JCSP Policy

Ellenfield Community College

2025/26

Ratified by the Board of Management:

Signed: _____ **Signed:** _____

Chairperson of Board of Management Principal (Secretary to Board)

TABLE OF CONTENTS

Scope of this Policy: p.3

Rationale for this Policy: p.3

School Mission Statement: p.3

What is the JCSP Programme: p.3

Selection of JCSP Students: p.3

Management of the Programme: p.4-5

JCSP Resources: p. 5

JCSP Initiatives: p.5

Teaching and Learning: p.6

Literacy Needs: p.6

Numeracy Needs: p.7

Teaching and Learning – Statements and Profiling: p.7-8

Parental Involvement: p.8

Scope of this Policy:

This policy applies to all Junior Cycle students in Ellenfield CC and is prepared using JCSP policy development guidelines.

Rationale for this Policy:

This policy is being implemented in the context of the school expanding its numbers by 50% based on the previous academic year.

Mission Statement:

Ellenfield Community College seeks to encourage all to achieve their full potential in a supportive atmosphere which respects diversity. The school welcomes the involvement of parents and community in developing the skills necessary for students to become self-motivating members of society.

What is the JCSP Programme?

The JCSP Programme aims to facilitate active and full engagement in the curriculum, supporting students to achieve in the JC programme by addressing deficits in literacy and numeracy, difficulties in social interactions with teachers but also peers, and encouraging them to have a positive experience of success in school. It runs alongside the Junior cycle but is a curricular and assessment framework to assist teachers in making the Junior cycle more accessible to students who may leave school with few formal qualifications.

The JCSP policy and plan is consistent with and supported by our school policies: Code of Positive Behaviour, AEN and Inclusion Policy, JCSP Library Policy and Bí Cineálta Policy.

Selection of JCSP Students:

All Junior Cycle students in Ellenfield Community College participate in the JCSP Programme.

Management of the Programme

The programme is led by the JCSP coordinator, supported by the team of JCSP teachers, class tutors, JCSP librarian, and the HSCL Co-ordinator. Planning, implementing and teaching of the JCSP requires extensive collaboration and whole-school buy-in.

The HSCL Co-ordinator has a key role to play in enhancing the relationships between the school and the home – homes are kept informed of student progress, and invited to JCSP events which celebrate the JCSP activities and work completed by students throughout the year, e.g. 1st Year Christmas Celebration, 3rd Year Summer Celebration.

JCSP team meetings take place at least once per term for planning and review, with regular, unofficial check-ins between the librarian and coordinator. These meetings are expanded where necessary, e.g. in the lead-up to profiling meetings, or initiative selection.

JCSP teaching staff are required to specify which statements they are targeting through their Schemes of Work via a specified JCSP section on the school template. The coordinator also speaks to new staff who may be unaware of the JCSP programme and aims, thus promoting and increasing the profile of the programme in the school.

While we are aware that JCSP guidelines suggest that the core group of JCSP teachers meet regularly with the coordinator, this is a great challenge in a school of our size. Profiling meetings are meetings of the JCSP teaching team to update the records of a particular group of students. 3rd Year and 2nd Year profiling takes place in September, while 1st Year profiling takes place in January. Final 3rd Year profiling takes place in March ahead of the deadline in April.

After careful review of our past methods of tracking statements, we are in the process of implementing of a new system via Microsoft Forms, where teachers can provide the necessary data for the coordinator and the librarian in a timely manner. This information is then collated in advance of the staff profiling meeting, allowing more time for deeper discussion of student needs and strategies to address those needs.

Strategies should be planned by the teaching staff, based on individual needs or identified group needs – such as but not limited to, attendance monitoring, homework support, counselling/guidance, personal and social development,

learning support, family support, outdoor pursuits, after school, discipline programmes, self-confidence. Staff CPD is also a consideration. The selection of initiatives should have a rationale and focus, based on the needs of the cohort. We also ensure that planning and strategies coalesce with school DEIS targets. There is a strong link between JCSP and Deis in the school, in terms of organising attendance initiatives, building relationships with parents and finding and strengthening partnerships with others.

Planning will take place throughout the year to monitor the student's general progress, specifically around cross-curricular statements such as punctuality, attendance and homework, to compile student profiles for 3rd Year. Work also goes into planning initiatives and events throughout the year, incorporating the local community as much as is possible.

Discussion and review of aspects of the programme in operation are also addressed at staff meetings. Feedback is collated and then used to improve aspects of the programme, e.g. the Microsoft Forms.

JCSP Resources

JCSP resources are ordered through both the librarian and the coordinator. A stocklist is distributed to staff and orders are collated and made throughout the year.

JCSP Initiatives

JCSP initiatives are circulated upon release at the beginning of a new round. Librarian takes care of the reading/literacy type initiatives and ties these into projects and competitions throughout the year.

If demand exceeds supply, then records are consulted as to the success of initiatives previously. We have an overview of the initiatives chosen based on student needs and abilities. Each teacher evaluates their own initiative on completion and school wide initiatives such as for attendance are evaluated based on the data.

Teaching and Learning

The teaching and learning of the programme is centred around the individual student needs (both academic and social) and evaluating the extent to which these needs are being met through the programme. Schemes of work contain a section dedicated to JCSP statements in individual subjects, bringing JCSP to the fore in all teaching and learning in the school.

The emphasis in the classroom is placed on the personal and social development of students, active learning and variety of teaching methods.

"The JCSP promotes teaching methods which are:

Experiential, in that the balance of pedagogy inclines more towards activity on the part of the student and less towards demonstration by the teacher

Interactive, in that teaching strategies and class work involve a high degree of collaboration where students work together and with the teacher

Purposeful, in that learning tasks are set in contexts which are comprehensible and meaningful to the individual student

Relevant, in that they relate programme content to young people's age and interest level

Systematic and structured, in that specific goals are set, particularly in literacy and numeracy, thus facilitating teaching and assessment".

A strong emphasis is placed on the improvement of literacy and numeracy skills. Literacy and numeracy initiatives are chosen based on observation and/or testing (STAR tests). The JCSP library has a strong role in supporting staff and students. Best practise sees a high degree of involvement of learning support teachers.

Literacy Needs

There are strong literacy needs within our student body. Accelerated Reader is a measure used to help all JCSP students to improve their reading ability and comprehension. A standardised test determines the reading age and the range of books most accessible to the student. Progress is monitored by librarian and English teachers via student completion of quizzes based on their reading. Best

practise and evidentially, we find that three x 20 min periods per week shows most progression on average student. Regular literacy initiatives and celebrations are held during the year, such as DEAR, Writer's Club, Word Millionaire, Writer in Residence and WRaPParound - an annual cross-curricular initiative usually run with a mix of JCSP students across the different years. Cross-curricular methodologies are good for JCSP students in that the active participation of students in planning, decision-making and evaluation is important.

The school has been awarded the PDST Wellread Readers for Life award for efforts to promote a strong reading culture within the school and home community, over a six year period.

The school is also active in Vocabulary Enrichment programmes, comprehension initiatives, EAL supports and various small-group literacy supports.

Numeracy Needs

The Maths department gets involved in JCSP competitions such as Maths for Life. There are 2 Numeracy classes for 1st Years, and the school will also organise a Maths week to promote Numeracy throughout the entire school. The school participates in an intra-school Maths Dice competition annually, and also takes part in chess competitions organised between JCSP libraries.

Teaching and Learning – Statements and Profiling

At the heart of JCSP is a system of student profiling, which is essentially a record of achievements over a period of time, for each student. A profiling statement (the statement) is a general description of an area of knowledge, ability or skill. They can be subject specific or cross-curricular in nature. These are generally awarded by subject teachers and used in conjunction with topics the teacher is covering in the classroom.

The students become more aware of their progress through assessment and feedback, and experience success more frequently. This is achieved through printing individual statement booklets for each student (currently trialled with 2nd year cohort), to bring to all of their classes. The school also incorporates JCSP into each teacher's Scheme of Work where the teacher lists the statements that they working on with each group.

Statements can also be cross-curricular, which are not subject-specific but aim to enhance the social and personal skills of the student. These can be awarded by individual teachers or following discussion between groups of teachers. These statements culminate in bi-annual awarding of certificates at whole-school assemblies to promote JCSP and individual achievement.

We endeavour to help students become aware of the purpose and use of profiling statements, to be involved in their own learning.

"As the profile of the student is built up, the student's self-esteem grows. The constant affirmation of his/her progress aims to increase the positive connection that the student has with school".

We have made provision for teachers to detail how the literacy and numeracy needs of the students are being catered for and what specific sections of JCSP they are addressing, in their Schemes of Work.

Parental Involvement

The school is registered with the Schoolwise platform, which tracks student progress in all of their subjects. JCSP will be incorporated into this system at the earliest opportunity as Schoolwise launches. JCSP has its own stand at Open Evenings, and is visible at Parent/Teacher meetings.

Parents are also invited into the school to view work at the 1st Year Christmas Celebration and the 3rd Year Summer Celebration. We are also planning a calendar event for the 2nd Years, with a view to completion of the statement "Planning and Organising a School Event."

Signed:_____ Signed: _____

JCSP Librarian JCSP Co-ordinator