

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

**L1LPs & L2LPs  
Outside the  
Classroom  
Webinar  
Autumn 2020**



## **Communication**

### **How?**

- **An agreed whole school approach to a 2-way sustainable method of communication for teachers/parents/students (especially vulnerable) via email, website, twitter, letter, post, Facebook, text, telephone, online platforms). Be mindful of capacity and infrastructure and technical experience.**
- **Agreed timeframe for communications**
- **Build in structures and systems for check-in (time and frequency) between school and home to support delivery of curriculum in the remote learning environment i.e. weekly work plan of agreed priorities for week.**
- **Whole school approach/ procedures for provision of feedback on learning to students and students' work.**

### **Challenges?**

- **Ensuring safeguarding considerations are maintained and in line with school's child protection policy especially with online communications**
- **Co-ordination of agreed schedule of communications (individual or team?) especially about how students work can be sent e.g. email, Google classroom etc.**
- **Infrastructure and parents' and teachers' capacity**
- **Developing a manageable plan of work for students**
- **Avoiding the temptation to overwhelm parents and students with lists of websites etc.**

### **Opportunities?**

- **Scope for variety of learning opportunities other than digital.**
- **Mechanisms for teachers, parents and students to communicate in a sustainable, manageable, collaborative manner**
- **Digital assemblies (live/recorded)**

## Communication with those at Home Reflection

After the video in Slide 13, consider the following questions.

How will you communicate with those at home?

How can you all work together to maintain positive relationships?

Have you agreed on expectation in student-centred learning scenarios?

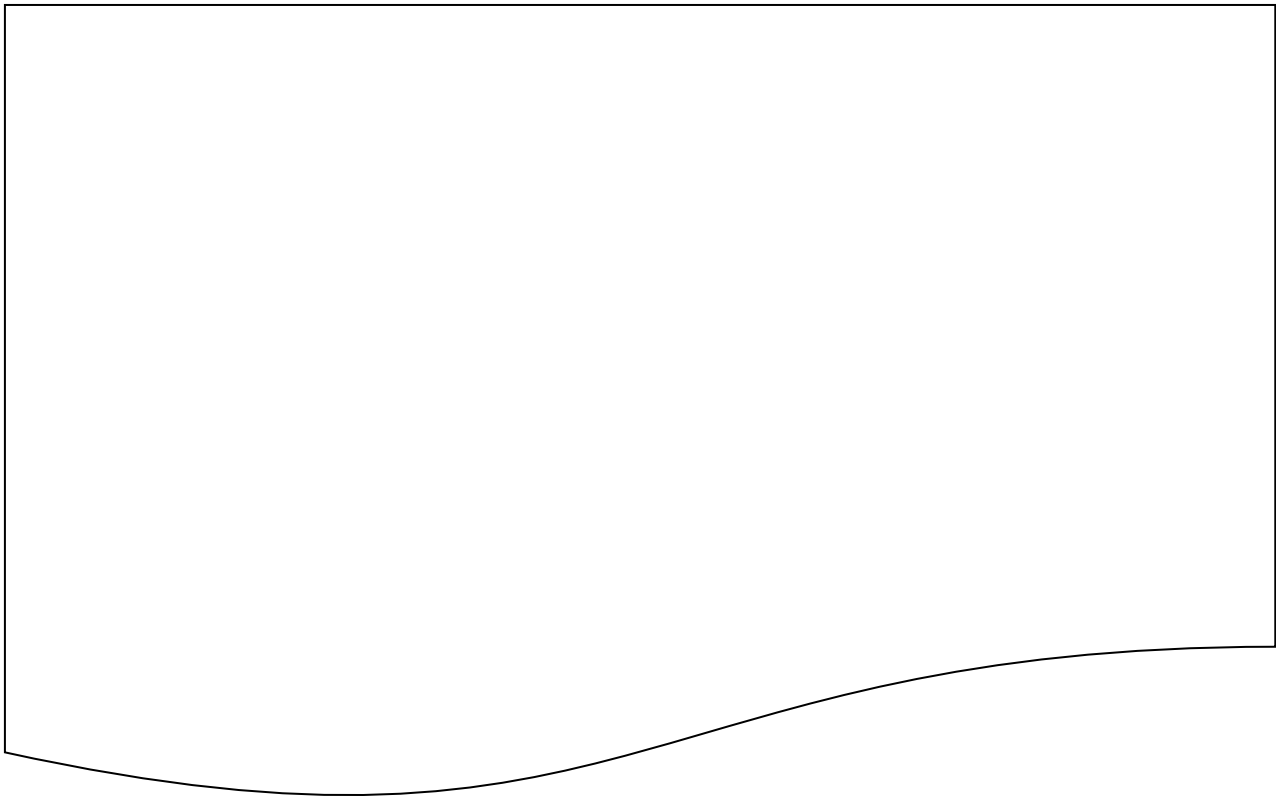
Is training and support required to be able to support parents with home learning?

What will happen if parents opt out of home learning?

## Positive Experiences from lockdown Reflection

**After the video in slide 15, reflect on some of the positive results or experiences provided for your students, their families, yourselves and the school.**

For example, recognition of age and stage, appreciation of the types of supports required, more collaboration between SET and class/subject teachers, highlighting what home and school life is really like,



## Contingency Planning Reflection

**After the video in slide 17, reflect on contingency planning in your context**

What will be your contingency plan?

Who will plan and implement the different components of the contingency plan?

How will you capture student, teacher and parent voice in the building of this plan?

When will this contingency plan spring into action?

What evaluative systems will you have in place to check the effectiveness of the plan?

# Wellbeing Resources

## L1LPs PLUs and Wellbeing Indicators

PLU and Wellbeing Links  
COMMUNICATIONAL LANGUAGE & LITERACY

Remove the symbols under each learning outcome if you do not

Indicators of wellbeing

Learning Outcome	Health	Wellbeing	Relationships	Learning
1.1	✓	✓	✓	✓
1.2	✓	✓	✓	✓
1.3	✓	✓	✓	✓
1.4	✓	✓	✓	✓
1.5	✓	✓	✓	✓
1.6	✓	✓	✓	✓
1.7	✓	✓	✓	✓
1.8	✓	✓	✓	✓
1.9	✓	✓	✓	✓
1.10	✓	✓	✓	✓
1.11	✓	✓	✓	✓
1.12	✓	✓	✓	✓
1.13	✓	✓	✓	✓
1.14	✓	✓	✓	✓
1.15	✓	✓	✓	✓
1.16	✓	✓	✓	✓
1.17	✓	✓	✓	✓
1.18	✓	✓	✓	✓
1.19	✓	✓	✓	✓
1.20	✓	✓	✓	✓

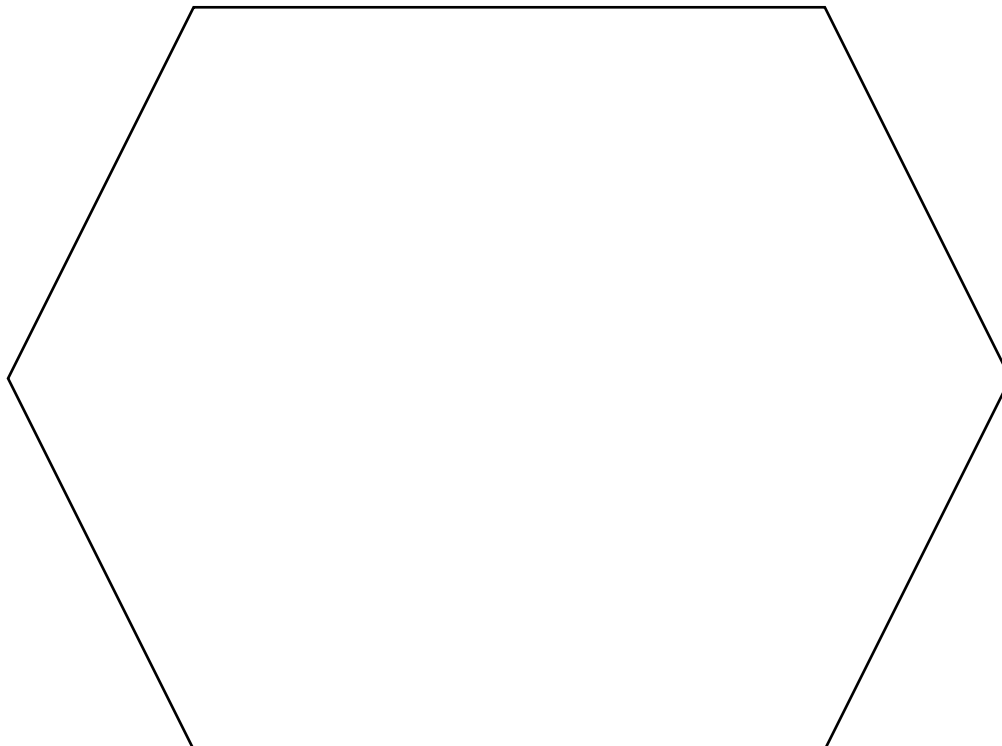
## L2LPs PLUs and Wellbeing Indicators

COMMUNICATING AND LITERACY

Learning Outcome	Health	Wellbeing	Relationships	Learning
1.1	✓	✓	✓	✓
1.2	✓	✓	✓	✓
1.3	✓	✓	✓	✓
1.4	✓	✓	✓	✓
1.5	✓	✓	✓	✓
1.6	✓	✓	✓	✓
1.7	✓	✓	✓	✓
1.8	✓	✓	✓	✓
1.9	✓	✓	✓	✓
1.10	✓	✓	✓	✓
1.11	✓	✓	✓	✓
1.12	✓	✓	✓	✓
1.13	✓	✓	✓	✓
1.14	✓	✓	✓	✓
1.15	✓	✓	✓	✓
1.16	✓	✓	✓	✓
1.17	✓	✓	✓	✓
1.18	✓	✓	✓	✓
1.19	✓	✓	✓	✓
1.20	✓	✓	✓	✓

## Recognising other tasks at home as learning

Consider a day in the life of your student. What does he/she do? How can these tasks be tied to learning and learning outcomes?



# L1LPs L2LPs Numeracy Outside the Classroom

## L1LPs:

2.1 Discover and explore a range of objects/stimuli

2.9 Observe patterns in the students environment

## L1LPs:

2.13 Participate in counting activities

2.15 Explore the relationship between sets and numbers

## L1LPs:

2.23 Participate in everyday activities associated with measurement in the student's environment

How might the home learning tie to learning outcomes from the L1LPs/L2LPs?

Where can you find maths at home?

**What different items can you count in your kitchen?  
What different ways can you count them? (by 2s, 3s, 5s, 10s, etc)**

**What numbers can you find in your kitchen? What are they used for?  
Can you find something that measures time? measures temperature?**

**Choose two items from your fridge. How are they the same? How are they different? Think about size and shape.**

**Choose a carton, box or container of food from a cupboard or the fridge. What shape is it? How can you figure out how much it holds?  
Does it have any information on it that you can read and understand by using and thinkig about mathematics?**

**With adult permission, make a snack or a meal for your family.  
What math do you think about to follow a recipe?  
What calculations would you need to do to halve or double the recipe?**

**Set a table for your family. How many things do you need?  
Can you think about using symmetry or patterns?**

**What math ideas could you investigate in your kitchen?**

## L2LPs:

2.8 Recognise numbers up to 100 in N, e.g. knowing how many zeros for tens, hundreds

2.10 Add two-digit whole numbers that total less than 100 in the context of an everyday situation

## L2LPs:

2.16 Locate appropriate temperatures on a cooker dial, e.g. gas mark 4, 200 degrees Celsius

2.20 List some examples of weight and capacity from daily life, e.g. knowing own weight, a litre of milk

## L2LPs:

2.44 Name common 2D and 3D shapes in everyday life, e.g. circles, rectangles, cubes, cylinders, and spheres

2.52 Solve problems to work out the passage of time

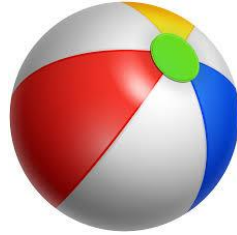
## L1LPs L2LPs PE Outside the Classroom

### PE Anywhere Tic Tac Toe

Hop on the spot for 30 seconds. How many can you do?



Throw a ball or rolled up sock up into the air and catch. Start with a little throw and see how high you can get. How many can you do in 30 seconds?



Throw a beanbag or rolled up sock into hoops or containers. How many can you score?



How far can you jump on two feet? Use socks to mark and measure the length.



Use a spoon and any object that you can balance on it. How many times can you get from marker to marker without dropping your egg?



How many skips can you do in 30 seconds?



Run from one marker to the next. How many can you do in 30 seconds?



How many star jumps can you do in 60 seconds?





## Assessment Resources

### Junior Cycle Teacher Observation/Assessment Sheet: Assessment Activity

Student name: \_\_\_\_\_ Class: 2<sup>nd</sup> Year

Teacher: \_\_\_\_\_

Learning outcomes in focus: 2.11 & Strand 1

Where was the student working: Classroom/Community

<u>Code</u>	<u>PLU:</u>	Communication & Literacy
	<u>Element:</u>	Using expressive arts to communicate
	<u>Learning Outcome:</u>	1.24 Produce a piece of work for display
	<u>History Learning Outcome:</u>	2.11 and Stand 1

**Background:** Working towards CBA 1 'The Past in My Past'. Student reflects on the display format that best suits their chosen topic.

**Assessment Activity:** The student will choose a way to display the research, find out key information on their chosen topic, create the display and reflect on the display. The student will find and use at least two sources for their research

#### **Success Criteria**

I can write a good question /I can explain why I started with this question

I can explain why my chosen topic is historically important

I can gather information for my chosen topic

I can describe how I found information about my chosen topic

**Observations:** How did the student engage with their chosen research?

What advise/supports /areas for improvements might the teacher give?

**Next steps:** What is happening next? Where can the student go next to build and develop on the work they have completed and where can the teacher provide supports and scaffolding for future learning.

## Student Reflection

Circle your answer. Only your teacher will read this.

I am happy with my work today?



I listened well today



I worked hard today



I had fun in class today



I learned something new today



I have a question about today



Anything else I want to tell my teacher about today

\*Teachers should adapt this to meet the strengths and needs of their students. Students should be encouraged to express their responses in whatever way they feel comfortable.

## Student Self-Assessment

Name \_\_\_\_\_

Date \_\_\_\_\_

Today I am practicing/learning to: learning intention(s)

Assessment Activity: (link) (staple to back)

### Post Activity Check in

I have started this  I still need help with this  I can do this

This makes me feel



Teacher Notes

\*Teachers should adapt this to meet the strengths and needs of their students. Students should be encouraged to express their responses in whatever way they feel comfortable

Some questions you may like to discuss in relation to assessment.

### **Outside of the Classroom:**

- How are parents/guardians involved in their child's assessment?
- Is assessment information clearly communicated to parents/guardians?
- Are assessment criteria constructed in discussion with students so there are clear expectations of what success looks like?
- Does/How does the student play an active role in assessment according to his/her abilities and priority needs?

### **School:**

- How does the assessment allow student to demonstrate what they know, understand, and can do? (this is applicable to outside of the classroom also)
- How does the assessment task match student's abilities, apply challenge and allow for differentiation of outcome?
- How will the student have opportunities to engage with peer and self-assessment?

## Further Supports

Please find below links to resources and supports referenced during tonight's' webinar

[L1LPs L2LPs Back to School Padlet](#)

[L2LPs Wellbeing Planning Resources](#)

[L1LPs Wellbeing Planning Resources](#)

[NCSE theme of the week](#)

[Remote Special Ed Resources](#)

[NCSE Home Routines](#)

[Updated Strategies for Active Engagement](#)

[L1LPs Sample Assessment Task](#)

[L2LPs Sample Assessment Task](#)

[Assessment Task Editable](#)

[Student Self Assessment Editable](#)

[Student Self Reflection Sample](#)

[Tic Tac Toe Editable](#)

[PE At Home - Sample](#)

[Numeracy at Home Sample](#)

[Numeracy at Home Editable](#)

[L1LPs L2LPs Mailing List](#)

Further supports for the videos clips shown tonight, plus additional video clips can be found on the resources section of the L1LPs and L2LPs pages on [www.jct.ie](http://www.jct.ie)

## Contact details

Administrative Office:  
Monaghan Ed. Centre,  
Armagh Road,  
Monaghan.  
[www.metc.ie](http://www.metc.ie)

An tSraith Shóisearach do Mhúinteoirí  
**JuniorCYCLE**  
for teachers

Director's Office:  
LMETB,  
Chapel Street,  
Dundalk.

For all queries please contact

[info@jct.ie](mailto:info@jct.ie)



Follow us on Twitter



[@JCforTeachers](https://twitter.com/JCforTeachers)

[www.jct.ie](http://www.jct.ie)

[www.ncca.ie](http://www.ncca.ie)

[www.curriculumonline.ie](http://www.curriculumonline.ie)



**JCT L1LPs/L2LPs**

@JCTL1LPs\_L2LPs [Follows you](#)

Official Twitter account of Junior Cycle for Teachers L1LPs/L2LPs Team, a Department of Education & Skills support service for schools. Queries to: info@jct.ie

📍 Monaghan Education Centre [jct.ie](http://jct.ie) 📅 Joined June 2017

115 Following 2,114 Followers