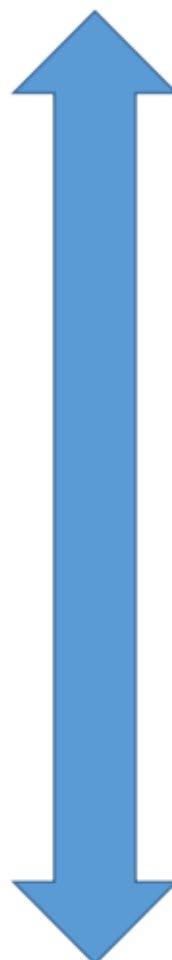
Weekly Timetable

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



**PLU 6:
Physical Education (PE)**

Element

- ELEMENT: Movement Skills (athletics/gymnastics)**
- 6.1 Move whole or some body parts (arms, head, track with eyes etc.) voluntarily
 - 6.2 Move whole or some body parts to explore immediate environment
 - 6.3 Move purposefully/with intent
 - 6.4 Develop consistent movements to have an effect on equipment or in response to a stimulus
 - 6.5 Refine gross motor skills, supported by equipment where appropriate
 - 6.6 Refine fine motor skills, supported by equipment where appropriate
 - 6.7 Move whole body or individual limbs in a range of directions and at different speeds
 - 6.8 Become aware of sensory signals as prompts for movement
 - 6.9 Participate in activities which promote cardiovascular exercise and fitness

**L2LPs
PLU**

**Learning
Outcomes**



**PLU 1:
Communicating and
Literacy**

Element

- 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

**L2LPs
PLU**

**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



Where can learning take place?

**Mainstream
Subject Lessons**

**Special Class
settings**

**Support
Lessons**

**Wider School
Community**

**Home and the
wider community**



Timetabling advice



"It is envisaged that as far as possible the students under consideration here who are in mainstream settings will undertake their L2LPs in mainstream classes."

L2LPs Guidelines p. 7

Student follows an individual programme of learning but that does not necessarily mean in a withdrawal setting

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

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Supporting the Professional
Learning of School Leaders
and Teachers

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

Title of short course

Drama and Music in my Life

Short Course Specification

Scoil Bernadette

Title of short course

Where am I from, Where am I going?

Short Course

Digital Media Literacy

School Developed – Level 2

Short Course Social, Personal & Health Education

School Developed – Level 2

Adapted from the Junior Cycle SPHE short
[course](#)

Short Course Physical Education

School Developed
Level 2 Specification for Junior Cycle PE

(Adapted from NCCA PE short course)

Short Course

Grow It! Cook It! Eat It!

Level 2

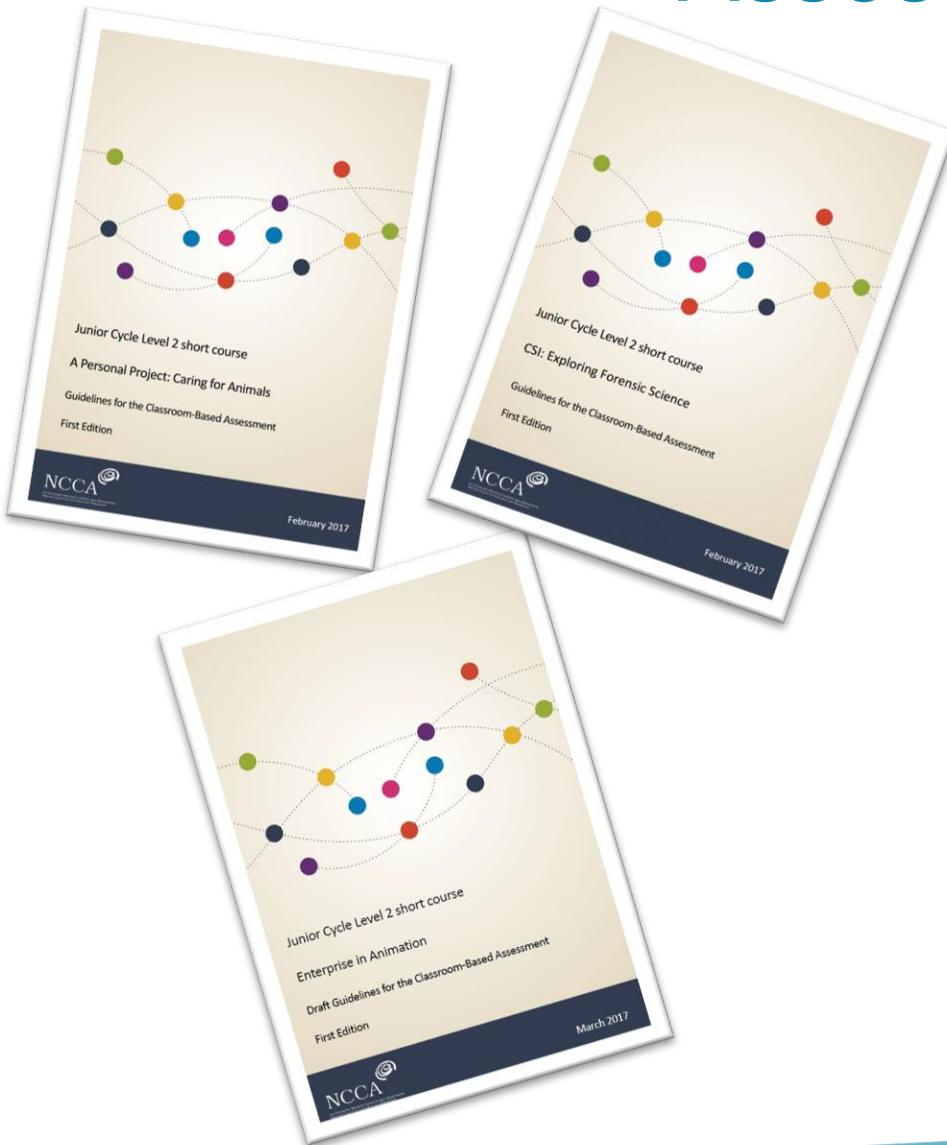
Specification for Junior Cycle Short Course

School Developed short courses can be found
on Scoilnet.

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



Assessment of Short Courses



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



Who's responsible?

The subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.

(Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools, p. 14)

Special education teachers should be familiar with a wide range of teaching approaches... include[ing] a combination of team-teaching, early intervention, small group or individual support

(Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p.14)

Linking to Subjects



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ENGAGING with PLUs



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 posture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment. S/he begins to vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment. S/he begins to
RESPONDING	demonstrates capacity to actively or purposefully take an interest in a learning activity with or without support. indicates 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 with and/or influence that environment.
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.

Highlight learning outcomes from **PLUs** that can be covered in your subject classroom space

Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specifications for Junior Cycle Geography - Suggested Links to Learning Outcomes
Communication and Literacy	Speaking appropriately for a variety of purposes	1.8 Gather, record and interpret weather data 2.5 Describe a local secondary activity in relation to its function and the factors that influence its location 3.2 Investigate the causes and consequences of migration
	Using nonverbal behaviour to get the message across	1.8 Gather, record and interpret weather data 3.7 Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and developing country
	Using expressive arts to communicate	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Using suitable technologies for a range of purposes	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
Numeracy	Developing awareness of temperature	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Developing an awareness of length and distance	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Using a calculator	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Developing spatial awareness	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
Living in the community	Developing good relationships	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Resolving conflict	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Using local facilities	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Seeking help and advice	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
Preparing for work	Being able to set goals for learning	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Developing an awareness of health and safety using equipment	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Finding out about work	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city
	Taking part in a work-related activity	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth 1.2 Distinguish between different categories of rock types, relating to composition and formation 1.3 Evaluate the causes and effects of urban change in an Irish town or city

* 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 to their students. Furthermore, whilst four PLU areas have been identified here, teachers may also consider Learning Outcomes in the PLU 'Personal Care' if appropriate to their students' learning in Junior Cycle Geography.

Subject Department Planning

X L2LPs BLANK Master Planning Subject Links LOs.xlsx	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	SUBJECT LINK MASTER:																																					
2																																						
3	PLU:	COMMUNICATING & LITERACY																ENGLISH	IRISH	MATHS	PE	CSPE	SPHE	MFL-Spanish	MFL-French	HISTORY	GEOGRAPHY	SCIENCE	HOME ECONOMICS	BUSINESS STUDIES	METALWORK	WOODWORK	TECH. GRAPHICS	MUSIC	ART	RELIGION	GUIDANCE/ WELL-BEING	Total No. subject areas
4	ELEMENTS OF LEARNING and LEARNING OUTCOMES																																					
5	Speaking	appropriately for a variety of purposes and demonstrating attentiveness as a listener																																				
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>																																				
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>																																				
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>																																				
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>																																				
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>																																				
11	1.6	Listen to and respond to a range of stories																																				
12																																						
13	Using non-verbal	behaviour to get the message across																																				
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>																																				
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/complain</i>																																				
16	1.9	Relay a response or request non-verbally, e.g. <i>signalling a phone call</i>																																				
17	1.10	Respond to non-verbal signals and signs encountered in daily life, e.g. <i>road signs, traffic signs, hazardous materials</i>																																				
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 drills</i>																																				
19																																						
20	Reading	obtain basic information																																				
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>																																				
22	1.13	Use simple rules and text conventions that support meaning, e.g. <i>pause at a full stop</i>																																				
23	1.14	Interpret different forms of writing and text, including social signs and symbols, e.g. <i>bills, menus, forms, timetables, road and other signs, short piece of personally relevant writing.</i>																																				
24	1.15	Find key information from different forms of writing, e.g. <i>locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers</i>																																				
25	1.16	Use a range of reading strategies, e.g. <i>cues, context, sound, prediction and decoding</i>																																				
26																																						
27	Using a range of writing forms	to express opinions																																				
28	1.17	Write/type notes and messages needed for simple tasks, e.g. <i>address an envelope</i>																																				
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>																																				
30	1.19	Use the main rules of writing appropriately, e.g. <i>use capitals and full stops</i>																																				
31	1.20	Use a range of spelling patterns, e.g. <i>add 'ing' to a word - drop, double or nothing</i>																																				
32	1.21	Use a range of different forms of writing to suit purpose and audience, e.g. <i>write a poem, give directions, complete a form</i>																																				

Subject Specific Resources



Oide

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Home Economics	Unit of Learning: Fashion Shouldn't Cost the Earth	Year: 2 nd Years Term: 1 September/October
Class Group: '2A'	Teacher: Ms X SEN Link: Mr Y	Duration: 4 weeks (3 x 40 minutes or 2 x 1 hour per week)

Level 3 Unit of Learning – Learning Outcomes			
Strand 1: Food, health and culinary skills Choose a Strand 1 Learning Outcome			
Strand 2: Responsible family living Choose a Strand 2 Learning Outcome	2.7 identify how individuals, families and households can contribute to sustainable and responsible living	2.5 assess the importance of making informed and responsible decisions in everyday life	
Strand 3: Textiles and craft	3.8 discuss the influences of trends and choices on textile	3.7 evaluate textile care procedures used in the home	3.9 apply their knowledge of

Junior Cycle Business Studies and Level Two Learning Programmes Thinglink Resource

Phenomenon Based Inquiry

Instructions

You have **25 minutes** in this breakout room.

Individually mute yourself while you:

- Listen** to the teacher audio
- Watch the video** of students engaged in inquiry
- Using one of the phenomena**, complete the 'Phenomena-Based Inquiry' teacher reflection sheet
- Discuss the focus question** for 5 minutes

Focus Question:
How might this approach support each student in developing skills, knowledge and understanding?

Click here to begin [Start](#)

WHAT ARE THE LEVEL TWO LEARNING PROGRAMMES?

Melo, I'm Timmy the Business Teacher

I'm Lisa the SEN Coordinator, a student following a L2LP programme will be joining your class next week.

WHAT INFORMATION DO I NEED?

How do I plan for this student?

If you click on the tags you will find information to help you plan as a department.

WHAT MAKES UP THE L2LPs?

I'm not sure what the PLUS ARE?

Click on the tag to get more support.

HOW DO I ASSESS THE L2LPs?

Can the student complete a CBAT?

Great Question!!!



Content Checklist.

Divided into PLUs or projects or subjects.

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

Assessment Resources



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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 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 Date	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, top 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 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						
1.8	Use appropriate non-verbal communication to support verbal communication						
1.9	Relay a response or message using appropriate non-verbal communication						

L2LPs ASSESSMENT OVERVIEW

1. COMMUNICATING & LITERACY	2. NUMERACY	3. PERSONAL CARE	4. LIVING IN A COMMUNITY	PREPARING FOR WORK
Speaking appropriately for a variety of purposes and demonstrating 1.1 1.2 1.3 1.4 1.5 1.6	Managing money 2.1 2.2 2.3 2.4 2.5 2.6 2.7	Developing good daily 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	Being able to set Goals for Learning 5.1 5.2 5.3 5.4
Using non-verbal behaviour to get the message across 1.7 1.8 1.9 1.10 1.11	Developing an awareness of number 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	Finding out about Work 5.5 5.6 5.7 5.8 5.9 5.10
Reading to obtain basic information 1.12 1.13 1.14 1.15 1.16	Developing an awareness of temperature 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	Preparing for a Work Related Activity 5.11 5.12 5.13 5.14 5.15 5.16
Using a range of writing forms to express opinions 1.17 1.18 1.19 1.20 1.21	Developing an awareness of weight and capacity 2.18 2.19 2.20 2.21 2.22	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	Developing an awareness of health and safety, using equipment 5.17 5.18 5.19 5.20 5.21 5.22 5.23
Using expressive arts to communicate 1.22 1.23 1.24 1.25 1.26	Developing an awareness of length and distance 2.23 2.24 2.25 2.26 2.27	Knowing how to Stay Safe 3.27 3.28 3.29 3.30	Making Consumer Choices 4.23 4.24 4.25 4.26 4.27 4.28	Taking Part in a Work Related Activity (Work Experience) 5.24 5.25 5.26 5.27 5.28 5.29 5.30

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Supporting the Professional Learning of School Leaders and Teachers

Assessment Journey

1st Yr.

Ongoing Assessment and Reporting

2nd Yr.

Ongoing Assessment and Reporting

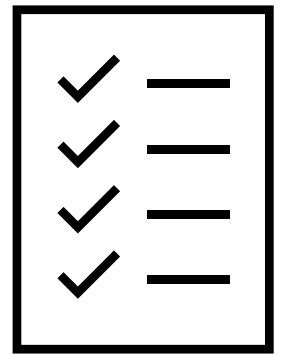
Short Course CBAs

3rd Yr.

Ongoing Assessment and Reporting

Short Course CBAs

Final Portfolio Assessment



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



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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

Final Reporting Summary



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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



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



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

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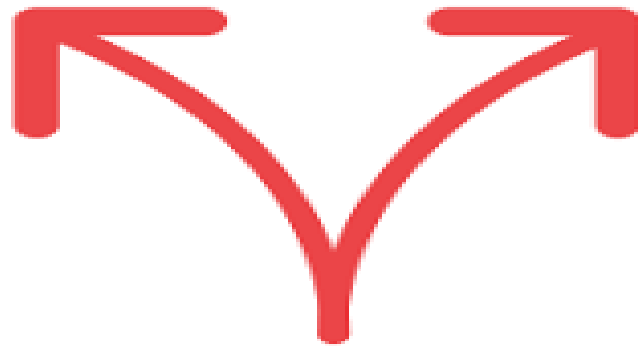


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Information
sessions
for subject
departments



Have a staff
meeting to
disseminate
the
information

Where to next?



L1LPs & L2LPs Information Zoom Session Feedback Form





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Thank you

