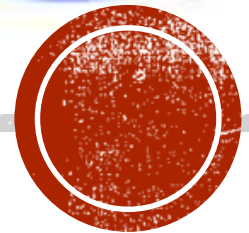
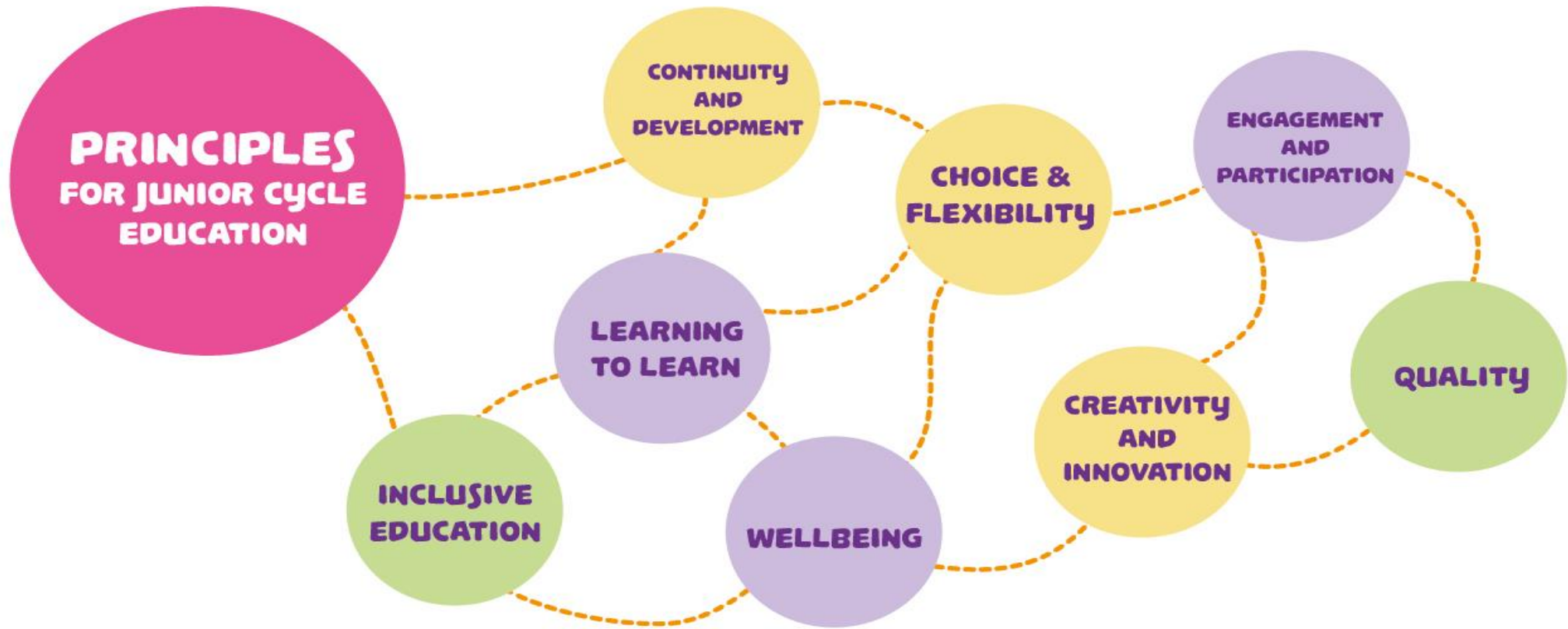


JUNIOR CYCLE INFORMATION FOR PARENTS





What is the purpose of education in Junior Cycle?

- Help students become better learners and develop a love of learning
- Provide a solid foundation for further study
- To develop skills for learning and life
- To support learning through improved reporting to both students and parents



Overview

1. Our students
2. Structure of the Junior Cycle
3. Subjects, Short Courses, Wellbeing and Other Areas of Learning
4. Assessment and Reporting
5. Junior Cycle Profile of Achievement (JCPA)

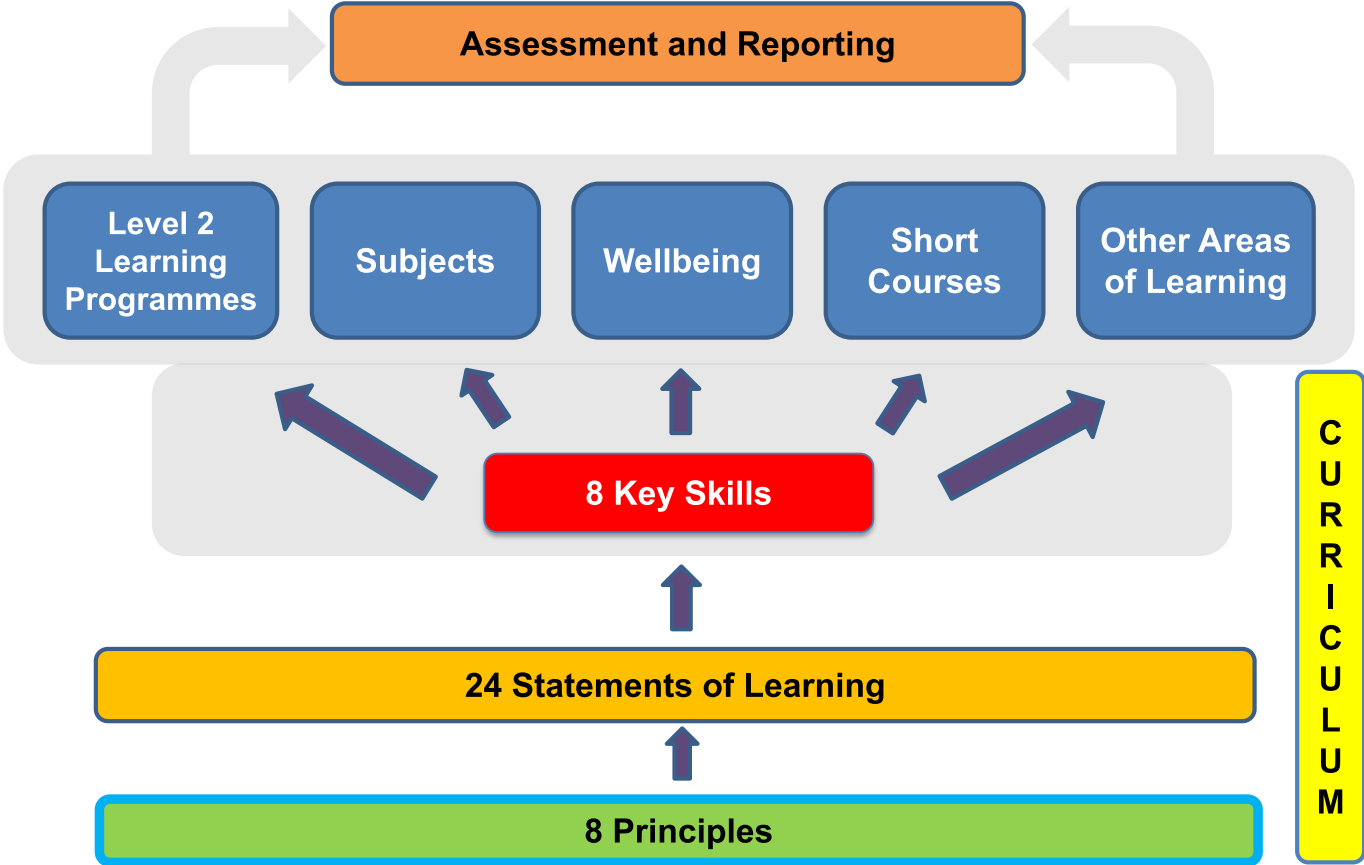


Our students and the purpose of education in Junior Cycle

- Help students become better learners and develop a love of learning
- Provide a solid foundation for further study
- To develop skills for learning and life
- To support learning through improved reporting for parents and students



Structure of the Junior Cycle





8 KEY SKILLS TO SUPPORT EFFECTIVE LEARNING

Students will:

- Be more actively engaged with learning.
- Take greater ownership of their learning.
- Have a critical engagement with digital technology.
- Be encouraged to problem solve and think creatively.



Minimum of 8 subjects - Maximum of 10 subjects

- Final assessment component (90% of marks)
- An examination of no more than two hours
- Two levels for English, Irish, Maths
- Common level for all other subjects

SUBJECTS



Assessment: Subjects

Exams will be set, held and marked by the State Examinations Commission in June of third year.

- English, Irish and Maths specified at Higher and Ordinary levels
- All other subjects specified at a Common Level
- Duration of 2 hours or less



Grading differences – Descriptors & Grades of Exams

Junior Cycle English Descriptors Higher & Ordinary

- Distinction (90-100 %)
- Higher Merit (75 -89%)
- Merit (55-74%)
- Achieved (40-54%)
- Partially Achieved (20-39%)
- Not graded (0-19%)

Junior Cert - Higher & Ordinary Levels - Grades

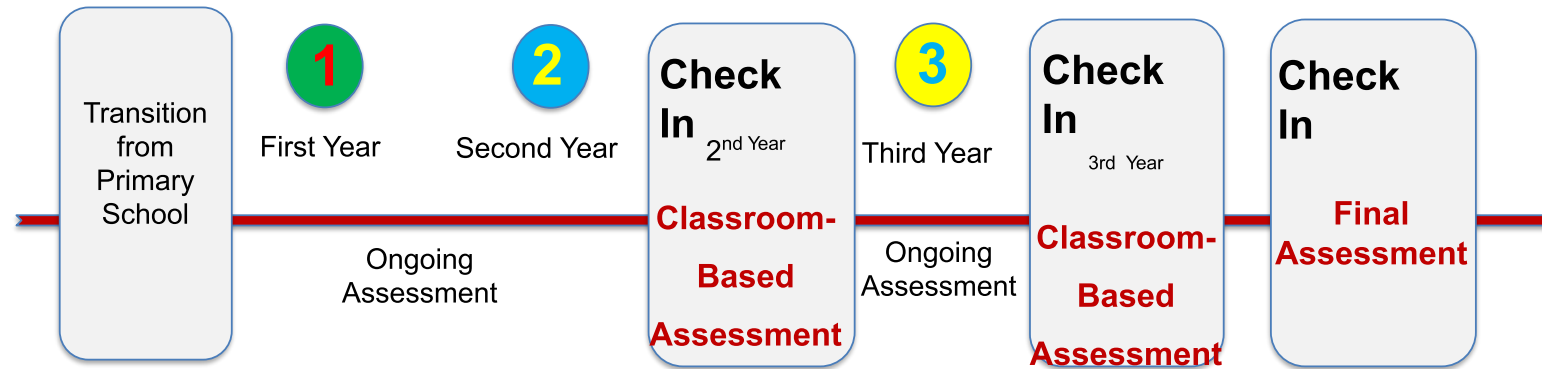
- A (85-100%)
- B (70-84%)
- C (55-69%)
- D (40-54%)
- E (25-39%)
- F (10-24%)
- NG (0-9%)

Grading of State-Certified Examinations

Descriptors



One Subject's Journey



Ongoing assessment that supports student learning



Classroom-Based Assessment

Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination.

The tasks will cover a broad range of activities including oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.

A particular purpose of the Classroom- Based Assessments will be to facilitate developmental feedback to students.

Framework for Junior Cycle 2015, p. 37



Ensuring Quality

- Schools will organise “Subject Learning and Assessment Review” meetings
- Teachers will compare their assessment of students’ work and ensure a common approach across the school
- CPD will be provided for teachers to ensure that the Classroom-Based Assessments align to a national standard

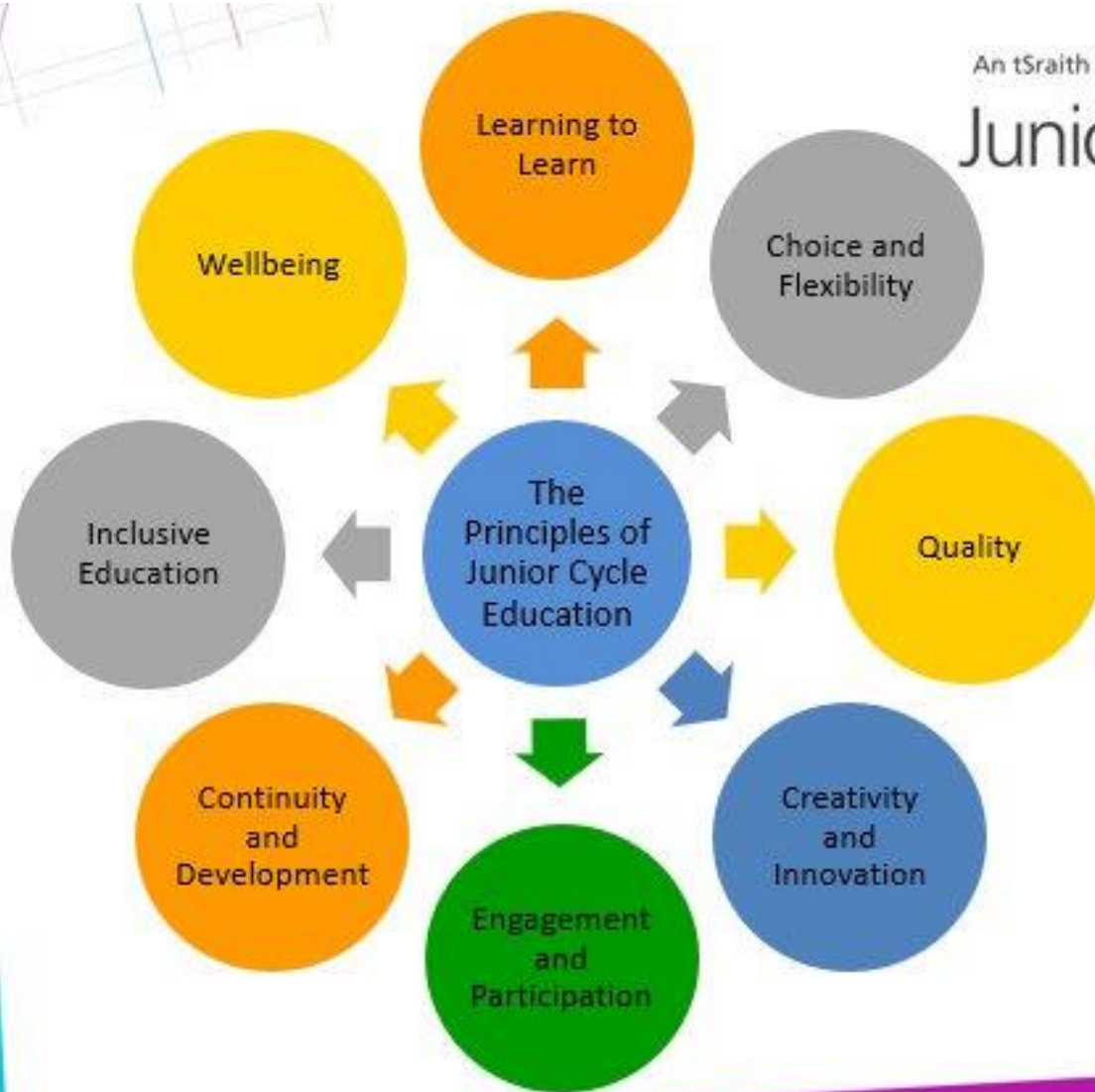


Your child will be involved in

- Reviewing feedback and identifying what they have done well
- Identifying what to do next
- Setting and achieving personal goals
- Redrafting and correcting their own work
- Giving feedback to others
- Considering examples of good work and identifying how they can improve on their own work



An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers



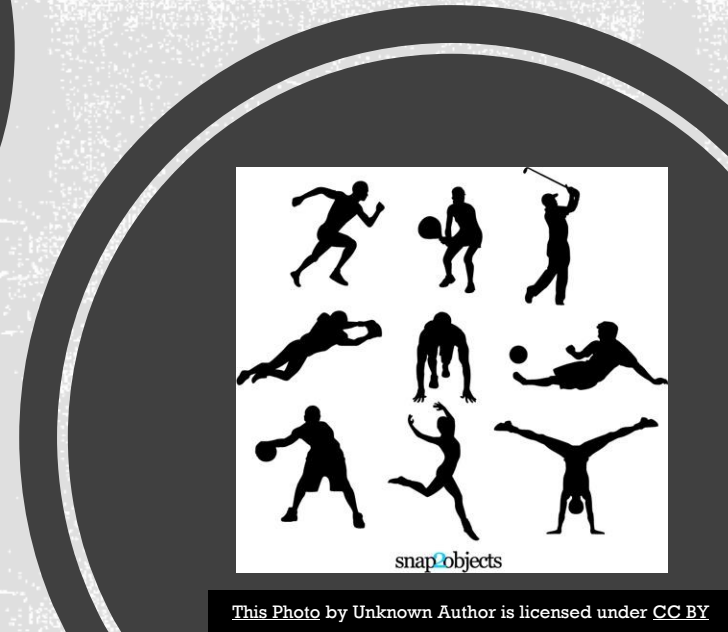
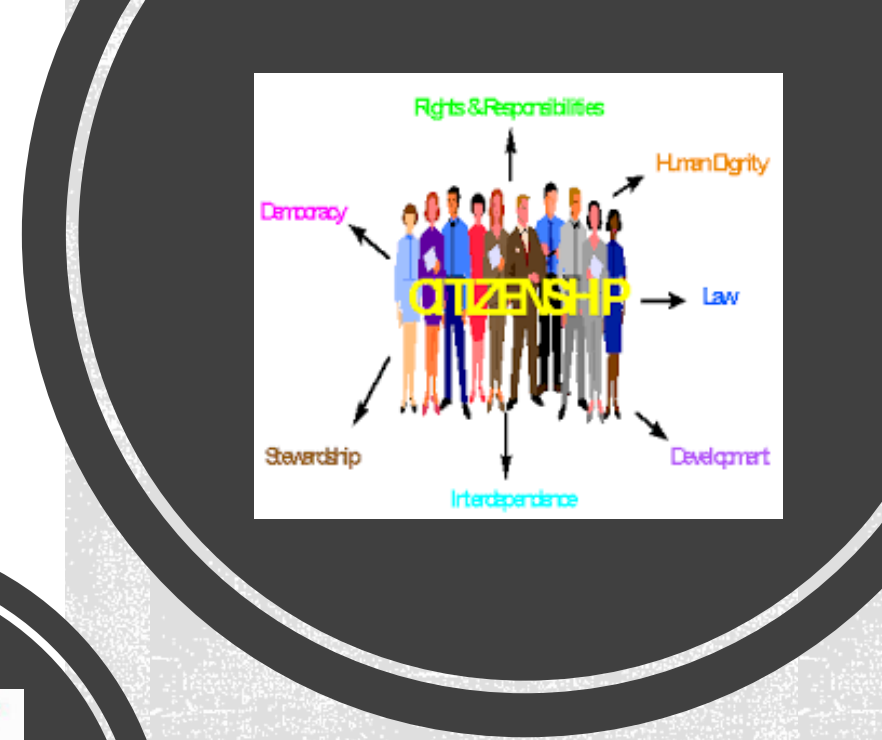
QUALITY LEARNING EXPERIENCE FOR STUDENTS 8 PRINCIPLES

All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence



A BALANCE BETWEEN KNOWLEDGE AND SKILLS JUNIOR CYCLE TO BE DELIVERED THROUGH:

- Subjects
- Short courses
- Other Learning experiences



REPORTING CBAs AND STATE EXAMINATIONS

State Examinations

- Distinction
- Higher Merit
- Merit
- Achieved
- Partially Achieved
- Not Graded

Classroom-Based Assessments

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations
- Not reported



JCPA

Junior Cycle Profile of Achievement

JUNIOR CYCLE PROFILE OF ACHIEVEMENT 2017

Karen Kelly
1988 21 May 1988
Student Number: 1234567

Priority Learning/Units	Classroom Based Assessments - Short Courses
Communicating and Collaborating	Personal Project (Writing for Audience) (2)
Using the Language	My Learning/Work in School (2)
Reading	
Personal Finance	
Preparing for Work	

Other Areas of Learning

Principal: M. Ann Ryan
Year Head: Ms. Ann Smith
Assessor: Annette McCarthy (Senior Lecturer, Wick) | 191442

[Signatures]

This CPJA recognises and records a learner's achievements in Junior Cycle.

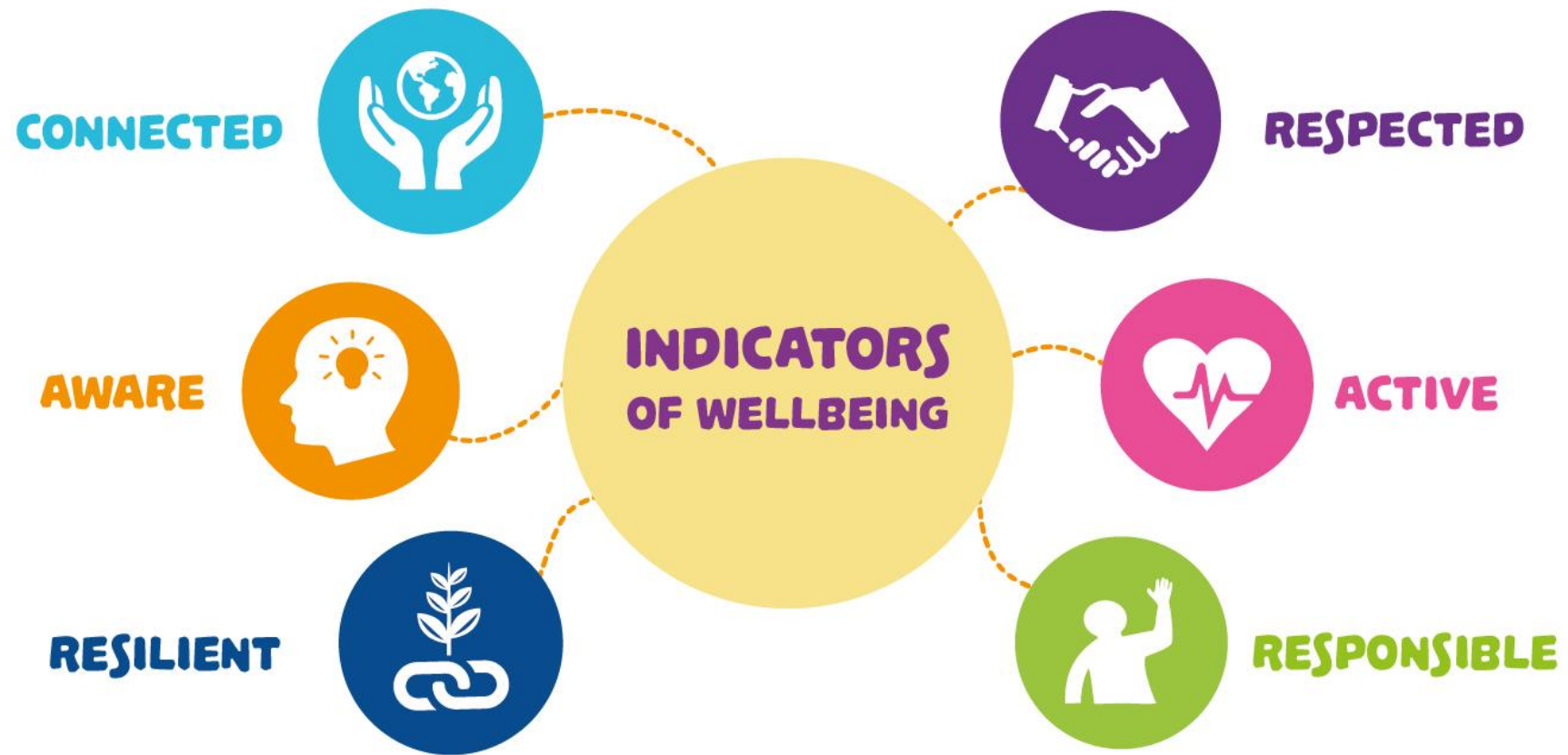


Wellbeing

300 & moving to 400 hours over 3 years

- Physical Education
- Social, Personal and Health Education (including Relationship and Sexuality Education)
- Civic, Social and Political Education
- Guidance





INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

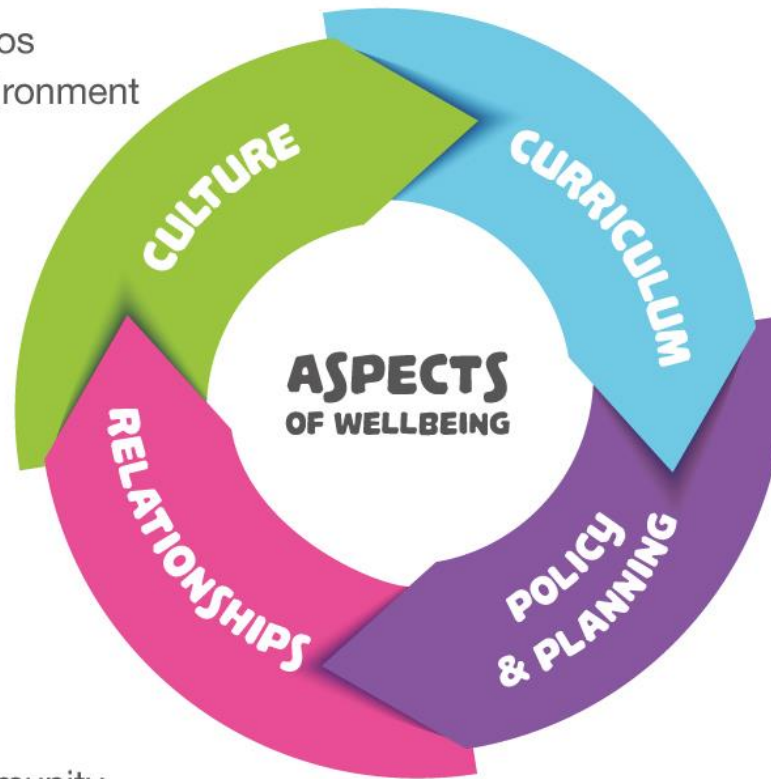
- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

- School mission and ethos
- Physical and social environment
- Classroom culture
- Teaching, learning and assessment



- CSPE, PE and SPHE
- Guidance
- Other subjects and learning experiences
- Extra-curricular and co-curricular learning

- Student/teacher relationships
- Peer relationships
- Student voice
- Partnerships with parents/guardians, community and wider supports

- School policies
- School self-evaluation
- Subject and whole-school planning
- CPD planning