**Junior Certificate Schools Programme**

The Junior Cert Schools Programme is a national programme sponsored by the DES and NCCA. It supplements the current Junior Cert. programme and is aimed at potential early school leavers.

**Rationale for JCSP Programme**

* A curriculum framework that allows students’ access to JC, those who may be at risk of early school leaving.
* JCSP helps students to experience success and to support positive self-esteem.
* On completion of the programme students receive a profile which is a record of their success and achievement from the DES.
* JCSP main focus is the support of numeracy and literacy in teaching and learning in the classroom.
* Subject based statements are used to support teaching and learning in the classroom.
* Cross curricular links are used to support literacy and numeracy
* Initiatives further support the learning of our pupils

**Programme Objectives**

The JCSP in NCC is based on two fundamental premises: (1) all young people are capable of achieving real success in school and (2) if students, who are struggling to cope with secondary schooling can be given experiences of success in learning while at school, then they are more likely to remain in school and to complete their Junior Certificate examination.

Our Junior Certificate School Programme seeks to:

* retain students in full-time education by addressing factors that are linked to early school leaving
* provide a fresh approach to the Junior Certificate programme
* meet the learning needs of students who are potential early school leavers
* support these students in achieving successful learning outcomes in the

Junior Certificate programme

* improve their skills in literacy and numeracy
* enhance their social and personal development
* support the development of their key skills and life skills
* realise possibilities of progression in education for these students
* improve their school attendance records
* encourage them to identify with and gain satisfaction from being in school
* support them in achieving a final positive record of achievement (JCSP Student Profile)
* support them in achieving the optimum results in the Junior Certification Examination

**Selection Process**

All First Year students will be taking part in the JCSP as we are a designated DEIS school and meet at least one if not more of the criteria outlined below.

**Selection Criteria:**

* Failure to engage with learning in primary school
* Low self-esteem, lack of confidence
* History of absenteeism.
* Poor engagement in the school process.
* Risk of school leaver.
* SEN Students.
* Difficult personal/family circumstances.

**Evaluation of JCSP Students**

Coordinating team will meet weekly to discuss developments and links are made with librarian, tutor, Year heads and care team. Any additional supports required for any student or class group will be discussed and prevision made. Students Review of Programme will take place in a survey format annually

**Review of Programme and development**

Coordinating team will meet and create a timetable where all junior classes are engaged in some JCSP initiative or cross curricular area to support their learning. The team will liaise with teaching staff and provide support in their subject areas and provide .necessary supervision, resources where possible.

Term Reviews will support an overall Annual review each year where staff, pupils and parents will reflect on the JCSP in NCC by use of open forum discussion and surveys

DEIS an JCSP links

 **Targets: Attendance**

1. To reduce the number of students missing 20 days or more by 5% for Junior Cert students.
2. To improve daily attendance by Junior Cert students by 3%
3. To improve senior attendance by 3%
4. To promote good attendance in the school overall.
5. To improve contact between the home and tutors.

**Targets for RETENTION**

1. We are aiming for 100% Retention of all our JC Students
2. 100% Retention of Traveller students to JC
3. Focusing on male/female balance?

**Targets: Educational Attainment**

Improvement of Teaching & Learning

1. Teachers will write Learning Intentions on the board along with the date.
2. Students will take note of the learning intention by writing it into their copies or their journals.
3. Teachers will check HW journals to insure students are writing in their HW
4. Teachers will make use of the KWL system to check on learning in their classes
5. An evaluation of this will be carried out in Term Three by Doreen to check whether the students and teachers feel that these are valuable initiatives.
6. Increase the numbers of students in the school taking Higher Level subjects and reduce the numbers opting for Foundation Level at JCert.

**Targets for Progression:**

1. To increase the number of students progressing to FE by 5%

2. To improve contact between parents and the school & the Guidance Counsellor

 3 .To decrease the number of the students just doing nothing after leaving school

**Targets for Literacy:**

1. To increase the reading ages of our Junior School students by a minimum of 3 months each year
2. To encourage a positive attitude towards reading for meaning and pleasure within the school community
3. To improve the students’ use of subject-specific vocabulary in all subject areas

**Numeracy Targets:**

* 1. To increase a positive attitude towards numeracy in all students
	2. To encourage the use of problem-solving strategies (logic, calculation, estimation, etc.) in all subjects
	3. To encourage all students to use maths formulae when applicable in subject areas (fractions,

**Partnership with Parents & Others**

1. TO IMPROVE LITERACY & NUMERACY THROUGH SUPPORTING PARENTS IN THEIR ROLE AS PRIMARY EDUCATORS
2. TO PROMOTE POSITIVE ENGAGEMENT BETWEEN THE HOME AND THE SCHOOL
3. CONTRIBUTING TO ENSURING A WHOLE SCHOOL APPROACH TO IMPROVING ATTENDANCE, PARTICIPATION
4. AND RETENTION WITH SCP AND IN PARTNERSHIP WITH RELEVANT COMMUNITY AGENCIES

**Highlighted areas above are DEIS/SSE Targeted areas**

**Profiling.**

* Profiling meeting takes place in Nov, March, & April where staff will update their students’ progress.
* Hardcopies of statements are kept by the teacher along with their subject JCSP Plan
* Subject Statements are undertaken by teachers across a wide range of subjects and are used by teachers
	+ To form a framework for teaching a topic or as
	+ An evaluation or self-appraisal for students, of the quality and quantity of work completed.
* Cross-curricular statements are used by class teachers and Learning Support teachers as a motivational and appraisal tool.

**Coordinating JCSP Team**

NCC has a coordinating team who are responsible for the implementation, administration and coordination of the programme. The team has a specific time allocation for carrying out this work. In NCC we have an allocation of 10 class periods.

Eimear – 5

Sarah -3

Ciaran Doherty, School Librarian

Other personal JCSP team will work with subject teachers, resource and learning support teachers, and HSCL teacher Mairead O Brien

The coordinating team performs a variety and duties which include:

* Liaising with teachers’ and students’ needs arising from participation in the Programme.
* Presentation of Programme to New staff, pupils and parents.
* Informing staff of upcoming JCSP initiatives and JCSP national in-service and competitions
* Setting up and maintaining a system of recording student statements.
* Developing and promoting JCSP initiatives in the school. Linking in with School Librarian Ciaran and advertising programme achievements throughout the school.
* Selection off and applying for Initiatives.
* Developing and promoting cross curricular approaches and projects.
* Maintaining stock of JCSP resources and acquiring new JCSP material,
* Managing the school budget for JCSP.
* Organising JCSP celebration events both at Christmas and Easter.
* Review of the Programme in the school.
* Submit 3rd year Profiling data to head office
* Evaluations of initiatives.
* Documentation of JCSP projects and events.

**Teaching Team**

All teachers of Junior Cert classes make up the teaching team. It is up to all teaching team to follow statement selection. Complete JCSP yearly plan and update students’ progress regularly

**Record Keeping**

* Teachers keep their own records of students’ progress in statements.
* Teachers record results in hardcopy provided and update them three times a year in Nov, March & April Profiling meetings
* Postcards are encouraged to send home with the good news each month two subject areas are chosen
* Teachers are asked to use key words section in school journal.
* Key word posters are to be displayed and used regularly.
* Teachers must highlight any students they feel need additional support to the coordinating team. ( especially the invisible students )
* Teachers are encouraged to submit work from students to be displayed throughout the school and presented at PTM’s

**Awarding Statements**

In general, students are awarded a statement when they have completed 80% of the learning targets. To facilitate teachers in making decisions whether a student has completed a statement, the following questions are posed

1. Has the student completed at least 80% of the learning targets?

2. Has the student displayed competence in the following four areas?

* **Frequency** – the student can on 80% plus of occasions carry out the given task.
* **Accuracy** – the student can perform the task accurately enough for the purpose of the task.
* **Independence** – the student can carry out the task almost totally independently.
* **Sustainability** – the student can retain the knowledge or skill for about a month.

**JCSP Resources**

* JCSP Co-ordinator s orders resources twice a year.
* Co-ordinator targets a sample medley of subject specific resources to teachers. Relevant teachers order, through co-ordinator, the resources they want to use.
* KWL resources are used by staff as part of AFL strategies for SSE
* Generic strategic resources are displayed in staffroom; reminders are posted on in-house newsletter and on staff notice board.

**Induction of New Teaching staff**

New teachers are inducted briefly by the Co-ordinator.

A more comprehensive induction can be arranged through JCSP in-services.

**Involvement in JCSP Initiatives**

JCSP Coordinating Team will select initiatives and facilitate cross curricular learning throughout 1st and 2nd year. 3rd year students will engage in project work also with the emphasis on study skills. Evaluation of cross curricular learning is completed by lead teachers. Initiatives evaluations are completed by lead teacher. In addition to Initiatives in NCC

* Make a book is entered each year this is anchored by Ciaran.
* Paired reading in the Primary School setting. Oct- Dec
* Christmas Market Nov- Dec ( all years )
* Celebrations Christmas / Summer
* 3rd Year Study programmes for Parents and students
* JCSP Merit Scheme is under review

 **Parental Involvement**

Parental involvement is encouraged and welcomed in JCSP. Schools increase the frequency of contact with parents by placing emphasis on passing on ‘good news’. The following strategies are used to nurture and support regular contact with parents:

* holding JCSP information meetings throughout the year
* parent teacher meetings
* issuing JCSP brochures, postcards and newsletters to parents
* Involvement of Parents in Christmas Market
* Invitation to JCSP Christmas celebration and awards morning
* JCSP graduation events and presentation of final JCSP Student Profiles
* visits to the school by parents to view exhibitions and displays of the students’ work

**Professional Development for teachers.**

Co-ordinator attends the JCSP co-ordinators’ meeting. The Calendar of events/ in-service is made available to all staff and availability to attend is at the discretion of management

**Evaluation of the Programme**

The Core JCSP Team meets in May to evaluate the relevance and value of initiatives and profiling for that current year. Recommendations are taken on board for the coming year.

**JCSP Department Links**

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| [Department of Education and Science](http://inarchive.com/nli.php?l=http://www.education.ie&from=http://www.jcspliteracy.ie/useful-links.php) |
| [National Council for Curriculum and Assessment](http://inarchive.com/nli.php?l=http://www.ncca.ie&from=http://www.jcspliteracy.ie/useful-links.php) |
| [Second Level Support Service](http://inarchive.com/nli.php?l=http://www.slss.ie&from=http://www.jcspliteracy.ie/useful-links.php) |
| [Scoilnet Portal for Irish Education](http://inarchive.com/nli.php?l=http://www.scoilnet.ie&from=http://www.jcspliteracy.ie/useful-links.php) |
| [National Centre for Technology in Education](http://www.inarchive.com/page/2012-01-18/http%3A/www.ncte.ie/) |
| [Curriculum Development Unit](http://inarchive.com/nli.php?l=http://www.curriculum.ie&from=http://www.jcspliteracy.ie/useful-links.php) |
| [Office for Internet Safety](http://www.inarchive.com/page/2012-01-18/http%3A/www.internetsafety.ie/) |
| [Webwise](http://inarchive.com/nli.php?l=http://www.webswise.ie&from=http://www.jcspliteracy.ie/useful-links.php)  |
| [State Examinations Commission](http://inarchive.com/nli.php?l=http://www.sec.ie&from=http://www.jcspliteracy.ie/useful-links.php) |
| [Subject Association Representative Group](http://inarchive.com/nli.php?l=http://www.sarg.ie&from=http://www.jcspliteracy.ie/useful-links.php) |