St. Angela's
Secondary School

The New Junior Cycle

Information Evening

For Parents

March 2019

Overview

- The Rationale
- The Structure
- What's improving, what's staying the same
- Wellbeing
- CBAs/ATs/SLARs….what all the acronyms mean!
- Assessment
- Junior Cycle Profile of Achievement
- Questions

"Education is the Most Powerful weapon which you can use to change the world."

Nelson Mandela

Quick Survey…

Please scan the QR code and follow the link to answer the survey questions

Or visit www.ursw.ie and follow the link on the homepage

All slides from this information evening are available to download from the “useful links” section of our website:

www.ursw.ie

The Rationale

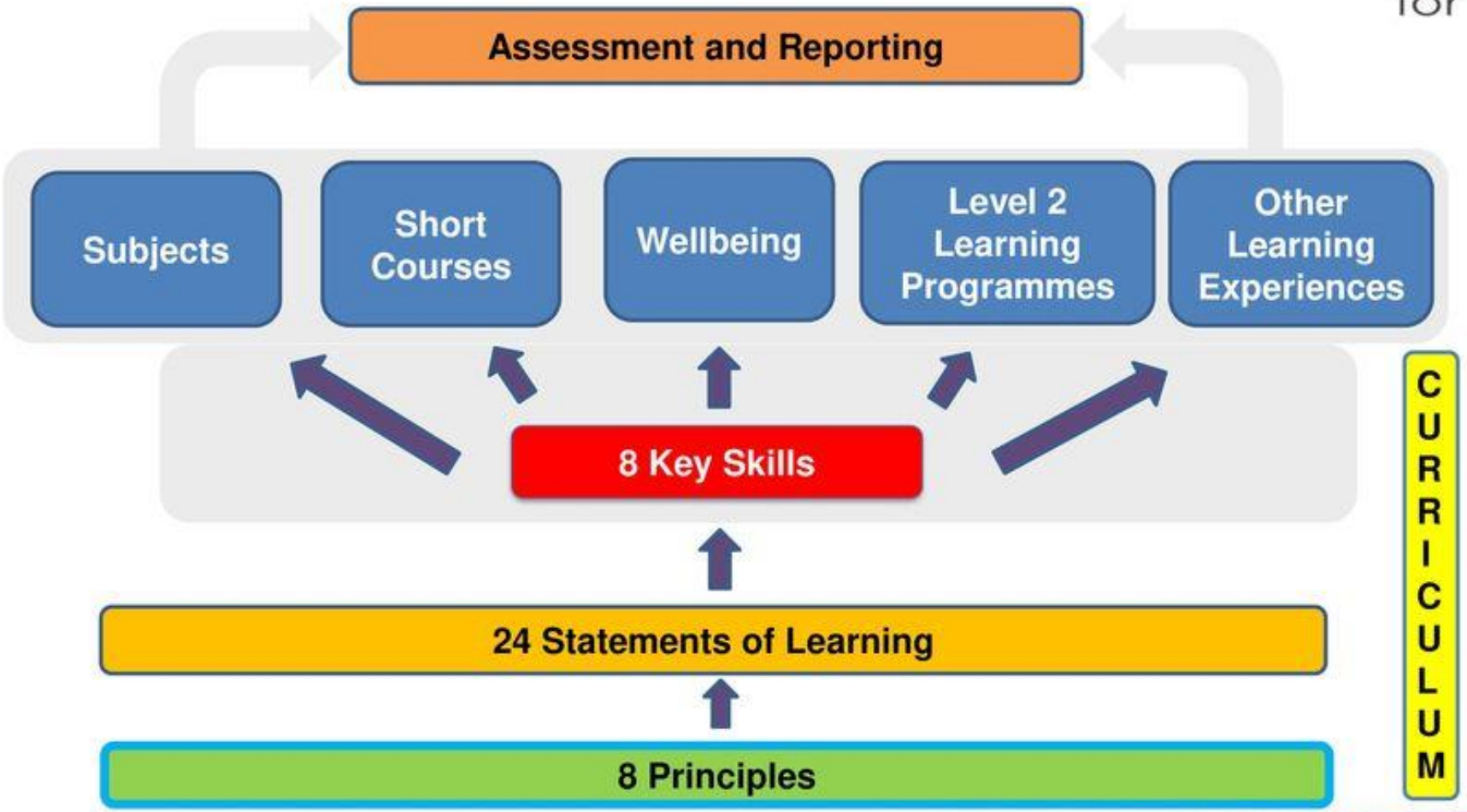
The *Framework for Junior Cycle 2015* aims to:

- **achieve a balance** between learning subject knowledge and developing a wide range of skills and thinking abilities
- promote a focus on **active and collaborative learning**
- Enable learners to be able to **use and analyse information** in new and creative ways

Structure of the Junior Cycle

An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers



An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE for teachers

A FRAMEWORK FOR JUNIOR CYCLE

Innovation & Identity
Schools developing Junior Cycle

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

Statements of Learning

	The student
1	communicates effectively using a variety of means in a range of contexts in L1*
2	listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3	creates, appreciates and critically interprets a wide range of texts
4	creates and presents artistic works and appreciates the process and skills involved
5	has an awareness of personal values and an understanding of the process of moral decision making
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
11	takes action to safeguard and promote her/his wellbeing and that of others
12	is a confident and competent participant in physical activity and is motivated to be physically active

13	understands the importance of food and diet in making healthy lifestyle choices
14	makes informed financial decisions and develops good consumer skills
15	recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16	describes, illustrates, interprets, predicts and explains patterns and relationships
17	devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions
19	values the role and contribution of science and technology to society, and their personal, social and global importance
20	uses appropriate technologies in meeting a design challenge
21	applies practical skills as she/he develop models and products using a variety of materials and technologies
22	takes initiative, is innovative and develops entrepreneurial skills
23	brings an idea from conception to realisation
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

*L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).

Key Skills

- Being Literate
- Managing Myself
- Staying Well
- Managing Information Technology
- Being Numerate
- Being Creative
- Working with Others
- Communicating

Current First Years

- English
- Science
- Business Studies
- Irish
- French
- Spanish
- Art
- Maths
- Home Economics
- History
- Music
- Geography

- Religion

Current Second Years

- English
- Science
- Business Studies
- Irish
- French
- Spanish
- Art

- Maths
- Home Economics
- History
- Music
- Geography
- Religion

All subject specifications available on curriculumonline.ie

What stays the same?

- Students experience a broad and balanced curriculum
- Standards and expectations remain high
- Subjects continue to play an important role in the Junior Cycle
- The Department of Education and Skills will monitor quality across all schools
- The State Examinations Commission will continue to be involved in assessment for certification

What is improving?

- A better and a more engaging learning experience for your child
- Updated subject specifications
- Quality reporting back to parents and students
- Assessment to support learning
- An emphasis on Key Skills and preparation for life
- A sound preparation for learning at Senior Cycle and beyond

An tSraith Shóisearach
Junior CYCLE

STUDENT WELLBEING IS AT THE HEART OF THE VISION OF THE NEW JUNIOR CYCLE

Student wellbeing is present when the students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.

Junior Cycle Wellbeing Guidelines 2017


CONNECTED
RESPECTED
INDICATORS
OF WELLBEING
AWARE
ACTIVE
RESILIENT
RESPONSIBLE

Wellbeing 400 hours over 3 years.

The areas of learning include, amongst others:

- Physical Education (PE)
- Civic, Social and Political Education (CSPE)
- Social, Personal and Health Education (SPHE) [including Relationship and Sexuality Education (RSE)]
- Guidance.
- Caring Aspects/Singing/Drama
- Computer Studies

CBAs, ATs, SLARs & JCPA

CBA = Classroom Based Assessment

AT = Assessment Task

SLAR = Subject Learning and Assessment Review

JCPA = Junior Cycle Profile of Achievement

Classroom Based Assessment (CBA)

- Classroom Based Assessments (CBAs) provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills.

- Students will complete one CBA in second year and another in third year in most subjects

- CBAs will be corrected by class teachers and reported on in the JCPA using the following descriptors:
    - Exceptional
    - Above Expectations
    - In Line with Expectations
    - Yet to meet Expectations

Example of Features of Quality for Science CBA 1

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

Features of Quality - EEI

Key Features of Quality in support of student and teacher judgement for the Extended Experimental Investigation are described here. The Features of Quality are the criteria used to assess the student work as best fitting one of the four Descriptors.

	Exceptional	Above Expectations	In Line with Expectations	Yet to Meet Expectations
Investigating	• Forms a testable hypothesis or prediction with justification • Describes considerations related to reliability and fairness • Outlines appropriate safety considerations, and describes the method used to accurately collect and record good quality, reliable data in a manner that could be easily repeated. • Uses an innovative approach that truly enhances the work • Records a sufficient amount of good quality data	• Forms a testable hypothesis or prediction with justification • Identifies the variable to be measured and the variable to be changed • Outlines appropriate safety considerations, and describes the method and equipment used to collect and record data • Records a sufficient amount of good quality data	• With limited guidance, forms a testable hypothesis/prediction • Describes a safe method used to collect data – some of the steps are understandable but lack some detail • Records raw/primary data	• Uses a given investigation question • Is directed in using equipment to collect and record data • Data collection method described is not repeatable
Communicating	• Presents data in the most appropriate way using relevant scientific terminology and informative representations; calculations, if any, are performed to a high degree of accuracy • Describes the relationships between the variables	• Displays data neatly and accurately, using relevant scientific terminology and informative representations; calculations, if any, are performed to a high degree of accuracy • Describes the relationships between the variables	• Displays data on simple tables, charts or graphs, allowing for some errors in scaling or plotting • States a relationship between the variables	• Displays data on incomplete tables, charts or graphs, allowing for significant errors in scaling or plotting
Knowledge & Understanding	• Provides a justified conclusion supported by the data; identifies and explains any anomalous data • Uses relevant science knowledge to assess and describe whether the hypothesis has/has not been supported • Describes in detail the strengths and weaknesses of their own investigations, including appropriate improvements and or refinements, or explains fully why no further improvements could reasonably be achieved	• Draws a conclusion consistent with the data and comments on whether the conclusion supports the hypothesis • Identifies the strengths and weaknesses of the investigation and suggests appropriate improvements, or explains why the procedures were of sufficient quality	• Draws a conclusion based on data collected, identifies some features of the investigation that could be improved and suggests improvements	• Comments on the investigation without making a conclusion/refinement to the investigation.

The aim of the CBA is to allow the students to

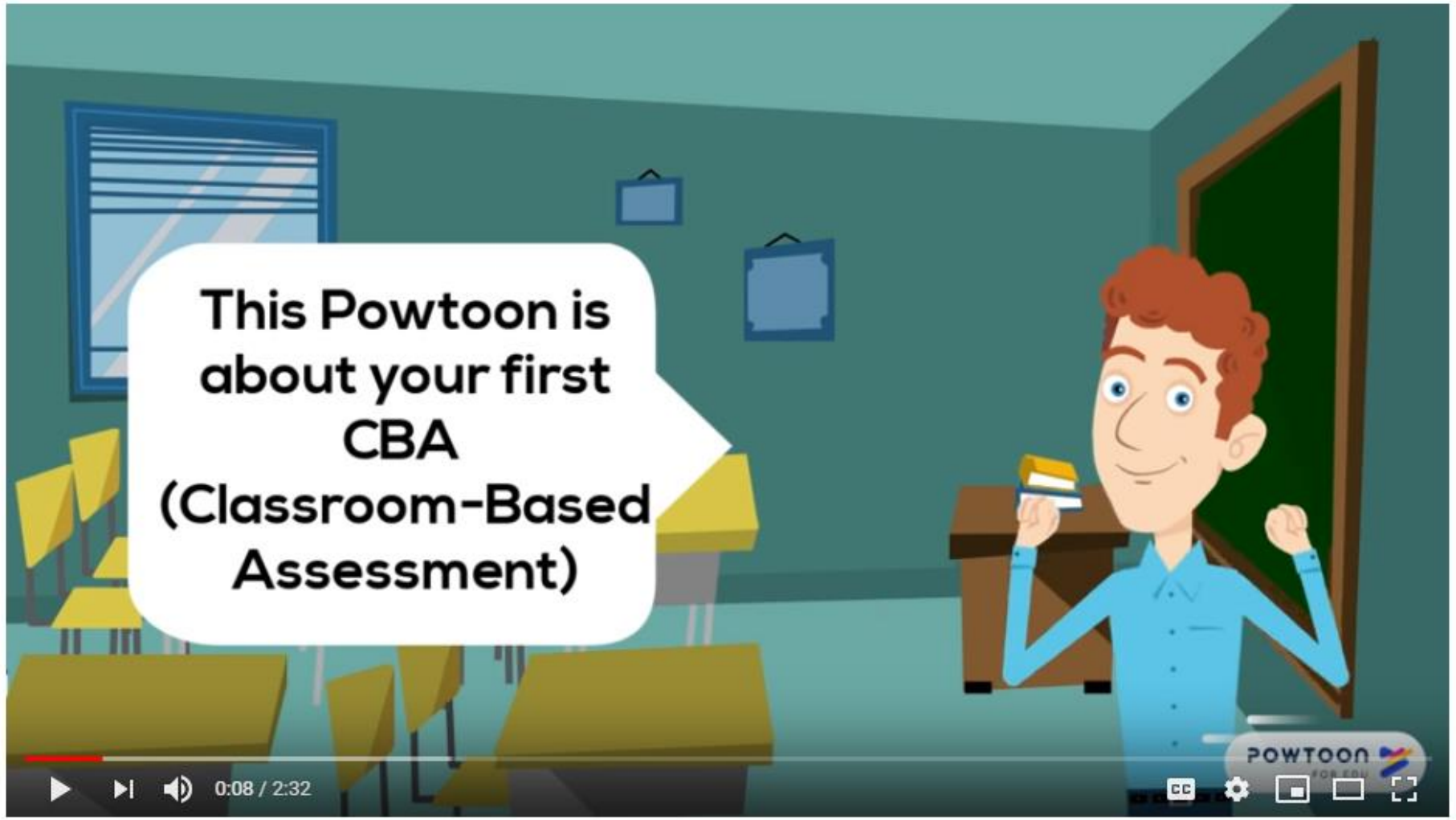
- become problem solvers of the future
- learn to work together or individually on their chosen topic or area of research of interest
- learn to adhere to deadlines as each CBA should take no more than 4 weeks – preparation for college /world of work
- learn to adhere to word counts – each CBA should ideally not be more than 650 words long
- Achieve 10% on the reflective Assessment Task on their CBA 2
- ENJOY the chance to engage in something new and show their learning through conversation or presentation

3rd Years have completed CBA 1 and CBA 2 in English, Science and Business.

2nd Years have completed their CBA 1 in Science and Business. They will start their CBA 1 in French /Spanish and English while finishing their Art after Easter.

1st years have begun the new Maths, Home Economics, History, Geography and Music courses and will have their first CBA next year.

https://youtu.be/qiaYlJSzsNY



Subject Learning and Assessment Review (SLAR)

- Classroom Based Assessments are corrected by comparing students work to externally set Features of Quality.

  These will be given to students in advance

- Teachers come together in professional discussion to reflect on the quality of their students' work.

- Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against these common, Features of Quality.

Assessment Task (AT)

- Once the second Classroom Based Assessment (CBA) is completed, students in third year will complete a written Assessment Task on what they have learned and the skills and competences that they have developed in that assessment.
  (A reflection on what they have learned)
- The Assessment Task is:
  - Set by the National Council for Curriculum and Assessment (NCCA)
  - Undertaken in normal class time
  - Corrected by the State Examinations Commission (SEC)
- The Assessment Task accounts for 10% of the overall mark for the final examination.

Junior Cycle Profile of Achievement (JCPA)

- The JCPA replaces the Junior Certificate.
- The JCPA will capture student achievements in a number of assessment elements undertaken over the three years of junior cycle, including the grades in the state-certified final examinations at the of the three years.
- It will also provide an opportunity for schools to comment on student achievement, participation or progress in other areas of learning.
- These can include social, cultural, pastoral, scientific, entrepreneurial and other activities that can support the 24 statements of learning and the 8 key skills.

Other Areas of Learning

At the end of 3rd Year each student will be asked to list five other "Areas of Learning" they developed over their Junior Cycle years.

These can include such things as

- gained organisational skills by leading a team (chess/ soccer etc.)
- gained confidence by helping out at Parent Teacher meetings
- developed music reading skills by joining the choir and so on.

These statements will be sent to the Department of Education and included on their Junior Cycle Profile of Achievement.
This will show what other opportunities they availed of /experiences they gained, so their JCPA will give a more rounded overall view of how the student performed over their three years in junior cycle.

The new Junior Cycle Profile of Achievement (JCPA)

This will give a more holistic view of the student as they move from Junior Cycle.

- It will profile their academic achievement showing the grades achieved in their Junior Cycle exams in June – using the new grading scale
- It will show their CBA 1 and 2 descriptors
- It will show their "Other Areas of Learning"

New Junior Cycle Grades		
A	≥ 90 to 100	Distinction
B	≥ 75 and < 90	Higher Merit
C	≥ 55 and < 75	Merit
D	≥ 40 and < 55	Achieved
E	≥ 20 and < 40	Partially Achieved
F	≥ 0 and < 20	Not Graded (NG)

JUNIOR CYCLE PROFILE OF ACHIEVEMENT 2019

Mary Murphy

DOB: February 13th 2003

STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 109872

English (H) [1]	Achieved
Business Studies	Distinction
Science	Higher Merit
Irish (H) [2]	C
History (H)	C
Mathematics (H)	B
Geography (H)	A
French (H) [3]	D
Technology	B
CSPE (C)	B

Classroom-Based Assessments - Subjects

ENGLISH	
Oral Communication	In line with Expectations
Collection of Texts	Above Expectations
BUSINESS STUDIES	
Business in Action	Exceptional
Presentation	Exceptional
SCIENCE	
Extended Experimental Investigation	Above Expectations
Science in Society Investigation	Above Expectations

Classroom-Based Assessments - Short Courses

Coding	In line with Expectations
Physical Education	Above Expectations

Other Areas of Learning

Learning experiences could include student engagement with:

- activities relating to guidance, pastoral care and student support, and a school's own religious education programme
- co-curricular activities that complement the taught curriculum, and that augment and consolidate learning in a deliberate way, for example, students engaging in a science fair; students participating in a musical performance; students participating in a debating competition; students participating in a dance performance
- other specific learning opportunities that do not form part of subjects or short courses, for example, leadership training, school attendance initiatives, participation in a homework club

Principal **Year head** **Roll Number:** 60478Q

How can you Support your child's Learning?

- Ask "what did you learn at school today" instead of "what did you do"
- Encourage your child to take pride in their work and to work to the best of their ability

- Discuss any feedback your child gets – bring success criteria into the conversation
- Try to take time to check in with your child to see how they feel they are learning in each class
- Reflect on any feedback and try asking how they can use the information to help them with their future learning.

Questions?

Thank you

ST. ANGELA'S SECONDARY SCHOOL
URSULINE CONVENT, WATERFORD

TEL. 051 876510, FAX: 051 879022

Email: office@ursw.ie

Website: Www.ursw.ie