

# ST KILLIAN'S SCHOOL

## Post-Primary Junior Cycle Policy

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### **Introductory Statement**

As St Killian's embarks on a change of school provision by extending education for some pupils to post-primary, this policy gives details of the first steps of the process.

This document will be amended over the next 6 years to include new information, programmes and requirements. The BOM of St Killian's in partnership with the NCSE has agreed to create six new Special Post-Primary Classes through a retention model.

Pupils within St Killian's School who meet the criteria for these classes will be retained, one class per year (6 pupils) from September 2024 to September 2029.

### **Rationale**

The purpose of this policy is:

- ❖ To provide an inclusive learning environment in the post-primary classes where all are encouraged to achieve their potential
- ❖ To enable each student to develop social and personal skills, thus enhancing self-esteem
- ❖ To encourage students to participate in specific curriculum leading to recognised achievements through the Junior Certificate Profile of Achievement, following this pupils will then engage in a Senior Cycle Programme (currently undergoing consultation and design by the NCCA and Education Partners Level 1 and Level 2).
- ❖ To allow students to achieve personal successes through academic achievement, social and personal skills and to focus on well-being and esteem.
- ❖ Every pupil has an opportunity to do well and achieve, regardless of academic ability. This increases a sense of achievement and builds confidence and self-esteem. All areas 'achieved' and 'experienced' in the L2LP will be included in the Junior Cycle Profile of Achievement (JCPA). Other Achievements and Wellbeing programmes participated in are also included in the JCPA.

### **Admission to Post-Primary Classes (Retention Model)**

Classes will be made up of pupils who meet the following criteria.

1. Pupil in St Killian's Primary School
2. Pupil with a diagnosis of Autism and Mild/Mod ID
3. Pupil with a diagnosis of Autism and a recommendation for continuation into the Post-Primary Provision provided by a Psychologist/MDT/NEPS, outlining why the placement is appropriate.

# ST KILLIAN'S SCHOOL

## Post-Primary Junior Cycle Policy

---



4. Consultation with the school management will also form part of the decision making process, this will be facilitated through a phone call/meeting with individual parents in the Spring Term of each year.
5. The classes will cater for children who are 12 years of age or more and 18 years of age or less on the 1st September of the school year in question, unless there is specific approval from the Department of Education and Skills for a particular student who is outside this upper age limit.
6. If there are more than 6 pupils who meet these criteria the BOM in consultation with the Principal will set the number of students who may be admitted.

### **Curriculum**

Post-Primary Classes will follow the Level 1 and Level 2 Programmes for Junior Certificate and associated short courses and assessment procedures. Pupils who undertake Level 1 and/or Level 2 will participate in completion of portfolio work for the PLUs (Priority Learning Units) and a CBA (Class Based Assessment) for the short courses completed.

1. Assessment of pupils in the Post-Primary Class will be carried out in September and an appropriate pathway of study outlined.
2. A parent consultation meeting will be scheduled by the end of September to identify the proposed study pathway and parents will be asked to sign the outline of the Learning Plan.
3. The Learning Plan will be reviewed termly to ensure that each pupil is on track to achieve the learning outcomes for the term.
4. The Learning Plan signed by parents will be uploaded on to Aladdin.
5. All pupils in Junior Cycle engage with the Level 1/2. In addition CBAs (classroom based assessments) are completed by all students, some at Level 1 and others at Level 2. Where appropriate some students may also study Level 3 Short Courses.

### **Code of Behaviour**

1. Parents will be asked to sign the Code of Behaviour for St Killian's in relation to the Post Primary Class.

### **Quality Education Provision**

1. In order to ensure a quality curriculum and learning experience for all pupils it is expected that pupils can engage in school ready/learning behaviours for periods of time.
2. Pupils will be supported in their learning with the provision of an appropriate learning environment, access to visual/written schedules, safe spaces and movement/sensory breaks.

# ST KILLIAN'S SCHOOL

## Post-Primary Junior Cycle Policy

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3. Pupils requiring time to regulate will be supported by the use of Zones of Regulation and pro-active strategies put in place by staff. (These will be outlined on the pupil My Safety and Welfare Plan.)
4. In order to manage escalated behaviours that distract from peer learning consultation with the class-team, school management and parents will be utilised early on to ensure the pupil themselves is supported and that the learning needs of peers are also respected and acknowledged.

### **Engagement with External Bodies and Agencies**

Where appropriate the school will seek support and guidance from external bodies and agencies such as the National Educational Psychological Service (NEPS), the Special Education Needs Organiser (SENO), the NCSE Support Service, the Inspectorate and allied health professionals. This will be particularly relevant in the case of those students presenting with complex needs. The school will facilitate meetings between parents and these support services where appropriate. The school will endeavour to incorporate relevant recommendations from Multi-Disciplinary Teams/Psychology/SLT/OT etc in developing support plans at each level of the continuum of support.

### **Junior Cycle Level 1 Programme**

#### **Vision for the Level 1 Learning Programme (L1LP1)**

Pupils are the focal point of the teaching and learning process, they will receive an educational experience that caters to their individual needs and empowers them to live and learn, to work and contribute to their families and communities.

The following priority, learning units (P LU) are offered at Level 1:

- Communication, language and literacy
- Numeracy
- Personal care and well-being.
- Being part of the community
- Physical education
- The arts
- Well-Being

#### **Assessment for Junior Cycle Level 1 programme**

The assessment of L1LP1, PLUs is carried out in the classroom. Pupil learning is saved in a personal pupil portfolio over three years for assessment. Each piece of work is clearly marked

# ST KILLIAN'S SCHOOL

## Post-Primary Junior Cycle Policy

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with the relevant PLU and learning outcome. Teachers will use the interactive portfolio assessment tool provided by the Junior cycle program.

Portfolios may include written work, project, work, homework, charts, diagrams, photographs, audio, or video recordings (with parental permission), pictures, sculptures, and 3-D artifacts.

At JC L1 assessment is based on two descriptors:

- Successfully completed
- Progress achieved

To be recorded on the JCPA (Junior Cycle Profile of Achievement) as **successfully completed**, the evidence must indicate that the pupil has achieved the majority (51%) of learning outcomes in a PLU, or a short course.

To be recorded on the JCPA as **progress achieved** for each PLU and short-course evidence must be provided that indicates the pupil has benefited from accessing some learning outcomes for that PLU.

On completion of the program, JCPA certificates will be generated and awarded to students as per Department of Education timelines.

### **Junior Cycle Level 2 Programme**

The PLUs offered at Junior Cycle Level 2:

- Communicating and Literacy
- Numeracy
- Personal Care
- Living in a Community
- Preparing for Work
- Short Course 1 (CBA)
- Short Course 2 (CBA)
- Wellbeing
- Other Learning Experiences

### **Assessment**

The assessment of L2LP2 PLUs is carried out in the classroom. Evidence of learning is gathered into a portfolio over three years for assessment. Each piece of work is clearly marked with the relevant PLU and learning outcome. Teachers will use the interactive portfolio assessment tool provided by the Junior cycle program.

Portfolios may include written work, project, work, homework, charts, diagrams, photographs, audio, or video recordings (with parental permission), pictures, sculptures, and 3-D artifacts.

# ST KILLIAN'S SCHOOL

## Post-Primary Junior Cycle Policy

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The assessment of PLUs and short courses and the awarding of the JCPA is School based.

The evidence of learning gathered in the L2LP2 portfolio is assessed for the JCPA.

The PLUs are divided into learning outcomes and elements. For achievement in each PLU to be recorded on the JCPA, pupils must show evidence of learning in a majority (51%) of the learning outcomes in each element of that PLU.

The assessment descriptor for level two is **'achieved,'**

For each short course, achievement recorded requires meeting quality features of the classroom based assessment (CBA). By the end of the third year, pupils will have completed their Junior Cycle Programme. All evidence of the learning during these three years will be collected in the portfolio.

On completion of the program, JCPA certificates will be generated and awarded to students as per Department of Education timelines.

### **Curriculum Map**

Year/Intake	Term 1	Term 2	Term 3
September 2024  1st Year	Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts PE Well-being Other Learning Experiences  Level 2 PLU Communicating and Literacy Numeracy	Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts PE Well-being Other Learning Experiences  Level 2 PLU Communicating and Literacy Numeracy	Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts PE Well-being Other Learning Experiences  Level 2 PLU Communicating and Literacy Numeracy

# ST KILLIAN'S SCHOOL

## Post-Primary Junior Cycle Policy



	Personal Care Living in a Community Preparing for Work Wellbeing Other Learning Experiences	Personal Care Living in a Community Preparing for Work Wellbeing Other Learning Experiences	Personal Care Living in a Community Preparing for Work Wellbeing Other Learning Experiences
September 2025  2nd Year	<p>Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts PE Well-being Other Learning Experiences</p> <p>Short Course 1(CBA)</p> <p>Level 2 PLU Communicating and Literacy Numeracy Personal Care Living in a Community Preparing for Work Short Course 1 (CBA) Wellbeing Other Learning Experiences</p>	<p>Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts PE Well-being Other Learning Experiences</p> <p>Short Course 1(CBA)</p> <p>Level 2 PLU Communicating and Literacy Numeracy Personal Care Living in a Community Preparing for Work Short Course 1(CBA) Wellbeing Other Learning Experiences</p>	<p>Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts PE Well-being Other Learning Experiences</p> <p>Short Course 1(CBA)</p> <p>Level 2 PLU Communicating and Literacy Numeracy Personal Care Living in a Community Preparing for Work Short Course 1 (CBA) Wellbeing Other Learning Experiences</p>
September 2026  3rd Year	<p>Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts</p>	<p>Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts</p>	<p>Level 1 PLU Language and Literacy Numeracy Personal Care and Well-being Being Part of the Community The Arts</p>

# ST KILLIAN'S SCHOOL

## Post-Primary Junior Cycle Policy



	PE Other Learning Experiences Short Course 2(CBA)	PE Other Learning Experiences Short Course 2(CBA)	PE Other Learning Experiences Short Course 2(CBA)
	Level 2 PLU Communicating and Literacy Numeracy Personal Care Living in a Community Preparing for Work Short Course 2 (CBA) Wellbeing Other Learning Experiences	Level 2 PLU Communicating and Literacy Numeracy Personal Care Living in a Community Preparing for Work Short Course 2 (CBA) Wellbeing Other Learning Experiences	Level 2 PLU Communicating and Literacy Numeracy Personal Care Living in a Community Preparing for Work Short Course 2 (CBA) Wellbeing Other Learning Experiences
JCPA Award JCT Certificate			
Senior Cycle	Level 1 and Level 2 Programmes.		

### Relevant Legislation/Documentation

Data Protection Act, 2018

Disability Act 2005/Act 200- in relation to assessments/services from relevant bodies eg HSE/CDNT

Education (Welfare) Act 2000

Education Act 1998

Education of Persons with Special Needs Act 2004 (EPSEN Act)

Equal Status legislation 2000-2015

Looking at Our Schools-Post-Primary 2022

Safeguarding Policy

Admission Policy

Code of Conduct

# ST KILLIAN'S SCHOOL

## Post-Primary Junior Cycle Policy

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Attendance Policy  
Post-Primary Curriculum Policy (not yet completed)  
Health and Safety Policy  
Behaviours of Concern Policy  
Acceptable use of IT Policy

JCPAHandbook-<https://assets.gov.ie/245504/4326f97a-b037-47a2-b213-f91a7d1bfceb.docx>

Abbreviations

PLUs-Priority Learning Units

Ratified by BOM June 6th 2024  
Margaret O Keeffee-Chairperson of St Killians School