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An Chomhairle Náisiúnta  
Curáil agus Measúnachta  
National Council for  
Curriculum and Assessment

## Revised arrangements for the assessment and reporting of Level 1 Learning Programmes (L1LPs) and Level 2 Learning Programmes (L2LPs) for the cohort of students 2018 – 2021 (students in 3rd Year in 2020/2021) September 2020

Students experienced a disrupted period of learning in 2019/20 because of school closures introduced to curtail the COVID-19 pandemic. Despite the best efforts of teachers and schools to mitigate the effects of disrupted schooling, the learning experience of students varied. In this context, schools and this year's third year students could experience an unfair and disproportionate challenge in having to complete L1LPs and L2LPs, as set out in the [L1LPs Guidelines and L2LPs Guidelines](#).

This document provides guidance to schools and teachers on the gathering evidence of evidence for PLUs and outlines the revised assessment and reporting of L1LPs and L2LPs for current 3<sup>rd</sup> year students (2020-2021).

### Assessment and reporting of PLUs for students in 3<sup>rd</sup> year of L1LP and L2LP in 2020/2021

#### **Completing learning outcomes that require community engagement**

##### **Challenge**

Some learning outcomes with a focus on engagement with others outside of the family were not achieved before school closures in March 2020 and may not be achievable in the current climate of social distancing.

##### **Guidance**

- All activities for learning outcomes involving interaction with others and in the community can be designed to take place within the student's school bubble or their family community and must be carried out in accordance with public health advice.



## Challenge

As a result of school closures in March 2020, 3<sup>rd</sup> year students will be at varying stages of their learning. This means each student will have submitted different amounts of evidence of learning for each PLU to their portfolio prior to school closures. For some students a significant volume of evidence remained outstanding on their return to school in September 2020. This may result in students not having evidence of achieving the majority of learning outcomes required in each Element of each PLU in order to be reported on their JCPA as ‘Successfully Completed’ (L1LPs) or ‘Achieved’ (L2LPs)

## Guidance

- Teacher professional judgement is an integral part of assessment and reporting for the L1LPs and L2LPs. Teachers will use their professional judgement to decide what descriptor the evidence gathered demonstrates.
- There will be two descriptors available for L2 PLUs for 3<sup>rd</sup> year students’ JCPA in 2021. Where it is possible to gather evidence of the majority of learning outcomes, in line with the L2LPs Guidelines for Teachers, teachers will continue to use the descriptor ‘Achieved’ for the student’s JCPA. The new descriptor ‘Progress Achieved’ will be available for all other 3<sup>rd</sup> year students preparing for their JCPA in 2021. For Progress Achieved to be recorded on the JCPA for each PLU, the student must present evidence of learning that indicates the student has benefited from accessing some learning outcomes for that PLU.
- 2021 will be the first year that students will receive a JCPA for L1LPs. Teachers can award their students ‘Progress Achieved’ or ‘Successfully Completed’ in line with the L1LPs Guidelines for Teachers.
- [\*The Guidelines for Post Primary Schools: Supporting Students with Special Educational Needs in Mainstream School \(DES, 2017\)\*](#) states that every student should be taught a curriculum that is appropriate to their developmental needs. As a result of Covid-19 and school closures, there may be some cases where teachers and parents decide that it is in the best interests of the student to extend their L1LP or L2LP learning into senior cycle. In this instance it is important that descriptors of learning to date are still inputted by November 2021 for the JCPA. Please note that a JCPA cannot be awarded to students in senior cycle.

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## Short Courses not commenced or completed

### Challenge

Depending on the school's approach to L1 and L2 short courses, students will have started either one or both of their short courses before school closures in March 2020. School closures may mean that there is insufficient time to complete both CBAs.

### Guidance

- There are two descriptors available L2 Short Courses for 3<sup>rd</sup> year students' JCPA 2021. Where it is possible to complete the Short Course and its CBA, teachers will continue to use the descriptor 'Achieved' for the student's JCPA. The new descriptor 'Progress Achieved' will be available for all other L2LP 3<sup>rd</sup> year students who present evidence of learning that demonstrates the student has benefited from accessing some learning outcomes in the short course. Teachers will use their professional judgement to decide what descriptor the completed CBA work submitted demonstrates.
- Where schools commenced both short courses in first year it will still be feasible to complete and report on the two CBAs.
- Where schools commenced both or one short course in second year it is recommended that students complete one CBA. Only this short course will be recorded on the JCPA 2021.
- In cases where vulnerable students are unable to return to school because of Covid-19 and are continuing with remote learning, CBAs can be completed at home. In such cases, it is important that this is undertaken with guidance and support from their teachers. The CBAs will be set by the teacher. The teacher will work with the parent to ensure CBA procedures are followed and to provide guidance on how the parent can support their child complete the CBA. It is the responsibility of the teacher to authenticate this work for JCPA reporting.

### Remote learning

#### Challenge

Teachers, students and their families faced many challenges with remote learning when schools closed in March 2020. In cases where vulnerable students are unable to return to school due to Covid-19, remote learning continues to be a challenge.



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## Guidance

- Where remote learning occurs with teachers' support and guidance, teachers can assess and use evidence gathered by parents for the student's portfolio. In such cases it is the teacher who sets the tasks, provides guidance on how the child should complete the task, and decides the success criteria to assess this task. The teacher will liaise with the parent to gather evidence for the portfolio.

Whilst these specific arrangements are a response to the specific challenges arising from the recent pandemic, they also aim to: encourage school autonomy and acknowledge teaching and learning decisions that were made at school level during school closures; potentially reduce the number of CBAs students complete in this school year; and ensure, as far as possible, that the learning progress and achievement of students in their L1LP and L2LP can be recognised and reported on in the student's JCPA.