

Leabhrán FGL – Na Braislí 2018-19

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Leabhrán FGL -
Corpoideachas agus Folláine
laistigh den
Chreat don tSraith
Shóisearach



www.jct.ie

Cuid A: Suímh Idirlín Úsáideacha

<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.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

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

This NCCA-hosted website contains detail of key features of the new junior cycle; newly developed subjects and short courses, a focus on literacy, numeracy and key skills, and new approaches of assessment and reporting.

<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://www.peai.org/>

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

<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

Cuid B: Folláine sa tSraith Shóisearach

Mar chuid den tSraith Shóisearach nua beidh scoláirí ag glacadh páirte i réimse nua foghlama dar teideal Folláine. Tógfaidh sé sin ar an obair atá ar siúl ag scoileanna cheana féin chun tacú le folláine scoláirí agus chun níos mó béime a leagan uirthi.

Cén fáth a bhfuil tábhacht leis an bhfolláine?

Féadann na hidirghníomhaíochtaí laethúla go léir a tharlaíonn ar scoil dul i gcion ar fholláine an scoláire. Mar sin is féidir le gach duine ról a ghlacadh i dtacú le folláine. Tá sé de cheart ag gach scoláire a bhrath go bhfuil aire á tabhairt dó ar scoil. Tá sé ríthábhachtach an dea chaidreamh a fhorbairt sa seomra ranga agus ar fud na scoile ar mhaithe le folláine gach scoláire agus teagasc agus foghlaim éifeachtach. Nuair a mhothaíonn scoláire gur cuid den scoil é, go bhfuil meas air agus go n éistear leis, bíonn sé sásta foghlaim agus éiríonn níos fearr leis san fhoghlaim. Tá folláine tábhachtach mar ní amháin go n éiríonn níos fearr leis an scoláire ar scoil mar gheall uirthi ach freisin féadann sí dul i gcion ar an gcaoi a n-éiríonn le duine óg agus é ina dhuine fásta.

Corpoideachas agus Folláine

Beidh an Corpoideachas (CO) ina chuid lárnach den réimse nua foghlama darb ainm Folláine Cuireann an gearrchúrsa seo sa CO leis an gclár Folláine trí eispéiris foghlama a sholáthar a chabhraíonn le scoláirí a bheith níos ábalta agus níos spreagtha chun gníomhaíocht choirp rialta a bheith ina saol, rud a chabhraíonn dá réir leis an taithí iomlán a bhíonn acu ar fholláine.

Is é 135 uair an t-íosmhéid ama don CO a spréitear thar an chéad, an dara agus an tríú bliain (2 thréimhse leanunach sa tseachtain)

Ní mór do scoláirí staidéar a dhéanamh ar an gCorpoideachas ag leanúint ceann acu seo ...

- cúrsa reatha na sraithe sóisearaí sa Chorroideachas (2003)
- an tsonraíocht do ghearrchúrsa na sraithe sóisearaí sa Chorroideachas (2016)

Cuid C: Nótaí/ Príomh theachtaireachtaí:

Seisiún 1:

Seisiún 2:

Seisiún 3:

Rud éigin a d'fhoghlaim mé....

Rud éigin a dhéanfaidh mé..

Ceist amháin atá fós le freagairt agam...

Cuid D: Naisc idir corpoideachas na sraithe sóisearaí agus príomhscileanna

Cuireann an cúrsa seo deiseanna ar fáil chun tacú leis na príomhscileanna uile, ach tá roinnt díobh a bhfuil tábhacht ar leith leo. Sainithnítear sna samplaí thíos roinnt de na gnéithe a bhaineann le gníomhaíochtaí foghlama sa chorpoideachas. Chomh maith leis sin, is féidir leis an múinteoir a lán de na gnéithe eile de phríomhscileanna ar leith a fhí isteach ina chuid planála don seomra ranga.

An phríomhscil	Gné na príomhscile	Gníomhaíocht foghlama an scoláire
A bheith cruthaitheach	Roghanna a fhiosrú	Pléann agus comhaontaíonn an scoláire réitigh ar fhadhbanna a thagann chun cinn i ngníomhaíochtaí choirp éagsúla.
A bheith liteartha	Smaointe a chur in iúl go soiléir agus le cruinneas	Pléann an scoláire réitigh éagsúla ar thascanna sa chorpoideachas lena chomhscoláirí.
A bheith uimheartha	Sonraí a bhailiú, a léirmhíniú agus a léiriú	Déanann an scoláire anailís staitistiúil ar a fheidhmiú féin agus ar fheidhmiú daoine eile, cuireann sé i láthair í i ngrafaic, agus úsáideann sé na tátail le feidhmiú a mheasúnú agus le planáil d'fheabhsú.
Cumarsáid	Éisteacht agus mé féin a chur in iúl	Réitíonn an scoláire fadhbanna agus pléann sé réitigh le meas le comhscoláirí i réimse gníomhaíochtaí choirp.
Eolas agus smaointeoireacht a bhainistiú	Eolas agus sonraí a bhailiú, a thaifeadadh, a eagrú agus a mheas	Bailíonn agus eagraíonn an scoláire sonraí le fianaise a chur ar fáil faoina fheidhmiú féin agus faoi fheidhmiú daoine eile. Úsáideann sé an fhaisnéis sin le planáil le d'fheabhsú.
Mé féin a bhainistiú	Spríocanna pearsanta a shocrú agus a bhaint amach	Ceapann agus tugann an scoláire faoi phleananna le spríocanna pearsanta nó grúpa a bhaint amach. Déanann sé machnamh ar a dhul chun cinn agus ar a fhoghlaim agus déanann sé na coigeartuithe is gá ar a spríocanna.
Fanacht folláin	A bheith sláintiúil, fisiciúil agus gníomhach	Foghlaimíonn an scoláire le cinntí eolacha a dhéanamh faoina rannpháirtíocht sa ghníomhaíocht choirp. Foghlaimíonn an scoláire le cúram agus meas a léiriú air féin agus ar dhaoine eile agus é ag páirteach i ngníomhaíochtaí éagsúla.
Obair le daoine eile	Ag comhoibriú	Glacann an scoláire páirt i dtascanna le comhscoláirí agus i ngrúpa a éilíonn comhoibriú chun comhspríocanna dúshlánacha a bhaint amach.

The below table shows the links between junior cycle PE and the 8 Key Skills of Junior Cycle. It is an excerpt from p.8 of the PE Short Course specification available [here...](#)

Key Skill	Key Skill element	Student learning activity
Being Creative	Exploring options and alternatives	Students discuss and agree solutions to problems posed in various physical activities.
Being literate	Expressing ideas clearly and accurately	Students discuss different solutions to tasks in Physical Education with their peers.
Being numerate	Gathering, interpreting and representing data	Students complete statistical analysis of their own and others' performance, present it graphically, and use the findings to evaluate performance and plan for improvement.
Communicating	Listening and expressing myself	Students solve problems and negotiate solutions respectfully with fellow students in a range of physical activities.
Managing information and thinking	Gathering, recording, organising and evaluating information	Students gather and organise data about their own performance and that of others. They use this information to plan for improvement.
Managing myself	Setting and achieving personal goals	Students devise and undertake plans to achieve personal or group goals. They reflect on their progress and learning and make the necessary adjustments to their goals.
Staying well	Being healthy, physical and active	Students learn to make informed decisions about their participation in physical activity. Students learn to demonstrate care and respect for themselves and others as they participate in different activities.
Working with others	Co-operating	Students engage in a number of peer and group tasks which require co-operation to achieve common and challenging goals.

Cuid E: Na torthaí foghlama

Snáithe 1: Gníomhaíocht choirp le haghaidh na sláinte agus na folláine

Ba chóir go mbeadh sé ar chumas an scoláire

- 1.1 spriocanna SICRU a shocrú bunaithe ar a thorthaí corpacmhainne a bhaineann le sláinte agus/nó feidhmiú, faoi réir na norm dá aois agus dá ghnéas
- 1.2 prionsabail na traenála a chur i bhfeidhm laistigh de chlár pearsantaithe le haghaidh gníomhaíocht choirp (sé seachtaine ar a laghad) arna cheapadh chun feabhas a chur ar a chorpacmhainn ar son a shláinte agus/nó a bhaineann le feidhmiú, agus taifead a choinneáil ar a dhul chun cinn
- 1.3 a rannpháirtíocht agus a dhul chun cinn sa chlár a mheas, ag tabhairt fianaise ar dhul chun cinn a dhéantar agus ag sainathint bealaí inar bhféadfadh sé forbairt tuilleadh
- 1.4 réimse teicnící tomhais a úsáid chun monatóireacht agus anailís a dhéanamh ar leibhéal gníomhaíocht choirp thar thréimhse leanúnach ama
- 1.5 réimse straitéisí a shainathint chun tacú le rannpháirtíocht leanúnach i ngníomhaíocht choirp a bhaineann leis an tsláinte
- 1.6 gníomhaíochtaí coirp a thaitníonn le daoine óga a stiúradh, gníomhaíochtaí ar féidir leo tabhairt fúthu chun na híosmholtaí le haghaidh gníomhaíocht choirp le haghaidh na sláinte a bhaint amach.

Snáithe 2: Cluichí

- Cluichí ionraidh - Cluichí buailte agus ceaptha - Cluichí cúirte roinnte

Ba chóir go mbeadh sé ar chumas an scoláire

- 2.1 réimse leathan scileanna agus straitéisí luaile a úsáid go héifeachtach chun a fheidhmiú féin a fheabhsú
- 2.2 freagracht a ghlacadh as feabhas a chur ar a fheidhmiú féin, bunaithe ar láidreachtaí agus riachtanais forbartha phearsanta
- 2.3 gníomhaíochtaí a leasú chun cuimsiú agus taitneamh a chur chun cinn go sábháilte
- 2.4 gníomhaíochtaí a léiriú chun feabhas a chur ar a chorpacmhainn ar son a sláinte agus/nó a bhaineann le feidhmiú le haghaidh cluiche áirithe, lena n-áirítear réamhaclaíocht agus fuarú
- 2.5 freagairt, ina aonair agus mar bhall foirne, do chásanna difriúla cluichí

Snáithe 3: Dúshlám aonair agus foirne

Ba chóir go mbeadh sé ar chumas an scoláire

- Treodóireacht agus dúshlám foirne

3.1 straitéisí treodóireachta agus scileanna léamh léarscáileanna a úsáid chun imeachtaí éagsúla treodóireachta a dhéanamh go sábháilte agus go muiníneach, ag léiriú measa ar an gcomhshaol

3.2 cur le dúshlám foirne a éilíonn comhoibriú agus scileanna réitithe fadhbanna chun sprioc chomónta a bhaint amach

3.3 machnamh ar a chion pearsanta féin agus ar éifeachtúlacht a fhoirne i dtaca le dúshlám grúpa a chur i gcrích.

- Uiscíocht

3.4 feidhmiú go hinniúil agus go muiníneach i réimse de bhéimeanna snámha

3.5 freagairt go cuí do réimse cásanna sábháilteacht uisce

3.6 freagracht a ghlacadh as feabhas a chur ar a fheidhmiú féin, bunaithe ar láidreachtaí agus riachtanais forbartha phearsanta

- Lúthchleasaíocht

3.7 léiriú go hinniúil, go muiníneach agus go sábháilte i réimse imeachtaí lúthchleasaíochta

3.8 gníomhaíochtaí a léiriú le feidhmiú a fheabhsú in imeachtaí lúthchleasaíochta, lena n-áirítear ullmhú fisiciúil agus meabhrach

3.9 freagracht a ghlacadh as feabhas a chur ar a fheidhmiú féin, bunaithe ar láidreachtaí agus riachtanais forbartha phearsanta

Snáithe 4: Damhsa agus gleacaíocht

Ba chóir go mbeadh sé ar chumas an scoláire

4.1 damhsa a chruthú leis féin nó le daoine eile, ina bhfuil stíl roghnaithe damhsa agus réimse de theicnící cóiréagrafacha agus frapaí oiriúnacha agus ceol Nó

4.2 sraith luailí nó gnáthamh a chruthú bunaithe ar théama gleacaíochta (leis féin nó le daoine eile), agus réimse de theicnící cumadóireachta agus de scileanna gleacaíochta a chuimsiú ann

4.3 a léiriú a bheachtú de réir critic ar fhíseán dá léiriú agus/nó aiseolais ó dhaoine eile

4.4 an tsraith luailí damhsa/gleacaíochta a léiriú do lucht féachana agus ceol agus/nó frapaí cuí á gcuimsiú

4.5 machnamh a dhéanamh ar an taithí a fuair sé ag cruthú léiriú agus ag glacadh páirte ann

Cuid F:

Táscairí na Folláine

Tá sé tábhachtach go mbeidh gach scoil ag obair i dtreo fíis chomhroinnte agus sraith táscairí ina ndéantar cur síos ar na rudaí atá tábhachtach do dhaoine óga agus dá bhfolláine. Ar an mbonn sin, aithníodh sé tháscaire – **Gníomhach, Freagrach, Ceangailte, Athléimneach, Meas agus Feasach** – mar a bheith rithábhachtach i bhfolláine scoláirí. Leis na táscairí sin, léirítear go follasach na rudaí atá tábhachtach do scoláirí, múinteoirí, tuismitheoirí agus pobal na scoile níos leithne. Tá líon beag tuairisceoirí ag gabháil le gach táscaire.



Cuid G: Measúnú Foirmitheach

An chaoi a bhfeidhmíonn measúnú foirmitheach

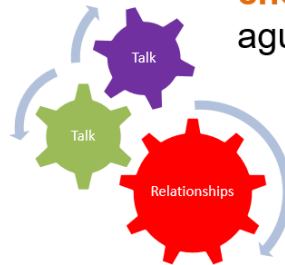
● **Scoláirí a bheith gníomhach** mar fhoghlaimeoirí ina a gcuid foghlaim féin

● **Scoláirí a bheith gníomhach** mar **acmhainní foghlama dá chéile**

● **Aiseolas** a sholáthar chun foghlaimoirí a bhogadh chun cinn

Intinní foghlama a chomhroinnt, a shoiléiriú, agus a thuiscint

● **Deiseanna a thabhairt d'fhoghlaimeoirí ar dhíospóireachtaí eifeachtacha ranga**, a léiríonn fianaise ar foghlaim



Section F: Indicators of Wellbeing

It is important that all schools are working towards a shared vision and set of indicators which describe what is important for young people and their wellbeing. On this basis, six indicators – Active, Responsible, Connected, Resilient, Respected and Aware have been identified as central to wellbeing. These indicators make what is important explicit for students, teachers, parents and the wider school community. Each indicator has a small number of descriptors.



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

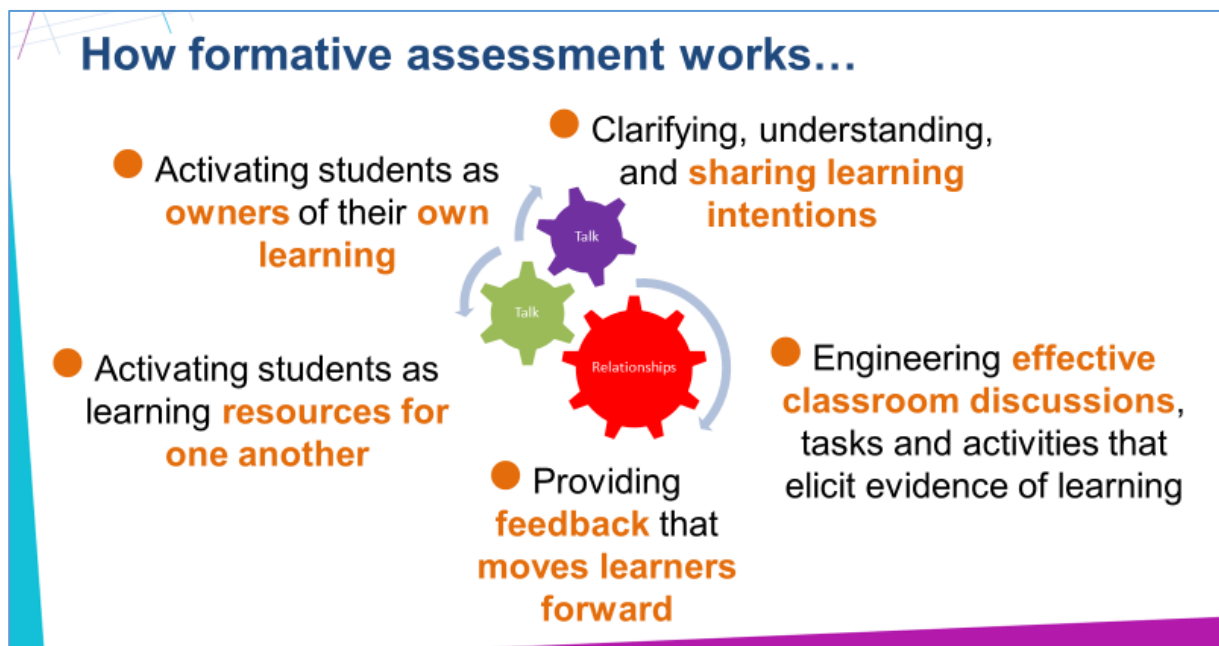


AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Section G: Formative Assessment

Below are *Five Key Benefits of Formative Assessment* as outlined in Wiliam, Dylan & Thompson, Marnie. (2008). *Integrating assessment with instruction: What will it take to make it work?*. Future of assessment: Shaping teaching and learning. 53-82. The National Council for Curriculum and Assessment (NCCA) have developed a *Focus on Learning* toolkit to support teachers in their use of formative assessment [here...](#)



Short Course in PE – Unit of Learning Template

Unit Title:	Games	Term:	Year 2 – Midterm 2 to Easter
Teacher/s:	Siobhan O’Leary,	No of Weeks:	8
	Matt O’Brien	Date of Review:	Sept 18

Learning Outcomes (from Specification)

At the end of this unit, students will be able to...

- 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 & developmental needs
- 2.5 respond, individually and as part of a team to different games’ scenarios

Assessment

Students will demonstrate their learning when they...

perform in a small-sided game scenario and reflect on their efforts to achieve their specific individual and group performance-related goal.

Learning Experiences

Students will

- work with team mates, when assigning team roles and participating in modified games.
- explore various principles of offense and defense to improve personal and team performance
- provide and receive feedback on their individual and team performances as they engage in small-sided game scenario
- set an individual and a collective team performance-related goal based on the feedback from the previous week, and outline several steps/actions which will support them in reaching these goal/s
- work on the steps/actions which will support them in reaching these goal/s
- perform in small-sided game scenarios and reflect on their efforts to achieve their specific individual and group performance-related goal

Element/s of Key Skill/s	Managing Myself – Setting and achieving personal goals Managing Info and Thinking – Gather, organize and evaluate info Being creative – Exploring options and alternatives	Wellbeing Indicator/s	Aware Resilient Responsible Connected
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Post Unit Reflection

Short Course in PE – Unit of Learning Weekly Planning Template

<p>Week 1 Students will learn what contributes to effective teamwork in a games context</p> <p>Student will</p> <ul style="list-style-type: none"> work with their peers within their assigned team when assigning team roles and participating in modified games. Demonstrate a range of movement skills relating to the game 	<p>Week 5 Student will learn to develop a SMART plan to achieve identified goal/s</p> <p>Based on identified strengths and area for improvement from the previous week, students will</p> <ul style="list-style-type: none"> set an individual and a collective team performance-related goal outline several steps/actions which will support them in reaching these goal/s <p>Students will</p> <ul style="list-style-type: none"> begin to work on the specific steps/actions which will support them in reaching these goal/s through selected practice activities be introduced to a number of games scenarios <p>Students will be introduced to the role of a coach</p>
<p>Week 2 Students will learn what makes effective offense (attack)</p> <p>Students will</p> <ul style="list-style-type: none"> engage in small-sided games which allow them to co-develop criteria to describe effective offensive play (tactical awareness, time, space, risk, skill/movement) develop technical skills to support the application of tactical awareness (evasive movement, range of passes) 	<p>Week 6 Student will learn to apply and refine their plan</p> <p>Students will</p> <ul style="list-style-type: none"> continue to work on, and refine, the specific steps/actions which will support them in reaching these goal/s through selected practice activities and games scenarios reflect on their performance against the criteria for offence and defence as identified in Week 2 and 3 <p>In the initial week of a culminating tournament, students will perform in small-sided game scenarios and reflect on their progress towards their specific individual and group performance-related goal.</p>
<p>Week 3 Students will learn what makes effective defence</p> <p>Students will</p> <ul style="list-style-type: none"> engage in small-sided games which allow them to co-develop criteria to describe effective defensive play (tactical awareness, time, space, risk, skill/movement) develop technical skills to support the application of tactical awareness (defensive movement, range of passes) 	<p>Week 7 Student will learn to analyse and reflect on their performance</p> <p>In the final week of a culminating tournament, students will perform in small-sided game scenarios and reflect on their progress towards their specific individual and group performance-related goal.</p>
<p>Week 4 Students will learn to analyse performance and communicate feedback</p> <p>In a mini-tournament, student will</p> <ul style="list-style-type: none"> provide and receive feedback on their individual and team performances as they engage in small-sided game scenarios. Adopt various roles (e.g. referee, umpire) <p>Student will identify their strengths and areas for improvement</p>	<p>Week 8</p>
<p>Post Unit Reflection</p>	

Cuid H: Sliocht as Ag Breathnú ar an Scoil Againne 2016: Creat Cáilíochta

[Ag Breathnú ar an Scoil Againne 2016: Creat Cáilíochta d'Iar-Bhunscoileanna](#). Tá sé ceaptha do mhúinteoirí le húsáid chun na cuir chuige teagaisc agus foghlamais éifeachtaí agus is mealltaí a chur i bhfeidhm ina scoileanna. Tá an sliocht seo as *Réimse 3: Cleachtas aonair na múinteoirí*. Tá an caighdeán i gceist – *Caighdeán 2* - i dteideal *‘Roghnaíonn agus úsáideann an múinteoir cleachtais pleanála, ullmhúcháin agus measúnaithe a chuireann foghlaim na scoláirí chun cinn*

CAIGHDEÁIN	RÁITIS AR CHLEACHTAS ÉIFEACHTACHA	RÁITIS AR CHLEACHTAS FÍORÉIFEACHTACHA
Roghnaíonn agus úsáideann an múinteoir cleachtais pleanála, ullmhúcháin agus measúnaithe a chuireann foghlaim na scoláirí chun cinn	<p>Ainmníonn pleananna na múinteoirí cuspóirí foghlama atá soiléir agus ábhartha agus atá curtha i gcomhthéacs do riachtanais foghlama na scoláirí.</p> <p>Dearann agus ullmhaíonn na múinteoirí roimh ré sraith de thascanna agus gníomhaíochtaí foghlama atá oiriúnach do chuspóirí foghlama sainiúla an cheachta nó na sraithe de cheachtanna.</p> <p>Aithníonn agus ullmhaíonn na múinteoirí roimh ré acmhainní atá oiriúnach do chuspóirí foghlama sainiúla an cheachta nó na sraithe de cheachtanna, agus do riachtanais foghlama an ranga.</p> <p>Áiríonn ullmhúchán na múinteoirí ullmhúchán don idirdhealú ar cuspóirí foghlama agus gníomhaíochtaí foghlama, agus tá sé bunaithe ar úsáid fhiúntach sonraí.</p> <p>Déanann na múinteoirí pleanáil chun measúnú a dhéanamh ar ghnóthachtáil na scoláirí ar chuspóirí foghlama beartaithe an cheachta, nó na sraithe de cheachtanna, ag baint úsáide as measúnú ar an bhfoghlaim agus measúnú chun foghlama freisin.</p> <p>Áiríonn cleachtais mheasúnaithe na múinteoirí ní hamháin measúnú ar eolas, ach measúnú ar scileanna agus meonta freisin.</p> <p>Tugann na múinteoirí aiseolas cuiditheach, forbarthach ó bhéil agus scríofa go rialta do na scoláirí maidir lena gcuid oibre.</p> <p>Roinneann na múinteoirí critéir ratha leis na scoláirí sa chaoi is gur féidir leo measúnú a dhéanamh ar a gcuid foghlama trí fhéinmheasúnú agus piarmheasúnú.</p> <p>Coinníonn múinteoirí taifid mheasúnaithe atá soiléir, úsáideach agus éasca le léirmhíniú agus roinnt.</p>	<p>Ainmníonn pleananna na múinteoirí cuspóirí foghlama atá soiléir agus ábhartha agus atá curtha i gcomhthéacs do riachtanais foghlama na scoláirí. Léiríonn cuspóirí foghlama cur chuige forbarthach agus céimneach chun foghlaim na scoláirí a chur chun cinn.</p> <p>Dearann agus ullmhaíonn na múinteoirí roimh ré sraith de thascanna agus gníomhaíochtaí foghlama atá oiriúnach do chuspóirí foghlama sainiúla an cheachta nó na sraithe de cheachtanna. Tá dearadh an cheachta solúbtha chun deiseanna foghlama atá ag teacht chun cinn a chheadú.</p> <p>Aithníonn agus ullmhaíonn na múinteoirí go críochnúil roimh ré acmhainní atá curtha in oiriúint chun meaitseáil a dhéanamh le cuspóirí foghlama sainiúla an cheachta nó na sraithe de cheachtanna, agus do riachtanais foghlama an ranga agus riachtanais foghlama na scoláirí aonair.</p> <p>Áiríonn ullmhúchán na múinteoirí ullmhúchán don idirdhealú ar cuspóirí foghlama agus gníomhaíochtaí foghlama, lena n-áirítear deiseanna foghlama pearsanaithe, agus tá sé bunaithe ar úsáid fhiúntach sonraí.</p> <p>Déanann na múinteoirí pleanáil chun measúnú a dhéanamh ar na gnéithe ábhartha uile d'fhoghlaim na scoláirí ag baint úsáide as measúnú ar an bhfoghlaim agus measúnú chun foghlama freisin.</p> <p>Áiríonn cleachtais mheasúnaithe na múinteoirí ní hamháin measúnú ar eolas, ach measúnú ar scileanna agus meonta freisin. Cuireann na múinteoirí straitéisí measúnaithe in oiriúint chun freastal ar riachtanais foghlama aonair.</p> <p>Tugann na múinteoirí aiseolas cuiditheach, forbarthach ó bhéil agus scríofa go rialta do na scoláirí. Baineann na múinteoirí úsáid as aiseolas chun oibriú leis na scoláirí ar straitéisí soiléire d'fheabhsúchán.</p> <p>Roinneann agus comhchruthaíonn na múinteoirí critéir ratha leis na scoláirí sa chaoi is gur féidir leo measúnú a dhéanamh ar a gcuid foghlama trí fhéinmheasúnú agus piarmheasúnú, agus ainmníonn siad réimsí feabhsúcháin agus straitéisí chun feabhsú a bhaint amach.</p> <p>Coinníonn múinteoirí taifid mheasúnaithe atá soiléir, úsáideach agus éasca le léirmhíniú agus comhroinnt, agus curtha in oiriúint do riachtanais foghlama na scoláirí aonair.</p>

Section H: Extract from *Looking at our School 2016 – A Quality Framework*

[Looking at our School 2016](#) is a quality framework for post-primary schools. It is designed for teachers to use in implementing the most effective and engaging teaching and learning approaches in their schools. Below is an extract from Domain 3 – Standard 2 of ‘The Statements of Practice – Teaching and Learning’ (p.18). This standard within [Teachers Individual Practice](#) explores quality in how the teacher selects and uses planning, preparation and assessment practices that progress students’ learning

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>The teacher selects and uses planning, preparation and assessment practices that progress students’ learning</p>	<p>Teachers’ plans identify clear, relevant learning intentions that are contextualised to students’ learning needs.</p> <p>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.</p> <p>Teachers identify and prepare in advance resources suitable for the specific learning intentions of each lesson, or series of lessons, and the learning needs of the class.</p> <p>Teachers’ preparation includes preparation for the differentiation of learning intentions and learning activities, and is informed by meaningful use of data.</p> <p>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.</p> <p>Teachers’ assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.</p> <p>Teachers regularly provide students with constructive, developmental oral and written feedback on their work.</p> <p>Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.</p> <p>Teachers maintain assessment records that are clear, useful and easy to interpret and share.</p>	<p>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.</p> <p>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.</p> <p>Teachers identify and thoroughly prepare in advance resources tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students’ learning needs.</p> <p>Teachers’ preparation includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing all relevant aspects of students’ learning using both assessment of learning and assessment for learning.</p> <p>Teachers’ assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs.</p> <p>Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.</p> <p>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.</p> <p>Teachers maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students’ individual learning needs</p>

Cuid J: Na príomhscileanna laistigh d'Aonad Foghlama

Deán alailís ar thaithí na dhaltaí i Seachtain 2, agus i Seachtain 4 agus 5, trí phrionsabail na Measúnachta Formheasach (feach ar Cuid G, lch. 8)

Seachtain 2	Gné is láidre (an realt)	An Gné a d'fhéadfaí a fhorbairt tuilleadh (an dóchas)
Seachtain 4 agus 5	Gné is láidre (an realt)	An Gné a d'fhéadfaí a fhorbairt tuilleadh (an dóchas)

Cad é an **fhoghlaim is suntasaí** agat ón díospóireacht laistigh de do ghrúpa

Cuid K: Forbairtí laistigh de mo Scoil

Corpoideachas agus Folláine laistigh den Chreat don tSraith Shóisearach Forbairtí laistigh de mo Scoil

Scoil:

Muinteoir/í

Comhthéacs

Gné Fócas:

- athbhreithniú a dhéanamh ar do chlár corpoideachais
- forbairt do chleachtais mheasúnaithe agus tuairiscithe
- úsáid TFC chun tacú le teagasc, foghlaim agus measúnú
- do chuid oibre le bainistíocht na scoile (nó eagraíochtaí áitiúla)
- ag tabhairt na chéad chéimeanna maidir le Folláine
- na Táscairí Fholláine a usáid

An dúshlán a bhí ann:

An fhorbairt a rinneamar:

Dul chun cinn go dtí seo:

Comhairle do scoileanna eile:

Section K: Developments within my School

PE and Wellbeing within the Framework for Junior Cycle Developments within my School

School:

Teachers:

Context:

Area of Focus: (highlight one/two/three as appropriate)

- reviewing your PE programme
- the development of your assessment and reporting practice
- the use of digital technologies to support teaching, learning and assessment
- your work with school management (or local organisations)
- undertaking the first steps regarding Wellbeing
- using the Wellbeing Indicators

The challenge encountered:

The development we undertook:

Progress to date:

Advice to other schools:

**PE and Wellbeing within the Framework for Junior Cycle
 Developments in our School**



1

What I want to do next

6

5

4

3

2

1



Our current strengths....
 •
 •
 •

Our focus of development....
 •
 Date:

Cuid L: Inár scoil – Ag ligean do na daltaí a gcuid foghlama a léiriú agus a phróifíliú sa Chorpoideachás

Laistigh de do roinn ábhair, roghnaigh measúnú féideartha ón na Treoirínte Measúnaithe chun éascú i gcomhthéacs na scoile

Cén ám le linn Bhliain 2 nó Bliain 3 a chuirfeá ar chumas na scoláirí a gcuid foghlama a léiriú tríd an MRB?

Cad é an **réamhfhoghlaim a bhí ag na scoláirí** go dtí seo?

Léigh tríd an tuairisc ar an MRB agus na Gnéithe Cáilíochta a bhaineann leo?

Dhá phointe le aithint

Gné amháin a mbraitheann tú go bhféadfadh tuilleadh tacaíochta a bheith agat

Ag cuimhneamh ar na Gnéithe Cáilíochta, cad iad **na heispéiris foghlama (an turas)** is fearr a thacaíonn leis na daltaí sna seachtainí sula léiríonn siad a gcuid foghlama?

Section L: In our school – Allowing our student demonstrate and profile their learning in PE

Within your subject department, choose a **potential assessment** from the Guidelines for the Classroom-Based Assessment that you may choose to facilitate in your school context.

When along Year 2 or Year 3 would you allow students to demonstrate their learning via the CBA?

What has been the **prior learning of the students** up to this point?

Please read through the description of the CBA and the associated Features of Quality?

Two Points of Note

-
-

One aspect that you feel you may need further support in

-

Keeping in mind the Features of Quality, what **learning experiences** (journey) can best support the students in the weeks before they demonstrate their learning?

Physical Education – Sample Unit of Learning Template

Unit Title:		Term:	
Teacher/s:		No of Weeks:	
		Date of Review:	

Learning Outcomes (from Specification)

At the end of this unit, students will be able to...

Assessment

Students will demonstrate their learning when they...

Learning Experiences

Element/s of Key Skill/s		Wellbeing Indicator/s	

Post Unit Reflection

Physical Education – Sample Unit of Learning Weekly Planning Template

Week 1	Week 5
Week 2	Week 6
Week 3	Week 7
Week 4	Week 8

Reflection on the Unit:

Short Course in Physical Education – Sample Course Overview

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> <i>PA for Health and Wellbeing / Athletics</i>	<i>Working with my Team</i> Games - Invasion	2 x 40min class/ week
Unit Title						
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> <i>Rich Task</i>	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
Unit Title						
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
Unit Title						
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	

Section/Cuid M: Extract from 'Information regarding SLAR Meetings' (www.ncca.ie)

Cruinnithe don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair

Subject Learning and Assessment Review Meeting

Cuireann cruinnithe don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair ar chumas múinteoirí comhleanúnachas a bhaint amach ar bhonn comhoibríoch ina mbreithiúnais ar obair an scoláire i gcoinne Gnéithe Cáilíochta coiteanna, a leagtar síos go seachtrach. Forbrófar tuiscint níos mó ar chaighdeán agus ar ionchais de réir a chéile de réir mar a thiocfaidh múinteoirí le chéile i bplé gairmiúil chun machnamh a dhéanamh ar cháilíocht obair a gcuid scoláirí féin, agus treoir acu ó shonraíocht ábhair, treoirlínte measúnaithe agus ábhar tacaíochta eile lena n-áirítear samplaí anótáilte d'obair scoláirí arna soláthar ag CNCM

Subject Learning and Assessment Review 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.

Achoimre / Overview

Tá an próiseas athbhreithnithe dírithe ar mhúinteoirí ag plé obair an scoláire ag cruinnithe struchtúrtha.

Beidh ról tábhachtach aige ag cuidiú le múinteoirí tuiscint a fhorbairt ar chaighdeán agus ar ionchais trí chur ar a gcumas machnamh a dhéanamh ar an bhfianaise d'obair na scoláirí agus chun na straitéisí foghlama agus teagaisc a thacaíonn leis an obair sin a chomhroinnt.

Is iad seo a leanas cuspóirí an phróisis athbhreithnithe:

- comhleanúnachas níos mó i mbreithiúnas na múinteoirí
- aiseolas níos fearr do scoláirí
- breithiúnais a ailíniú níos fearr leis na caighdeán a bhfuiltear ag súil leo,

agus a dheimhniú do thuismitheoirí agus do dhaoine eile go bhfuil na scoláirí ag fáil aitheantais iomchuí dá gcuid éachtaí ar aon dul le caighdeán agus le hionchais.

Beidh soláthar i bhféilire na scoile don tréimhse a thógfaidh cruinnithe athbhreithnithe ón 22 uair an chloig de thréimhse ghairmiúil a leithroinnfear le haghaidh gach múinteoir lánaimseartha gach bliain. Leithdháilfidh bainistíocht na scoile dhá uair an chloig breise ar mhúinteoir amháin as gach ábhar chun ullmhú i gcomhair gach cruinniú athbhreithnithe agus iad a chomhordú. Rothlófar an ról sin i measc na múinteoirí ábhartha.

Beidh gach cruinniú:

- bainteach go sonrach le hábhar ar leith
- thart ar dhá uair an chloig ar fad
- ar siúl ag am chomh gar agus is féidir do chur i gcrích an Mheasúnaithe Rangbhunaithe
- bainteach le hathbhreithniú ar obair na scoláirí a bhainfidh le Measúnú Rangbhunaithe sonrach

Nuair a bhíonn múinteoir ábhair amháin i scoil, féadfar éascaíocht a dhéanamh don mhúinteoir chun páirt a ghlacadh i gcruinniú Athbhreithnithe ar Fhoghlaim agus ar Mheasúnú Ábhair i scoil eile. I gcás scoil lán-Ghaeilge, is féidir le múinteoir ábhair amháin a bheith rannpháirteach i gcruinniú Athbhreithnithe ar Fhoghlaim agus ar Mheasúnú Ábhair i scoil lán-Ghaeilge eile.

The review process is centred on teachers discussing student work at structured meetings. It will play an important role in helping teachers to develop an understanding of standards and expectations by enabling them to reflect on the evidence of students' work and to share the learning and teaching strategies supporting that work.

The objectives of the review process are to achieve:

- greater consistency of teachers' judgement
- better feedback to students
- greater alignment of judgements with expected standards,
- and to assure parents and others that students are receiving appropriate recognition of their achievements in line with standards and expectations.

The time for review meetings will be provided for in the school calendar from the allocated 22 hours of professional time for each full-time teacher each year. One teacher of each subject will be allocated two additional hours by school management to prepare for and coordinate each review meeting. This role will normally be rotated among the relevant teachers.

Each meeting will:

- be subject specific
- be approximately two hours long
- take place at a time as near as possible to the completion of the Classroom-Based Assessment
- involve the review of student work related to a specific Classroom-Based Assessment.

Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting in another school. In the case of an Irish-medium school, the single teacher of a subject can participate in a Subject Learning and Assessment Review meeting in another Irish-medium school.

Treoir and Éascaitheora / Facilitator's Guide

Comhlíonfaidh na múinteoirí ról éascaitheora i rith na gcruinnithe Athbhreithnithe ar Fhoghlaim agus ar Mheasúnú Ábhair ar bhonn rothlach. Déanfaidh an t-éascaitheoir samhaltú ar cheistiú éifeachtach i rith an phlé ar shamplaí d'obair an scoláire ag díriú ar an gcaoi is fearr a mheaitseálann obair na scoláirí na Gnéithe Cáilíochta. I rith cruinnithe athbhreithnithe, nuair nach léir go follasach cén tuairisceoir ba cheart a bheadh i bhfeidhm, ba cheart don ghrúpa an fhianaise a chuardach in obair an scoláire a mheaitseálann gach ceann nó beagnach gach ceann de na Gnéithe Cáilíochta a bhaineann le tuairisceoir faoi leith. Cuireann cur chuige 'na rogha is oiriúnaí' ar chumas an mhúinteora an tuairisceoir is fearr a mheaitseálann 'ar an iomlán' an obair atá á meas a roghnú. Cuirfidh an t-éascaitheoir [tuairisc ghearr](#) den chruinniú athbhreithnithe isteach chuig príomhoide na scoile.

Níor chóir don mhúinteoir talamh slán a dhéanamh de go mbeidh torthaí grúpa scoláirí ag teacht le haon phatrún dáileacháin ar leith, de bharr nach ndéantar obair an scoláire a mheas ach amháin trí thagairt do na Gnéithe Cáilíochta seachas don chaoi ar éirigh leis na scoláirí eile.

Teachers will fulfil the role of facilitator during Subject Learning and Assessment Review meetings on a rotational basis. The facilitator will model effective questioning during the discussion of the samples of student work focusing on how well students' work matches the Features of Quality. During review meetings, where it is not clearly evident which descriptor should apply, the group should look for the evidence in the student's work that matches all or nearly all of the Features of Quality associated with a particular descriptor. This 'best fit' approach allows teachers at the review meeting to select the descriptor that 'on-balance' best matches the work being assessed. The facilitator will submit a short report (see Appendix 1) of the review meeting to the school principal.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan as the student's work is being judged only against the Features of Quality rather than other students' performance.

Roimh an gcruinniú / Before the meeting

Mar chéad chéim, b'fhéidir gur mhaith le múinteoirí athbhreithniú a dhéanamh ar roinnt de shamplaí anótáilte ábhartha CNCM sula dtagann siad ar chinntí maidir le hobair a gcuid scoláirí féin.

A luaithe is a bhíonn a Measúnú Rangbhunaithe curtha i gcrích ag scoláire, déanfaidh an múinteoir réamh-mheasúnú ar obair an scoláire bunaithe ar na Gnéithe Cáilíochta. Féadfar na réamh-mheasúnuithe sin a mhodhnú i bhfianaise an phlé a tharlaíonn ag an gcruinniú don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair.

Beidh aird ag an múinteoir ar an tuairisceoir a bheith leithdháilte ar gach scoláire agus ar aon pointe eile a bheidh siad ag iarraidh nó a mheasfaidh siad áisiúil tagairt dó i rith an chruinnithe don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair agus ina dhiaidh. Is don mhúinteoir féin a bheidh na nótaí sin.

Mar ullmhúchán don chruinniú don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair, sainaitheoidh gach múinteoir sampla amháin d'obair scoláire le haghaidh gach tuairisceora, agus beidh siad sin ar fáil lena bplé ag an gcruinniú.

As a first step, teachers may find it helpful to review some of the relevant NCCA annotated examples prior to coming to decisions about their own students' work.

Once students have completed their Classroom-Based Assessment, the teacher will carry out a provisional assessment of the students' work based on the Features of Quality. These provisional assessments may be modified in light of the discussions that take place at the Subject Learning and Assessment Review meeting.

The teacher will make a note of the descriptor allocated to each student and any other point they may wish or find useful to refer to during and after the Subject Learning and Assessment Review meeting. This note will be for the teacher's own use.

In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one sample of student's work for each descriptor, where feasible, and will have these available for discussion at the meeting.

I rith an chruinnithe / During the meeting

Is é an t-éascaitheoir a bheidh i mbun an chruinnithe agus coimeádfaidh sé/sí taifead de na cinntí a dhéanfar i [dteimpléad](#), a úsáidfear chun tuairisc den chruinniú a chur i dtoll a chéile. Moltar go leanfadh an cruinniú an leagan amach seo tríd is tríd:

- Míníonn an t-éascaitheoir gurb é cuspóir an chruinnithe tacú le comhleanúnachas breithiúnais maidir le hobair an scoláire agus comhthuisct a fhorbairt maidir le cáilíocht fhoghlaim an scoláire. Ba cheart aird a tharraingt freisin ar fiúntas an chruinnithe ó thaobh aiseolas a thabhairt don scoláire ar conas a d'fhéadfadh sé a chuid oibre a fheabhsú.
- Iarrann an t-éascaitheoir ar bhall foirne amháin sampla a thaispeáint de shaothar a ndearna sé measúnú air mar cheann Nár chomhlíon na hionchais go fóill.
- Tar éis réamhrá gairid ón múinteoir, déanann an t-éascaitheoir plé ginearálta ar a mhéid is a thagann obair an scoláire leis na Gnéithe Cáilíochta ábhartha. Má dheimhnítear an breithiúnas ag an gcruinniú, breacann an t-éascaitheoir é sin i dtaifead an chruinnithe.
- I gcás nach mbíonn aon chomhaontú i measc an ghrúpa, ba cheart don éascaitheoir tagairt do shamplaí anótáilte ábhartha d'obair scoláirí arna soláthar ag CNCM agus, más iomchuí, do chúpla sampla d'obair scoláirí a bhfuil measúnú déanta ag múinteoirí eile sa ghrúpa orthu agus ar bhronn siad an tuairisceoir sin orthu.
- Ba cheart don éascaitheoir féachaint le comhaontú a leagan síos i rith an phlé ar shamplaí ach ba cheart go mbeadh an bhéim ar eolas agus ar scileanna gairmiúla na múinteoirí a fhorbairt seachas ar chomhaontú d'aon ghuth a lorg maidir le gach Gné Cáilíochta i ngach sampla.

- Ba cheart an bhéim ó thaobh breithiúnais a dheimhniú i rith na gcruinnithe athbhreithnithe a bheith ar chur chuige ‘na rogha is oiriúnaí’ i gcónaí áit a dtugtar deis do mhúinteoir teacht ar chomhaontú maidir leis an tuairisceoir is oiriúnaí ‘ar an iomlán’ don obair atá á meas.
- Cé gur cheart am réasúnach a thabhairt i gcomhair plé, ba cheart don éascaitheoir a bhreithiúnas/breithiúnas gairmiúil a úsáid le cinneadh cathain a bheadh sé oiriúnach dul ar aghaidh chuig an gcéad sampla eile.
- Más féidir, ba cheart go bpléifí dhá shampla ar a laghad le haghaidh gach tuairisceora agus ba cheart don éascaitheoir a chinntiú go bpléitear ceann amháin ar a laghad de shamplaí gach múinteora i rith an chruinnithe.
- Déantar aithris ar an bpróiseas, ansin, le samplaí a bhfuil measúnú déanta orthu mar Ag teacht leis na hionchais, Os cionn na n-ionchas agus Thar barr ar fad agus iad a phlé agus a chomhroinnt sa ghrúpa. Ag deireadh an chruinnithe, tugann an t-éascaitheoir achoimre gearr ar na príomhphointí ón bplé.
- Tá sé tábhachtach go ndéanfadh an múinteoir nóta d’impleachtaí na gcinntí a rinneadh i rith an chruinnithe maidir leis an gcuid eile d’obair an scoláire a ndearna siad measúnú air cheana féin, go háirithe i gás tuairisceoirí nuair nach raibh a mbreithiúnas ag teacht le tuairim mhóramh na múinteoirí ag an gcruinniú.

The facilitator leads the meeting and keeps the record of the decisions made in a template, which is used to generate the report of the meeting (see Appendix 1). It is recommended that the meeting should generally follow this sequence:

- The facilitator explains that the purpose of the meeting is to support consistency of judgement about students’ work and to develop a common understanding about the quality of student learning. The value of the meeting in providing feedback to students on how they might improve their work should also be highlighted.
- The facilitator asks one member of staff to introduce a sample of work they have assessed as Yet to reach expectations.
- Following a short introduction by the teacher, the facilitator leads a general discussion on the extent to which the student’s work matches the relevant Features of Quality. If the meeting affirms the judgement, this is noted in the meeting record by the facilitator.
- Where there is a lack of agreement, the facilitator should refer to relevant annotated examples of student work provided by the NCCA and, if appropriate, a couple of examples of student work that other teachers in the group have assessed and awarded that descriptor to.
- The facilitator should look to establish consensus during the discussion of examples but the emphasis should be on developing teachers’ professional knowledge and skills rather than on seeking unanimous agreement over every Feature of Quality in every example.
- The emphasis in affirming judgements during the review meetings should always be on a ‘best fit’ approach which allows teachers to agree the descriptor that ‘on-balance’ is most appropriate for the work being assessed.
- While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when it would be appropriate to proceed to the next sample.
- If possible, there should be discussion of at least two samples for each descriptor and the facilitator should ensure that each teacher has at least one of their samples discussed during the meeting.
- The process is repeated, in turn, with samples assessed as In line with expectations, Above expectations and Exceptional being discussed and shared in the group. At the end of the meeting, the facilitator briefly summarises the key points from the discussion.
- It’s important that each teacher notes the implications of the decisions made during the meeting for the rest of the student work they have already assessed, particularly in the case of descriptors where their judgement did not align with the view of the majority of teachers at the meeting.

I ndiaidh an chruinnithe / After the meeting

Tar éis an chruinnithe, déanann gach múinteoir machnamh ar obair a scoláire bunaithe ar thorthaí an chruinnithe agus, nuair a mheastar gur gá é, déanann sé na hathruithe iomchuí ar a réamh-mheasúnú.

Tar éis an chruinnithe don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair, seolann an t-éascaitheoir isteach a thuairisc ón gcruinniú, ag díriú ar thorthaí an phlé ar obair scoláirí ag an gcruinniú, agus cuireann sé isteach chuig príomhoide na scoile é. Féadfaidh an t-éascaitheoir iarraidh ar mhúinteoirí, más mian leo, roinnt d'obair scoláirí a chur le taisce samplaí:

- Chun tacú le hionduchtú múinteoirí nua
- Chun tacú le cruinnithe Athbhreithnithe ar Fhoghlaim agus ar Mheasúnú Ábhair amach anseo

Chun iad a úsáid in éineacht le scoláirí agus le tuismitheoirí chun léiriú a thabhairt ar chaighdeán na hoibre a bhaintear amach.

After the meeting, each teacher considers the assessment of their students' work based on the outcomes of the meeting and, where it is considered necessary, makes the appropriate adjustments to their provisional assessments.

Following the Subject Learning and Assessment Review meeting, the facilitator submits their report from the meeting focusing on the outcomes of the discussion of student work at the meeting, and submits it to the school principal.

The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples:

- To support the induction of new teachers
- To support future Subject Learning and Assessment Review meetings
- To use with students and parents in demonstrating the standard of work achieved.

Appendix 1: Facilitator's Report

Subject Learning and Assessment Review Meeting	
Cruinnithe don Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair	
Subject/Short Course:	Date/Time:
Attendance:	
Key decisions taken:	
Points of note for future review meetings:	
Any further comments:	
Facilitator:	
Date:	

Extract from www.ncca.ie/en/junior-cycle/assessment-and-reporting/slar-meetings

PE – Departmental Review Template

Teacher/s:

Date of Review:

Strengths

Challenges

Opportunities

Other comments

PE - Yearly Planning and Review Template

September – Area and Action	Christmas - Review	Easter – Review	Summer - Review
Area of Development:			
Specific Action 1			
Specific Action 2			
Specific Action 3			
Area of Development:			
Specific Action 1			
Specific Action 2			
Specific Action 3			
Area of Development:			
Specific Action 1			
Specific Action 2			
Specific Action 3			
<i>Potential Areas may include:</i>			
<i>Facility Development</i>	<i>Resources</i>	<i>Assessment Approaches</i>	<i>Meetings with School Management</i>
<i>Curriculum Development</i>	<i>CPD Opportunities</i>	<i>Self-Evaluation Practices</i>	<i>Linking with Outside Agencies</i>
<i>Cross-curricular Wellbeing Planning and Coordination</i>		<i>Looking at our School Domains</i>	

Notai

Notai

Seirbhís Tacaíochta na Sraithe Sóisearaí do Mhúinteoirí (SSM)
Seirbhís Tacaíochta de chuid na Roinne Oideachais & Scileanna

Oifig Riaracháin:
Ionad Oideachais Mhuineacháin | Bóthar Ard Mhacha |
Muineachán
Teil.: 047 74008

Oifig an Stiúrthóra:
BOOLM | Sráid an tSéipéil | Dún Dealgan
Teil.: 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.juniorycycle.ie/>

This NCCA-hosted website contains detail of key features of the new junior cycle; newly developed subjects and short courses, a focus on literacy, numeracy and key skills, and new approaches of assessment and reporting.

<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.