



Coláiste Chluain Meala – CTI Clonmel

JCSP Policy

Coláiste Chluain Meala

Mission Statement

The role of our school is to facilitate the students and people of Clonmel and its environs in the acquisition of general and specialised education.

We seek:

- To encourage the development of the full person through imparting knowledge and skills and through inculcating values.
- To develop critical thinking and to promote informed decision-making skills in students.
- To bring students to an awareness of their identity in a multi-denominational, multi-cultural context.
- To enable the transition to further education
- To encourage the participation of parents in the education of their children.
- To respond to the educational needs of the local community.



Introduction:

What is JCSP?

The Junior Certificate School Programme is a national programme sponsored by the Department of Education and Science and the National Council for Curriculum and Assessment. It originated in the early school leavers' programmes initiated by the Curriculum Development Unit. Currently the programme is operating in over 240 schools throughout the country.

The JCSP Programme is a social Inclusion Programme. The JCSP Programme was set up as a measure under DEIS to combat the educational disadvantage experienced by students and to bring about educational equality to students who are disadvantaged because their social and/or economic status.

The JCSP Programme was designed as an intervention to support students who were identified as being at risk of not making the transition from Primary school to Secondary school successfully. The JCSP programme was designed to support students considered to be at risk of not remaining in school and sitting the Junior Certificate examination.

JCSP student are students with a range of ability, you may find JCSP students in all classes. All JCSP students sit the Junior Cert examination

Junior Cert School Completion Programme Aims:

The aim of the Junior Certificate School Programme is to provide a fresh approach to the Junior Certificate Programme for potential early school leavers who are struggling to cope with secondary school. It is an intervention for these students based on the concept that all young people are capable of achieving real success in school.

The JCSP programme aims to target improvement in the following areas:

- **Attendance**
- **Attainment Success**
- **Literacy**
- **Numeracy**
- **Involvement from Home**



- **Communication Skills**
- **Social Skills**
- **Self-Esteem**
- **Behaviour**

Additional Information:

JCSP is about supporting the whole student in all areas of their development. Targets can be set under any of the themes above. Targets are set for students based on the professional discussion of teachers, members of SEN and management who have identified the difficulties faced by individual students

When a student reaches a target he/she will receive completed statements. This will be evidenced with some examples of quality work and filed in the student's folder. The student folder is then a running record of achievement and can be shown at parent teacher days and celebrations. Students are very proud of this folder as it represents achievement and quality.

It is aimed at students identified as at risk of leaving school early.

Every year a small number of students leave school without qualification – this can be because of their disadvantage but sometimes is because of the culture of schooling – school organisation and the learning experience

The JCSP promotes active teaching and learning approaches, differentiated methodologies and a cross curricular approach where possible– this helps students with the difficult transition from primary school to second level . Annually, transition from primary school becomes a problem for a small number of students who do not make the transition well within the first few months and so fail to engage at second level and reach their potential. These students are at risk of early school leaving and benefit from the JCSP programme. The JCSP programme not only looks at academic attainment, it prioritises development of social skills and personal skills also.

JCSP identifies through profiling, at an early stage, the particular strengths and weaknesses of the individual students, their skills and knowledge and achievements, and prioritises the learning targets for each individual student. The Profiling system allows for student tracking to occur and allows that students are awarded at the end of third year not just with the Junior Cert, but also, in particular with an individual Student Profile which will recognise achievement in personal and social skills as well as many cross curricular learning experiences. Engaging the students in setting learning outcomes and the constant feedback through the profiling framework keeps the students engaged in their learning, motivated and experiencing success. The statements, are further broken down into short term learning targets, this allows the students have realistic achievable short term targets and ensures that the students experiences success.



JCSP concentrates on student improvement in basic skills and in the areas of literacy and numeracy. The programme encourages a whole school and Team approach within schools in planning and identifying JCSP students and in using active teaching and learning methodologies.

JCSP students are identified by the Planning team in consultation with management from data gathered from HSCL and transfer data and entry assessment etc. From this data, students who score exceptionally low within the class group, or have a history of high absenteeism with the involvement of external agencies are identified as students who may be considered for the JCSP programme in Coláiste Chluain Meala upon evaluation by the Core Team and Management.

The JCSP Programme offers a more flexible approach than traditional subject based curriculum, it encourages cross curricular statements and awards and celebrates success. The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student-centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

The JCSP approach involves:

- analysing students' strengths and weaknesses and taking note of any specific recurring difficulties
- planning programmes of work which both build on students' abilities and address the main obstacles which hinder their progress
- Engaging in dialogue with young people and their parents regarding their needs and their progress in school.

In addition to reinforcing the general aims of the Junior Certificate/Junior Cycle, the JCSP addresses the main obstacles which hinder some young people's success in their second-level school career e.g.

- The lack of certain basic knowledge and skills which are necessary for coping in the second-level school. These include, but are not confined to, competence in literacy and numeracy
- Difficulties with social interaction not only with teachers, but with peers. Students who have prolonged experience of failure in school often lack self-confidence and have poor self-esteem. This can affect their academic performance as well as their social experience in school
- The number and variety of subjects and subject teachers in second-level schools, which contrast with the more integrated experience of the primary school. The fragmentation of the subject-centred curriculum can be especially problematic for some young people at the transfer stage between primary and second-level school.



What is the difference between the JCSP and the Junior Certificate/Junior Cycle?

The Junior Certificate School Programme is a way of working within the Junior Certificate/Junior Cycle. It is designed especially to help young people who have had a difficult experience of school and may be potential early leavers. Through a system of profiling a student's work in Junior Cycle classes, students are provided with opportunities to engage with the curriculum and to achieve success at school. They get an official certificate of their achievements, validated by the Department of Education and Science, in addition to their Junior Certificate Examination Certificate.

Do students sit the Junior Certificate examination?

Absolutely! The whole point of participating in the Junior Certificate School Programme is to stay at school, experience success in school and become more confident about sitting the Junior Certificate Examination.

Do many students fail JCSP?

Students cannot fail JCSP. The Programme is about success. Achievable statements are carefully chosen. Students get an opportunity to complete a series of statements and build their own success profile – a profile listing all the things they can do.

What are the core subjects?

There are no core subjects as such. However, all students must be entered in the Junior Certificate Exam in English and Maths and they must follow a suitable course in Irish where applicable.

Do parents have a role in JCSP?

Parental involvement is encouraged and welcomed in JCSP. Schools increase the frequency of contact with parents with emphasis on passing on 'good news'. Many schools hold Parent Days to exhibit work done, award certificates of achievement and generally celebrate with parents their children's successes. 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.

Implementation of JCSP in Coláiste Chluain Meala



We believe that the implementation of the JCSP programme will intertwine with our schools' mission statement and see our students attain a more rounded and complete education.

Teachers will participate in the following aspects of the JCSP Programme:

Profiling

- A student profile is a positive record of what a student has achieved and can do.
- A small team of teachers, having discussed and established their students' needs, select achievable goals from the Student Profile Handbook/Online Statements.
- Central to the Profiling system is personal & social development and improvement in **basic skills**.
- Individual strengths that students have that are not recognised in the Junior Certificate can be acknowledged through the profiling system.

Statements

- The teachers will choose statements from the Student Profile Handbook which contains statements of learning that reflect the JC syllabus
- Statements are created by practicing JCSP teachers
- The JCSP Team will determine the statements that they will cover with their students based on the student need and skill level.
- Monitoring of statements and awarding of statements when 80% of the learning targets are achieved by the student
- Teachers will give formative feedback to students on a regular basis
- Teachers will regularly hold celebrations and mark student achievement
- Students' completed statements will be entered onto the student profile

Cross Curricular Statements

- Will consider engaging in cross curricular-statements when and if possible
- The aim of cross-curricular work is to provide students with an active, enquiring education which is grounded in the issues of everyday life.
- Cross-curricular work encourages links between all subjects on the curriculum.



- Cross-curricular work fosters learning through first-hand experience and active participation of students in planning , decision-making and in evaluating their work.

Initiatives

- Choosing and applying for Initiatives that support the targets set for their JCSP students
- Initiatives must be tied in with the existing DEIS or SSE Targets
- Applications must be completed for initiatives in September
- Evaluations of Initiatives with assessment data, if relevant, must be completed and submitted in May every year.

Feedback to Students

- Regular feedback to students is an integral part of the JCSP programme and teachers on the programme will have feedback time with their students.
- Students will be encouraged to keep a Student Folder recording all their academic and social achievements during the year

Communication with Parents

The programme recognises the importance of regular feedback to parents and asks teachers to facilitate this communication through the following:

- JCSP Postcards home to recognise success
- Invitation to parents to attend JCSP celebrations

Make a Book Initiative

Teachers are asked consider engaging in the “Make a Book Initiative” when at all possible. It is a cross-curricular initiative and its purpose is to encourage schools to embrace the opportunity to develop a book that involves students in cross-curricular activities and in learning to work together in a creative and kinaesthetic fashion. The book is finally presented at the JCSP National Make a Book Exhibition and is a wonderful experience for JCSP students to have their work presented at such a public venue. Participation in the “Make a Book” Initiative is decided upon by the JCSP Core Teachers group at the early stages of the academic year. A lead teacher will also be selected at this time to co-ordinate and run the project. This initiative is will only be implemented following discussion with the core JCSP team and agreement reached that it is an achievable initiative within this group of staff and with the students selected.

Selection of Students for JCSP



The selection of students for JCSP in our school, will be conducted by the Principal, Deputy Principal, JCSP Coordinator and staff members of the core JCSP team in consultation with class tutors, Subject teachers, HSCL teacher, Guidance counsellor, Learning support teacher, Parents, Resource teacher, SCP coordinator and others where appropriate. Factors influencing the inclusion of students in the JCSP programme include:

- Low academic performance and repeated experiences of failure in learning in primary school
- Extreme maladaptive/disruptive behaviour in the primary school
- Poor results in the assessment tests, which are administered on-entry to Coláiste Chluain Meala and evaluated by the SEN and flagged if appropriate.
- Lack of confidence and low self-esteem
- Extreme difficulties with social interaction, not only with teachers but also with peers
- Serious deficits with basic skills, including literacy and numeracy, which interfere with their ability to cope with the normal demands of school and everyday life
- A record of high absenteeism from primary school/previous post primary school which has resulted in the intervention of outside agencies.
- Interview with parents / guardian/student
- Other issues/valid reasons raised by staff

Re-visiting of original selection

Adding students to the original selection of JCSP students can be done at any time over the three years of the students Junior Cycle. Consultation will take place between the JCSP Coordinator and the JCSP Core team on a weekly basis. Students who have fallen behind or who are beginning to show/experience difficulties from the list mentioned above will be monitored and included in the JCSP programme upon review.

Students who have shown improvement and an ability to work on par with his/her peers not in the JCSP programme may be removed from the programme at any period within its 3 year cycle, however, the record of completed statements must kept on record and entered in the final year of the programme to receive the awarded statements from JCSP.

Organisation of JCSP in Coláiste Chluain Meala

When possible, JCSP students will be kept in single-class units. However, it is readily acknowledged by the JCSP team that this may not always be manageable when consideration is given to the transfer of students to the school after first year, special needs students, the review system, mixed ability classes etc.

Time for Planning



The core JCSP team meet weekly for 40 minutes to review the progress of students, select appropriate initiatives, review initiatives and maintain the progress charts of all students.

Role of Coordinator

The co-ordinator ensures that:

- All forms etc. for initiative application and evaluation are checked and submitted online
- That all profiles are entered online
- Profiles compiled by staff are maintained within the school and that appropriate timeframes for this to be done are set aside.
- Works with others on the selection of JCSP students
- Makes staff aware of any in-service or training days available
- JCSP resources are available to core staff and school staff as needed
- Minutes of all meetings are kept
- Dates are set for profile entry, celebrations and initiatives.
- Induction of new teachers to the JCSP core team.
- Links with parents maintained.

Core Team

Co-Ordinator: Jonathan Nolan

Literacy: Colm O'Neasa, Patricia McElwee and Mary Rowe

Numeracy: Anita McGrath

Practical and JCSP Celebrations: Cathriona Freaney

Meetings

- Weekly team meetings
- Duration 40 minutes
- Minutes taken
- Relevant information is passed on to staff informally or formally depending on subject matter.

Development of Programme

Subjects taught to JCSP students in Junior Cert

A large range of subjects is on offer in Coláiste Chluain Meala. This list is subject to alteration, where possible, depending on the needs of the students attending, availability of staff, availability of appropriate resources, timetable considerations etc. it includes but is not limited to:

English	Relevant Short Courses
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Irish	Computer Studies/Coding
Maths	Religion
Science	CSPE
Technology	SPHE
Home Economics	Art
History	Geography
Metalwork	Woodwork

Following a review of the subjects on offer and the needs of the JCSP students historically in the school it has been decided by the JCSP team that from August 2015 the subjects which will retain the focus of the JCSP will return to a smaller core of subjects and will include subjects from the list below depending on teachers who are part of the core JCSP team being qualified in the requisite subjects. English, Irish and Maths will continue to be mandatory subjects for entrants:

English	History
Irish	Computer Studies
Maths	Religion
Technology	Woodwork
Home Economics	Art
Metalwork	Short Courses

This decision also aligns itself with the JCSP framework which posits the view that a successful programme should focus on a small cohort of staff, since this helps the student to identify with the programme more readily.

These subjects are taken by JCSP students in the Junior Certificate examination.

JCSP Resources & Professional Development

There is a wide selection of JCSP resources available from the JCSP storage press in Room 37. These resources are available to all staff and their availability is regularly highlighted to staff members through staff meetings etc. All teacher training and in-service provided by the JCSP are advertised on staff noticeboards by the JCSP co-ordinator.

JCSP Initiatives

The selection of initiatives is done on a yearly review within the JCSP core team. Reflection on the success or failure of past initiatives is crucial to the selection for the following year. Leaders on the initiative are selected/volunteer from within the core JCSP teaching group but usually tie in with the subject teacher. Each initiative takes place at a set time of the school year but is subject to change on a year to year basis. Dates for the initiatives are set during weekly team meetings and are reviewed as the year progresses, depending on availability of visitors to the school and other events within the school calendar.



Literacy and Numeracy Needs

It is the aim of all subject teachers in Coláiste Chluain Meala to address the Literacy and Numeracy needs of the students in their class. These aims are laid out in our Literacy and Numeracy plans which accompany this policy.



**LITERACY IN COLÁISTE CHLUAIN MEALA FROM
SEPTEMBER 2013 TO MAY 2016: SCHOOL IMPROVEMENT PLAN**

<p style="text-align: center;">SUMMARY OF MAIN STRENGTHS</p>	<ul style="list-style-type: none">• Standardised scores of First Year students show that 50% of students are in the average range for reading, which is in line with national norms.• 67% of students are reading for enjoyment.• The majority of teachers are using comprehension strategies in their classroom.• There is a willingness to share resources/good practice.• 94% of students find that working in pairs/small groups is the way they best enjoy learning.
<p style="text-align: center;">SUMMARY OF MAIN AREAS PRIORITISED FOR IMPROVEMENT</p>	<ul style="list-style-type: none">• To continue to promote and encourage reading for pleasure amongst the cohort.• The development of oral language skills across all subject areas.• To encourage parental involvement in their children's learning, especially in the area of literacy.
<p style="text-align: center;">ACTIONS TO SUPPORT IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN</p>	<ul style="list-style-type: none">• Literacy Methodology Resource Pack devised and distributed to all staff.• Keyword Booklet devised and distributed to all students.• Liaise with local library



Target 1	Required Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
<p>To increase the percentage of students reading for enjoyment from 67% in October 2013 to 70% in October 2014 and from 70% in October 2014 to 73% in October 2015 and from 73% in October 2015 to 75% in October 2016.</p> <p>To create a 'print rich' environment.</p>	<p>1. Reading for enjoyment class timetabled for current First Years</p>	<p>Senior management timetable reading for enjoyment class</p> <p>Students bring in and read their own books or choose from selection in library</p>	<p>Increase the number of students reading for enjoyment as measured by the student survey</p> <p>'READ' Wall - Students recommend books to peers through use of display. Students encouraged to rate books out of 5</p> <p>Book Trailer display to be created in corridor - use of ICT and phone technology to encourage students to read (QR Codes)</p>	<p>Reading for enjoyment class every week during 2013/14 for current first years</p> <p>Book in a Bag for cohort in Second Year in 2014/2015</p> <p>Media Watch once a week for cohort in Third Year in 2015/2016</p>	<p>Survey administered in October 2013/14/15 to track progress</p> <p>Analysis of GRT in 2013/2014</p>
	<p>2. Meet with student council to discuss revamping and improving the school library</p> <p>3. To stock library with books of high interest and low reading ages</p>	<p>Literacy Core Team Students Council</p>	<p>Library record of books taken out</p>	<p>School Library to open in September 2014</p>	<p>May 2015</p>



<p>4. Drop Everything And Read – JCSP initiative</p>	<p>Whole staff Literacy Core Team</p> <p>Students bring in own books to read or select from book box placed in each classroom</p>		<p>DEAR to run week beginning 27/01/2014</p> <p>To run twice yearly in 2014/2015</p> <p>To run once a term in 2015/2016</p>	<p>May 2014/2015/2016</p>
<p>5. Teachers to share own reading habits with students</p>	<p>Whole staff</p>	<p>'My Current Read' poster to be displayed on each classroom door. Teachers to fill in book they are currently reading</p>	<p>Posters ready for May 2014, to be displayed in September 2014</p>	<p>May 2015/ 2016</p>
<p>6. Liaise with local library – each student in the cohort joins the library</p> <p>Students receive the same book and are asked to respond to it by designing a more creative book report</p>	<p>English Teacher Literacy Core Team Students</p>	<p>Students present their projects at local library for library staff</p>	<p>Projects to be presented in library in May 2014</p>	<p>October 2014</p>



Target 2	Required Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
<p>To encourage parental involvement in their children's learning, especially in the area of literacy.</p> <p>To increase attendance at parent-teacher meeting from 45% in 2014, to 50% in 2015 and 55% in 2016, since parental support is vital to children's acquisition of literacy**</p> <p>**Attendance at parent/teacher meetings is an indicator of parental interest, support and involvement in their child's learning</p>	<p>1. Create awareness amongst parents in relation to the benefits of reading for enjoyment by administering a survey on parent's attitudes to literacy</p> <p>Each parent receives book at parent/teacher meeting to read/discuss with student at home.</p>	<p>Core team conduct a survey and analyse results.</p> <p>HSLO provides books and helps with organising of coffee morning.</p>	<p>Attendance at coffee morning</p> <p>Teacher survey</p> <p>Parent Survey</p>	<p>Survey administered to parents</p> <p>Parents receive book at parent-teacher meeting in February 2014</p> <p>Coffee morning held in May 2014</p>	<p>Parent-teacher meetings 2015/2016</p>
	<p>2. Paired Reading</p>	<p>Core Team create reading log to distribute to parents</p>	<p>Completed reading log, parent/student survey</p>	<p>Reading log to be created and distributed to parents by September 2014</p>	<p>October 2015</p>
	<p>3. All students to join public library</p>	<p>English Teacher to facilitate opportunity for students to join local library</p> <p>Students</p> <p>Parents to encourage child to visit local library</p>	<p>Parent/student survey – show increase in number of students visiting library</p>	<p>October 2014/2015/2016</p>	



Target 3	Required Actions	Person/s Responsible	Measurable Outcomes	Timeframe for Actions	Review Dates
<p>To increase the number of students who do not like to speak in front of the whole class from 56% in 2013 to 60% in 2014 and from 60% in 2014 to 63% in 2015 and from 63% in 2015 to 65% in 2016.</p> <p>To promote the use of assessment for learning strategies and literacy methodologies amongst staff.</p>	<p>1. Students participate in group-work in at least one subject area</p>	<p>English Teacher Students</p>	<p>Teacher Observation Pair/Group Work Rubric - Self Assessment</p>	<p>Student survey completed 2013-2014</p>	<p>October 2014/2015/2016</p>
	<p>2. Literacy Methodology Resource Pack devised and distributed to staff</p>	<p>Literacy Team All Staff</p>	<p>Increase in number of staff using group-work in class - teaching/demonstrating oral language skills</p>	<p>Resource Pack to be devised and distributed in September 2014</p>	<p>May 2015</p>



NUMERACY IN COLÁISTE CHLUAIN MEALA FROM SEPTEMBER 2014 TO MAY 2016

Introduction

The focus of the self-evaluation of teaching and learning in Coláiste Chluain Meala was undertaken in the first term of 2014. It's specific focus was on numeracy levels, and deficiencies therein, in Mathematics, in the first year cohort of students. It examined how the teaching and learning across all other subject areas complemented and supported the acquisition and strengthening of numeracy skills within the group of students embarking on their second level education in 2014.

This report outlines the findings that emerged and the specific actions to be undertaken to increase numeracy attainment in the target group.



School Context

Coláiste Chluain Meala is a co-educational, second level school in the DEIS scheme with its student cohort, in the main, coming from the lower socio-economic sector. A large number of the students choose to come to Coláiste Chluain Meala because of their interest in practical and technological subjects. On assessment on entry to the school, many of them present with huge deficiencies in literacy and numeracy despite having spent eight years at Primary school. The fact that they do excel, by and large, at subjects that are new to them clearly indicates that cognitive functioning is not the issue. Few positive learning experiences in early childhood, negative learning experiences while at primary school, poor affirmation of and support for their learning efforts, lack of intellectual stimulation, lack of being immersed in reading and fact that, for some inexplicable reason, some of these children have internalised the notion that learning is a chore devoid of enjoyment, inevitably leads to a profound lack of interest in and a prejudice towards everything connected with academic study. They have not achieved the basic level of literacy expected of students enrolling in second level education. This leaves them profoundly disadvantaged at enrolment stage across virtually all subjects when compared with students who are literate. Remediating these deficits and reorienting these students at second level to a positive attitude towards learning at the age of twelve, thirteen or fourteen, so that they can reach their full potential across a whole range of subjects, can only be achieved by an intense and sustained whole school response in promoting numeracy and literacy, and by committed parental support, parents being the primary educators of their children. Some students will never make up the loss of early educational deprivation. Literacy and numeracy are fundamental to every facet of learning and life-long learning. For a smaller number, of course, learning deficiencies stem from causes such as ADHD, Aspergers, Autism, EBD etc, and specifically tailored learning programmes are designed to meet their needs.



A core team was established with representatives from a variety of subjects and disciplines including English, Languages, Mathematics, Home Economics, Metalwork, Learning Support and the Home School Liaison Officer. From the initial meeting, it was decided to carry out a staff and student questionnaire in order to identify key areas for development in numeracy. (See Appendix 1)

The Findings

Learning Experience

The numeracy team administered a student questionnaire on attitudes to numeracy and engagement in learning (See Appendix 2). This was administered to 46 students taking one class period. Results were collated and analysed, findings were as follows:

In relation to Mathematics in general:

- 39% believed Maths was needed only for Maths class.
- 46% of students liked Maths.
- 46% of students plan on doing Higher Level Maths for the Junior Certificate.
- 37% of students thought that 'all' their teachers like Maths.
- 33% of students thought they would not need Maths when they finish school.



In relation to 'Maths in School'

- 91% of students agreed that 'there is usually more than one way to work out a problem in Maths'.
- 46% of students 'check their answers to make sure' there are no mistakes.
- 35% of students felt they were 'good at figuring out questions' they had never seen before.
- 59% of students like to do calculations in their head.
- 28% of students felt they were 'good at explaining Maths' in their own words.

In relation to the statement 'I understand Maths best when:'

- 46% chose when 'I work it out on my own'.
- 43% chose when 'I work with someone else'.
- 30% chose when 'I work in a small group'
- 61% chose when 'I listen to the teacher in class'.
- 67% chose when 'my teacher explains where I went wrong'.
- 24% chose when they 'use' their hands 'draw it out, link a problem to real life'.
- 28% chose when they 'play maths games, do puzzles'.
- 35% chose when they 'play on-line games'.

In relation to the statement 'I get the chance to learn maths in school:'

- 39% chose 'By working it out on my own'.
- 39% chose 'By working in pairs'
- 35% chose 'By working in a small group'.
- 67% chose 'By listening to the teacher'.
- 28% chose 'By reading teachers comments in my copy'.
- 26% chose 'By using my hands, drawing it out, using real life examples'.
- 39% chose 'By doing Maths puzzles'.
- 43% chose 'By playing online games'.



In relation to the statement, 'I get the opportunity to ask questions in all my classes'

- 82% agree.
- 18% disagree.

In relation to the statement, 'All my teachers use the same words when they are explaining similar mathematical concepts'

- 39% agree.
- 61% disagree.

Teachers' Practice.

A teacher questionnaire on attitudes to numeracy was administered to staff and analysed (See Appendix 3). The following is an analysis of the teachers' survey.

32 Teachers were surveyed.

- 84% agreed that Maths Skills help students do well in all subjects.
- 81% of those surveyed said they liked Maths.
- 84% felt comfortable dealing with numeracy if it **arises** in **their** subject.
- 91% felt that problem solving is part of every subject.
- 2% felt there is usually only one way to get the right answer.
- 33% felt there was a consistent approach to maths calculations and language across the school.
- 97% felt they could help improve student's numeracy skills.



WHOLE SCHOOL NUMERACY

- 97% agreed that numeracy occurs in their subject area.
- 94% often use problem solving as a methodology in their subject area.
- 22% would ask students to make an estimate before using a calculator.
- 59% sometimes use graphs/charts as a teaching aid.
- 59% regularly check that students understand words that have different meanings in maths and their own subject.
- 84% regularly ask students to justify and explain their rationale when answering a question.
- 84% promote a positive approach to maths.

STUDENTS UNDERSTANDING MATHS

- 33% felt students work best on their own.
- 56% felt students understood better working in pairs.
- 56% felt students understood maths better when they participated in class discussions.
- 33% felt students understood maths better when they listened to their teacher in class.
- 44% felt students understood maths best when they received written or oral feedback.
- 63% felt students understood maths best when they use their hands, make a model, link a problem to real life.
- 56% felt students understood maths best when they play maths games, do puzzles.
- 28% felt students understood maths best when they played online games.



IN RELATION TO THEIR OWN CLASSROOM

- 53% said students worked mostly on their own.
- 47% said students worked mostly in pairs.
- 56% have whole class discussions at least once per week.
- 78% give written or oral feedback regularly.
- 63% used concrete materials/link problems to real life.
- 28% encourage students to play maths games/puzzles.
- 19% encourage students to play online games.

ANALYSIS AND RECOMMENDATIONS

From the above results one of the areas that stood out was that teachers felt there was not a consistent approach to maths calculations and language across the school. It would be very important to agree on a consistent approach to how we all implement the Numeracy drive in the school. The areas agreed on are, fractions, percentages and time calculation. Perhaps a written instruction on what would be considered by all, to be a suitable means to apply these for all teachers in their own areas should be given (See Appendix 4).



ANALYSIS AND RECOMMENDATIONS

From the above results one of the areas that stood out was that teachers felt there was not a consistent approach to maths calculations and language across the school. It would be very important to agree on a consistent approach to how we all implement the Numeracy drive in the school. The areas agreed on are, fractions, percentages and time calculation. Perhaps a written instruction on what would be considered by all, to be a suitable means to apply these for all teachers in their own areas should be given (See Appendix 4).

Large percentages occurred in the areas relating to teachers' positive attitude to maths, in that they themselves liked maths and a very large majority showed a willingness and confidence to help improve students' numeracy skills across the school.

Another area that could probably be looked at is the area of estimation, maybe to possibly encourage students to estimate their test results before calculating them. This is an area that not many are exploiting but could certainly improve students' numeracy skills if it were applied.

Students will be retested in May 2015 to assess progress in the areas identified by the Numeracy team.



Cross-curricular approaches / developments in place.

Staff members are encouraged to develop curriculum together in all fields. The implementation of Fetac/QQI Level 2 through a number of school subjects has facilitated this further. As an ongoing process, literacy and numeracy strategies are implemented throughout the school as can be seen in the documents above. Many of these are included within subject plans but also lesson plans within the school.

Subject Statements, Planning & Profiling

Subject statements are used as a referencing point in schemes of work and subject plans within the school with statements used to back up work done in conjuncture with national syllabus. Teachers are asked to ensure that they are aware of the JCSP statements while making subject plans and to incorporate statements accordingly. Teachers are encouraged to display the relative statements within their classroom helping students to link the syllabus to their learning.

Cross-curricular statements are usually reviewed by the core JCSP team throughout the year. Some cross-curricular statements are measured in relation to the selected initiatives.

Feedback until 2015 has been provided via verbal communication, through examination and practical achievement. A more focused effort regarding the use of the statements in combination with the subject matter is aimed for implementation from August 2015.

How do teachers decide which statements to work on?

The selection of statements is based on the individual student's needs and abilities. Best practice would suggest that the teacher involves the student in the selection of the set of particular learning targets to be attempted or studied in a subject area. First, establish the abilities and needs of the individual or class group and then set realistic and achievable targets. Take into account the necessity, which may arise, of having to provide the individual student with a good grounding in the basic skills that are essential for progress across the curriculum. Choosing statements, based on the student's needs, will help to make the learning experience more realistic and relevant for the student. It is important that only achievable statements are chosen. Remember, the statements chosen are not additions to or add-ons to the Junior Certificate curriculum; rather they provide teachers with a process and framework for planning and teaching the prescribed syllabus.

Awarding Statements

Any teacher on the JCSP team, who has worked through a statement with a student, can recommend the awarding of that statement to the student. The JCSP team considers this recommendation, at a profile meeting, and collectively makes a decision on the awarding of the statement.



In general, a student can be awarded a statement when he or she has completed at least 80 per cent of the learning targets and has displayed competence in the following four areas:

- **frequency** – almost always carries out the given task: (on 80 % plus of occasions)
- **accuracy** – accurate enough for a given purpose
- **independence** – can carry out the task almost totally independently
- **sustainability** – retains the knowledge or skill for about a month

The following assessment modes can be used to assess the successful attainment of specific learning targets:

- oral assessment
- class work
- continuous assessment
- homework
- recall and retention of material
- completion of assignments
- project work
- end-of- topic tests
- oral revision activities
- group discussions
- standardised attainment tests
- student self-assessment
- peer assessment
- teacher observation

An important element in awarding statements is **the teacher's professional judgement.**

Team / Profile Meetings

A weekly team meeting is scheduled for the core group of JCSP teachers. It is hoped that an additional timetabled profile meeting would be arranged in each term as per JCSP recommendations, or that this work can take place during Croke Park hours.

These meetings should be attended by all of the JCSP teaching team and should be chaired by the JCSP Co-ordinator. A minimum of a double period, or the equivalent, will be needed for the profile meeting as per recommendations.

A profile meeting is a meeting of the JCSP teaching team. It is usually organised by the co-ordinator with the objective of updating the learning and performance records for a particular group of students. During the school year, a number of profiling meetings are held (usually around December, February and April). At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements. A minimum of 80 minutes is required to discuss the progress of fifteen students in the Programme as per the JCSP Co-ordinators Directives Folder.



Recording Student Progress, Celebrating Success & Parental Involvement.

Having experimented with numerous methods of recording student progress; JCSP folder, profile cards and excel file, the JCSP core team has been decided to use a summary sheet which shows the completed work for a subject of all students from the group. This sheet is kept on file and is updated during the JCSP profile meetings throughout the year. This has proven to be most successful within the school and with the staff involved with the programme.

Highlighting to students their success in attaining a statement is a focus for future development of the programme within Coláiste Chluain Meala. Currently students receive their certificates at the end of third year; however students should be made aware of their progress throughout the three years that they partake in the programme, since awareness that they are achieving success will encourage them to persevere and strive to reach further targets.

Parental Involvement

Parents are the primary educators of their children. Therefore, parental involvement in initiatives is expected and is crucial to the success of the programme. We aim to actively involve parents in initiatives both in school and at home, and where possible, to avail of their skills to help in the delivering of initiatives to our students, their children, within the school.

Finances

All JCSP funds for Initiatives are recorded and logged into the JCSP Co-Ordinators folder. Funds for JCSP Initiatives are allocated to the lead teacher to use as deemed appropriate, monies must be spent in accordance with Tipperary ETB regulations. All receipts are given to the JCSP Co-Ordinator to be filed in the JCSP Co-Ordinators Folder. Where possible all available funding for the success of initiatives should be spent accordingly. Unused funding must be recorded in the Initiative report when filled out by the Initiative leading teacher and as per directives, the JCSP offices are must also contacted at this point.

Review of the Programme

The successes and failures of the JCSP programme will be reflected upon post each initiative and the programme in its entirety at the end of each year and at the beginning of the new academic year. A consideration of what works and does not work helps to develop the programme within the school. The core JCSP team will be involved in this discussion and ideas and points of interest from other staff members are welcomed.