



Update: Reporting on Physical Education on the Junior Cycle Profile of Achievement (2021)

Detail of how Physical Education may be reported as part of the Wellbeing area of learning on a student's eventual Junior Cycle Profile of Achievement (JCPA) was provided within the [Circular Letter 76/2020](#) which outlines the 'Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2020/21 whereby:

Reporting on students' learning in Wellbeing aims to provide a picture of what students have learned about wellbeing and the skills they have developed to support their wellbeing. It is expected that schools will report on student learning about wellbeing as part of ongoing assessment and reporting throughout Junior Cycle.

Wellbeing will now be reported on through the JCPA for the first time in 2021.

*Wellbeing will show in a separate area of the JCPA. It is in this area that schools will report on student achievement in CSPE, SPHE and PE. This will be facilitated by the use of the descriptors which have already been developed and reflect the appropriate language of learning.**

- Exceptional,
- Above Expectations,
- In Line with Expectations, or
- Yet to Meet Expectations

The Wellbeing area of the JCPA will also include a free text space where schools can report on achievement in Wellbeing in other areas as set out in section 2.7. Further information on this may be found in the JCPA Handbook.

**Footnote: Where students are not following the short course, the descriptor awarded by the teacher should reflect the student's learning and achievement during the course of study.*

State Certified Final Examinations		Classroom-Based Assessments - Subjects	
Irish L2 (H)	Achieved	IRISH L2	Language Portfolio Communicative Task In line with Expectations
Mathematics (H)	B	MATHS	Oral Communication The Collection of Relevance Texts Above Expectations
English (H) **	Achieved	BUSINESS STUDIES	Business in Action Presentation In line with Expectations
Business Studies (C)	Distinction	IRISH L1	Oral Communication Student Language Portfolio Above Expectations
French (C)	Higher Merit	IRISH L1	Oral Communication Student Language Portfolio Above Expectations
Geography (H)	A	IRISH L1	Extended Experimental Investigation Science in Society Investigation Above Expectations
History (H)	C	IRISH L1	Peer-Process in Evaluation Communicative and Reflect Above Expectations
Science (C)	Higher Merit		
Visual Art (C)	Higher Merit		

Other Areas of Learning		Classroom-Based Assessments - Short Courses	
May take part in a school drama performance, learned to inspire herself and build her communication skills.		Digital Media Literacy	Above Expectations
May participated in the school Science Competition (2nd's Applied where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.		Theology	In line with Expectations
May through her role as Class Representative learned to communicate effectively as a voice for the students in her class.			
May worked collaboratively with others, in the organisation and promotion of the school card service for the local community.			
May was a member of the school campaign team, where she committed to training and developed her confidence in physical activity.			

Wellbeing	
CSPE	Not Reported
SPHE	Not Reported
PE	Above Expectations

Other Areas of Wellbeing	
In SPHE, they reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.	
May completed a project in CSPE where she learned about the social and economic impact of homelessness.	
As part of the school's Wellbeing Programme, they participated in lessons where she learned about the influence of social media, peer pressure and stereotypes in the digital world.	

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This JCPA recognises and records achievements in Junior Cycle.

Subject Learning and Assessment Review (SLAR) to support effective reporting.

The holding of the SLAR meeting is an important part of the assessment process. These meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally set Features of Quality. Further detail of the SLAR process. Professional Time, which is time allocated to teachers each week to engage in a range of professional collaborative activities, will facilitate teachers attendance at Subject Learning and Assessment Review meetings. The NCCA developed [Guide to the Subject Learning and Assessment Review \(SLAR\) process](#) and associated resources are available [here...](#)



Update: Reporting on the JCPA in the context of the range of curricular options

[Circular Letter 76/2020](#), which outlines the 'Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2020/21, states that:

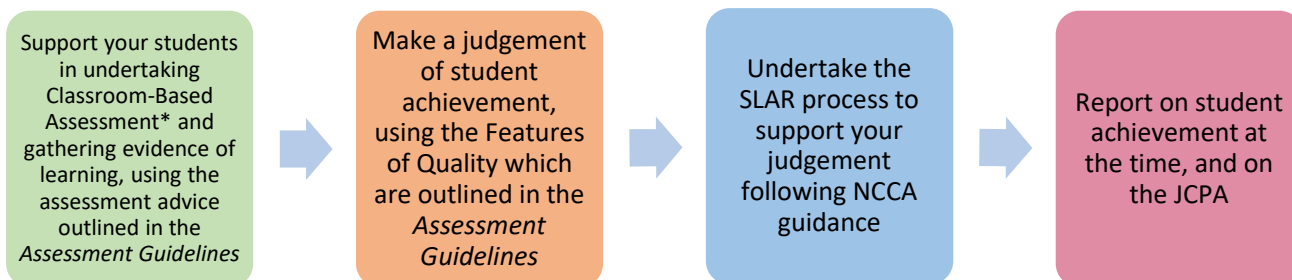
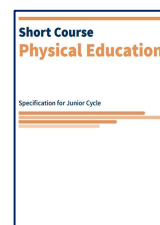
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- *Exceptional,*
- *Above Expectations,*
- *In Line with Expectations, or*
- *Yet to Meet Expectations*

The NCCA-developed **short course specification for Physical Education** is available [here...](#)

The associated **Assessment Guidelines for Physical Education** are available [here...](#)

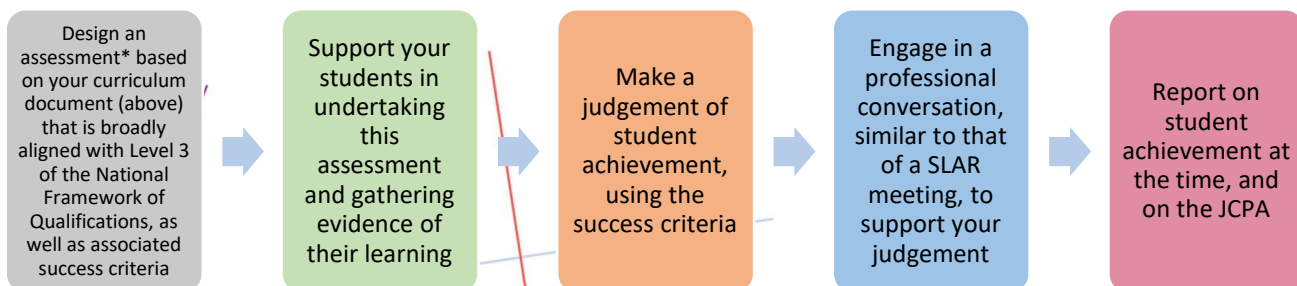
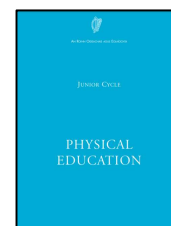
The NCCA developed **Guide to the Subject Learning and Assessment Review (SLAR) process** and associated resources are available [here...](#)



**Assessments may be modified to meet the needs of learners following a Level 1 or Level 2 Learning Programme*

The **Junior Cycle Physical Education Syllabus** is available [here...](#)

The DES-issued **Circular 76/2020** which outlines the 'Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2020/21' is available [here...](#)



**In the context of supporting the needs of learners following a Level 1 or Level 2 Learning Programmes, assessments designed should be broadly aligned with Level 1 or Level of the NFQ*