

**RAHEEN  
COLLEGE**



# Raheen College – CTI Clonmel

## JCSP Policy

---

### **Raheen College**

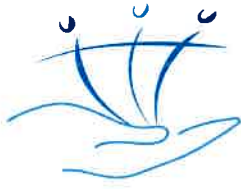
#### **Mission Statement**

The role of our school is to facilitate the students and people of Clonmel and its environs in the acquisition of general and specialised education.

#### **We seek:**

- To encourage the development of the full person through imparting knowledge and skills and through inculcating values.
- To develop critical thinking and to promote informed decision-making skills in students.
- To bring students to an awareness of their identity in a multi-denominational, multi-cultural context.
- To enable the transition to further education
- To encourage the participation of parents in the education of their children.
- To respond to the educational needs of the local community.

# **RAHEEN COLLEGE**



## **Introduction:**

### **What is JCSP?**

The Junior Certificate School Programme is a national programme sponsored by the Department of Education and Science and the National Council for Curriculum and Assessment. It originated in the early school leavers' programmes initiated by the Curriculum Development Unit. Currently the programme is operating in over 240 schools throughout the country.

The JCSP Programme is a social Inclusion Programme. The JCSP Programme was set up as a measure under DEIS to combat the educational disadvantage experienced by students and to bring about educational equality to students who are disadvantaged because their social and/or economic status.

The JCSP Programme was designed as an intervention to support students who were identified as being at risk of not making the transition from Primary school to Secondary school successfully. The JCSP programme was designed to support students considered to be at risk of not remaining in school and sitting the Junior Certificate examination.

JCSP student are students with a range of ability, you may find JCSP students in all classes. All JCSP students sit the Junior Cert examination

### **Junior Cert School Completion Programme Aims:**

The aim of the Junior Certificate School Programme is to provide a fresh approach to the Junior Certificate Programme for potential early school leavers who are struggling to cope with secondary school. It is an intervention for these students based on the concept that all young people are capable of achieving real success in school.

The JCSP programme aims to target improvement in the following areas:

## **RAHEEN COLLEGE**



- **Attendance**
- **Attainment Success**
- **Literacy**
- **Numeracy**
- **Involvement from Home**
- **Communication Skills**
- **Social Skills**
- **Self-Esteem**
- **Behaviour**

### **Additional Information:**

JCSP is about supporting the whole student in all areas of their development. Targets can be set under any of the themes above. Targets are set for students based on the professional discussion of teachers, members of SEN and management who have identified the difficulties faced by individual students

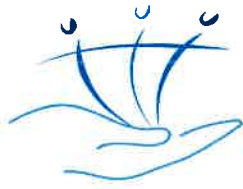
When a student reaches a target he/she will receive completed statements. This will be evidenced with some examples of quality work and filed in the student's folder. The student folder is then a running record of achievement and can be shown at parent teacher days and celebrations. Students are very proud of this folder as it represents achievement and quality.

It is aimed at students identified as at risk of leaving school early.

Every year a small number of students leave school without qualification – this can be because of their disadvantage but sometimes is because of the culture of schooling – school organisation and the learning experience

The JCSP promotes active teaching and learning approaches, differentiated methodologies and a cross curricular approach where possible– this helps students with the difficult

## RAHEEN COLLEGE



transition from primary school to second level . Annually, transition from primary school becomes a problem for a small number of students who do not make the transition well within the first few months and so fail to engage at second level and reach their potential. These students are at risk of early school leaving and benefit from the JCSP programme. The JCSP programme not only looks at academic attainment, it prioritises development of social skills and personal skills also.

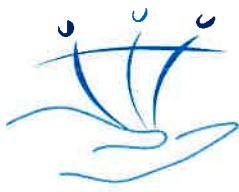
JCSP identifies through profiling, at an early stage, the particular strengths and weaknesses of the individual students, their skills and knowledge and achievements, and prioritises the learning targets for each individual student. The Profiling system allows for student tracking to occur and allows that students are awarded at the end of third year not just with the Junior Cert, but also, in particular with an individual Student Profile which will recognise achievement in personal and social skills as well as many cross curricular learning experiences. Engaging the students in setting learning outcomes and the constant feedback through the profiling framework keeps the students engaged in their learning, motivated and experiencing success. The statements, are further broken down into short term learning targets, this allows the students have realistic achievable short term targets and ensures that the students experiences success.

JCSP concentrates on student improvement in basic skills and in the areas of literacy and numeracy. The programme encourages a whole school and Team approach within schools in planning and identifying JCSP students and in using active teaching and learning methodologies.

JCSP students are identified by the Planning team in consultation with management from data gathered from HSCL and transfer data and entry assessment etc. From this data, students who score exceptionally low within the class group, or have a history of high absenteeism with the involvement of external agencies are identified as students who may be considered for the JCSP programme in Raheen College upon evaluation by the Core Team and Management.

The JCSP Programme offers a more flexible approach than traditional subject based curriculum, it encourages cross curricular statements and awards and **celebrates success**. The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a

## **RAHEEN COLLEGE**



student-centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

The JCSP approach involves:

- analysing students' strengths and weaknesses and taking note of any specific recurring difficulties
- planning programmes of work which both build on students' abilities and address the main obstacles which hinder their progress
- Engaging in dialogue with young people and their parents regarding their needs and their progress in school.

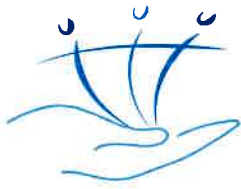
In addition to reinforcing the general aims of the Junior Certificate/Junior Cycle, the JCSP addresses the main obstacles which hinder some young people's success in their second-level school career e.g.

- The lack of certain basic knowledge and skills which are necessary for coping in the second-level school. These include, but are not confined to, competence in literacy and numeracy
- Difficulties with social interaction not only with teachers, but with peers. Students who have prolonged experience of failure in school often lack self-confidence and have poor self-esteem. This can affect their academic performance as well as their social experience in school
- The number and variety of subjects and subject teachers in second-level schools, which contrast with the more integrated experience of the primary school. The fragmentation of the subject-centred curriculum can be especially problematic for some young people at the transfer stage between primary and second-level school.

### ***What is the difference between the JCSP and the Junior Certificate/Junior Cycle?***

The Junior Certificate School Programme is a way of working within the Junior Certificate/Junior Cycle. It is designed especially to help young people who have had a

## **RAHEEN COLLEGE**



difficult experience of school and may be potential early leavers. Through a system of profiling a student's work in Junior Cycle classes, students are provided with opportunities to engage with the curriculum and to achieve success at school. They get an official certificate of their achievements, validated by the Department of Education and Science, in addition to their Junior Certificate Examination Certificate.

### ***Do students sit the Junior Certificate examination?***

Absolutely! The whole point of participating in the Junior Certificate School Programme is to stay at school, experience success in school and become more confident about sitting the Junior Certificate Examination.

### ***Do many students fail JCSP?***

Students cannot fail JCSP. The Programme is about success. Achievable statements are carefully chosen. Students get an opportunity to complete a series of statements and build their own success profile – a profile listing all the things they can do.

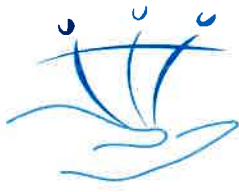
### ***What are the core subjects?***

There are no core subjects as such. However, all students must be entered in the Junior Certificate Exam in English and Maths and they must follow a suitable course in Irish where applicable.

### ***Do parents have a role in JCSP?***

Parental involvement is encouraged and welcomed in JCSP. Schools increase the frequency of contact with parents with emphasis on passing on 'good news'. Many schools hold Parent Days to exhibit work done, award certificates of achievement and generally celebrate with parents their children's successes. Parents are invited to become actively involved in their children's education by working with the school in encouraging good attendance, punctuality and homework and by praising progress made.

## **RAHEEN COLLEGE**



### **Implementation of JCSP in Raheen College**

We believe that the implementation of the JCSP programme will intertwine with our schools' mission statement and see our students attain a more rounded and complete education.

### **Teachers will participate in the following aspects of the JCSP Programme:**

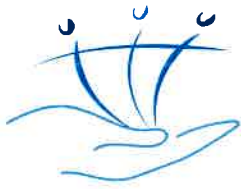
#### **Profiling**

- A student profile is a positive record of what a student has achieved and can do.
- A small team of teachers, having discussed and established their students' needs, select achievable goals from the Student Profile Handbook/Online Statements.
- Central to the Profiling system is personal & social development and improvement in **basic skills**.
- Individual strengths that students have that are not recognised in the Junior Certificate can be acknowledged through the profiling system.

#### **Statements**

- The teachers will choose statements from the Student Profile Handbook which contains statements of learning that reflect the JC syllabus
- Statements are created by practicing JCSP teachers
- The JCSP Team will determine the statements that they will cover with their students based on the student need and skill level.
- Monitoring of statements and awarding of statements when 80% of the learning targets are achieved by the student
- Teachers will give formative feedback to students on a regular basis

## **RAHEEN COLLEGE**



- Teachers will regularly hold celebrations and mark student achievement
- Students' completed statements will be entered onto the student profile

### **Cross Curricular Statements**

- Will consider engaging in cross curricular-statements when and if possible
- The aim of cross-curricular work is to provide students with an active, enquiring education which is grounded in the issues of everyday life.
- Cross-curricular work encourages links between all subjects on the curriculum.
- Cross-curricular work fosters learning through first-hand experience and active participation of students in planning , decision-making and in evaluating their work.

### **Initiatives**

- Choosing and applying for Initiatives that support the targets set for their JCSP students
- Initiatives must be tied in with the existing DEIS or SSE Targets
- Applications must be completed for initiatives in September
- Evaluations of Initiatives with assessment data, if relevant, must be completed and submitted in May every year.

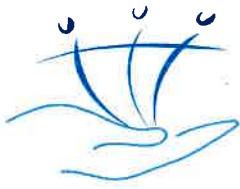
### **Feedback to Students**

- Regular feedback to students is an integral part of the JCSP programme and teachers on the programme will have feedback time with their students.
- Students will be encouraged to keep a Student Folder recording all their academic and social achievements during the year

### **Communication with Parents**



## **RAHEEN COLLEGE**



The programme recognises the importance of regular feedback to parents and asks teachers to facilitate this communication through the following:

- JCSP Postcards home to recognise success
- Invitation to parents to attend JCSP celebrations

### **Make a Book Initiative**

Teachers are asked consider engaging in the “Make a Book Initiative” when at all possible. It is a cross-curricular initiative and its purpose is to encourage schools to embrace the opportunity to develop a book that involves students in cross-curricular activities and in learning to work together in a creative and kinaesthetic fashion. The book is finally presented at the JCSP National Make a Book Exhibition and is a wonderful experience for JCSP students to have their work presented at such a public venue. Participation in the “Make a Book” Initiative is decided upon by the JCSP Core Teachers group at the early stages of the academic year. A lead teacher will also be selected at this time to co-ordinate and run the project. This initiative is will only be implemented following discussion with the core JCSP team and agreement reached that it is an achievable initiative within this group of staff and with the students selected.

### **Selection of Students for JCSP**

The selection of students for JCSP in our school, will be conducted by the Principal, Deputy Principal, JCSP Coordinator and staff members of the core JCSP team in consultation with class tutors, Subject teachers, HSCL teacher, Guidance counsellor, Learning support teacher, Parents, Resource teacher, SCP coordinator and others where appropriate. Factors influencing the inclusion of students in the JCSP programme include:

- Low academic performance and repeated experiences of failure in learning in primary school
- Extreme maladaptive/disruptive behaviour in the primary school
- Poor results in the assessment tests, which are administered on-entry to Raheen College and evaluated by the SEN and flagged if appropriate.
- Lack of confidence and low self-esteem

## **RAHEEN COLLEGE**



- Extreme difficulties with social interaction, not only with teachers but also with peers
- Serious deficits with basic skills, including literacy and numeracy, which interfere with their ability to cope with the normal demands of school and everyday life
- A record of high absenteeism from primary school/previous post primary school which has resulted in the intervention of outside agencies.
- Interview with parents / guardian/student
- Other issues/valid reasons raised by staff

### **Re-visiting of original selection**

Adding students to the original selection of JCSP students can be done at any time over the three years of the students Junior Cycle. Consultation will take place between the JCSP Coordinator and the JCSP Core team on a weekly basis. Students who have fallen behind or who are beginning to show/experience difficulties from the list mentioned above will be monitored and included in the JCSP programme upon review.

Students who have shown improvement and an ability to work on par with his/her peers not in the JCSP programme may be removed from the programme at any period within its 3 year cycle, however, the record of completed statements must kept on record and entered in the final year of the programme to receive the awarded statements from JCSP.

### **Organisation of JCSP in Raheen College**

When possible, JCSP students will be kept in single-class units. However, it is readily acknowledged by the JCSP team that this may not always be manageable when consideration is given to the transfer of students to the school after first year, special needs students, the review system, mixed ability classes etc.

### **Time for Planning**

The core JCSP team meet weekly for 40 minutes to review the progress of students, select appropriate initiatives, review initiatives and maintain the progress charts of all students.

## **RAHEEN COLLEGE**



### **Role of Coordinator**

The co-ordinator ensures that:

- All forms etc. for initiative application and evaluation are checked and submitted online
- That all profiles are entered online
- Profiles compiled by staff are maintained within the school and that appropriate timeframes for this to be done are set aside.
- Works with others on the selection of JCSP students
- Makes staff aware of any in-service or training days available
- JCSP resources are available to core staff and school staff as needed
- Minutes of all meetings are kept
- Dates are set for profile entry, celebrations and initiatives.
- Induction of new teachers to the JCSP core team.
- Links with parents maintained.

### **Core Team**

Co-Ordinator: Ursula Mullins

Literacy: Mairead Bergin

Numeracy: Daniel Bowes

Practical and JCSP Celebrations: Ursula Mullins

Team : Emer Casey, Máire Lacey, Michelle Condon

### **Meetings**

- Weekly team meetings
- Duration 40 minutes
- Minutes taken
- Relevant information is passed on to staff informally or formally depending on subject matter.

### **Development of Programme**

## RAHEEN COLLEGE



### Subjects taught to JCSP students in Junior Cert

A large range of subjects is on offer in Raheen College. This list is subject to alteration, where possible, depending on the needs of the students attending, availability of staff, availability of appropriate resources, timetable considerations etc. it includes but is not limited to:

English	Relevant Short Courses
Irish	Computer Studies/Coding
Maths	Religion
Science	CSPE
Technology	SPHE
Home Economics	Art
History	Geography
Metalwork	Woodwork

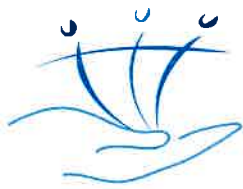
Following a review of the subjects on offer and the needs of the JCSP students historically in the school it has been decided by the JCSP team that from August 2015 the subjects which will retain the focus of the JCSP will return to a smaller core of subjects and will include subjects from the list below depending on teachers who are part of the core JCSP team being qualified in the requisite subjects. English, Irish and Maths will continue to be mandatory subjects for entrants:

English	History
Irish	Computer Studies
Maths	Religion
Technology	Woodwork
Home Economics	Art
Metalwork	Short Courses

This decision also aligns itself with the JCSP framework which posits the view that a successful programme should focus on a small cohort of staff, since this helps the student to identify with the programme more readily.

These subjects are taken by JCSP students in the Junior Certificate examination.

## **RAHEEN COLLEGE**



### **JCSP Resources & Professional Development**

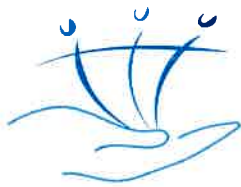
There is a wide selection of JCSP resources available from the JCSP storage press in Room 37. These resources are available to all staff and their availability is regularly highlighted to staff members through staff meetings etc. All teacher training and in-service provided by the JCSP are advertised on staff noticeboards by the JCSP co-ordinator.

### **JCSP Initiatives**

The selection of initiatives is done on a yearly review within the JCSP core team. Reflection on the success or failure of past initiatives is crucial to the selection for the following year. Leaders on the initiative are selected/volunteer from within the core JCSP teaching group but usually tie in with the subject teacher. Each initiative takes place at a set time of the school year but is subject to change on a year to year basis. Dates for the initiatives are set during weekly team meetings and are reviewed as the year progresses, depending on availability of visitors to the school and other events within the school calendar.

### **Literacy and Numeracy Needs**

It is the aim of all subject teachers in Raheen College to address the Literacy and Numeracy needs of the students in their class. These aims are laid out in our Literacy and Numeracy plans which accompany this policy.



### **Cross-curricular approaches / developments in place.**

Staff members are encouraged to develop curriculum together in all fields. The implementation of Fetac/QQI Level 2 through a number of school subjects has facilitated this further. As an ongoing process, literacy and numeracy strategies are implemented throughout the school as can be seen in the documents above. Many of these are included within subject plans but also lesson plans within the school.

### **Subject Statements, Planning & Profiling**

Subject statements are used as a referencing point in schemes of work and subject plans within the school with statements used to back up work done in conjuncture with national syllabus. Teachers are asked to ensure that they are aware of the JCSP statements while making subject plans and to incorporate statements accordingly. Teachers are encouraged to display the relative statements within their classroom helping students to link the syllabus to their learning.

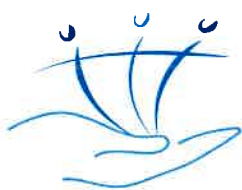
Cross-curricular statements are usually reviewed by the core JCSP team throughout the year. Some cross-curricular statements are measured in relation to the selected initiatives.

Feedback until 2015 has been provided via verbal communication, through examination and practical achievement. A more focused effort regarding the use of the statements in combination with the subject matter is aimed for implementation from August 2015.

### **How do teachers decide which statements to work on?**

The selection of statements is based on the individual student's needs and abilities. Best practice would suggest that the teacher involves the student in the selection of the set of particular learning targets to be attempted or studied in a subject area. First, establish the abilities and needs of the individual or class group and then set realistic and achievable targets. Take into account the necessity, which may arise, of having to provide the individual student with a good grounding in the basic skills that are essential for progress across the curriculum. Choosing statements, based on the student's needs, will help to make the learning experience more realistic and relevant for the student. It is important that only achievable statements are chosen. Remember, the statements chosen are not additions to

## **RAHEEN COLLEGE**



or add-ons to the Junior Certificate curriculum; rather they provide teachers with a process and framework for planning and teaching the prescribed syllabus.

### **Awarding Statements**

Any teacher on the JCSP team, who has worked through a statement with a student, can recommend the awarding of that statement to the student. The JCSP team considers this recommendation, at a profile meeting, and collectively makes a decision on the awarding of the statement.

In general, a student can be awarded a statement when he or she has completed at least 80 per cent of the learning targets and has displayed competence in the following four areas:

- **frequency** – almost always carries out the given task: (on 80 % plus of occasions)
- **accuracy** – accurate enough for a given purpose
- **independence** – can carry out the task almost totally independently
- **sustainability** – retains the knowledge or skill for about a month

The following assessment modes can be used to assess the successful attainment of specific learning targets:

- oral assessment
- class work
- continuous assessment
- homework
- recall and retention of material
- completion of assignments
- project work
- end-of- topic tests
- oral revision activities
- group discussions
- standardised attainment tests

## **RAHEEN COLLEGE**



- student self-assessment
- peer assessment
- teacher observation

An important element in awarding statements is **the teacher's professional judgement**.

### **Team / Profile Meetings**

A weekly team meeting is scheduled for the core group of JCSP teachers. It is hoped that an additional timetabled profile meeting would be arranged in each term as per JCSP recommendations, or that this work can take place during Croke Park hours.

These meetings should be attended by all of the JCSP teaching team and should be chaired by the JCSP Co-ordinator. A minimum of a double period, or the equivalent, will be needed for the profile meeting as per recommendations.

A profile meeting is a meeting of the JCSP teaching team. It is usually organised by the co-ordinator with the objective of updating the learning and performance records for a particular group of students. During the school year, a number of profiling meetings are held (usually around December, February and April). At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements. A minimum of 80 minutes is required to discuss the progress of fifteen students in the Programme as per the JCSP Co-ordinators Directives Folder.

### **Recording Student Progress, Celebrating Success & Parental Involvement.**

Having experimented with numerous methods of recording student progress; JCSP folder, profile cards and excel file, the JCSP core team has been decided to use a summary sheet which shows the completed work for a subject of all students from the group. This sheet is kept on file and is updated during the JCSP profile meetings throughout the year. This has proven to be most successful within the school and with the staff involved with the programme.

Highlighting to students their success in attaining a statement is a focus for future development of the programme within Coláiste Chluain Meala. Currently students receive their certificates at the end of third year; however students should be made aware of their



## RAHEEN COLLEGE



progress throughout the three years that they partake in the programme, since awareness that they are achieving success will encourage them to persevere and strive to reach further targets.

### **Parental Involvement**

Parents are the primary educators of their children. Therefore, parental involvement in initiatives is expected and is crucial to the success of the programme. We aim to actively involve parents in initiatives both in school and at home, and where possible, to avail of their skills to help in the delivering of initiatives to our students, their children, within the school.

### **Finances**

All JCSP funds for Initiatives are recorded and logged into the JCSP Co-Ordinators folder. Funds for JCSP Initiatives are allocated to the lead teacher to use as deemed appropriate, monies must be spent in accordance with Tipperary ETB regulations. All receipts are given to the JCSP Co-Ordinator to be filed in the JCSP Co-Ordinators Folder. Where possible all available funding for the success of initiatives should be spent accordingly. Unused funding must be recorded in the Initiative report when filled out by the Initiative leading teacher and as per directives, the JCSP offices are must also contacted at this point.

### **Review of the Programme**

The successes and failures of the JCSP programme will be reflected upon post each initiative and the programme in its entirety at the end of each year and at the beginning of the new academic year. A consideration of what works and does not work helps to develop the programme within the school. The core JCSP team will be involved in this discussion and ideas and points of interest from other staff members are welcomed.

Signed

Chairperson

Date:

19/10/2018

Principal

