

Reporting within Junior Cycle Physical Education to support quality teaching and learning

This short document 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, 2017). 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 0055/2019](#) whereby:

'Wellbeing will be reported on through the JCPA for the first time in 2020. 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.

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 2.6. Further information on this may be found in the JCPA Handbook'. (p.12)

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)

Further Links

www.ncca.ie

- NCCA Wellbeing Guidelines and Support [here...](#)
- NCCA 'Focus on Learning' Toolkits [here...](#)
- NCCA Information regarding SLAR Meetings [here...](#) (Word Format [here...](#))
- NCCA Guidelines to support short course development [here...](#)

www.jct.ie

JCT Short Course landing page [here...](#)

- See *Key Documents* for links to Key Documents
- See *Planning* for planning templates/materials which may assist your work
- See *CPD Support* for any materials (slides/booklets) used during the CPD to date

Effective Collaborative Planning

Poster [here...](#)

Video [here...](#)

Effective Feedback

Video [here...](#)

Wellbeing and Formative Assessment

Video [here...](#)

www.curriculumonline.ie

- Junior Cycle Short Courses landing page [here...](#)
- Junior Cycle Short Course (2016) [here...](#)
- Guidelines for the Classroom-Based Assessment in Physical Education [here...](#)
- Junior Cycle Physical Education syllabus (2003) [here...](#)