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Policy; Junior Cycle Policy

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Amendments and Reviews.

- Ratified by the Board on 12/12/2024.

This is a living document and may be reviewed and amended to take into account new guidance or agreements with education partners as appropriate for primary and special schools

Our Lady of Good Counsel

Junior Cycle Programme

Policy Statement:

The Junior Cycle program is exclusively available to students attending Our Lady of Good Counsel (OLGC) Special School who are aged between 12 and 14 years in September of their first year in the program. The Junior Cycle is a three-year continuous program. Planning and implementation will be dynamic and will change to meet the academic needs of all pupils in OLGC school.

Junior Cycle students will be required to complete Priority Learning Units (PLUs) at either Level 1 or Level 2. Students can complete PLUs at different levels. For instance, one student may complete the Numeracy PLU at Level 1 and the Communication and Literacy PLU at Level 2.

Teachers of students starting their first year of the Junior Cycle program in September will have to evaluate their students and confer with the previous year's teacher before determining the most appropriate level of PLU for each student. By November of that school year, the class teacher, in consultation with ETB teachers and the previous year's teacher, will have decided the level of each PLU the student will study.

Each student will be required to complete two short courses within three years, in addition to the PLUs, as part of their Junior Cycle.

Junior Cycle Level 1

Vision for the Level 1 Learning Program (L1LP)

Students are the focal point of the teaching and learning process. They will receive an educational experience that caters to their individual needs and empowers them to live, learn, work, and contribute autonomously to their communities.

The learning experience for pupils participating in the L1LPs includes:

- the pupil's L1LP
- other learning experiences
- wellbeing
- elements of the pupil's personalised programme (IEP).

The following PLUs (Priority Learning Units) are offered to pupils at Level 1

- Communication, Language and Literacy
- Numeracy
- Personal Care and Wellbeing
- Being Part of a Community
- Physical Education
- The Arts

Assessment

Assessment is a crucial component of any learning program as it helps in promoting learning and supports teaching. Initially, the pupils' starting point is determined, and then they are supported in comprehending the new learning material. The assessment generated by L1LP Priority Learning Units is conducted in the classroom. Evidence of the pupils' learning is collected in a portfolio by the teacher over three years for assessment. To make the assessment process easier, each piece of evidence should be clearly marked with the relevant PLU and Learning Outcome. A cover header sheet is prepared at the end of each year, which shows the year, the teacher, and the SNA's who collected the evidence. The teacher who collected the evidence for the X, Y, or Z plan of that year signs the cover header sheet.

The portfolios provide students with tangible evidence of their progress and accomplishments. They discuss, review and share their portfolio with teachers, parents, and peers as appropriate, which enhances their self-esteem as active pupils. Examples of types of evidence of learning that might be included in the portfolio are:

- written work
- project work
- homework
- charts,
- diagrams,
- photographs
- audio or video recordings of the pupil's participation in an activity, event, or achievement
- recordings of work in the arts.

Junior Cycle Profile of Achievement Level 1

The assessment of PLUs (Programme of Learning Units) and short courses, as well as the Junior Cycle Profile of Achievement (JCPA) awarding, is based on the achievement in both PLUs and short courses.

At JC level 1, the assessment is based on one of the following descriptors: Successfully Completed or Progress Achieved.

To be recorded on the JCPA as Successfully Completed, the evidence must indicate that the pupil has achieved the majority (51%) of learning outcomes in a PLU or short course.

To be recorded on the JCPA as Progress Achieved for each PLU and Short Course, evidence must be provided that indicates the pupil has benefited from accessing some learning outcomes for that PLU.

After completing their Junior Cycle program, students will have three years of evidence of learning in their Junior Cycle Evidence Folder. The Junior Cycle Profile of Achievement (JCPA) will not be available to students in June of their Junior Cycle third year. However, in the winter of the following school year, teachers will have access to the Esinet database, and the JCPA Certificates (Appendix 3) will be generated and given to the students.

Junior Cycle Level 2

Vision for the Junior Cycle Level 2 Learning Program (L2LP)

Our teaching and learning approach places students at the heart of everything we do. Each student will receive a personalized educational experience that caters to their unique needs

and equips them with the skills and knowledge they require to live, learn, work, and make meaningful contributions in their communities with a high degree of independence.

The following Priority Learning Units (PLUs) are offered to pupils at Level 2

- Communication and Literacy
- Numeracy
- Personal Care

Assessment:

The assessment generated by L2LP Priority Learning Units is conducted in the classroom. Teachers gather evidence of students' learning over the span of three years during junior cycle and store it in an evidence folder. The teacher is responsible for grading each piece of evidence. It is important that each piece of evidence is clearly marked with the relevant PLU and Learning Outcome. At the end of each year, a cover header sheet is created, indicating the year, teacher, and SNA who collected the evidence. This sheet is signed by the teacher who collected the evidence for the X, Y, or Z plan of that year. The JCPA documents the achievement of the pupils' work of PLUs, as reported by the school.

Examples of types of evidence of learning that might be included in the portfolio are:

- written work
- project work
- homework
- charts, diagrams, photographs
- audio or video recordings of the pupil's participation in an activity, event, or achievement
- recordings of work in the arts.

Junior Cycle Profile of Achievement Level 2

The Assessment of PLUs and short courses and the awarding of the JCPA is school-based.

The evidence of learning gathered in the L2LP evidence folder will be presented for the Junior Cycle Profile of Achievement (JCPA).

The PLUs are divided into elements and learning outcomes. For achievement in each PLU to be recorded on the Junior Cycle Profile of Achievement (JCPA), pupils must present evidence of learning in a majority (51%) of the learning outcomes in **each** element of that PLU. The assessment Descriptor for Level 2 is 'Achieved'.

For each Level 2 short course, achievement recorded on the JCPA requires meeting quality features of the Classroom Based Assessment (CBA). By the end of the third year, students will have completed their Junior Cycle program. All evidence of their learning during those three years will be collected in their Junior Cycle Evidence Folder. The Junior Cycle Profile of Achievement (JCPA) will not be given to students in June of their third year. However, during the following school year's winter, teachers will be able to access the Esinet database and generate JCPA Certificates to be presented to the students.

Appendix 1

The Progression Continuum

The progression continuum below consists of 7 pathways, which describe, in broad terms, learning & development at Level 1. These pathways are used to describe the level of achievement for pupils. The pupil's achievement may progress along this continuum for different areas of learning/learning outcomes.

L1LPs Progression Pathways



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.

Appendix 2

Level 1 Learning Programmes Priority Learning Units (PLU)

Junior Cycle L1LP1 <https://www.jct.ie/l1lp/l1lp>

Junior Cycle L2LP2 <https://www.jct.ie/l2lp/l2lp>

Junior Cycle – Level 1 Learning Programmes Priority Learning Units (PLUs)



<p>PLU: Communication, language and literacy</p>	<p>ELEMENT: Developing communicative relationships</p> <p>1.0 Indicate awareness of sensory stimuli in the learning environment</p> <p>1.1 Exhibit successful patterns of attending to stimuli (person/situation) in the immediate environment</p> <p>1.2 Engage in an activity requiring joint attention with one or more peers</p> <p>1.3 Demonstrate functioning in 0th communication order</p> <p>1.4 Show awareness of and/or use tone, body language, gestures, gaze, vocalizations and volume to convey communication</p> <p>1.5 Initiate communication with a familiar adult and peers</p> <p>1.6 Engage in and enjoy a meaningful exchange with a communicative partner</p>	<p>ELEMENT: Understanding</p> <p>1.8 Show recognition of personal and/or standardized objects of reference</p> <p>1.9 Respond to verbal and nonverbal cues related to familiar communicative routines</p> <p>1.10 Attend and respond to increased vocabulary in text</p> <p>1.11 Consistently respond to familiar factual questions</p> <p>1.12 Show signs of anticipating next stage in a familiar activity when presented with a stimulus</p> <p>1.13 Predict outcomes for a familiar or unfamiliar story or event choosing from a range of possible outcomes</p>	<p>ELEMENT: Exploring and using</p> <p>1.14 Clearly indicate preferred objects and/or activities and refuse nonpreferred items</p> <p>1.15 Request repetition and/or more of an/other change of objects or events</p> <p>1.16 Make a request and/or express a need, verbally or nonverbally</p> <p>1.17 Participate in the sharing of a familiar personal object, activity or event</p> <p>1.18 Demonstrate awareness feelings (verbal) or nonverbally</p> <p>1.19 Express interests and opinions through a range of verbal or nonverbal communicative methods</p>	<p>ELEMENT: Reading</p> <p>1.20 Include signs of engagement and enjoyment with stories, texts, poetry, fiction or favourite reading material</p> <p>1.21 Show and handle books, demonstrating familiarity with understanding of the</p> <p>1.22 Show recognition and understanding of symbols, signs, signs, familiar words, letters or visual representations of items</p> <p>1.23 Begin meaning from annotations of signs, symbols or text for enjoyment or aesthetic purposes</p> <p>1.24 Read a book, magazine or other text with understanding</p> <p>1.25 Recall a story read or personal experience using objects, marks, gestures or vocalizations</p>	<p>ELEMENT: Written expression</p> <p>1.26 Show enjoyment while making marks and/or texts, and use pictures, words or symbols to show attention to these</p> <p>1.27 Engage in self-expression of understanding that texts carry meaning</p> <p>1.28 Engage in self-expression of understanding of meaning to create a form of text according to skills, using words or gestures as an appropriate</p> <p>1.29 Explore a variety of materials and surfaces for writing texts</p> <p>1.30 Place marks, signs, symbols or texts in the learned sequence and/or in the correct position for other meaning</p> <p>1.31 Use signs, symbols or text to show experiences, thoughts, opinions, preferences with peers with growing confidence</p>	
<p>PLU: Numeracy</p>	<p>ELEMENT: Awareness of environment</p> <p>2.1 Discover and explore a range of objects/stimuli</p> <p>2.2 Investigate objects/stimuli in motion</p> <p>2.3 Recognize and/or show preferences for objects/stimuli</p> <p>2.4 Match identical items that are familiar to the student</p> <p>2.5 Recognize objects/stimuli that are the same and/or different in one or more ways</p> <p>2.6 Participate in cause and effect activities</p> <p>2.7 Explore the concept of object permanence</p>	<p>ELEMENT: Pattern and sequence</p> <p>2.8 Explore pattern through a variety of sensory experiences</p> <p>2.9 Observe patterns in the student's environment</p> <p>2.10 Engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine</p> <p>2.11 Participate in activities where the aim is to make patterns</p> <p>2.12 Recognize and/or anticipate familiar activities or routines with predictable patterns and sequences</p>	<p>ELEMENT: Developing number sense</p> <p>2.13 Participate in counting activities</p> <p>2.14 Explore and use familiar numerals</p> <p>2.15 Explore the relationship between sets and numbers</p> <p>2.16 Experiment with differences in quantity and the language associated with it</p> <p>2.17 Explore the concepts of addition and subtraction</p>	<p>ELEMENT: Shape and space</p> <p>2.18 Experiment with the movement of body parts in the immediate environment</p> <p>2.19 Participate in activities where the language of movement and position is used</p> <p>2.20 Explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences</p> <p>2.21 Recognize and/or identify shapes in the immediate and local environment</p>	<p>ELEMENT: Measure and data</p> <p>2.22 Investigate objects and language in relation to measurement</p> <p>2.23 Participate in everyday activities associated with measurement in the student's environment</p> <p>2.24 Participate in a shopping experience or in an activity where real money is used functionally</p> <p>2.25 Participate in recording and displaying number and/or familiar data</p>	<p>ELEMENT: Time</p> <p>2.26 Engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week</p> <p>2.27 Explore language, objects and stimuli associated with significant personal and cultural events in the student's life</p> <p>2.28 Participate in activities/tasks that are used to transition from one event to the next or to show the passage of time, waiting or turn-taking</p> <p>2.29 Use instruments such as timers, visual timetables, objects of reference or clocks functionally</p>
<p>PLU: Personal care and wellbeing</p>	<p>ELEMENT: Self-Awareness</p> <p>3.1 Demonstrate awareness of their own body</p> <p>3.2 Show awareness of self in the immediate and/or wider environment</p> <p>3.3 Recognize their own features as being unique to them</p> <p>3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others</p> <p>3.5 Exhibit persistence and the motivation to develop and improve personal abilities and skills</p>	<p>ELEMENT: Personal Care and Hygiene</p> <p>3.6 Co-operate with adults who provide daily support</p> <p>3.7 Participate in personal care routines</p> <p>3.8 Indicate personal care needs or ask for help verbally or non-verbally</p> <p>3.9 Make choices related to personal care</p> <p>3.10 Complete personal care tasks independently</p>	<p>ELEMENT: Food and Nutrition</p> <p>3.11 Use the senses to explore different types of foods</p> <p>3.12 Show awareness for foods</p> <p>3.13 Demonstrate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink</p> <p>3.14 Use eating and drinking utensils</p> <p>3.15 Participate in preparing food</p> <p>3.16 Demonstrate basic hygiene procedures around food</p> <p>3.17 Participate while roles for using kitchen equipment</p> <p>3.18 Participate in making healthy meals</p> <p>3.19 Plan, when safe and possible, personalized healthy food (with support if necessary)</p>	<p>ELEMENT: Emotional wellbeing</p> <p>3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately</p> <p>3.21 Show interest in the feelings expressed by others and react appropriately</p> <p>3.22 Use coping strategies to self-regulate</p> <p>3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities</p>	<p>ELEMENT: Physical wellbeing</p> <p>3.24 Use the body to have an effect on objects in the environment</p> <p>3.25 Move to improve gross motor control of the body</p> <p>3.26 Practice the motor control for self-help</p> <p>3.27 Participate in activities to develop a healthy lifestyle</p> <p>3.28 Identify preferred physical activities</p> <p>3.29 Demonstrate enjoyment of co-operating with peers in team games and group activities</p>	<p>ELEMENT: Personal safety</p> <p>3.30 Demonstrate awareness of others</p> <p>3.31 Demonstrate boundaries between familiar and unfamiliar people</p> <p>3.32 Demonstrate appropriate attention and/or show awareness of another person/people who are help if uncomfortable in a situation</p> <p>3.33 Recognize adults and private spaces and how they are different</p> <p>3.34 Identify or name body parts using correct anatomical language</p> <p>3.35 Follow safety instructions of process</p> <p>3.36 Demonstrate awareness of appropriate</p>

*Text includes all products of language use: oral, gesture, sign, written, visual, electronic and digital

Appendix 3

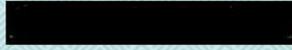
Example of Certificate of Completion



An Roinn Oideachais
Department of Education

Teastas Críochnaithe 2020 Certificate of Completion 2020

Bronnadh an Teastas seo ar
This Certificate was awarded to



a lean clár staidéir na Sraithe Sóisearaí sna Gearrchúrsaí agus/nó
hAonaid Tosaíochta Foghlama seo a leanas
*who followed a programme of study for Junior Cycle in the following
Short Courses and/or Priority Learning Units*

Gearrchúrsaí / Short Courses

Aire a Thabhairt d'Ainmhithe / *Caring for Animals*

Aonaid Tosaíochta Foghlama / Priority Learning Units

Cúram Pearsanta / *Personal Care*

Cumarsáide and Litearthacht / *Communicating and Literacy*

Uimhearthacht / *Numeracy*

Uimhir Rolla/Roll Number: 18208A

Dáta Breithe/Date of Birth: 08-11-2002

Ard-Rúnaí Cúnta/Assistant Secretary

Dalton Tattan

Qualification Framework of Ireland

