

How can you Support your child's Learning?

Here are some practical suggestions:



- When asking a student how they are finding school, the questions we use can make a difference. A simple change in question from “*What did you do at school today?*” to “*What did you learn at school today?*” could bring both of you into a conversation about learning and will help your child to think more about the what and how of learning.
- As the transition into post primary education can be daunting students may feel under pressure to get the right answer to a piece of work. As a result, they may look to you for support when reviewing their work.
- Your child can learn a lot from the mistakes or errors that they make. When supporting your child with their homework it is important to encourage them to take pride in their own work and to work to the best of their ability.
- It may be useful to discuss any feedback your child has received. Students may be able to show you the learning intentions for the work and what success looks like through the success criteria for their work.
- Throughout the year and before parent teacher meetings, try to make time to check in with your child to see how they feel they are learning in each class. You should also share your child's views with the teacher. Reporting on and about learning should be a conversation between students, parents and teachers.
- When you receive a written report home, ask your child to see how they feel the report reflects their progress in class. Try asking how they can use the information in the report to help them with their future learning.

Language of Reporting

CBA Descriptors

Exceptional
Above expectations
In line with expectations
Yet to meet expectations

SEC Examinations

Distinction	90-100%
Higher Merit	75-89%
Merit	55-74%
Achieved	40-54%
Partially Achieved	20-40%
Not Graded	0-20%

L2LPs

Achieved

L1LPs

Successfully Completed
Progress Achieved

Ongoing Reporting at Junior Cycle

‘Reporting in junior cycle will take various forms which may include informal **oral feedback, parent teacher meetings, learning logs and diaries as well as formal end of term and end of topic/unit written reports.** In whichever form is used, effective reporting is an important part of the assessment process as it can provide rich feedback to support student learning.’

NCCA Reporting Guidelines, 2018

Junior Cycle Profile of Achievement (JCPA)

The JCPA gives a rich picture of student progress, learning and achievements across the three years of Junior Cycle. It reports on State Examinations, Classroom-Based Assessments, Wellbeing, Other Areas of Learning and, where relevant, Level 1 and Level 2 Learning Programmes. The JCPA is issued from the school within the calendar year of the examination.

 Follow us on Twitter @JCFforTeachers

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

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

*Information for Parents
of Post-Primary Students*

Ongoing
Assessment
& Reporting
in Junior
Cycle



Ongoing Learning in Junior Cycle

Your child will engage with a range of learning experiences throughout junior cycle such as:

- Discussion with teacher and peers
- Presenting and performing in a variety of different ways
- Thinking critically and reflecting on learning
- Being creative, entrepreneurial and innovative
- Collaborating with each other on the completion of tasks



Ongoing Assessment in Junior Cycle

Ongoing assessment in junior cycle gives an overall picture of how your child is progressing in school. Schools will use a variety of assessment approaches which will support students in demonstrating their understanding, their knowledge and skills and their ability to apply these in ways that would not be possible in a written exam. These different approaches to assessment will provide a broader picture of the student's learning throughout the three years of junior cycle.

Your child will also be encouraged to reflect on how they are progressing in their own learning and to discuss this with their teachers. This will help students to become more independent learners and to develop skills for school, work, life and further study.

A Timeline of Ongoing Assessment in Junior Cycle

	Year 1	Year 2	Year 3
 Students Reflecting on Their Learning Students are encouraged to reflect on how they are progressing in their own learning which supports them in taking ownership of their learning and their development as self-directed learners.			
 Assessment Moments Teachers plan lessons and activities to capture learning. This may include gathering evidence of student knowledge, understanding, skills and values over the three years of their Junior Cycle education.			
 Formative Feedback Teachers provide ongoing support and feedback to help students plan the next steps in their learning. Student collaboration is encouraged to support the sharing of ideas and students learning with each other.			
 Ongoing Reporting Student progress and achievements in learning are reported to parents throughout the three years of Junior Cycle, giving an insight into where students are in their learning and how they can progress further.			
 Classroom-Based Assessments (CBAs) Students will complete CBAs in all subjects and short courses. These are assessed by their subject teachers and take place in second and third year.			
 Final Examination and Assessment Task Students complete a final examination in each subject at the end of third year. In addition, students will complete a project or reflective Assessment Task. These are assessed by the State Examinations Commission.			
 The Junior Cycle Profile of Achievement (JCPA) The JCPA provides a comprehensive picture of student achievement throughout the three years of Junior Cycle. The JCPA is issued from the school within the calendar year of the Final Examination.			