



St. John's College, De La Salle

Junior Certificate Schools Programme Policy

October 2019

JCSP Related Policies

- DEIS Plan
- Admissions Policy
- SEN Policy
- SPHE Policy
- Guidance Plan
- Code of Behaviour

Mission Statement

St John's College, De La Salle is a member of Le Chéile Trust, under the care and direction of a dedicated management and staff in partnership with parents and guardians. Provides a Catholic Lasallian education which strives to develop students spiritually, academically, physically and socially through the promotion of a comprehensive range of academic programmes and a wide variety of non-academic activities.

Context

The Junior Certificate School Programme is a national programme sponsored by the Department of Education and Skills and the National Council for Curriculum and Assessment. It supplements the Junior Certificate/Junior Cycle and doesn't replace it.

Aims and Objectives

The Junior Certificate School Programme aims to provide a curriculum framework that assists in making the Junior Certificate more accessible to those young people who may leave school without formal qualifications. It attempts to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs. The JCSP programme supports literacy and numeracy teaching in the classroom and subject based statements are used to support teaching and learning in the classroom. On completion of the programme students receive a profile which is an official record of their achievements from the Department of Education and Science.

Selection Process

After consultation with management and staff, it was decided that all students will be included in the programme on entering 1st year in our school, ensuring inclusive support in a mixed ability setting for all.

Students participating in the JCSP should come under at least one of the following criteria and may be at risk of leaving school early

1. Students who have an educational / psychological report.
2. Students with literacy / numeracy difficulties.
3. Students who come from a disadvantaged background.
4. Students from minority groups.
5. Students who lack confidence, low self esteem and poor social skills.
6. Students with behavioural problems which may adversely affect their education.
7. Students with attendance problems.
8. Students referred by the principal / care team/SCP/HSCL for any other reason. (e.g. difficult personal/family circumstances)

Review of Selection of Students

A review of the selection process will take place annually.

Organisation of JCSP in St. John's College

All students are placed in mixed ability classes in 1st, 2nd and 3rd Year.

Programme Provision

Subjects taught to JCSP students in First Year:

English, Irish, Maths, Geography, History, Spanish, Science, Home Economics, Technical Graphics, Visual Art, WoodWork SPHE, PE, RE, CSPE, IT, Business Studies

Subjects taught to JCSP students in Second Year:

English, Irish, Maths, Geography, History, Spanish, Science, Home Economics, Woodwork, SPHE, PE, RE, CSPE, Visual Art, Business Studies,

Subjects taught to JCSP students in Third Year:

English, Irish, Maths, Geography, History, Spanish, Science, Home Economics, Woodwork, SPHE, PE, RE, CSPE, Visual Art, Business Studies

Subjects taken by JCSP students at Junior Certificate/Junior Cycle Examination:

English, Irish, Maths, Geography, History, Spanish, Science, Home Economics, Woodwork, Visual Art, Business Studies, Tech Graphics

Literacy Strategies used:

JCSP Initiatives, JCSP classes, SEN, resource teaching, Make a Book initiative, Reading Room, Whole-school initiative-DEAR, timetabled literacy classes,

Numeracy Strategies used:

JCSP Initiatives, JCSP classes, SEN, resource teaching, Cross-curricular Strategies: DEAR, Make a Book

Organisation of Profiling

Profiling takes place twice a year, December and April, with all JCSP teachers.

Profiling data is stored in the JCSP Co-ordinator's office

Teachers take on subject statements when it best suits the class they have. They do the statement with the whole class or usually, just the target group.

Cross-curricular statements, such as 'attendance' and 'punctuality' are used across all subjects.

General cross-curricular statements are mainly used with JCSP initiatives.

Oral feedback is provided by teachers to each student once each profiling session is completed.

Parents/Guardians are updated on their child's progress with two official reports and one parent teacher meeting per year. From time to time other contact may be made with home as necessary.

The JCSP coordinator also keeps in regular contact with parents/guardians by phone calls, letters, meetings and JCSP postcards.

The Home School Community Liaison ensures there is a constant link between home and school.

Programme Coordination and Development

Two hours is allocated to programme co-ordination

The Programme Co-ordinator is supported by the Care Team.

The process of re-establishing a Core Team has started and it is aimed that they will have weekly timetabled meetings

The Co-ordinator meets with JCSP Teachers twice a year when profiling is taking place.

The Co-ordinator meets new teachers at the start of each academic year and continues to offer support throughout the year.

Teaching Team

21 teachers in First Year

17 teachers in Second Year

23 teachers in Third Year

Induction of New Teachers

New teachers receive induction on classroom management skills from the deputy principal

SEN Co-ordinator gives staff presentation of SEN students at the start of the school year.

JCSP Coordinator meets new teachers at the start of each academic year and continues to offer support throughout the year.

Students' Folders

A ring binder folder is used for storing statements, examples of work and inserting photographs of JCSP initiatives. They are stored in Storage Room beside Co-Ordinators Classroom

Involvement in JCSP initiatives

Subject-specific, literacy, numeracy or generic initiatives may be taken on each year. In selecting initiatives, there is an emphasis on literacy and numeracy initiatives, preferably with a wider group than the target group. Preference is also given to initiatives with a practical element to them. Availability of teachers to take on initiatives is also a consideration and varying the initiatives selected each year is a necessity.

This year the teachers involved in the Initiatives are Ms Maher, Mr Gaughran, Ms Giffney, Ms Howell, Ms Wyatt, Mr Connolly, Mr Farrell, Mr Leonard, Mr Fitzpatrick and Mr Gahan, Mr Brady and Ms Keeler.

JCSP Resources

There is a wide selection of JCSP resources available from the JCSP storage press in the JCSP Co-ordinators Room, Room 12. These resources are available to all staff and their availability is regularly highlighted to staff members through staff meetings, emails, etc. All teacher training and in-service provided by the JCSP are advertised on staff notice board by the JCSP coordinator.

JCSP Library - a fully stocked library is available to students and is managed by volunteers from staff as the school does not receive funding for a school librarian.

Informing Parents

The Principal and Deputy Principal meet incoming students parents individually in April/May.

Parental Involvement in JCSP

The HSCL and SCP play a key role in supporting parents. In the first term a coffee morning is held for parents and the JCSP coordinator makes a short presentation. Parents are invited to become actively involved in their children's education by working with the school in encouraging good attendance, punctuality and homework and by praising progress made. JCSP parents are invited to a number of events throughout the year. Christmas Celebration and Awards Ceremony in May. JCSP postcards are sent home. School reports and journals provide an effective means of communication. JCSP students and their families are also supported by class tutors, Year Heads, Guidance Counsellor, Behaviour Support Teacher and the senior management team.

JCSP Postcards

Teachers are encouraged to send home postcards to celebrate students' success in their specific subjects. Teachers can either post the postcards home or send them home with the students themselves.

JCSP Celebration Events

JCSP parents are invited to a number of events throughout the year, including the Christmas Celebration and Awards Ceremony in May. Subject teachers may also hold subject specific events throughout the year and parents are also invited to those e.g. Maidin Gaeilge.

MAB Exhibition

Make a Book Initiative is done with a targeted group of students. Students who for example, have poor attendance or those who have poor social skills. The lead teacher involved will usually have these students for resource and the Make a Book module is used in conjunction with SEN targets set for those students. A number of our previous Make a Book entries are on Display in the JCSP Library.

Professional Development for Teachers of JCSP

All teacher training and in-service provided by the JCSP are advertised on staff notice boards by the JCSP coordinator. Teachers are encouraged to attend CPD by JCSP Coordinator and management. Records of CPD attended is kept by the teacher who attended the CPD and management.

Any other projects or developments involving JCSP students

All first years participate in the transfer programme, 'Belonging Plus' at the start of 1st Year and if needed a refresher course is done throughout the year.

Students in JCSP who require additional behaviour support are identified within a month and participate in a range of NCSE programmes: Alert, Movement Matters, Why Try, Working Things Out, Friends for Life etc.

Evaluation of the Programme

An Evaluation of the programme is carried out every year in May. The effectiveness of the programme for the academic year is reviewed under the following headings:

1. Engagement and Participation
2. Retention of students for full programme
3. Sense of achievement for students and improvement in overall behaviour, attitude to school etc.
4. Attainment level in literacy and numeracy in standardized testing and house exams
5. Suitability of curricular provision for students.
6. Identification of areas for further development.
7. Review of JCSP Initiatives

As part of this process the principal and JCSP coordinator ask for feedback from both JCSP students and their families.

JCSP support for reaching targets of DEIS Plan

Our DEIS plan outlines targets to be met in the 8 key areas of DEIS. They are:

1. Literacy
2. Numeracy
3. Attendance
4. Retention
5. Attainment
6. Progression/Transitions
7. Partnership with Parents/Guardians
8. Partnership with Others

1. Literacy

- Providing resources for classes
- Running initiatives (keywords, DEAR, one book one read, reading corner etc.)
- Library
- Make a Book

2. Numeracy

- Keywords for Numeracy
- Class initiatives
- Class resources and materials
- That's Maths Boards

3. Attendance

- JCSP is made available to all Junior Cert/Cycle students
- Running initiatives
- Targeting at risk students
- Ensuring all students are able to experience success •
- The use of postcards to congratulate success
- The use of achievement certs and awards
- Christmas and summer celebrations

4. Retention

- JCSP is made available to all students
- Running initiatives
- Targeting at risk students
- Profiling
- Statements provide students with criteria for success
- Ensuring all students are able to experience success
- The use of postcards to congratulate success
- The use of achievement certs and awards
- Christmas and summer celebrations
- Subject Specific Trips

5. Attainment

- Profiling keeps track of academic progress
- Profiling makes students aware of their progress and as a result their success
- Initiatives help to make subjects more engaging
- The Library

6. Progression/Transitions

- JCSP is made available to all students
- Ensuring all students are able to experience success
- Belonging Plus Programme
- HSCL and SCP provide any required support to JCSP students and parents
- NCSE programmes for targeted students

7. Partnership with Parents/Guardians

- The use of postcards to congratulate success
- The use of achievement certs and awards
- The use of the school journal and reports to communicate with parents
- Christmas and summer celebrations
- Meeting with Principal/Deputy Principal before their son starts school
- Coffee Mornings

8. Partnership with Others

- Initiatives can be run to engage with outside parties
- Guest speakers can be brought to the school
- Field trips can be organised in various subjects
- We link with the community(e.g. Cherry Orchard football club, DLS GAA)
- We link with local primary schools before their students enter our school.

Through the evaluations of JCSP initiatives, effects on attendance will be addressed. The attendance of all JCSP students will be monitored on a regular basis. Students will be rewarded for excellent and improved attendance.

Through participation in JCSP Programme and profiling of students in 3rd year, encouragement is given to all students to complete their Junior Certificate Examinations successfully and so improve progression throughout the Junior Cycle and retention rates to Senior Cycle and beyond.

Introduction of students to the JCSP Programme in 1st Year along with successful participation in JCSP initiatives and activities are hugely dependent on parental/guardian support. Partnership with parents/guardians is fostered and encouraged through all JCSP activities.

Engagement and Partnership with the community takes place through advertising projects, initiatives and accomplishments on the school's social media sites and also where possible on local press and parish newsletters

Approved by the Board of Management:

Date: 11th Nov 2018