Parents’ Information Evening
WELCOME
“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela
The aim of this session is to discuss ...

- Why changes are happening in Junior Cycle

- The Junior Cycle Programme - aims, specifications and assessment & reporting

- How you can support your child’s learning in the new Junior Cycle.
But do we really need to change?
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
Structure Of Junior Cycle

- 8 Principles
- 24 Statements of Learning
- 8 Key Skills
24 Statements of Learning

Statements of Learning - English

1. Communicates effectively in English
   - variety of means
   - range of contexts

7. Uses technology & digital media tools to learn, communicate, work & think collaboratively & creatively in a responsible & ethical manner.

2. Creates, appreciates & critically interprets variety of texts

6. Bring ideas from conception to realisation

3. Appreciates the process & skills involved in creating & presenting artistic works

5. Describe, illustrate, interpret, predict & explain patterns & relationships

4. Appreciate & respect diverse values, beliefs & traditions & how these contribute to our communities / culture
Your child in First Year

Sept 2015
English Short Courses

Sept 2016
English Science Business Studies Short Courses

Sept 2017
English Science Business Studies Irish Art, Craft & Design Modern Languages Short Courses
Junior Cycle Programme

- Students will study 10 specifications as part of their Junior Cycle programme.
- English, Irish and Maths are mandatory.
‘The purpose of assessment at this stage of education is to support learning’.
What are Classroom Based Assessments?

- There are two classroom based assessments for each specification.
- One takes place towards the end of 2nd year and the other before Christmas in 3rd year.
- They are assessed by teachers.
- Students are awarded descriptors rather than grades.
  - Exceptional
  - Above Expectations
  - In Line with Expectations
  - Yet to meet Expectations
Ensuring Quality

- Schools will organise “Subject Learning and Assessment Review” (SLAR) meetings
- Teachers will compare their assessment of students’ work and ensure a common approach across the school
- Teachers and schools will be supported by a team of assessment associates working with Junior Cycle for Teachers
- CPD will be provided for teachers to ensure that the Classroom-Based Assessments align to a national standard
Assessment Task

Following the second **Classroom Based Assessment** there will be a formal written **Assessment Task worth 10% of overall grade** in December of 3rd Year

- Manageable and short
- Undertaken in class and supervised by the teacher
- Not marked or commented upon by the teacher
- Submitted to the SEC and marked along with the terminal exam in each specification
The State Exams - June of 3rd Year

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

**Subjects**
- English, Irish and Maths specified at Higher and Ordinary levels
- All other specifications at a Common Level
- Duration of 2 hours
How will the written exam change?

- Gone is the predictability of the old exams; in its place are questions that require students to analyse and think critically.
- Instead of traditional grades, such as As and Bs, students would be graded using descriptive terms such as “merit” or “distinction”.
- The exam in June is worth 90%
The final exam will be reported using the following grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>&gt;= 90 to 100</td>
</tr>
<tr>
<td>Higher Merit</td>
<td>&gt;= 75 and &lt; 90</td>
</tr>
<tr>
<td>Merit</td>
<td>&gt;= 55 and &lt; 75</td>
</tr>
<tr>
<td>Achieved</td>
<td>&gt;= 40 and &lt; 55</td>
</tr>
<tr>
<td>Partially Achieved</td>
<td>&gt;= 20 and &lt; 40</td>
</tr>
<tr>
<td>(not graded)</td>
<td>&gt;= 0 and &lt; 20</td>
</tr>
</tbody>
</table>
Assessment & Reporting

1st Year October Assessment → 1st Year Christmas Exams → 1st Year February/March Assessment → 1st Year Summer Exams

2nd Year October Assessment → 2nd Year Christmas Exams → 2nd Year CBA 1 April/May → 2nd Year Summer Exams

3rd Year CBA 2 September → 3rd Year Assessment Task December → 3rd February Mock Exams → 3rd Year Final State Exams
The reporting process at Junior Cycle will culminate in the award of the Junior Cycle Profile of Achievement to students. It will reward achievement across all areas of learning as is applicable to the student.
In summary - what will be different for your child?

- Smoother transition from primary to post primary
- Students more actively involved in their learning
- Greater emphasis on literacy, numeracy and the key skills
- More focus on learning how to learn
- Assessment will be part of everyday learning
- Combination of terminal exams with assessment of school work
- Improved feedback and reporting to parents/guardians
How can I support my child’s learning?

- Show interest, ask questions, listen and affirm
- Read notes and progress reports that are sent home
- Attend school meetings and events
- Encourage your child to participate fully in learning opportunities both within and outside school
- Encourage your child to develop skills and take on challenges in and out of school
- Support them by creating structures and routines so that they can keep up with homework and project work
- Promote good sleep, diet and exercise habits
- If you need more information, please contact the school
You are the greatest resource in your child's learning