

Assessment of the L1LPs and the JCPA

Priority Learning Units (PLUs):

Assessment of the PLUs is school based.

A portfolio of evidence will be created by students completing the L1LPs. This can be in hard copy and/or electronic form.

Short Courses:

Assessment of the Level 1 Short Course(s) is through a Classroom-Based Assessment (CBA). CBA in short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in formal examinations.

Progress Achieved or Successfully Completed are the descriptors used on the (JCPA)

Priority Learning Units:

Progress Achieved will be recorded on the JCPA where a student accesses and achieves *some* learning outcomes within a PLU.

Successfully Completed will be recorded on the JCPA where there is evidence of a student accessing and achieving the *majority* of learning outcomes within the PLU in their portfolio.

Short Courses:

Progress Achieved will be recorded on the JCPA when a student has *accessed some* learning outcomes from the strands in the short course.

Successfully Completed will be recorded on the JCPA when a student successfully meets the Features of Quality for the Short Course CBA.



Where can I get more information?

L1LPs Guidelines and Level 1 Short Course specifications are available on:

www.curriculumonline.ie

JCT supports schools and teachers of L1LPs by facilitating Continuing Professional Development (CPD) activities, and providing high quality teaching and learning resources. Our core workshops introduce L1LPs and focus on their implementation. They also consider planning for the teaching of the L1LPs.

JCT will provide various elective workshops as school require.

Find out more information:

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An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Junior Cycle
Information
on
Level 1
Learning
Programmes
(L1LPs)



Introduction

There is a new Junior Cycle pathway for students with particular special educational needs called Level 1 Learning Programmes (L1LPs).

L1LPs emphasise that learning for students:

- should focus on the early communication, cognitive, life and functional skills as well as sensory needs that underpin all future learning
- must be meaningful and interesting for them, offering opportunities for them to build on what they are able to do rather than focusing on what they cannot do
- is planned through a holistic approach and takes account of students' preferred sensory and learning channels and their ways of processing information



Students following L1LPs are at the centre of teaching and learning. They will have an educational experience that addresses their individual needs and enables them to live, to participate, to learn, to work and contribute to the communities in which they belong. They should be enabled to do this with the greatest degree of autonomy.

What?

L1LPs are made up of Priority Learning Units (PLUs) and Short Courses. There are three NCCA designed Short Courses: *Around the World in Eighty Days*; *Food Glorious Food*, and *Keeping Well, Looking Good, Being Great*.

Who?

Students following L1LPs are likely to be at an early stage of cognitive development. They may have an identification of a general learning disability in the low moderate to severe and profound categories.

These students would have an existing individual education plan and would most likely be in a special class placement within a special school or mainstream school setting.

Why?

L1LPs have been introduced to provide an inclusive, realistic, purposeful and beneficial education for some of our learners.

Level 3 and/or Level 2 do not meet all of the learning needs and abilities of all students. All students can now access the Junior Cycle at a level appropriate to their abilities.

When?

The launch of the L1LPs took place in May 2018. They are available for schools to use from September 2018.

The first accreditation of L1LPs will be in 2021. Students will then receive a Junior Cycle Profile of Achievement (JCPA)

Priority Learning Units

The L1LPs will build upon prior learning and are designed primarily around six Priority Learning Units (PLUs) and short courses.

The PLUs include:

1. Communication, Language and Literacy
2. Numeracy
3. Personal Care and Wellbeing
4. Being Part of the Community
5. The Arts
6. Physical Education

PLUs are broken down into Elements. Each Element covers a number of Learning Outcomes.

Learning outcomes developed for L1LPs are broadly aligned with the indicators at Level 1 of the National Framework of Qualifications.

As each student is on an individual learning journey, a *progression continuum* has been developed to identify where a student may be at in relation to chosen learning outcomes and learning experiences.

There are seven milestones of progression: experiencing, attending, responding, initiating, acquiring, becoming fluent and generalising.

Each milestone has a number of descriptive indicators to assist students, teachers and parents/guardians in judging if this is where a student is at.