

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers



*Teaching, Learning,  
Assessment and  
Reporting*

SS



## Activity 1



### Consider the changes to assessment in Junior Cycle

What impact have these been having on **students' experience** of learning?

### Activity 2 -What do you know about short courses (post-it)

### Activity 3 – Explore a short course specifications

What is the name of the Short Course?

What are the names of the strands?

What statements of learning are most relevant to the Short Course?

What PLUs are targeted in the Short Course?

What do you think your students would like about the Short Course?

What do you like about the short course?

What do you notice about the wording of learning outcomes?

**Activity 4 – Present your short course**

**Activity 5 - Explore a Classroom Based Assessment**

Structure

Format

Key Skills

## **Activity 6 - Student Experience**

**What are the similarities and differences in the student experience across the CBAs?**

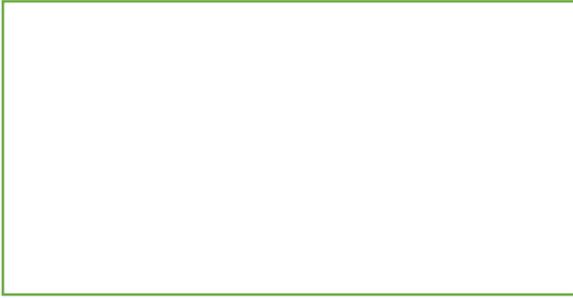
**What role has the student in engaging with the preparation and participation of the CBA moment?**

**Activity 5****Key Skills**

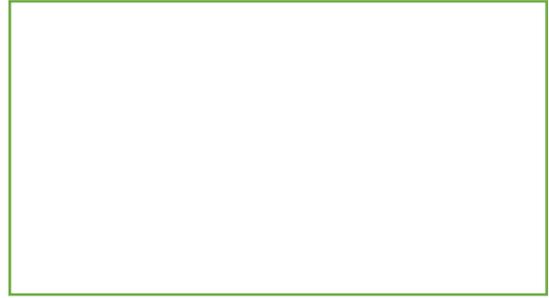
<p><b>Being Creative</b></p> <p>Imagining</p> <p>Exploring options and alternatives</p> <p>Implementing ideas and taking action</p> <p>Learning creatively</p> <p>Stimulating creativity using digital technology</p>	<p><b>Managing Information and Thinking</b></p> <p>Being curious</p> <p>Gathering, recording, organising and evaluating information and data</p> <p>Thinking creatively and critically</p> <p>Reflecting on and evaluating my learning</p> <p>Using digital technology to access, manage and share content</p>	<p><b>Managing Myself</b></p> <p>Knowing myself</p> <p>Making considered decisions</p> <p>Setting and achieving personal goals</p> <p>Being able to reflect on my own learning</p> <p>Using digital technology to manage myself and my learning</p>	<p><b>Communicating</b></p> <p>Listening and expressing myself</p> <p>Performing and presenting</p> <p>Discussing and debating</p> <p>Using language</p> <p>Using number</p> <p>Using digital technology to communicate</p>
<p><b>Working with others</b></p> <p>Developing good relationships and dealing with conflict</p> <p>Co-operating</p> <p>Respecting difference</p> <p>Contributing to making the world a better place</p> <p>Learning with others</p> <p>Working with others through digital technology</p>	<p><b>Staying Well</b></p> <p>Being healthy, physical and active</p> <p>Being social</p> <p>Being safe</p> <p>Being spiritual</p> <p>Being confident</p> <p>Being positive about learning</p> <p>Being responsible, safe and ethical in using digital technology</p>	<p><b>Being Literate</b></p> <p>Developing my understanding and enjoyment of words and language</p> <p>Reading for enjoyment and with critical understanding</p> <p>Writing for different purposes</p> <p>Expressing ideas clearly and accurately</p> <p>Developing my spoken language</p> <p>Exploring and creating a variety of texts, including multi-modal texts.</p>	<p><b>Being Numerate</b></p> <p>Expressing ideas mathematically</p> <p>Estimating, predicting and calculating</p> <p>Developing a positive disposition towards investigating, reasoning and problem solving</p> <p>Seeing patterns, trends and relationships</p> <p>Gathering, interpreting and representing data</p> <p>Using digital technology to develop numeracy skills and understanding</p>

## Activity 7 -Exploring Features of Quality

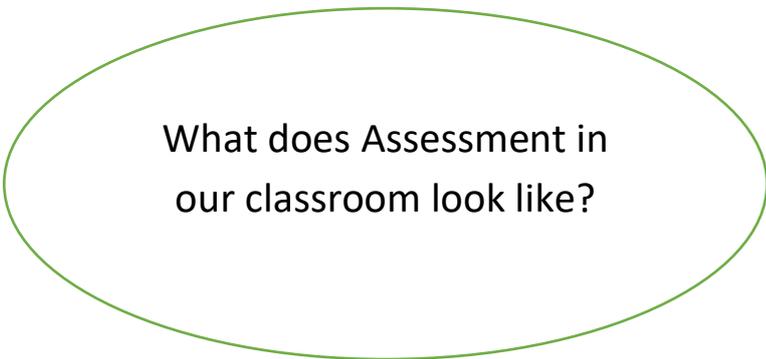
Skills



Content



## Activity 8 – Assessment in our classrooms



What does Assessment in  
our classroom look like?

## **Activity 9 - Planning for Assessment and Learning (Sorting activity)**

### **Activity 10 - Writing learning intentions**

Learning Outcome

### **Activity 11 - Writing success criteria**

Learning Intentions

Success Criteria

Learner Experience

# Activity 12 – Planning an assessment activity

Junior Cycle Teacher Observation/Assessment Sheet: Assessment Activity

Student name:

Class:

Teacher:

Learning outcomes in focus:

Where was the student working:

<u>Code</u>	<u>PLU:</u>	
	<u>Element:</u>	
	<u>Learning Outcome:</u>	
<u>Code</u>	<u>PLU:</u>	
	<u>Element:</u>	
	<u>Learning Outcome:</u>	
<u>Code</u>	<u>PLU:</u>	
	<u>Element:</u>	
	<u>Learning Outcome:</u>	

Background:

Assessment Activity:

Success Criteria

Observations

Next steps

## Activity 13 - Effective Feedback



**What feedback practices do you use?**



**What are the pros/cons of these?**



**What role does a student play?**

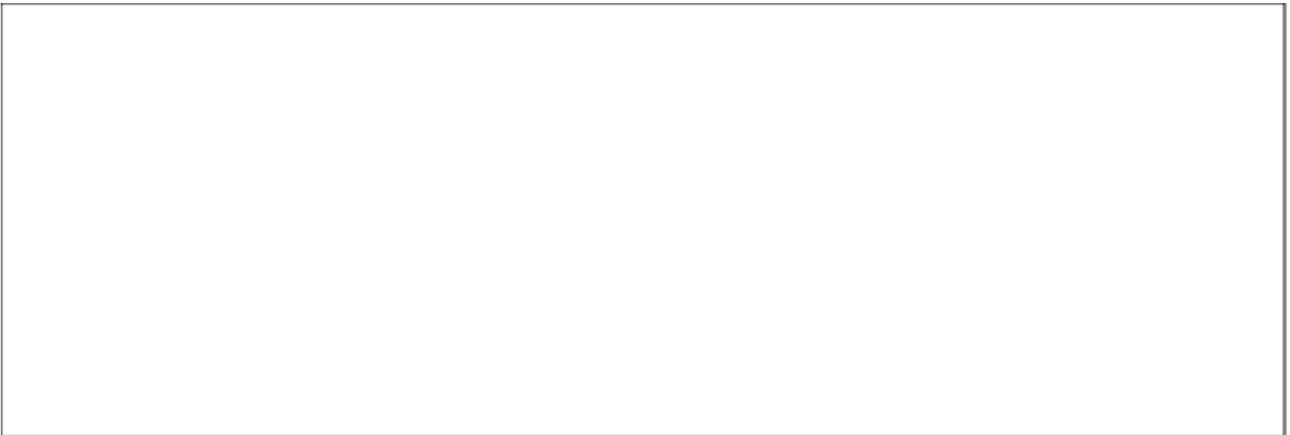
Look at the statements of effective practice on **Teachers' Individual Practice standard 2** below and review the questions on the following page

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>The teacher selects and uses planning, preparation and assessment practices that progress students' learning</p>	<p>Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs.</p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons.</p> <p>Teachers identify and prepare in advance resources suitable for the specific learning intentions of each lesson, or series of lessons, and the learning needs of the class.</p> <p>Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both assessment of learning and assessment for learning.</p> <p>Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.</p>	<p>Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. <b>Learning intentions reflect a developmental and incremental approach to progressing students' learning.</b></p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. <b>Lesson design is flexible to allow for emerging learning opportunities.</b></p> <p>Teachers identify and <b>thoroughly</b> prepare in advance resources <b>tailored to match</b> the specific learning intentions of each lesson, or series of lessons, and <b>individual students' learning needs.</b></p> <p>Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, <b>including personalised learning opportunities</b>, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing <b>all relevant aspects of students' learning</b> using both assessment of learning and assessment for learning.</p> <p>Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. <b>Teachers tailor assessment strategies to meet individual learning needs.</b></p>
	<p>Teachers regularly provide students with constructive, developmental oral and written feedback on their work.</p> <p>Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.</p> <p>Teachers maintain assessment records that are clear, useful and easy to interpret and share.</p>	<p>Teachers regularly provide students with constructive, developmental oral and written feedback. <b>Teachers use feedback to work with students on clear strategies for improvement.</b></p> <p>Teachers share and <b>co-create</b> success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and <b>identify areas for improvement and strategies to achieve improvement.</b></p> <p>Teachers maintain assessment records that are clear, useful, easy to interpret and share, and <b>tailored to students' individual learning needs.</b></p>

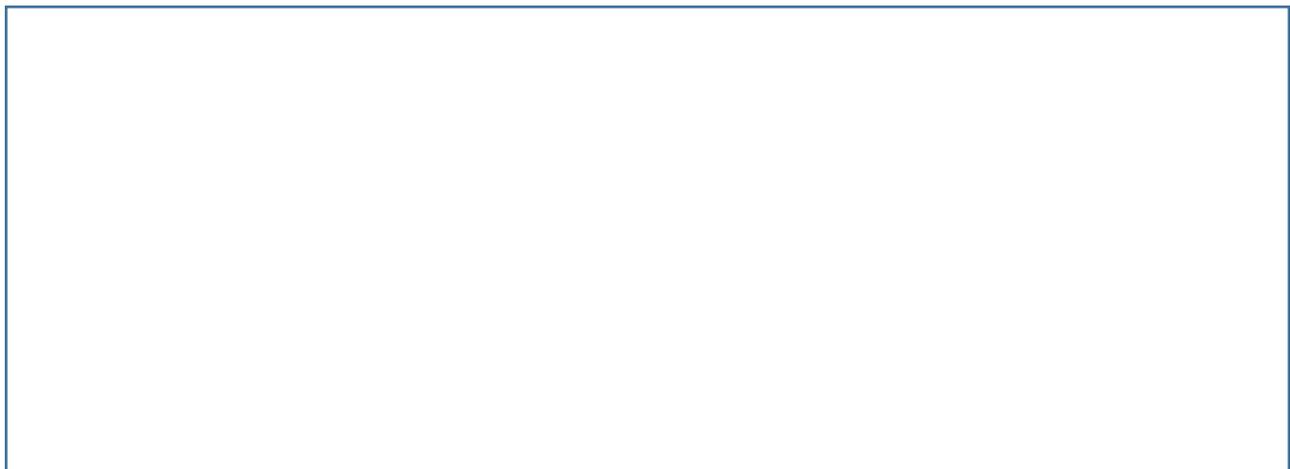
**1. How effective is my practice?**



**2. How do I know? What evidence do I have?**



**3. What area of practice is there scope for improvement?**



Look at the statements of effective practice on **Teachers' Collective/Collaborative Practice** within standard 3 below:

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.	Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.
	Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently.	Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently <b>and is reviewed collectively.</b>
	Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and includes the collective review of students' work.	Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and <b>is underpinned by</b> the collective review of students' work.
	Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs.	Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs <b>and are built on progressively as the student moves through the school.</b>

1. Where are we?

2. How far have we come?

3. How far do we have to go

Notes

An tSraith Shóisearach do Mhúinteoirí

# JuniorCYCLE

for teachers

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