**What will reporting look like?**

In line with good practice, the learning opportunities and experiences during junior cycle should be valued, acknowledged and affirmed. These elements are outlined below.

* Results from state certified examination incorporating Assessment Task
* Outcomes of Short Courses and/or Priority Learning Units
* Outcomes of Teacher-designed tasks and tests
* Outcomes of Classroom-Based Assessments 1 and 2
* Other learning achievements

During the three years of junior cycle, oral and written feedback to parents/guardians and students will be essential in supporting the student to build on strengths and address areas where learning can improve. Existing parent-teacher meetings provide an important opportunity to communicate the outcomes of classroom-based assessments and affirm other learning experiences. Parents/guardians should be given a comprehensive picture of students’ learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child’s learning journey over the three years of junior cycle.

Formal reporting on the progress and achievements of students will be through annual reports in first year and second year and through the composite Junior Cycle Profile of Achievement in the autumn following third year. This will complement existing reporting systems employed in schools including reporting of progress to parents/guardians and students during events such as teacher-student feedback sessions and parent-teacher meetings. From autumn 2017, reporting will be based on a national approach and agreed templates designed by the NCCA. Degrees of flexibility and the potential for customisation will be built into the template designs to facilitate some school preferences in the area of reporting. The design of the templates will draw upon existing good practice in school reporting. Templates will be designed for hard copy and on-line completion. They will be user-friendly and easily interpreted by students and parents/guardians. The national templates will link closely to the standards expected of students at this stage of their education. An understanding and appreciation of those standards will derive and emerge from teacher engagement with:

• Clear, outcomes-based, national curriculum and assessment specifications

• The extensive use of annotated examples of student work

• Ongoing assessment

• Discussion of student work through Subject Learning and Assessment Review meetings

 • Assessment of the state examinations and the Assessment Tasks (where relevant)

 • Professional development related to reporting and the other areas above

The approach to reporting will benefit students by charting the progress they are making and actively involve them and their parents/guardians in reflection on and discussion of learning progress. It will value teacher judgement and link back clearly to learning, teaching and formative feedback in classrooms.

The reporting process itself will be efficient, manageable and appropriate to the post-primary curriculum context. Reports will include information on learning in subjects, short courses and Wellbeing, and information on other learning experiences and wider achievements relevant to the student’s progress in learning at school.

Reporting at the end of second year will document the achievement of students in Classroom-Based Assessments completed in that year, and reports on the Classroom-Based Assessments in both second and third year will be included in the Junior Cycle Profile of Achievement issued to each student in the autumn following third year.

In short, reporting at junior cycle aims to contribute to the personal and educational development of students, to support and underpin ongoing learning and assessment, and to be manageable, accessible and effective for the school, teacher, student and parent/guardian. Guidelines on reporting in junior cycle and the templates schools can use in this context will be developed by the NCCA and will provide further detail on the various aspects of reporting outlined above.

**The Junior Cycle Profile of Achievement (JCPA)**

The reporting process at junior cycle will culminate in the award of the JCPA to students. The JCPA will be awarded for the first time in autumn 2017. During the years when students are studying subjects for which new specifications have been provided alongside existing Junior Certificate subjects, the results of the latter will be included in the JCPA. The format of the JCPA will evolve as the various phases of junior cycle reform are rolled out.

The JCPA will reward achievement across all areas of learning as applicable:

• Subjects

 • Short courses

• Wellbeing

• Priority learning units

• Other areas of learning

The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades, which include results from the state-certified examinations and the Assessment Tasks.

The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed. Students will be aware of their results before receiving the JCPA.

In the case of both the SEC grades and the Classroom-Based Assessment tasks, students will already have received the results of assessments prior to the awarding of the JCPA. In line with current practice, students will receive a provisional statement of results from the SEC in the September following completion of third year.

 In the case of Classroom-Based Assessments related to subjects, short courses and priority learning units, students will receive the results shortly after their completion in second and third year. The JCPA will include learning achievements that are broadly aligned to the National Framework of Qualifications (NFQ). In the vast majority of cases, the achievements reported will relate to subjects and short courses that are broadly aligned with Level 3 of the NFQ. In the small number of cases where students have followed Level 2 Learning Programmes, the priority-learning units and short courses involved are aligned with Level 2 of the NFQ.

**The JCPA will record:**

 The student’s achievements in the state-certified examinations inclusive of the Assessment Tasks This section will set out the student’s achievement in subjects taken in the state-certified examination. The result for each subject will incorporate the result of the written Assessment Task. In 2017, 2018 and 2019, the students’ results in the CSPE examination, where taken, will be included in this.

**• The student’s achievements in the Classroom-Based Assessments** This section will record the student’s achievements in the Classroom-Based Assessments in both subjects and short courses, depending on the combination of subjects and short courses taken by students. A maximum of four short courses can be included where students have taken eight subjects in the externally assessed state-certified examination and a maximum of two short courses can be included where nine subjects have been taken.

 • The student’s achievements in Level 2 Learning Programmes (L2LPs) Where students have completed an L2LP as part of their junior cycle programme, this section will set out their achievements in the priority learning units and short courses that they have taken.

 • The student’s achievements in the area of Wellbeing This section will report on student achievement in the area of Wellbeing from 2020. Guidelines prepared by the NCCA on introducing, managing and assessing the area of Wellbeing in schools will include advice on how schools may report on students’ progress and achievement.

 • The student’s achievement in other areas of learning This section provides an opportunity for schools to report on student achievement in other areas of learning including short courses that may have been included in the school’s junior cycle programme. It may also report on other learning experiences and events that the student has participated in. Schools may also wish to include broader aspects of reporting in this section, or areas such as attendance, personal and social development and learning dispositions.

**Appeals and Queries**

Student appeals regarding the state-certified examination grade inclusive of the Assessment Task will be processed as per the current appeal arrangements. Queries in relation to all other aspects of the JCPA, where they arise, will be dealt with by the school.

**How will the quality of student achievement be assured?**

The new junior cycle programme that combines formative assessment practices, alongside two structured Classroom-Based Assessments, and a state-certified examination and Assessment Task, both externally marked by the SEC, will involve a significant period of transition and require both quality assurance and support. A number of elements have been put in place to provide supports for teachers and to assure quality in assessment arrangements at junior cycle, namely the use of:

 • National curriculum specifications

• national assessment specifications, including guidance on descriptors used in assessing Classroom- Based Assessments and marking guides used in respect of state-certified examinations and Assessment Tasks

 • Annotated examples of student work on assessments showing the standards expected

 • Multiple judgements of student work through Subject Learning and Assessment Review meetings

• An Assessment Toolkit of nationally agreed assessment tools and methods

 • Comprehensive professional development for teachers in educational assessment, including the provision of feedback to students

• Professional development in curriculum leadership, educational assessment and change management for principals and deputy principal’s • external assessments through the SEC

• Information for parents/guardians and students.

The school’s own self-evaluation process will continue to be supported and supplemented by the external evaluations carried out by the DES through the ongoing work of its Inspectorate in assessing the quality of teaching and learning in schools. Systematic support will be available from the DES and the necessary additional dedicated resources, including time and curriculum materials, will be provided.