

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

CPD Booklet -
Physical Education
within the
Framework for Junior Cycle



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Feedback

We welcome feedback on today's workshop via

<https://jctregistration.ie/Feedback>

Please click on 'Aiseolas/Feedback' in the top right-hand corner (from a tablet device, please click 'Menu' in the top centre to access this)

Then, select 'Lá Cnuasghrúpa/Cluster Day', and identify 'Corpoideachais/Physical Education' as your subject.

Enter your feedback

Remember to click 'Cuir ar ais/Submit Feedback' to complete

JCT.ie Aiseolas / Feedback

An tsraith Shóisearach do Mhúinteoirí
Junior CYCLE for teachers

JCT Registration
Official site to register teachers for JCT Workshops and Short Courses
Technical support: support@jctregistration.ie
Registration support: info@jct.ie

Go raibh maith agat as aiseolas a thabhairt!
Thank you for providing feedback!

Luaigh, le do thoil, cén cineál imeachta a mbaineann do chuid aiseolais leis:
Please identify the type of event to which your feedback is relevant:

Sainigh, le do thoil, áit ar do Lá:
Please identify the Subject of your Day:

Lá Cnuasghrúpa / Cluster Day Corpoideachas / Physical Educat

Cuir ar ais / Submit

Workshop materials and video links for the CPD workshop



www.jct.ie

All materials for our workshop, including the CPD Booklet, are available [here...](#)
https://www.jct.ie/wellbeing/physical_education/cpd_workshops_2020_2021



Video Links

Morning session

The short video entitled **A brief introduction to support your use of the Zoom platform** is available to view [here...](#) <https://youtu.be/kISRQS6caGQ>

The webinar **Fostering resilience and supporting active engagement** was hosted in October 2020, as school re-opened following the emergency closure of schools nationally since March 2020 due to the Covid 19 pandemic. The contribution from Denise Stenson, Ballinamore Community School, Co. Leitrim begins [here...](#)
<https://youtu.be/S3yKqLw7D-Q>

Mid-morning session

JCT have recently worked with a Physical Education teacher in Salerno Secondary School, Galway to explore the **use of formative assessment** in supporting the learner in the physically distanced Physical Education classroom.

The **first video** looks in particular at the sharing the learning intentions and identifying the success criteria with students. It is available [here...](#) <https://youtu.be/KJRD1ouhziU>

The **second video** looks in particular at effective feedback and promoting student ownership. It is available [here...](#) <https://youtu.be/5hO2apezhCQ>

Afternoon session

In these videos, teachers speak of their **approach to assessment and reporting** in the context of the first term of the 2020/21 academic year. Schools had just re-opened in September 2020, following the emergency closure of schools nationally due to the Covid 19 pandemic.

Teacher Testimony 1 – Woodbrook College. Bray, Co Wicklow, [here...](#) <https://youtu.be/yHfBbMMxdKM>

As well as Woodbrook College, three further schools spoke of their approach to assessment and reporting in the context of the 2020/21 academic year

- Loreto College, Foxrock, Dublin 18
- Abbey Vocational School, Donegal Town
- Ballinamore Community School, Co. Leitrim

These testimonies can be found [here...](#)

Section 1: Updates

Physical Education within the Framework for Junior Cycle

Junior Cycle Education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior Cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Wellbeing at Junior Cycle provides learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and enables them to build life-skills and to develop a strong sense of connectedness to their school and to their community. It will also emphasise the role that students play in their family, community and society in general. This new area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing.

Physical Education (PE) aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of physical activities safely. The PE short course aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now, and in the future.

The short course in PE contributes to the Wellbeing programme by providing learning experiences which support students in being better able and more motivated to include regular physical activity in their lives, thereby contributing to their overall experience of wellbeing.

Future Curricular Developments in Physical Education at Junior Cycle

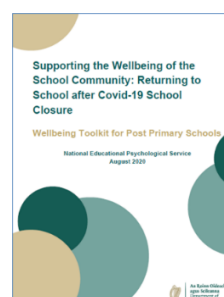
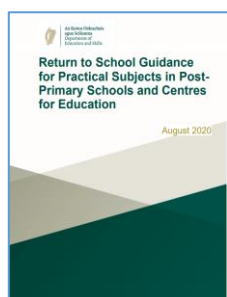
[Circular Letter 76/2020](#) signals a further welcome development for Physical Education at Junior Cycle, in that the National Council for Curriculum and Assessment (NCCA) has been requested to prepare a 135-hour programme for Physical Education.

The work will be carried out by the NCCA over the remainder of this academic year, and consultation will be a key feature of the process. The NCCA would greatly appreciate your feedback as a practicing teacher of Physical Education on a number of occasions during the process. The background paper and detail of the consultation process can be found [here...](#)

Section 2: Teaching and Learning in the physically distanced classroom

Wellbeing-related guidance and support (Summer 2020)

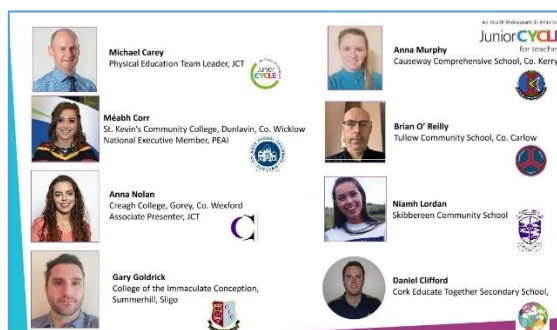
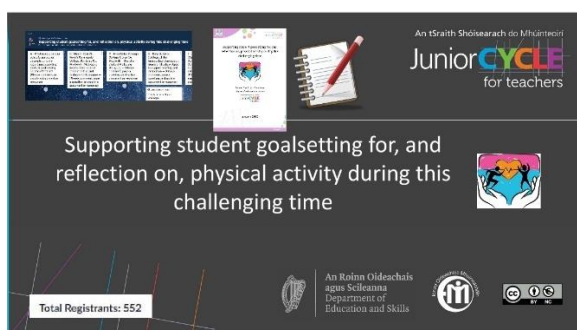
The overarching *Back to School* webpage, available via gov.ie, is available [here...](#)



The **Return to School Guidance for Practical Subjects in Post-Primary Schools and Centres for Education**, developed by the Department of Education and Skills (August 2020), is available [here...](#) (*scroll down to 15th document within list*). Physical Education-specific guidance is available from p.8-10.

The above webinar **Returning to School after Covid-19 school closure**, as well as the toolkit entitled **'Supporting the Wellbeing of the School Community: Returning to School after Covid-19 School Closure'**, both developed by National Educational Psychological Service (August 2020), are available [here...](#)

JCT Physical Education Webinar Series

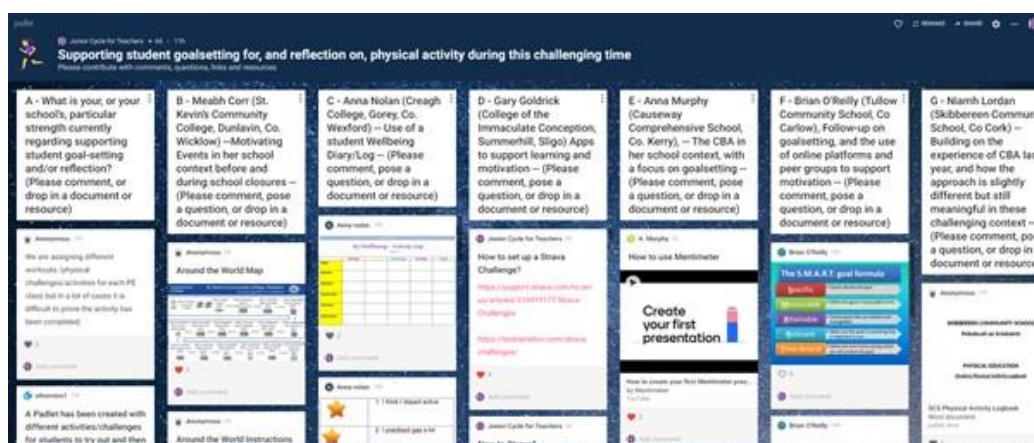


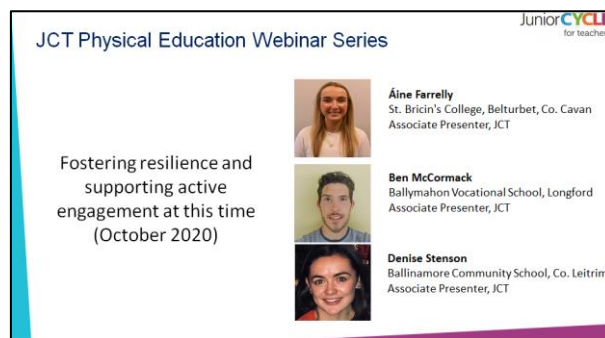
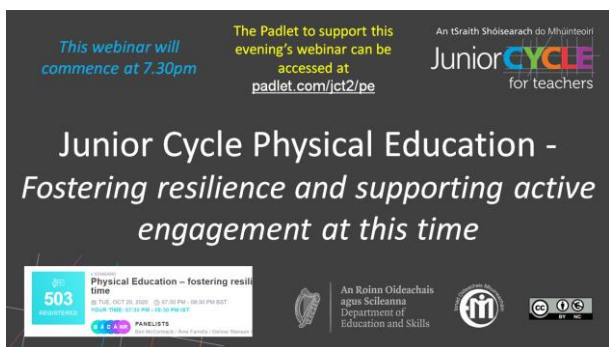
This webinar, entitled **Supporting student goalsetting for, and reflection on, physical activity during this challenging time** was hosted in January 2021, in response to the second period of school closures from that month as part of the national response to the Covid-19 pandemic. Despite, and because of its associated challenges, this pandemic has provided many ‘teachable moments’ within Physical Education. This interactive webinar is designed to inform and inspire teachers of Physical Education as they support student learning from home. A recording of the webinar is available to view [here...](#)

The contribution from...

- Méabh Corr, St. Kevin’s Community College, Dunlavin, Co. Wicklow begins [here...](#)
- Anna Nolan, Creagh College, Gorey, Co. Wexford begins [here...](#)
- Gary Goldrick, College of the Immaculate Conception, Summerhill College, Sligo begins [here...](#)
- Anna Murphy, Causeway Comprehensive School, Co. Kerry begins [here...](#)
- Brian O’Reilly, Tullow Community School, Co Carlow begins [here...](#)
- Niamh Lordan, Skibbereen Community School, Co Cork begins [here...](#)
- Daniel Clifford, Cork Educate Together Secondary School, Cork City begins [here...](#)

The *Padlet* (below) to support this webinar can be accessed [here...](#), while the *CPD Booklet* to support this webinar can be accessed [here...](#) or from *Column A* of the *Padlet* [here...](#)



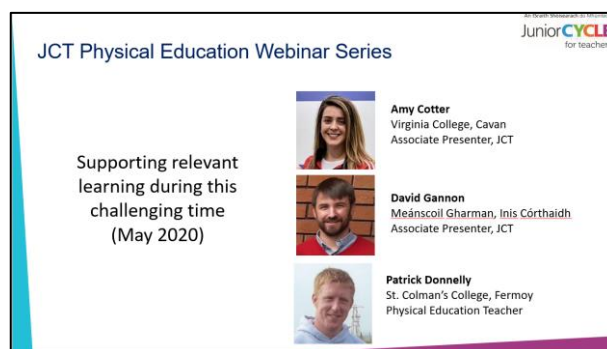
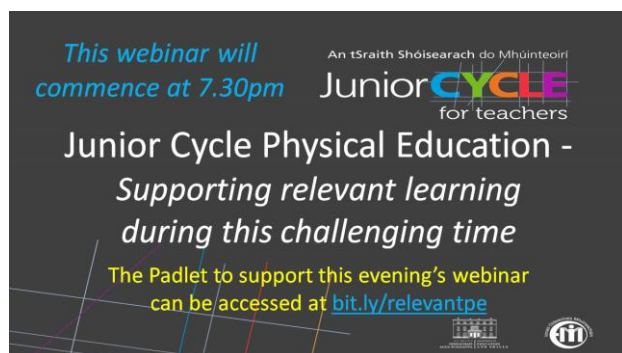


This webinar, entitled **Fostering resilience and supporting active engagement** was hosted in October 2020, as school re-opened following the emergency closure of schools nationally since March 2020 due to the Covid 19 pandemic. A recording of the webinar is available to view [here...](#)

- The contribution from Áine Farrelly, St. Brinin's College, Belturbet, Co. Cavan begins [here...](#)
- The contribution from Ben McCormack, Ballymahon Vocational School, Longford begins [here...](#)
- The contribution from Denise Stenson, Ballinamore Community School, Co. Leitrim begins [here...](#)

The *Padlet* to support this webinar can be accessed [here...](#), while the *CPD Booklet* to support this webinar can be accessed (in Column 1) [here...](#)

Further detail regarding the Teaching Personal and Social Responsibility (TPSR) model, as mentioned in the contribution from Denise Stenson (above) can be found via an introductory video from the NCCA which outlines TPSR as a model to support Senior Cycle Physical Education. It is available [here...](#) (under *Additional Materials*).



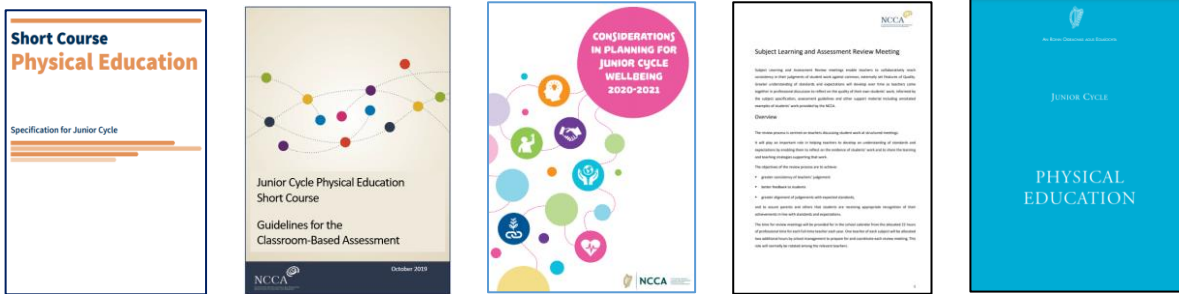
The recording of the webinar entitled **Supporting relevant learning during this challenging time** from May 2020 is available to view [here...](#)

- The contribution from Amy Cotter, Virginia College, Cavan begins [here...](#)
- The contribution from David Gannon, Meánscoil Gharman, Inis Córthaidh begins [here...](#)
- The contribution from Patrick Donnelly, St. Colman's College, Fermoy begins [here...](#)

The *Padlet* to support this webinar can be accessed [here...](#), while the *CPD Booklet* to support this webinar can be accessed (in Column 1) [here...](#)

Section 3: Assessment in the physically distanced classroom

Junior Cycle Physical Education – Key Documents



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

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

The above document ‘**Considerations in planning for Junior Cycle Wellbeing 2020-21**’, is available [here...](#) Physical Education–specific considerations are available on p.5.

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

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...](#)

The DES-developed **Looking at Our School 2016: A Quality Framework for Post Primary Schools** is available [here...](#)

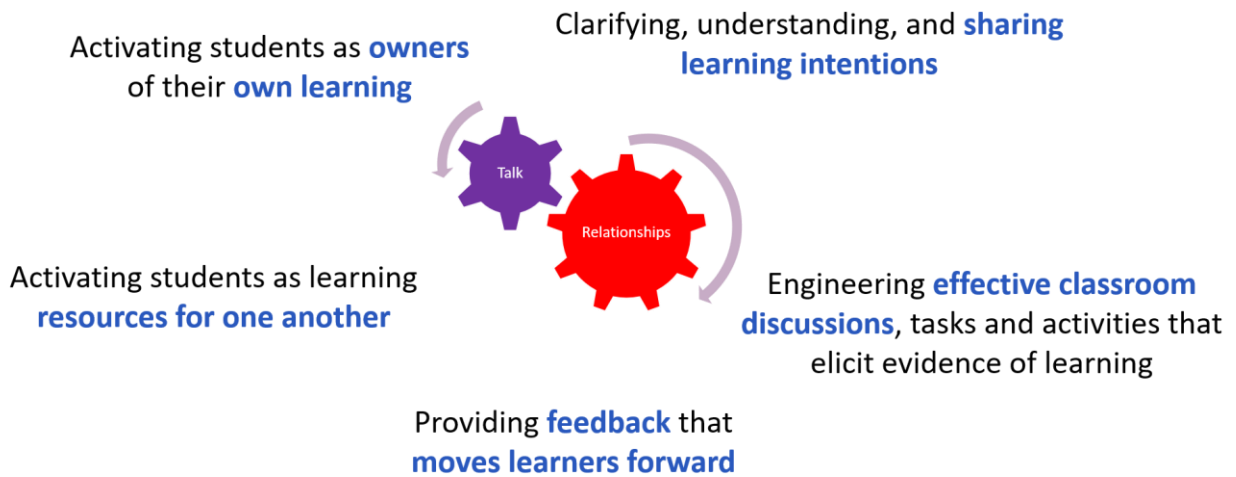
The NCCA-developed **Junior Cycle Wellbeing Guidelines** and associated resources are available [here...](#)

The NCCA-developed **Reporting Guidelines** (blue) and associated resources are available [here...](#) An accompanying booklet **Ongoing reporting for effective teaching and learning** (orange) is available [here...](#)



The NCCA-developed **Focus on Learning toolkits** are available [here...](#)

How formative assessment works...



Dylan Wiliam - Embedded Formative Assessment - Video description [here...](#)

Focus on Learning

- Planning using learning outcomes
- Sharing learning intentions
- Developing success criteria
- Students reflecting on their learning
- Effective questioning
- Formative feedback
- Peer and self-assessment



The NCCA-developed **Focus on Learning toolkit** is designed to help support teachers develop ongoing assessment practices that support student learning. They are available [here...](#)

Looking at our School - A Quality Framework

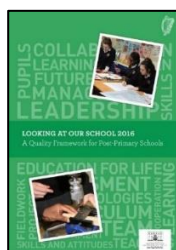
Across *Domain 3 – Teachers Individual Practice* (p.17-19), there is strong emphasis on formative assessment practices that support quality student experiences and outcomes.

See examples below (in red) from the standard entitled '*The teacher selects and uses planning, preparation and assessment practices that progress students' learning*' (p.18) where the use of learning intentions, co-creation of success criteria, use of self and peer-assessment, as well as the provision of oral and written feedback is highlighted as effective practice.

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs.	Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.
	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons.	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. Lesson design is flexible to allow for emerging learning opportunities.
	Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both assessment of learning and assessment for learning.	Teachers plan for assessing all relevant aspects of students' learning using both assessment of learning and assessment for learning.
	Teachers regularly provide students with constructive, developmental oral and written feedback on their work.	Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.
	Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.	Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement.
	Teachers maintain assessment records that are clear, useful and easy to interpret and share.	Teachers maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students' individual learning needs.

The importance of '*assessing students' attainment*' using both formative and summative approaches, and '*maintaining assessment records that are clear, useful and easy to interpret and share*' is also emphasised. This is highlighted above (see green). This is echoed in *Domain 4 – Teachers' collective /collaborative practice*, under the standard '*Teachers collectively develop and implement consistent and dependable formative and summative assessment practices*' (p.19) (see green overleaf).



Looking at Our School 2016: A Quality Framework is available [here...](#)

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.	Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.
	Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently.	Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.
	Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and includes the collective review of students' work.	Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.
	Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs.	Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.

Also, under this standard, the importance of a consistent approach, including the collective review of student work (see purple above) is highlighted as effective practice, when providing feedback to students, and indeed their parents.

The importance of engaging in regular *collaborative review of practice* is a prominent feature across *Domain 4 – Teachers' collective /collaborative practice* (p.19-20) generally, under both the standards 'Teachers value and engage in professional development and professional collaboration' (p.20), as well as 'Teachers contribute to building whole staff capacity by sharing their expertise' (p.21)

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers value and engage in professional development and professional collaboration	Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice.	Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, and in collaborative review of practice.
	Teachers implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.	Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers engage regularly in professional collaborative review of teaching and learning practices.	Teachers engage regularly in professional collaborative review of teaching and learning practices, and use it to identify and build on effective approaches.
	Teachers are open to building collective expertise in the skills and approaches necessary to facilitate student learning for the future.	Teachers are proactive in building collective expertise in the skills and approaches necessary to facilitate student learning for the future.

Classroom Strategies to Support Active Engagement (adapted for the physically distanced classroom)

JCT have repurposed 24 of the existing teaching and learning strategies for students and teachers in the physically distanced classroom and for students engaging with online learning from home. They are available for download in PDF format [here...](#)

Facts Falsehoods

Facts/Falsehoods to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Shows all students an opportunity to evaluate a series of statements which the teacher and/or other students decide on whether they are true or false.

Facts/Falsehoods in the physically distanced classroom

- After a section of content has been taught the teacher can devise a series of questions to which the answer is true or false. The questions can be displayed on the whiteboard or on a shared online platform.
- In the physically distanced classroom, the students would also be asked to devise 3 questions of their own, either in their copies or on an online document that they can work together on to read from.
- The teacher could refer the questions to complete a list to share with the class. Questions are to be based on arguments or written with care.
- At the end, one marked True, one marked False.
- All students go through the questions, then share a list in the chat or on a screen.
- They could be split in an individual or group team.
- At the end of the activity, the students peer-review their work, giving them to allow the individual students to engage with learning from home.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being iterative
- Being creative

Assessment

- Peer and teacher feedback
- Effective communication
- Discussion of learning
- Activating students to learning resources for one another
- Higher order questions for feedback as an extension

Inclusion of all Learners

- Accessible entry points

File type: PDF

Click to view or download

Jigsaw

Jigsaw to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This is a cooperative learning activity. Students form a home team and are set a home team problem. They break up into 'expert groups' and gain expert knowledge that feeds into the overall solution. Just as in a jigsaw puzzle, each student's part is essential for the completion and for understanding of the home team problem. The reason this activity is so effective is that each student's part of the puzzle is essential, empowering them as experts and challenging them to be accountable to the home team.

Jigsaw in the physically distanced classroom

- Divide the class into breakout conversational groups of 4, 5 or 6 in their devices depending on how many pieces you want in the jigsaw. This is the home team.
- Assign individual roles to each team member: Recorder, Timekeeper, Reporter & Manager.
- Present the home team with an overall problem to be solved. (This could be in the form of a question or a completion task to be investigated).

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being iterative
- Working with others

Assessment

- Short quiz at the end to re-activate the learning
- Observation of group activity
- Questioning both individually and in groups throughout the activity

Inclusion of all Learners

File type: PDF

Click to view or download

Kahoot

Kahoot to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Students are an engaging way of activating prior knowledge and writing content. Kahoot is an online game-based classroom response system which needs to be used in a physically distanced classroom or away from home.

Kahoot in the physically distanced classroom

- There are 3 options: Quiz, Discussion or Survey. For the purpose of this strategy stick to Quiz.
- Give the quiz a name.
- There will questions on the topic. For each question you add the correct answer and 3 meaningful wrong answers. It is possible to add images if you wish.
- Once all questions are added click Save & Continue to check on Save & Continue until you have reached 'This quiz'.
- To view the teacher log, go to the first question and click on the log icon.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being iterative

Assessment

- Assess for understanding by observing student responses. Feedback from responses can inform planning.
- Students are given instant feedback to their answers.

Inclusion of all Learners

File type: PDF

Click to view or download

KWL

KWL to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This strategy serves several purposes: it elicits prior knowledge of the topic, it sets a purpose for reading and it helps students monitor their comprehension. By being aware of students' interests and prior knowledge the teacher can choose problems and experiences that are challenging and that the students will enjoy. A KWL chart is used to record learning as well as prior knowledge. KWL charts can be used in a school or home setting for any topic.

KWL in the physically distanced classroom

- Choose a topic first.
- Ask the students to brainstorm words, terms, or phrases that they know about the topic. The students record these in the K column of the KWL chart.
- Read or listen to the text and then ask the students to record what they know and what is new to them in the W column of the chart.
- After reading or listening to the text, ask the students to record what they have learned in the L column of the chart.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being iterative
- Being creative

Assessment

- The KWL chart is a useful way to assess your individual students informally. Have students compare the K and W and L. Have students compare the K and W and L. Have students compare the K and W and L.

Inclusion of all Learners

File type: PDF

Click to view or download

Mindmap-Coggle

Mindmap-Coggle to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Mindmap-Coggle in the physically distanced classroom

- Before class, log in to www.coggle.it and prepare a sample Mindmap to show as an example to the students.
- Show this to the whole class using a slide projector and demonstrate its features.
- This could also show the following [links](https://www.coggle.it) which demonstrate the features of Coggle in 7 min.
- Using a digital device, each student logs in via web browser www.coggle.it
- Select a free plan.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being iterative
- Being creative

Assessment

- This strategy facilitates effective discussions that elicit evidence of learning.
- This strategy activates students' interest in their own learning.
- This strategy activates students as learning resources for one another.
- This strategy supports peer feedback during the collaboration process.

Inclusion of all Learners

File type: PDF

Click to view or download

Peer Feedback

Peer Feedback to support students to engage with learning in the physically distanced classroom and to engage with learning from home

Peer Feedback provides students with an opportunity to learn from each other and improve their own work. This strategy complements Peer Assessment Using Success Criteria.

Peer Feedback in the physically distanced classroom

- Divide on work that students will complete as homework. Clarify with the students the success criteria for the homework.
- Students complete the homework and take a photograph of the completed piece or share it on a free digital platform. In groups of 4 students read each other's work, share enough time for all students to complete this.
- Students then discuss any differences between the pieces of homework in a whole class discussion.
- Each student can the success criteria agreed upon to reflect on the work

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being iterative

Assessment

- Students are peer assessed using criteria.
- The teacher can observe how the students apply the success criteria to the work.
- Discussion of the students' comments gives further insight into the students' understanding of the task and the application of success criteria.

File type: PDF

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Peer Assessment Using Success Criteria

Peer Assessment Using success criteria to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This strategy involves students working in pairs to assess the work of one another using agreed success criteria. It complements Peer Feedback Using Success Criteria.

Peer Assessment Using Success Criteria in the physically distanced classroom

- The teacher states "This project will be complete when...". This statement could be discussed or displayed on the whiteboard as a shared visible goal.
- Students write their plans on their responsibilities that require their ideas of discussion, facilitation, and recording. The teacher sets 3 min for a suitable length of time on a timer and after the group share the time for individual work to go. The teacher leads a discussion or what was written by each individual and helps the group come to a consensus. The teacher types the agreed group response to the content of the proposal.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being iterative

Assessment

- Clarification of the learning or creating success criteria.
- Peer assessment of the project using agreed success criteria. This can be done on a shared platform for feedback from the teacher.
- This strategy involves activating students as learning resources for one another.

Inclusion of all Learners

File type: PDF

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Placemat

Placemat to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This activity gives all students the opportunity to work individually, to share ideas and learn from each other.

Placemat in the physically distanced classroom

- A shared presentation (on PowerPoint, Google Slides, etc) with a placemat that a group of students can work on in real time. These students take on roles of: Observer, Facilitator, and Recorder. The teacher sets 3 min for a suitable length of time on a timer and after the group share the time for individual work to go. The teacher leads a discussion or what was written by each individual and helps the group come to a consensus. The teacher types the agreed group response to the content of the proposal.

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being iterative
- Being creative

Assessment

- This strategy facilitates effective discussions that elicit evidence of learning.
- This strategy requires a consensus which is achieved by peer and teacher feedback.
- This strategy activates students as learning resources for one another.

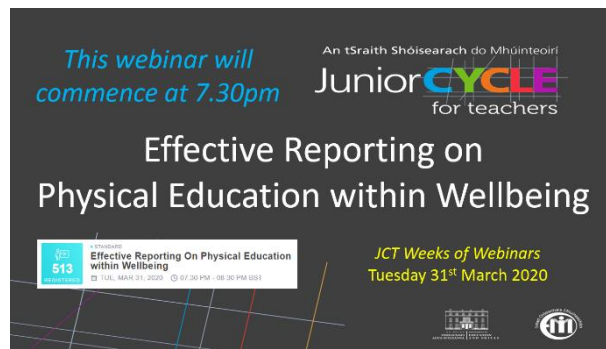
Inclusion of all Learners

File type: PDF

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Section 3: Effective Ongoing Reporting to support student learning

JCT Physical Education Webinar Series



This webinar, entitled **Effective Reporting on Physical Education within Wellbeing** was hosted in March 2020. A recording of the webinar is available to view [here...](#)

The *Padlet* to support this webinar can be accessed [here...](#), while the *CPD Booklet* to support this webinar can be accessed (in Column 1) [here...](#)

Effective Reporting on Physical Education within Wellbeing

This short document, designed to accompany the above webinar, sets out some key messages regarding reporting in Physical Education, in the context of the phased introduction of the Framework for Junior Cycle (DES, 2015). It looks specifically at how Physical Education may be reported upon as part of the Wellbeing area of learning on a student's eventual Junior Cycle Profile of Achievement (JCPA). It contains links to key aspects of various documents, including the Wellbeing Guidelines (NCCA, 2017) and the Reporting Guidelines (NCCA, 2018). It is designed to be of support to schools as they consider reporting practice within Physical Education over the coming years.

The [Framework for Junior Cycle](#) (2015) set out that:

“Reporting at junior cycle aims to contribute to the personal and educational development of students, to support and underpin ongoing learning and assessment, and to be manageable, accessible and effective for the school, teacher, student and parent/guardian.” (p.46)

The approach to reporting will benefit students by charting the progress they are making and actively involve them and their parents/guardians in reflection on and discussion of learning progress. It will value teacher judgement and link back clearly to learning, teaching and formative feedback in classrooms’ (p.45).

Parents/guardians should be given a comprehensive picture of students’ learning. (p.45)

It also set out that

‘the Junior Cycle Profile of Achievement (JCPA) will report on student achievement in the area of Wellbeing from 2020. Guidelines prepared by the NCCA on introducing, managing and assessing the area of Wellbeing in schools will include advice on how schools may report on students’ progress and achievement’ (p.47).

To this end, the [Guidelines for Wellbeing in Junior Cycle \(2017\)](#) provide detailed guidance relating to

- Assessment within Wellbeing (p.72),
- Reporting on Wellbeing in first and second year (p.73), and
- Reporting on Wellbeing in the JCPA (p.75).

This is echoed in a [Wellbeing Commonly-Asked-Questions](#) document, developed by the NCCA and JCT in 2019, where further detail was included regarding Reporting on Wellbeing.

Reporting in Wellbeing is important throughout the three years of junior cycle and this takes place in a range of ways.

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.

Assessment and reporting in Wellbeing is not about teachers assessing or reporting on the student's subjective state of wellbeing. The focus is on gathering evidence and reporting on what the student has learned about Wellbeing (p.6).

Further detail as to 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.*

The eight principles of effective reporting

The eight principles of effective reporting within the [Reporting Guidelines](#) can be of support to schools as they consider the approach to be undertaken within their particular context.

Effective reporting should...

- Encourage authentic engagement with parents
- Provide opportunities for students through feedback to reflect on their learning
- Value the professional judgements of teachers
- Use the language of learning to provide effective feedback
- Be manageable and not take time away from learning and teaching
- Clearly communicate students' progress in learning
- Provide information on a broad range of achievement
- Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach (NCCA Reporting Guidelines, p.10)

Reporting Principle in Focus: Valuing the Professional Judgement of Teachers

Under the new arrangements set out in the Framework, teachers will increasingly move ... [toward] greater consideration of how well a student is performing **using a range of evidence** from day-to-day learning judged against a set of success criteria or Features of Quality. (*Reporting Guidelines*, p.6 [here...](#))

New junior cycle subject specifications [...] encourage teachers to use **evidence of learning from a variety of sources** to make judgements about students' learning and development.

For example, the teacher may make an initial judgement about a student's learning based on observation and questioning and confirm this by referring to the student's samples of work from a range of different sources. **These judgements will be based on a set of success criteria or, in the case of Classroom-Based Assessments, a national set of Features of Quality. In the case of success criteria, teachers may wish to develop their practice so that**

such criteria are co-constructed with students (*Ongoing reporting for effective teaching and learning*, p.22 [here...](#))

Subject Learning and Assessment Review (SLAR) meetings enable teachers to **collaboratively reach consistency in their judgments** of student work **against common, externally set Features of Quality**.

Greater understanding of standards and expectations will develop over time as teachers come together in professional discussion to reflect on the quality of their own students' work, informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the NCCA. (*Guide to the Subject Learning and Assessment Review (SLAR) process*, available [here...](#))

Reflective Questions

- I assess student achievement by **referring to the success criteria** for the lesson, or series of lessons, and I use both formative and summative assessment approaches when communicating student progress
- I **gather evidence of students' learning** and also use **my professional judgement** to assess their skill development
- I provide students with **oral and written feedback** based on the evidence of their learning
- I have a **clear and efficient method of recording evidence** of student progress based on my professional judgements
- I gather a **range of assessment evidence** and I use this **to track and monitor** student progress

- I am **confident about coming to professional judgements** about student performance in Classroom-Based Assessments
- I use **assessment criteria (e.g. Features of Quality)** and consider annotated examples of student work when coming to professional judgements about student performance in Classroom-Based Assessments
- I use discussions in the **Subject Learning and Assessment Review meetings** to confirm my professional judgements of Classroom-Based assessments

Ongoing reporting for effective teaching and learning, p.22 [here...](#)



Reporting Principle in Focus: Be manageable and not take time away from learning and teaching

The Framework emphasises that reporting should be **efficient, manageable and appropriate**. In line with such advice, it will **not be necessary to summarise every aspect of student progress** in every written report. It is also anticipated that **the majority of feedback will be provided orally** by teachers to students. In terms of the management of the reporting process, it will be important that teachers and school leaders **see good planning as critical**.

Teachers may also find it useful to **involve students** in the **recording of their own progress** as part of the ongoing reporting process. (*Reporting Guidelines, p.7 [here...](#)*)

Where written reports are generated, they should contain short meaningful comments on how well a student has progressed in respect of the most significant aspects of learning.

An important way of reducing how much the teacher needs to record is by involving students in reflecting about their learning and asking them to record their self-assessment of significant learning moments in their notebooks or as part of student portfolios or learning logs. Involving students in such a manner is a positive approach to ongoing reporting as it enables and empowers students to have a voice in their own learning. (*Ongoing reporting for effective teaching and learning, p.28 [here...](#)*)

Reflective Questions:

- I decide on **how much** information to record depending on the assessment methods that we are using
- I make **use of technology** that supports effective reporting on student progress
- I gather **only the key information** from what students say, write, make and do, and use it to report on their progress
- I **involve students in recording their progress** by asking them to reflect and record their progress against success criteria
- I use **students' learning logs and e-portfolios** as sources of evidence for reporting on student progress



Examples of reporting in Physical Education

In preparation for the webinar (March 2020), JCT worked with several schools to explore an aspect of their current approach to reporting in Physical Education at Junior Cycle. The initial five examples vary in their approach, while the later five have looked to develop their practice within the context of the opportunities provided under the Framework for Junior Cycle. These examples are designed to be of support to schools as they consider reporting practice within Physical Education over the coming years.

School A – Student portfolio

We ask students to keep a personal record book – ‘the Physical Education booklet’. We have several student templates to support learning within class, but also to help students to reflect after class. The booklet stays with them for the three years, and parents are asked to view and sign aspects of the booklet over the course of this time. We use it as a means of report on the learning that has happened in class. In the next years, we wish to make this an online booklet via our school platform.

School B – Parent/teacher meeting with prior student reflection

The parent-teacher meeting is a primary source of reporting in Physical Education in our school. In our context, the student attends with their parents. Five years ago, parents did not really visit the Physical Education teacher. As a department, we wanted to increase this engagement and to show the rich learning that takes place. In the week ahead of the meeting, the student answers key questions about their learning in Physical Education, and during the meeting, the student reports on this and the teacher then provides brief, specific feedback on the student work.

School C – Written reports

We keep a record of students’ attendance and participation in all physical education lessons and these records are used to inform our reporting. The main mode of assessment is through informal observation. Written reports in Physical Education are sent home on two occasions per year. and include a drop-down comment on the overall performance of students during a block of learning. In addition to written reports, the parent-teacher meetings are a chance to report of student learning

School D – Record of attendance and behaviour

I am just establishing a more defined Physical Education programme in my school. Up to now, the most common form of reporting to parents was based on attendance in class (recorded every week), student behaviour and participation (recorded on some weeks). I am working as part of a whole-school focus on reporting to develop structures that look at student learning.

School E – Reporting on specific assessment moments (rich tasks/culminating activities)

As well as ongoing feedback in class, we build our reporting around meaningful rich-task assessment moments (e.g. planning and reflecting on a Gymnastic sequence, reflecting on performance in a class-based Athletics meet). We normally have two of these per year. We report on student achievement in these rich tasks to parents and students, by using a simple rubric that we developed as a department, and through oral and written feedback.

School F - The use of Classroom-Based Assessment to report on student achievement.

We have always had rich tasks at the end of units of learning in our school. We are now building on these and using Classroom-Based Assessment to provide a record of student achievement. As student reflection forms a key part of the CBA experience, the student has an opportunity to report on their own personal experience. The awarded descriptor and feedback forms part of our written report to parents after the CBA in the student journal and school report. The descriptor is also reported on the students’ Junior Cycle Profile of Achievement (JCPA). The SLAR meeting was an opportunity for us, as PE teachers, to report to each other on the progress of our students also.

School G – Supporting students to report on learning in PE as ‘Other Areas of Wellbeing’

In our school, we saw potential for Physical Education in the newly designed JCPA, especially regarding ‘Other Areas of Wellbeing’, as part of their final summative report. Along with other teachers, including CSPE and SPHE, we explored how we could support students in developing their statements, with the support of the language of the Key Skills, Wellbeing Indicators and the learning outcomes from the short course. So, currently, we have several Physical Education-related statements that students can choose as their final statements. Some students choose one of these to be included as one of their listed ‘Other Areas of Wellbeing’ on the Junior Cycle Profile of Achievement (JCPA), while there is scope for students to develop their own Physical Education -related statement also. We are looking to expand this process across first and second year in the coming year.

School H – Specific teacher feedback based on evidence of learning (self-assessment/reflection)

In discussing reporting, we feel the strongest and most purposeful means of reporting is through engaging students meaningfully in formative assessment in the classroom. Clarity regarding learning intentions, and effective co-creation and use of related success criteria provide a platform for students to self-assess and, therefore, report on their own performance and learning. This evidence can then inform any discussion with students and their parents.

School J – Focussed student goalsetting and reflection as part of portfolio

We have used a school-developed Physical Education portfolio in the past to allow students make their learning visible, and to have a student-led record of their achievements. In the last two years, we wanted to increase the number of times that parents interact with the portfolio, and therefore have introduced a yearly goalsetting and reflection template within the portfolio. At the start of the year, the student sets goals, and then reviews and reflects on these throughout and at the end of the year. They do so with the support of their classmates and parents, and it has made their learning journey more visible. It has become a very manageable and meaningful way to report on student learning to parents. The language of the Key Skills and Wellbeing Indicators and the learning outcomes from the short course have been a very helpful scaffold for students. Some students choose to include their reflection as one of their listed ‘Other Areas of Wellbeing’ on their eventual Junior Cycle Profile of Achievement (JCPA)

School K – Formative feedback on written reports, and in classroom feedback

In our school, we have had a strong focus on formative feedback especially in terms of reports sent home at Christmas and Summer. Our reporting software has moved from having a set drop-down list, to now asking teachers to include a free-text comment in reports. For Physical Education-related comments, we have developed language in our department that allows us to report on ‘a star and a wish’ or a medal and a mission’. We are aligning this to the various existing assessment points, including CBAs across the three years.

Teacher testimony - school-based approaches to assessment and reporting

In these videos, teachers speak of their approach to assessment and reporting in the context of the first term of the 2020/21 academic year. Schools had just re-opened in September 2020, following the emergency closure of schools nationally due to the Covid 19 pandemic.

- Teacher Testimony 1 – Woodbrook College, Bray, Co. Wicklow [here...](#)
- Teacher Testimony 2 - Loreto College, Foxrock, Dublin 18, [here...](#)
- Teacher Testimony 3 – Abbey Vocational School, Donegal Town, [here...](#)
- Teacher Testimony 4 – Ballinamore Community School, Co. Leitrim, [here...](#)
- Teacher Testimony 5 - Mheánscoil Gharman, Inis Córthaidh, Contae Loch Garman [anseo...](#)

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:

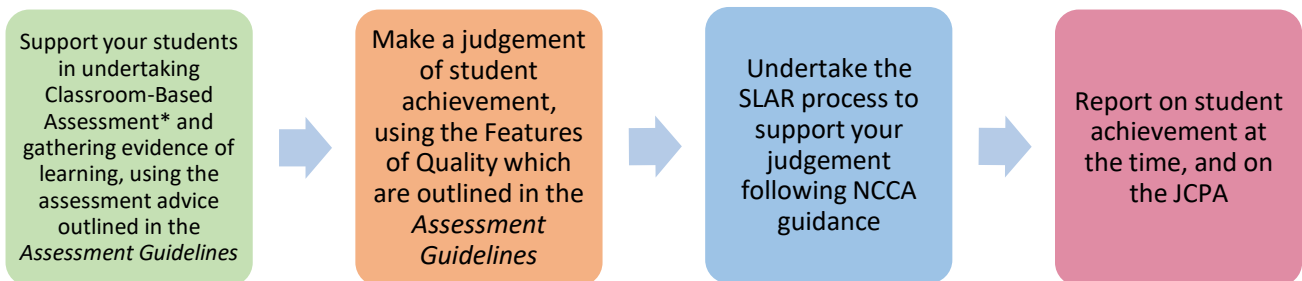
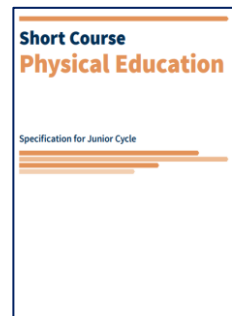
Wellbeing will now be reported on through the JCPA for the first time in 2021. Wellbeing will show in a separate area of the JCPA. It is in this area that schools will report on student achievement in CSPE, SPHE and PE. This will be facilitated by the use of the descriptors which have already been developed and reflect the appropriate language of learning.

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

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

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

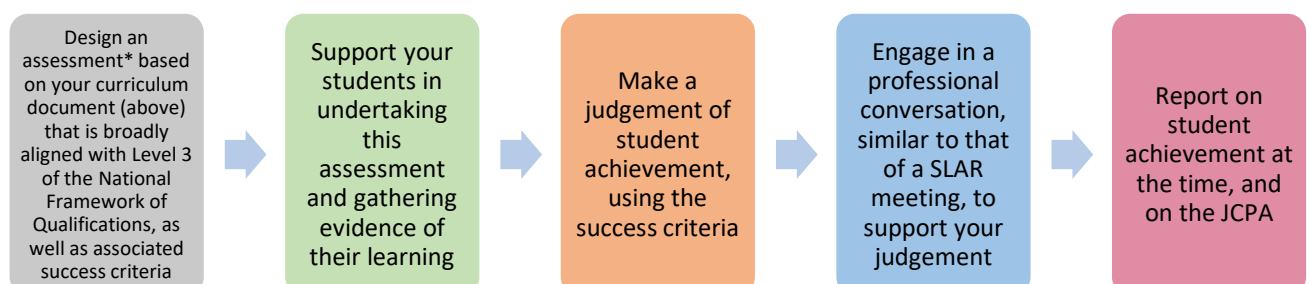
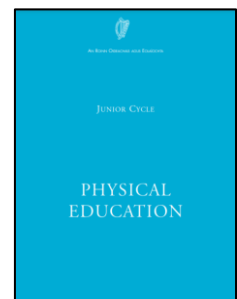
The NCCA developed **Guide to the Subject Learning and Assessment Review (SLAR) process** and associated resources are available [here...](#)



**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*

Appendix A: Learning Outcomes within the Short Course in Physical Education

The NCCA-developed short course specification for Physical Education ([here...](#)) is structured around four strands:

- Physical activity for health and wellbeing;
- Games;
- Individual and team challenges; and
- Dance and gymnastics.

The below learning outcomes are listed on p.11-14 of the short course specification available [here...](#)

Strand 1: Physical activity for health and wellbeing

- 1.1 set SMART improvement goals informed by their health related and/or performance-related fitness results and advised by norms for their age and sex
- 1.2 apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress
- 1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop
- 1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time
- 1.5 identify a range of strategies to support ongoing participation in health-related physical activity
- 1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health

Strand 2: Games

Invasion games

Striking and fielding games

Divided court games

- 2.1 use a wide range of movement skills and strategies effectively to enhance their performance
- 2.2 take responsibility for improving their own performance based on personal strengths and developmental needs
- 2.3 modify activities to promote inclusion and enjoyment in a safe manner
- 2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down
- 2.5 respond, individually and as part of a team to different games' scenarios

Strand 3: Individual and team challenges

Orienteering and team challenges

- 3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment
- 3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal
- 3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge

Aquatics

- 3.4 perform competently and confidently in a range of swimming strokes
- 3.5 respond appropriately to a range of water safety scenarios
- 3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs

Athletics

- 3.7 perform competently, confidently and safely in a range of athletics events
- 3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation
- 3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs

Strand 4: Dance and gymnastics

- 4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music
- OR
- 4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills
- 4.3 refine their performance based on a critique of a video of their performance and/or feedback from others
- 4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props
- 4.5 reflect on their experience of creating and participating in a performance

Appendix B: Classroom-Based Assessment in Physical Education (short course)

The follow in extract comes from p.7 of the **Assessment Guidelines**, which are available [here...](#)

The four strands of the PE short course develop the student's knowledge and understanding across a wide range of psychomotor skills. For this reason, these assessment guidelines include different assessments specifically designed to capture evidence of students' learning in each of the strands. Potentially, the student's Classroom-Based Assessment can come from any one of these assessments. The assessments are designed to encourage students to strive for overall improvement in the selected physical activity.

Each assessment also requires the student to complete a short reflection. It is important to provide different ways of reflecting to ensure that students do not become weary of the process but are energised and enthused by it and see its value. Students can submit their reflections in a variety of formats including written, audio and video formats. Sample reflection statements are set out in Appendix 1. It is important to note that work completed in year one of Junior Cycle cannot be included for reporting in the JCPA.

For the purpose of the Classroom-Based Assessment students should complete a minimum of two assessments, ideally one assessment in each year of the short course. When students complete an assessment at the end of a strand, they should receive a descriptor for the assessment at that time. However, this descriptor may change following the learning and assessment review meeting. The Classroom-Based Assessment which is reported in the student's Junior Cycle Profile of Achievement is the assessment which merited the highest descriptor.

The assessments for Strands 1,2,3 and 4 are outlined below. In each of these assessments, students are required to reflect on their learning in the strand.

Strand 1 - Physical activity for health and wellbeing

Personal Physical Activity Programme: Students are assessed on their ability to plan for, implement and evaluate their personal physical activity programme, designed to meet their personal improvement goals over a focused period of time.

Strand 2 Games

Performance Assessment in Games: Students are assessed on their ability to select and apply a wide range of movement skills and strategies creatively and effectively in an attacking and defending game scenario in **one** game.

Strand 3 Individual and team challenges

Students are assessed in *one* of the following physical activity areas:

Team Orienteering Event

Students are assessed on their performance in a team orienteering event, which requires a range of map-reading skills, orienteering strategies and team work.

Performance Assessment in Aquatics

Students are assessed on their ability to respond effectively and safely to a water safety scenario including, where appropriate, entry into water and survival swimming.

Performance Assessment in Athletics

Students are assessed on their skill and technique in one athletic event.

Strand 4 Dance and gymnastics

Performance Assessment in Dance/Gymnastics: Students are assessed on their final group performance in dance or gymnastics.

Further detail of each assessment, and their associated Features of Quality are available on p.9-23 of the **Assessment Guidelines**, which are available [here...](#)

Appendix C: An approach to support collaborative planning within PE

SAMPLE PLANNING APPROACH - UNIT OF LEARNING

Year _____ Duration of Unit _____ Date _____

'Learning outcomes in focus' – What learning outcomes will inform this unit?

Key learning – What key learning will be addressed?

Evidence of learning – How I will know this learning has taken place?

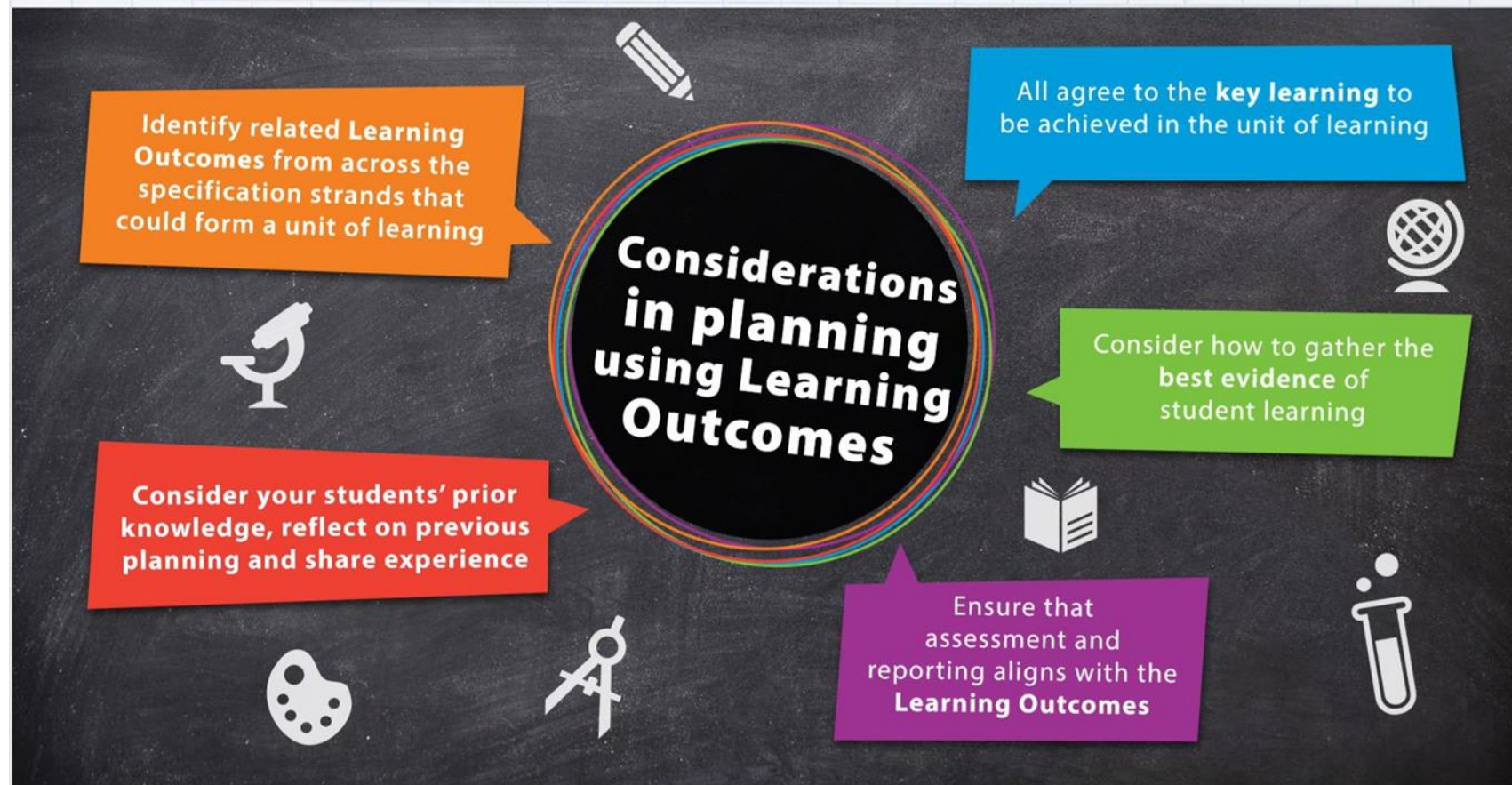
Learning experiences – how this learning will take place?

Resources

Potential cross-curricular links across Wellbeing

Reflection

EFFECTIVE COLLABORATIVE PLANNING



Appendix D:

Short Course in Physical Education – Sample Course Overview
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Teachers: Siobhan O’Leary, Matt O’Brien

Reviewed at: Sept 2016

Date of next review: May 2017

	Summer – Midterm 1	Midterm 1 – Christmas	Christmas – Midterm 2	Midterm 2 – Easter	Easter – Summer	Time
Year 1	<i>Settling in...</i> FMS and Introduction to Games	<i>Being Organised & Confident</i> Aquatics	<i>Expressing Myself with my Partner</i> Gymnastics 1	<i>Monitoring my Performance</i> PA for Health and Wellbeing / Athletics	<i>Working with my Team</i> Games - Invasion	2 x 40min class/ week
Learning Outcomes	2.1 2.2 2.3 2.4	3.4 3.5 3.6 1.3	4.2 4.3 4.4 4.5	3.7 3.8 3.9 1.4 1.5	2.1 2.2 2.4 2.5 1.6	
Assessment	Games Making Rich Task	Water Safety Task ‘Personal Development’ Poster Task	Group Sequence Rich Task	<i>Athletics Meet</i> Rich Task	Sport Education Rich Task and Summer Reflection	80 min 44hrs
Reporting		Christmas Reflection Christmas Report	PT Meeting		Summer Report	
Year 2	<i>Strand 3</i> Indiv & Team Challenges Athletics	<i>Strand 4</i> Gymnastics	<i>Strand 3</i> Indiv. & Team Challenges Adventure Activities	<i>Strand 2</i> Games - Divided Court	<i>Strand 1</i> PA for Health and Wellbeing	2 x 40min class/ week
Learning Outcomes	1.1 1.3 3.7 3.8 3.9	1.2 4.2 4.3 4.4 4.5	3.1 3.2 3.3	1.2 2.1 2.2 2.3 2.4 2.5	1.1 1.2 1.3	
Assessment	Personal Athletics Profile	Group Sequence Christmas Reflection	Orienteering Event	Tournament Challenge	4-Week PA Programme & Summer Reflection (5km interclass event)	80 min 44hrs
Reporting		Christmas Report		PT Meeting	Summer Report	
Year 3	<i>Strand 1 and 3</i> Athletics / PA for Health and Wellbeing	<i>Strand 1</i> PA for Health and Wellbeing	<i>Strand 4</i> Dance	<i>Strand 3</i> Indiv. & Team Challenges Adventure Activities	<i>Strand 1 and 2</i> Games	2 x 40min class/ week
Learning Outcomes	3.7 3.8 3.9 1.1 1.2 1.4 1.5	1.2 1.3 1.4 1.5 1.6	4.1 4.3 4.4 4.5	3.1 3.2 3.3	1.1 1.2 1.6 2.3 2.5	
Assessment	Athletics PA Programme Design	6 Week Programme	Group Routine & Christmas Reflection	Orienteering Event	4-Week PA Programme (7km Community Event) & Summer Reflection	80 min 44hrs
Reporting	PT Meeting	Christmas Report			JCPA	

Physical Education – Sample Course Overview

Teachers:

Reviewed at:

Date of next review:

	Summer – Midterm 1	Midterm 1 – Christmas	Christmas – Midterm 2	Midterm 2 – Easter	Easter – Summer	Time
<u>Year 1</u>						
Unit Title						
Learning Outcomes						
Assessment						
Reporting						
<u>Year 2</u>						
Unit Title						
Learning Outcomes						
Assessment						
Reporting						
<u>Year 3</u>						
Unit Title						
Learning Outcomes						
Assessment						
Reporting						

Appendix E: Student Voice in planning for Physical Education

Extract from p.6 of '*Considerations in planning for Junior Cycle Wellbeing 2020-21*' ([here...](#))

Consulting with students is essential as young people know what aspects of Wellbeing they need to learn about. Combining this expertise with that of their teachers and the curriculum as specified, will enable more relevant and engaging learning in Wellbeing. If students are involved in shaping the Wellbeing programme it is more likely to provide the kind of learning that young people need to deal with current challenges and opportunities. Furthermore, consulting with students in relation to their learning helps build their sense of efficacy, improves their engagement with and connection to school and promotes positive student-teacher relationships.

Practical tools to support and assist schools in promoting the student voice can be downloaded from the Our Voices Our Schools website developed by the Department of Children and Youth Affairs (DCYA) at www.ourvoicesourschools.ie. See also www.ncca.ie/en/junior-cycle/wellbeing for examples of how schools have involved students in planning for wellbeing.

Lundy (2007) has created a checklist to help ensure that learners have the space to express their views; their voice is enabled; they have an audience for their views; and their views will have influence.

Space	Voice
<p>Provide a safe and inclusive space for young people to form and express their views</p> <ul style="list-style-type: none"> • Are the young people affected by this issue involved? • Are steps taken to ensure that the process is inclusive? • Do the young people feel safe to express themselves freely in the space? • Are the young people who are interested in the issue involved? • Are the young people involved from the start? 	<p>Provide appropriate information and facilitate the young people to form and express their views</p> <ul style="list-style-type: none"> • Do the young people have the information they need to form a view? • Are the young people be given a range of options on how to express themselves? • Do the young people know to whom their views will be communicated? • Does the process include opportunities for young people to identify issues that they want to discuss? • Do the young people know they have a choice about their participation?

Participation Prompts; Planning and Review

Influence	Audience
<p>Ensure that young people's views are taken seriously and acted upon, where appropriate</p> <ul style="list-style-type: none"> • Are the young people clear about the scope of their influence, (opportunities and limitations)? • Will young people be given feedback explaining the reasons for decisions taken? • Will the young people be given an easily accessible summary of their views? • Do the young people know who the key decision makers involved are? 	<p>Ensure that young people's views are communicated to someone with the responsibility to listen</p> <ul style="list-style-type: none"> • Are the right decision-makers involved, i.e. those responsible for decision making on this issue? • Have these decision makers committed to taking the young people's feedback seriously? • Is there a process in place to ensure that the young people's voices are given due weight and consideration? • Are there plans to have the young people involved in presenting their views

Extract from '*Negotiated Integrated Curriculum – a way to realise student Wellbeing*' available [here...](#)

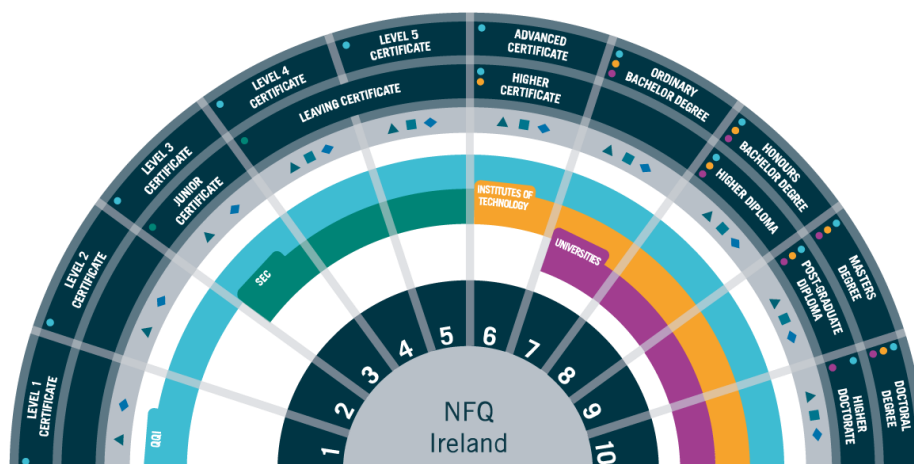
The starting point in planning for Wellbeing needs to be a dialogue with students to help identify their needs, questions and concerns. The curriculum negotiation has significant potential in supporting planning for JC Wellbeing while simultaneously providing a practical structure that integrates the learning across the curriculum components that make up the programme.

Appendix F: The National Framework of Qualifications

Established in 2003, the Irish National Framework of Qualifications (NFQ) is a 10-level, single national entity through which all learning achievements may be measured and related to each other. Underpinned by quality assurance principles, the Irish NFQ describes qualifications in the Irish education and training system and sets out what each qualification says about what learners know, understand and are able to do. It also sets out qualifications pathways from one NFQ level to the next.

Quality and Qualifications Ireland (QQI) is responsible for developing, promoting and maintaining the Irish NFQ. QQI also facilitates the recognition of foreign qualifications.

To learn more about the NFQ, click [here...](#)



All junior cycle subjects and short courses that are broadly aligned with Level 3 of the National Framework of Qualifications (NFQ) (below). For a small group of students with significant special educational needs, priority learning units (PLUs) and short courses at Level 2 and at Level 1 are available.

The NCCA-developed short course in Physical Education outlines the level indicators for Level 3 of the NFQ (available [here...](#), see Appendix 1, p.17).

The short course has been developed in alignment with the level indicators for Level 3 of the National Framework of Qualifications. Usually, for Level 3 certification and awards, the knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

NFQ Level	3
Knowledge Breadth	<i>Knowledge moderately broad in range</i>
Knowledge Kind	<i>Mainly concrete in reference and with some comprehension of relationship between knowledge elements</i>
Know-how and skill Range	<i>Demonstrate a limited range of practical and cognitive skills and tools</i>
Know-how and skill Selectivity	<i>Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems</i>
Competence Context	<i>Act within a limited range of contexts</i>
Competence Role	<i>Act under direction with limited autonomy; function within familiar, homogeneous groups</i>
Competence Learning to learn	<i>Learn to learn within a managed environment</i>
Competence Insight	<i>Assume limited responsibility for consistency of self-understanding and behaviour</i>

Appendix G: Troubleshooting: Preferred views when in Breakout Rooms


An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Troubleshooting: Preferred views when in Breakout Rooms

If using a laptop (preferable), it may aid your experience to have two panes open so that you can work on the 'Shared Area' while still being able to see and hear your colleagues in 'Zoom'

Pane 1: 'Shared Area' via your web browser

Pane 2: 'Zoom Meeting' in Zoom



An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Troubleshooting: Preferred views when in Breakout Rooms

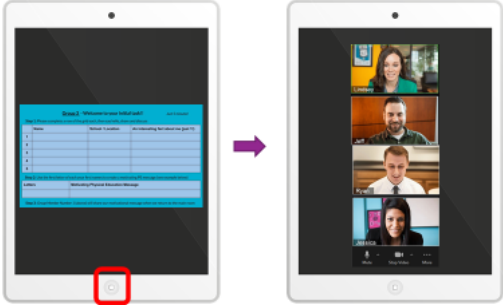
If using a tablet (preferable), it is not possible to have two panes open. You can toggle/switch between...

- View 1: 'Shared Area'
- Pane 2: 'Zoom Meeting'

...by pressing *home button* twice

When in 'Shared Area', you can speak with colleagues although you cannot see them

Apple tablets



An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Troubleshooting: Preferred views when in Breakout Rooms

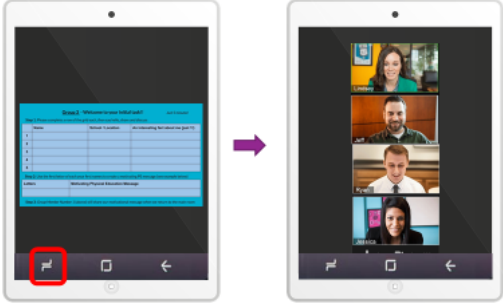
If using a tablet (preferable), it is not possible to have two panes open. You can toggle/switch between...

- View 1: 'Shared Area'
- Pane 2: 'Zoom Meeting'

...by pressing the *toggle button* (see red in image)

When in 'Shared Area', you can speak with colleagues although you cannot see them

Samsung tablets



An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Junior Cycle for Teachers (JCT) Support Service

A Department of Education & Skills Schools' Support Service

Administrative Office:
Monaghan Ed. Centre
Armagh Road
Monaghan Tel.: 047 74000

Director's Office:
LMETB
Chapel Street, Dundalk
Tel.: 042 9364603

<http://www.jct.ie/>

The JCT website provides detail of CPD opportunities to support school and teachers specific to the new Framework. It will include information, relevant resources and materials details of upcoming events

<https://www.ncca.ie/en>

The NCCA is a statutory Council and its brief is to advise the Minister for Education and Skills on curriculum and assessment for early childhood education and for primary and post-primary schools.

<http://www.curriculumonline.ie/>

At this NCCA-hosted website, you can view the curriculum, examples of student work, and a variety of assessment support options

<http://www.pdst.ie/Physical-Education-Main>

The PDST Health and Wellbeing team aim to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students

<http://ncse.ie/> <http://www.sess.ie/>

The role of the Special Education Support Service (SESS) is to enhance the quality of learning and teaching in relation to special educational provision

<http://activeschoolflag.ie/>

The Active School Flag (ASF) is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often.

<http://www.peai.org/>

The Physical Education Association of Ireland is the professional association for physical education professionals in Ireland

<http://www.pepaysireland.com/>

PEPAYS Ireland will be recognised as a research centre that influences policy and practice at a national and international level in advancing the health and well-being of populations in the areas of physical education, sport, physical activity and health.

<http://www.pexpoireland.com/>

Physical Education Expo encourages secondary school students to enter a theory-based project to demonstrate learning in PE.