



*POBALSCOLL NA BÓINNE*  
*BOYNE COMMUNITY SCHOOL*

Trim,  
Co. Meath.  
C15RK79

Charity Reg. No. 20204530

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# **Junior Certificate School Programme Plan**

## **Boyne Community School 2023/24**

# Junior Certificate School Programme

## **Contents**

### **1. School Mission Statement**

### **2. Programme Overview**

2.1. Context

2.2. Aims

2.3. Admissions

2.4. Equality of access and participation

### **3. Assessment**

### **4. Curriculum**

### **5. JCSP support for reaching targets of DEIS Plan**

5.1. Plan to improve Literacy Levels

5.2. Plan to improve Numeracy Levels

5.3. Plan to improve Pupil Retention

5.4. Plan to improve Pupil Attendance Rates

5.5. Plan to improve Student Transition from Post-Primary Education

5.6. Plan to improve Academic Attainment

5.7. Plan to improve Partnership with Parents/Guardians

5.8. Plan to improve Partnership with Others

### **6. Pupil Induction**

### **7. Profiling**

### **8. Teacher Induction**

### **9. Budget**

### **10. Initiatives**

### **11. Planning for Students with Special Needs**

### **12. Planning for Guidance and Pastoral Care**

### **13. Continuous Professional Development**

### **14. Programme Review Procedures**

### **15. Useful Links**

### **16. Monitoring and Evaluation**

### **17. Links with other Policies and Document**

## 1. School Mission Statement

*“Boyne Community School aspires to become a community focused on learning, which respects difference and upholds the dignity and rights of each person. We are committed to fostering the academic, personal, physical, social, spiritual and moral development of each individual”.*

In accordance with our Mission statement, the JCSP programme on offer at Boyne Community School encourages all our students to achieve their own potential.

## 2. Programme Overview

**Coordinator:** James McAndrew

**Core Team:** Tony Moran, Ciaran Quinn and Aoife Fox.

The role of the coordinator is as follows:

- Profiling Students (Identifying students who meet criteria for JCSP)
- Recording Student Progress through self-reflection. (Completion of Statements of Learning)
- Developing and Evaluating JCSP Initiatives. (Being active, Film Making, Field Trips, Drama, Christmas & Summer Celebration etc)

### 2.1. Context

The Junior Certificate School Programme (JCSP) originated in a number of projects initiated by the City of Dublin Vocational Education Committee (CDVEC) through its Curriculum Development Unit (CDU).

The projects were concerned with identifying potential early school leavers and devising a programme suitable to their needs. In September 1996, following a pilot phase, the National Council for Curriculum and Assessment (NCCA) and the Department of Education and Science (DES) launched the *Junior Certificate School Programme*.

Since its introduction, the programme has expanded from 32 schools in 1996 to 240 schools in 2010. The programme has expanded on a phased basis, to all post-primary schools participating in the *Delivering Equality of Opportunity in Schools* (DEIS) initiative.

## Junior Certificate School Programme

### **2.2. Aims**

We aim to provide an intervention programme that is positive and effective in providing support for students, Parents/Guardians and staff and that will be dynamic and flexible in order to change, develop and adapt according to the needs of the student.

JCSP aims to support participating students who may be at risk of early school leaving and students who may be having difficulty engaging productively with the Junior Certificate Programme, in the following ways:

## Junior Certificate School Programme

- These supports include Literacy/Numeracy Initiatives, Recording Achievements/Profiling, Cross-Curricular Statements, Celebrations and Certification.
- All students will be assessed, and use will be made of existing assessments, in order to gain necessary information on literacy and numeracy levels of all students.
- Parents/Guardians, staff and students will receive relevant information on a regular basis.
- Through JCSP activities, students and Parents/Guardians will further develop a positive attitude to learning and life in school.
- Provision of opportunities of in-service training for staff both within and outside the school will be encouraged.
- Students will develop academically, socially and personally as a result of participation in JCSP activities.
- Resources and materials will be provided to students and teachers as required.
- All students will be encouraged to participate in Cross-Curricular and Extra-Curricular activities both within and outside of the JCSP Programme.
- Through participation in JCSP, students will develop confidence, and motivation to improve participation and performance levels while experiencing success.

### **2.3. Admissions**

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

1. Students with literacy / numeracy difficulties.
2. Students who come from a disadvantaged background.
3. Students with a family history of early school leaving.
4. Students with behavioral problems, which may adversely affect their education.
5. Students with attendance problems..

### **2.4. Equality of access and participation**

Guided by the principles of the school Mission Statement Boyne Community School will ensure no student will be refused admission for reasons of religion, ethnicity, Additional education needs, disability, asylum seeker/refugee status, family or social status.

## Junior Certificate School Programme

### **3. Assessment**

The Junior Certificate School Programme is *not* an alternative to the Junior Certificate/ Junior Cycle. All JCSP students sit the Junior Certificate/ Junior Cycle exams at the end of the three-year course. The Junior Certificate School Programme aims to make the Junior Certificate course more accessible for students with learning needs.

Assessment of a student's progress within the JCSP programme is done in two ways:

#### A. JCSP Meetings

It is hoped to have two profile meetings for the JCSP group per month. During these meetings, a group of three core teachers and the coordinator discuss the progress of each student, details of JCSP initiatives, programmes progress and planning are also discussed during these meetings. Teachers from these core meetings will then implement agreed procedures that allow JCSP to improve in the school.

#### B. Statements

The JCSP has broken up the Junior Cycle course for each subject into manageable pieces called statements. Statements are awarded to a student when they are competent in the area involved. Each statement is broken up into a set of targets. Each target covers a section of the course. Progress in targets is monitored by teachers using a statement record of progress sheets. When a student has finished a statement, details are given to the JCSP coordinator who then updates students' folders and their own records with these details.

In conjunction with the state exams held at the end of the three years, there is also continuous assessment carried out on an ongoing basis by all teachers. These methods of assessment include:

- Verbal and written questions in class
- Collaborative Learning
- Homework
- Projects
- Class discussion and debate
- Group work and pair work
- House Exams
- Role play and various student activities
- Written exams

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.

# Junior Certificate School Programme

## 4. Curriculum

The subjects offered to JCSP students may be added or removed if necessary, on a yearly basis. The current list of subjects in JCSP are:

### JCSP & JC Statements List 2022/2023

Subject	Subcategory	Statement Code	Statement Name	DRAFT Format	Comment	Statement CAN be ONLY used by students in:		
						1st Year	2nd Year	3rd Year
English		EJC1	EJC1 - I can communicate as a reader			Yes	Yes	Yes
		EJC2	EJC2 - I can communicate as a speaker			Yes	Yes	Yes
		EJC3	EJC3 - I can communicate as a writer			Yes	Yes	Yes
		EJC4	EJC4 - I can explore and use language			Yes	Yes	Yes
		EJC5	EJC5 - I can understand the content and structure of language			Yes	Yes	Yes
Irish		IRJC1	T2 Gaeilge: An Ghaeilge agus cultúr na Gaeilge thart timpeall orm			Yes	Yes	Yes
		IRJC2	T2 Gaeilge: An t-ordairt na n-ádhmas cumarsáide			Yes	Yes	Yes
		IRJC3	T2 Gaeilge: Mo rogha éinne de litríocht na Gaeilge			Yes	Yes	Yes
		IRJC4	T2 Gaeilge: M'áistear foghlama sa Ghaeilge			Yes	Yes	Yes
Gaeilge		GAJC1	T1 Gaeilge: M'áistear foghlama mar bhall den phobal teanga			Yes	Yes	Yes
		GAJC2	T1 Gaeilge: An t-ordairt na n-ádhmas cumarsáide			Yes	Yes	Yes
		GAJC3	T1 Gaeilge: Mo rogha éinne de litríocht na Gaeilge			Yes	Yes	Yes
		GAJC4	T1 Gaeilge: Litríocht a'fíoil/bheall a thíann i gcion orm			Yes	Yes	Yes
		GAJC5	T1 Gaeilge: Cárta de bhóidair agus na cúlraí na Gaeilge ara léibhreacha dom			Yes	Yes	Yes
Maths		MJC1	Representation			Yes	Yes	Yes
		MJC2	Communication			Yes	Yes	Yes
		MJC3	Problem-solving			Yes	Yes	Yes
Science		STJC1	I can investigate in science			Yes	Yes	Yes
		STJC2	I can collect data			Yes	Yes	Yes
		STJC3	I can communicate in science			Yes	Yes	Yes
		STJC4	I can demonstrate knowledge and understanding			Yes	Yes	Yes
Digital Technology (Prev. Information Technology)		DT1	Keyboarding			Yes	Yes	Yes
		DT2	Typewriting			Yes	Yes	Yes
		DT3	Computer Skills			Yes	Yes	Yes
		DT4	Word Processing			Yes	Yes	Yes
		DT5	Educational Computer Software			Yes	Yes	Yes
		DT6	The Internet			Yes	Yes	Yes
		DT7	Spreadsheets			Yes	Yes	Yes
Home Economics		HEJC1	I can apply practical life skills in everyday living			Yes	Yes	Yes
		HEJC2	I can recognise my responsibilities to my family and society			Yes	Yes	Yes
		HEJC3	I can make informed decisions that have a positive impact on my health and wellbeing			Yes	Yes	Yes
		HEJC4	I can be resourceful and live sustainably			Yes	Yes	Yes
		HEJC5	I can apply decision making skills to live independently			Yes	Yes	Yes
Civ. Social and Political Education		CSPE1	The Individual, Community and Society			Yes	Yes	Yes
		CSPE2	The State and the Wider World			Yes	Yes	Yes
Geography		GIJC1	I can explain how the physical world is formed			Yes	Yes	Yes
		GIJC2	I can describe how natural processes shape the physical world			Yes	Yes	Yes
		GIJC3	I understand how people interact with the environment			Yes	Yes	Yes
		GIJC4	I can investigate what influences where people live			Yes	Yes	Yes
		GIJC5	I can compare countries with different levels of development			Yes	Yes	Yes
History		HJC1	I understand life in the past			Yes	Yes	Yes
		HJC2	I know why it is important to remember the past			Yes	Yes	Yes
		HJC3	I can demonstrate my historical knowledge and understanding			Yes	Yes	Yes
		HJC4	I can work with historical evidence			Yes	Yes	Yes
		HJC5	I can locate myself in history			Yes	Yes	Yes
Visual Art		VAJC1	I can manage myself and my work in Visual Art			Yes	Yes	Yes
		VAJC2	I can think, research and experiment creatively			Yes	Yes	Yes
		VAJC3	I can communicate and use the language of Visual Art			Yes	Yes	Yes
		VAJC4	I can develop, realise and present my work			Yes	Yes	Yes
Music		MUSJC1	I can participate and make music			Yes	Yes	Yes
		MUSJC2	I can create and explore in music			Yes	Yes	Yes
		MUSJC3	I can appraise and respond to music			Yes	Yes	Yes
Physical Education								

## **5. 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. Plan to improve Literacy Levels
2. Plan to improve Numeracy Levels
3. Plan to improve Pupil Retention
4. Plan to improve Pupil Attendance Rates
5. Plan to improve Student Transition from Post-Primary Education
6. Plan to improve Academic Attainment
7. Plan to improve Partnership with Parents/Guardians
8. Plan to improve Partnership with Others

DEIS targets will be set in line with the DEIS plan. JCSP will aim to help meet these targets by backing up and reinforcing the findings of research carried out. There are many ways JCSP can help with this.

### **5.1. Plan to improve Literacy Levels**

- Providing resources for classes
- Running initiatives (Sora, keywords, DEAR, one book one read, reading corner etc.)
- Digital Library
- Literacy Week
- Author in residence (Initiative)
- Make a Book Initiative
- Film making initiative
- Keywords

### **5.2. Plan to improve Numeracy Levels**

- Keywords for Numeracy
- Class initiatives
- Class resources and materials
- Maths week
- Maths Trail
- Maths Games



## Junior Certificate School Programme

### **5.3. Plan to improve Pupil Retention**

- JCSP is made available to targeted students
- Running initiatives
- Targeting at risk students
- Profiling
- 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

### **5.4. Plan to improve Pupil Attendance Rates**

- JCSP is made available to targeted 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

### **5.5. Plan to improve Student Transition from Post-Primary Education**

- JCSP is made available to targeted students
- Ensuring all students are able to experience success
- Students learning to learn

## Junior Certificate School Programme

### **5.6. Plan to improve Academic Attainment**

- Profiling keeps track of academic progress
- Initiatives help to make subjects more engaging
- The Library has been well funded by JCSP

### **5.7. Plan to improve Partnership with Parents/Guardians**

- The use of postcards to congratulate success
- Coffee Morning
- Social Media Platforms
- Participation Letters
- The use of achievement certs and awards
- Christmas and summer celebrations
- Guest Speakers
- Author in Residence

### **5.8. Plan to improve Partnership with Others**

- Initiatives can be run to engage with outside parties (Primary Schools, Nursing Homes)
- Guest speakers and celebrity chefs are brought to the school
- Field trips can be organised in various subjects
- We link with the community (Prosper)
- We link with primary schools (One Book One Read)

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

Through participation in JCSP Programme and profiling of students in 3<sup>rd</sup> 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 1<sup>st</sup> 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.

## Junior Certificate School Programme

### **6. Pupil Induction**

All first year students begin their secondary school life with a day of induction. On this day, the principal, a member of the school completion programme and their year tutor meet the group where they discuss the layout of the school, transition to secondary school, homework and study skills and other necessary details.

Within the first three weeks of term the JCSP coordinator meets the assigned students to explain how JCSP works. A small presentation is given to the students on JCSP and they are shown some of the JCSP materials, folders, etc. At this stage Parents/Guardians are also sent information outlining the decision to include their child in the JCSP class and offering to meet them with any queries.

Parents/Guardians of first year JCSP students are sent letters outline their son/daughters participation. Parents/Guardians are provided with all the information associated with the JCSP programme and have the opportunity to meet with the coordinator for further discussion.

The JCSP coordinator meets with all new JCSP students to outline the subjects and the general expectations regarding behaviour, etc. The co-ordinator meets JCSP students regularly during the year.

### **7. Profiling**

Teachers are encouraged to complete the statements with their students within the classroom on a regular basis.

Teachers in conjunction with their subject departments will select the subject statements to be taken by their students.

Completion of Subject Statements in this way can occur in conjunction with formal and informal assessments of the students and so enhance assessment for learning of the students.

Profiling of 3<sup>rd</sup> Year students will take place in Term 3 with the class teachers and the JCSP Coordinator facilitating the submission of subject and cross-curricular statements to JCSP National Headquarters.

A Final Profile Celebration will take place later in Term 3 where students will be awarded their 'Junior Certificate School Programme Student Profile'. This will include Certification of participation in JCSP by the Department of Education and Skills, a list of all statements achieved and an individual school reference.

## **8. Teacher Induction**

In September the teaching staff receives information on JCSP. This includes updates on the plan, details of the pupils included and personal information relating to the students. The AEN department also makes the staff aware of students with NEPS reports or specific needs. Staff are reminded of how statements work, information on in-service, initiatives and the aims of JCSP within Boyne Community School

The core team year coordinator hands each teacher out the statements they are to work on for the year. This is decided under each department curriculum plan. If these statements do not meet the needs or ability of the pupils, the teacher discusses this with the JCSP coordinator and relevant changes are made.

In-service is arranged as needed. Teachers/Coordinators who are new to the course are encouraged to contact teachers who have taught the course previously.

The co-ordinator is available for discussion and support at all times. The JCSP notice board in the staff room acts as a means of communicating with staff and keeping them updated.

## **9. Budget**

The JCSP budget is managed through the school office in the accounts section. JCSP funds are spent following the guidelines of their distribution, i.e., reading initiative funds only spent in that area. The co-ordinator discusses purchases under the fund with the Principal but has the power to directly order materials through the school office. Other teachers liaise with the co-ordinator and principal in securing funds under JCSP. The JCSP budget and initiatives are discussed at staff meetings to gain their input into the areas of need for funding. All materials purchased under JCSP must have a copy of the invoice placed in the office to keep an accurate account of spending.

## Junior Certificate School Programme

### **10. Initiatives**

Initiatives are applied for and run by subject teachers in consultation with the programme co-ordinator and the Principal. Applications are made in September and decided on by the end of September. There can be 6 initiatives applied for annually as well as the Christmas and summer celebrations. A list of initiatives available are listed below.

<b>Initiative Title</b>
Artist in the Classroom Initiative:
Arts and Crafts Initiative:
Author in Residence
Bodhrán/Traditional Instrument
Bodhrán/Traditional Instrument Top Up
Bog Earraí
Book Review
Calligraphy/Penmanship Initiative:
Camera (English)
Ceili
Chess Initiative:
Christmas Celebration
Community Service
Dance
Debating
Dictionary Work
Digital Storytelling
Drama
Drop Everything and Read (DEAR)
Drop Everything and Read Top-up
e-Portfolio
English Pen Pal
Environmental and Social Studies
Field Trip
Film Making Initiative
Flashmaster Maths
Gaeilge camera initiative
Gaeltacht
Geography

## Junior Certificate School Programme

Guidance
Handheld Gaming Device
History
Home Economics
Home Economics: Celebrity Chef
ICT in Numeracy
JCSP Newsletter / Yearbook
JCSP Student Folder Photographs
Keyword
Linguascope
Literacy in your classroom
Maidin Gaeilge
Materials Technology Metal
Materials Technology Wood
Maths Games
Maths Laboratory
Modern Languages
Music
Number Millionaire
Oral Language Development
Paired Maths
Paired Reading
Paired Reading Top Up
Physical Education
Primary Picture Books
Readalong
Readalong Top Up
Reading Aloud
Reading Challenge
Reading Challenge Top Up
Reading Corner Top Up
Reading Corners
Reading Programme in the English Classroom
School Based Literacy Initiative
School Based Numeracy Initiative
Science
Seanacháí
Spelling Challenge
Storytelling
Study Skills
Subject Topic Boxes

**Initiatives run to date include:**

- Author in Residence
- Being active
- Film Making
- Field Trips
- Drama
- Christmas & Summer Celebrations
- Paired Maths
- Drop Everything and Read

**11. Planning for Students with Additional Educational Needs**

The JCSP department follows the AEN criteria of the school in attempting to fully integrate special needs students into the JCSP programme. There is close liaison between the Learning support co-ordinator and the JCSP coordinator. A variety of methods have been used to ensure all students' needs are catered for. These include team-teaching, differentiated learning material and withdrawal from class for extra support. Teachers vary the level of class questions and homework asked of students depending on the student's own ability. We have a five step process in our hour long class.

- Learning Outcomes and Homework
- Recap/Starter
- Self Directed Learning
- Interactive Group Work
- Recap

Students involved in the JCSP programme are provided with extra classroom resources where possible. Some JCSP students also have resource classes as laid out in DES guidelines. The timetabling of the resource classes is organised by school management and the AEN coordinator.

Students of JCSP partake in initiatives designed to improve literacy and numeracy such as paired reading, a reading corner – library, maths games. Alongside this are initiatives ran to improve the students' social and personal skills, e.g., Celebrity Chef in Home Economics.

**12. Planning for Guidance and Pastoral Care**

The school counselor meets with all students. He/she is also available, by appointment, if students wish to speak with him/her.

Each class group has a year tutor who meets the class regularly. The tutor acts as a member of staff whom students can go to if they are encountering problems or issues. The co-ordinator has an important relationship with JCSP students and is there to help students whatever way he/she can.

Throughout the school community there is an ethos of building a strong relationship with students and guiding them through their life in secondary school.

### **13. Continuous Professional Development**

All teachers teaching the JCSP programme are encouraged to attend in-service courses. The coordinator notifies the availability of all in-service on the JCSP notice board. The upcoming JCSP in-service calendar is also mentioned at staff meetings. Records of in-service attendance are retained by management.

### **14. Programme Review Procedures**

Evaluation Surveys are carried out with all stakeholders involved in the JCSP Programme.

Evaluations of Initiatives involving input from students and teachers will be submitted to JCSP Headquarters annually. A formal review of the programme will be completed every three years.

### **15. Useful Links**

[www.jcsp.ie](http://www.jcsp.ie)

[www.scoilnet.ie](http://www.scoilnet.ie)

[www.examinations.ie](http://www.examinations.ie)

### **16. Monitoring and Evaluation**

This policy will be reviewed on a three-year basis through:

- School DEIS Plan
- Literacy testing
- Teacher feedback
- Department feedback
- Surveys

### **17. Links with other Policies and Documents**

This policy should be read in conjunction with:

- SSE Plan
- DEIS Plan
- AEN Policy



**Board of Management Ratification.**

Having being shared with all stakeholders this policy was discussed at the Board meeting held on December 5<sup>th</sup> and subsequently ratified by the Board at that meeting.

**Review**

This policy will be reviewed annually by the Programmes Team and any amendments will be highlighted to the Board.

Signed.....*JL Gordon*..... Chairperson

Date.....*5 Dec 2023*.....

Signed.....*Jean Ryan*..... Principal

Date.....*5/12/23*.....

