

Parents Information Evening - Third Year 2018-19

September 2018

Year Structure

Class Tutor

(G. Farrelly, S. Leahy, H. Fitzpatrick)



Year Head

(O. Patton)



Deputy Principal

(T. McCormick)



Principal

(F. Boyle)

Year Structure - First Year

▶ Third Year Bhliain Ní Pheatain

▶ Year Head - Orla Patton

▶ Tutors

▶ Rang Ní Faircheallaigh Grainne Farrelly

▶ Rang Ní Laochdha Sinead Leahy

▶ Rang Mac Giolla Phádraig Hugh Fitzpatrick

▶ A pastoral care and a management structure

Role of the Class Tutor

- ▶ To monitor daily the attendance and punctuality of each student in their rang
- ▶ To sign and collect absence notes
- ▶ To alert Year Head to concerns re absenteeism and punctuality
- ▶ To collect work from teachers if a student is absent for prolonged period
- ▶ To monitor the journal of each student in their rang weekly
- ▶ To deal with written referrals of minor incidents and then liaise with Year Head
- ▶ To promote their rang at assemblies and prize-giving ceremonies
- ▶ To distribute information, notes and forms when and where necessary

Role of the Class Tutor

- ▶ To care for students in their rang
- ▶ To praise and recognise student effort and achievement
- ▶ To follow the school code of behaviour and disciplinary procedures

Role of the Year Head

- ▶ To oversee the welfare and well-being of a year group so that learning is supported
- ▶ To provide support for individual students where a need arises
- ▶ To have formal contact with the year group at assemblies
- ▶ To support the work of the Tutors
- ▶ To support teachers in implementing the Code of Behaviour and monitoring student progress
- ▶ To help the students to develop a sense of belonging
- ▶ To promote self-esteem and self-confidence
- ▶ To oversee the academic progress of students

Role of the Year Head

- ▶ To sign leaving school early notes
- ▶ To monitor late arrivals and absenteeism
- ▶ To acknowledge students good work and efforts
- ▶ To encourage students to participate in extra-curricular activities

Role of the Year Head

- ▶ To promote good relationships with and between all students and teachers
- ▶ To monitor academic progress
- ▶ To promote and follow anti-bullying procedures
- ▶ To take responsibility for promoting the positive aspects of good discipline and behaviour

Behaviour

- ▶ Code of Behaviour and School Rules
- ▶ Uniform Policy
- ▶ Mobile Phones and Digital Devices
- ▶ **Restorative Practice**

Student Voice

- ▶ In class and corridors
- ▶ Assemblies
- ▶ Parent Teacher Student Meetings
- ▶ Surveys
- ▶ Student Council
- ▶ **Restorative Practice**

Attendance

- ▶ 167 Days
- ▶ Absences 20 days and over are reported to Tusla
- ▶ Flagged with parents once concern arises
- ▶ Phone/email school
- ▶ Note in Journal with reason for non attendance
- ▶ Text system

Absences

▶ Causes:

- ▶ Illness
- ▶ Family circumstances e.g. bereavement
- ▶ Holidays - please schedule out of school term
- ▶ Medical Appointments - please schedule out of school term

Leaving Early

- ▶ Note for Year Head
- ▶ Sign out book
- ▶ Return to school book
- ▶ Reporting sick

Late

- ▶ 8:45 start
- ▶ Sign late book in Office with a note in Journal
- ▶ Late x3 = detention

Forgetting Items

- ▶ Two Options
- ▶ 1 Do without - students are expected to manage themselves
- ▶ 2 Parent brings in the item - student can phone from the office
- ▶ Forgot lunch or lunch money - we can sort that

Mobile Phones & Digital Devices

- ▶ Not allowed in school
- ▶ If phones are essential for an after school pick up then students can bring them in and leave the phone in the front office
- ▶ Social Media awareness
- ▶ Messages are being sent at 2am between students

Organisation

- ▶ Lockers
 - ▶ Break time
 - ▶ Shelving
- ▶ Books and equipment
 - ▶ Folders (Coloured)
- ▶ Clothes
 - ▶ Labelled
 - ▶ PE Uniform - Can wear on the day they have PE
- ▶ Timetable

What happens in class

- ▶ Registration
- ▶ Learning intentions
- ▶ Instruction/Modelling
- ▶ Active methodologies e.g. group work, role play, drama, graphic organisers
- ▶ Brain breaks
- ▶ Outcomes
- ▶ Summary/Reflection

Homework

- ▶ Record in the Journal
- ▶ After school study and Wednesday afternoon
- ▶ OneNote and Microsoft Teams App
- ▶ Third Year - approx. 2.5 to 3 hours daily
- ▶ Will balance out over the coming weeks

Junior Cycle

- ▶ Reformed to cater for the needs of Second Year students and promote greater engagement over the course of the Junior Cycle
- ▶ Reformed to develop learning and management skills that Irish students were found to be lacking
- ▶ Reformed to meet the diverse learning needs and skills of students



Classroom Based Assessments (contd.)

CBAs will be undertaken during a defined time period within normal class contact time and to a national timetable. Students will complete one CBA in second year and one in third year.

Once the second CBA is completed students in third year will complete a written Assessment Task. This task, set by the National Council for Curriculum and Assessment (NCCA), is undertaken during normal class time and will be sent to the State Examinations Commission (SEC) for marking. This Assessment Task will be worth 10% of the overall mark in the case of most subjects. At the end of third year, students will sit the final SEC examination in June. CBAs will be reported on in the JCPA using the following descriptors:-

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

Short Courses

Schools may offer short courses on their junior cycle programme. A short course is designed for approximately 100 hours of student engagement across two or three years of the junior cycle. Short courses have been made available by the NCCA in Coding, Chinese Language and Culture, Digital Media Literacy, Artistic Performance, Philosophy, Civic, Social and Political Education, Physical Education and Social Personal and Health Education (including Relationship and Sexuality Education). Schools may also develop their own short courses to meet their students' needs.

Other Learning Experiences

Students will have the opportunity to engage with a range of other learning experiences as part of their junior cycle programme and these can be recorded on the JCPA. Other learning experiences play a critical role in ensuring that students are provided with a broad and balanced educational experience. These learning experiences could include student engagement in a science fair, a musical performance or a debating competition.

They could also include extracurricular activities, such as:

- membership of the school student council or school clubs and societies
- participation in school sporting activities

Reporting in Junior Cycle

A new reporting structure at junior cycle will contribute to the personal and educational development of students. It will support and underpin ongoing learning and assessment.

Reporting will:

- Provide information to parents about their son's or daughter's achievement and progress in school
- Support students in their learning by suggesting next steps or providing feedback to help students' self-evaluation

Student Wellbeing

Your child's wellbeing is of central importance to his/her educational success and overall happiness. As a result Wellbeing will become a core part of your child's junior cycle experience. This area of learning includes, amongst others, Physical Education, Civic, Social and Political Education, Social, Personal and Health Education (including Relationship and Sexuality Education) and Guidance.

Level 2 Learning Programmes

There is a new junior cycle pathway for students with particular special educational needs called Level 2 Learning Programmes (L2LPs).

These are successfully taking place in special schools and are available for some students in mainstream post-primary schools also. Students completing this programme will have their results reported on the JCPA.

For further information on the new Junior Cycle visit:-

www.curriculumonline.ie for subject and short course specifications and information regarding assessment

www.jct.ie for teacher CPD information and general information regarding the new junior cycle



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Junior Cycle Information for Parents of Post-Primary Students

An initiative of the Department of Education

Junior CYCLE for teachers



Junior Cycle: A broad education for your child

The new junior cycle will place the student at the centre of the learning process. It allows for new ways of learning and a broader range of skills to be properly assessed. This leaflet aims to inform parents of post-primary school students about the key changes underway.

Principles, Key Skills and Statements of Learning

Underpinning the new junior cycle are a set of principles, key skills and statements of learning. These will ensure that your child receives a rich educational experience that has both breadth and depth. Your child will have access to a varied curriculum of knowledge, skills and values.

Eight principles underpin the framework for Junior Cycle. These inform the planning for, as well as the development and implementation of, junior cycle programmes in all schools. The eight principles of Junior Cycle are *Learning to Learn, Choice and Flexibility, Quality, Creativity and Innovation, Engagement and Participation, Continuity and Development, Inclusive Education and Wellbeing*.

Eight key skills permeate across the entire curriculum



Through engaging with the key skills 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

The twenty-four statements of learning describe what your child should know, understand and value having participated in junior cycle. Schools will ensure that all statements of learning feature in the programme offered to their junior cycle students.

How student achievement at Junior Cycle will be assessed

The release of the Junior Certificate results by the State Examinations Commission (SEC) in September 2016 marked the end of an era. In the future, junior cycle students will receive a new Junior Cycle Profile of Achievement (JCPA). The JCPA will reflect a much wider range of your child's achievements over the three years of junior cycle. The JCPA will report on a number of areas, including:-

1. Subjects
2. Classroom Based Assessments
3. Short courses
4. Other Learning Experiences

Subjects

Schools will be able to choose from a total of 21 different subjects for inclusion on their junior cycle programme. All subjects are being revised and each one will have its own specification replacing what was previously known as a syllabus. Each specification describes the learning that takes place as part of the student's study of a subject in junior cycle. By 2019 all new subject specifications will have been introduced. Students can study a maximum of 10 subjects for the JCPA, and if their school offers short courses they can study 9 subjects plus 2 short courses or 8 subjects plus 4 short courses for certification purposes.

The state examination that students sit in their subject at the end of their junior cycle will also be graded differently. Instead of A, B, C, D, E, F and NG the following descriptors will now be used:

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

New subject specifications are being implemented in schools on a phased basis



Classroom Based Assessments

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. CBAs will be undertaken in subjects and short courses and will be facilitated by the classroom teacher.

Assessments

- ▶ Classroom tests as per subject
- ▶ Christmas Assessments/Pre Mocks: November 19-21; 26 & 27
- ▶ Mock Exams: February 11 - 15
- ▶ Summer Assessments - State Exams in June - Classes finish on 31 May 2019
- ▶ Classroom Based Assessments for New Junior Cert - Second and Third Year
- ▶ Assessment is a continuous process - reporting takes place afterwards

Classroom Based Assessments - CBAs

▶ Defined period of time where students are asked to do:

- ▶ Research
- ▶ Editing
- ▶ Presenting findings

On specific topics and scaffolded by teacher

Research

- ▶ Find out information on a topic from a variety of sources e.g. interview, texts, online

Classroom Based Assessments - CBAs

- ▶ **Editing**
 - ▶ Distilling the researched information
- ▶ **Presentation**
 - ▶ Oral format
 - ▶ Booklet format
 - ▶ Practical presentation
 - ▶ Collection of texts
 - ▶ Dramatic Production

Classroom Based Assessments - CBAs

- ▶ Points to Note
- ▶ It is Classroom Based i.e. English CBA takes place only in timetabled English Class
- ▶ There is a 3 week time allocation to do this
- ▶ Assessment Report Descriptors
 - ▶ *Yet to meet expectations*
 - ▶ *In line with expectations (this is where many students will find themselves)*
 - ▶ *Above expectations*
 - ▶ *Exceptional*
- ▶ The focus is skills based to allow students develop and show their skills
- ▶ If a student misses time then they miss the CBA

Classroom Based Assessments - CBAs

- ▶ How is the CBA reported on the Junior Cycle Profile of Achievement (JCPA)?
- ▶ CBA1 Descriptors (2nd Year)
- ▶ CBA2 Descriptors (3rd Year)
- ▶ CBA2 in Third Year contains an assessment task = 10% of the final state assessment
- ▶ Final Assessment (2 hour State Exam) = 90%

Final Assessment

- ▶ 90% of the total

- ▶ Descriptors

 - ▶ Distinction

 - ▶ Higher Merit

 - ▶ Merit

 - ▶ Achieved

 - ▶ Partially

Coimisiún na Scrúduithe Stáit
Junior Cycle

Percentage breakdown by candidates by grade awarded in English

Junior Cycle

Percentage breakdown by grade awarded in English/Béarla

Level	Year	Total	Distinction	Higher Merit	Merit	Achieved	Partially Achieved	Not graded
Higher	2018	48,900	2.5%	19.9%	53.1%	20.5%	3.8%	0.2%
	2017	48,236	1.8%	20.3%	59.6%	15.9%	2.3%	0.1%
Ordinary	2018	12,998	2.8%	26.5%	47.2%	17.5%	5.3%	0.7%
	2017	12,755	2.9%	33.2%	46.8%	13.0%	3.7%	0.4%

Important Dates: Third Year

▶ English

- ▶ *Latest date for student completion of The Collection of the Student's Texts*
- ▶ **Friday 30th November 2018**

- ▶ Window for completion of the *Assessment Task*
- ▶ **Monday 3rd -Friday 7th December 2018**

- ▶ Latest date for award of provisional descriptors by the teacher:
Wednesday 12th December 2018

- ▶ Latest date for completion of *Subject Learning and Assessment Review* and for award of final descriptors by the teacher
Monday 17th December 2018

Important Dates: Third Year

▶ Business

- ▶ Period during which students spend three weeks completing *Business Presentation*

- ▶ Monday 12th November to Friday 7th December 2018

- ▶ Window for completion of the *Assessment Task*

- ▶ Monday 10th - Friday 14th December 2018

- ▶ Latest date for award of provisional descriptors by the teacher

- ▶ Monday 17th December 2018

- ▶ Latest date for completion of *Subject Learning and Assessment Review* and for award of final descriptors by the teacher

- ▶ Friday 21st December 2018

Important Dates: Second Year

▶ Science

- ▶ Period during which students spend three weeks completing *Science in Society Investigation*

- ▶ Friday 7th December 2018 to Friday 25th January 2019

- ▶ Window for completion of the *Assessment Task Monday*

- ▶ 28th January - Friday 1st February 2019

- ▶ Latest date for award of provisional descriptors by the teacher

- ▶ Thursday 7th February 2019

- ▶ Latest date for completion of *Subject Learning and Assessment Review* and for award of final descriptors by the teacher

- ▶ Monday 11th February 2019

Oral Examinations

- ▶ Gaeilge and French
- ▶ Window: 8 January - 9 March 2019
- ▶ Examined in school by class teacher and graded in school
- ▶ Results submitted to SEC in March

- ▶ Optional but work 20% of the marks
- ▶ Final exam worth 80%

Motivational Meetings

- ▶ Assessing current situation
- ▶ Set goals and targets
- ▶ Plan a course of action
- ▶ Review

Examination Papers

- ▶ Bulk order of papers to school
- ▶ Benefits
- ▶ All students have same papers
- ▶ 10 - 15% cheaper than in shop
- ▶ Some subject do not have papers printed

- ▶ Cost?

Mock Examinations

- ▶ February 11 - 15
- ▶ Papers sourced externally
- ▶ Teachers will correct scripts - not send away
- ▶ Cost for papers: approx. €40 but will be confirmed in spring time

State Examination

- ▶ Cost €109
- ▶ Paid directly to SEC online
- ▶ Free for holders of in date Medical Card but details must be registered

After-School Study

- ▶ Monday, Tuesday and Thursday
 - ▶ 3:55 - 5:15pm
- ▶ Wednesday
 - ▶ 1:20 - 3:00pm
 - ▶ €3 per evening

Future Plans

- ▶ Junior Cycle
 - ▶ First exam cohort
- ▶ Transition Year
 - ▶ Survey opinions
- ▶ Senior Cycle
 - ▶ Leaving Cert, Leaving Cert Applied, Leaving Cert Vocational
- ▶ Facilities
 - ▶ Playing field
- ▶ Whole School Review and Self Evaluation

Parents' Association

and

Parents' Council