

Cabinteely Community School



LCA Programme Policy

Ratified by BOM 14 June 2022

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1. Our School Mission Statement

Cabinteely Community School is a kind, caring and vibrant learning community which supports the wellbeing and the academic, spiritual and creative growth of every student.

We welcome students of all ethnicities, abilities, genders and faith traditions, as equal members of our community

We identify with our Ursuline founders and their love of education.

Our Core Values

Our core values guide our policies, our procedures and how we work with our staff and students.

These core values are;

Care - We all need to belong and be cared for in a safe environment in order to learn

Courage - We show courage by making the right choices and committing to learning.

Support - We will be the best we can be by working hard and working together

2. LCA Programme Statement

2.1 Underlying Principles

The Leaving Certificate Applied:

- i) Has as its primary objective the preparation of participants for adult and working life and the development of the participants' literacy and numeracy skills.
- ii) Is intended to meet the needs of those participants who are not adequately catered for by other Leaving Certificate programmes or who choose not to opt for such programmes.
- iii) Is a distinct and self-contained programme of two years duration.
- iv) Consists of three main elements: Vocational Preparation; Vocational Education; General Education.
- v) Has established the concept of integration as a central element of the programme structure and of the participants' learning experience.
- vi) Places a premium on the personal and social development of participants.
- vii) Aims to develop active citizens who have a sense of belonging to the local, national, European and global community, who have a capacity to gain access to information and structures, and an ability to fully participate in democratic society.

- viii) Provides opportunities to develop the participants' processes of self-evaluation and reflection.
- ix) Has a strong community base so as to complement the school or centre as a learning site.
- x) Promotes the use of a broad range of teaching methodologies and participant centred learning.
- xi) Has available an appropriate range of modes and techniques for assessing the progress of the participants.
- xii) Provides access to further education and training.

2.3 LCA Programme Aims and Objectives

The Leaving Certificate Applied is a distinct, self-contained Leaving Certificate programme. It is designed for those students who do not wish to proceed directly to third level education or for those whose needs, aspirations and aptitudes are not adequately catered for by the other two Leaving Certificate programmes.

The Leaving Certificate Applied is structured around three main elements:

1. Vocational Preparation
2. Vocational Education
3. General Education

These areas are interrelated and interdependent. This programme is characterised by educational experiences of an active, practical and student-centred nature.

The fundamental goal of the Leaving Certificate Applied is to prepare Leaving Certificate participants for transition from the world of the school to that of adult and working life. The Leaving Certificate Applied focuses on the needs and interests of participants, using a variety of methodologies, making optimum use of the resources of the local community and paying particular attention to the needs of the local region. There is a need to recognise that individuals differ considerably in the ways they process, assimilate and recall information.

2.4 Teacher's Aims for the LCA Programme

The Teachers of the LCA Programme aim to:

1. Design and deliver a programme conducive to the needs of the students in the LCA programme including, but not limited to, Vocational Preparation, Vocational Education and General Education.
2. Foster a student-friendly environment within the LCA programme and to help with the personal and social development of participants
3. Promote positive attitudes towards school and learning amongst the students

6. Timetabling, Subjects and Staff

6.1 Timetabling

Classes are scheduled on Monday, Tuesday, Wednesday and Thursday.

Students undertake work experience on Fridays.

6.2 Subjects

The content of the timetable may vary year to year, especially in relation to the two specialisms, electives and languages, depending on the dynamics of the class group and staffing.

A core component of the timetabling of the LCA Programme is the involvement of student voice in decisions around electives, specialisms and arts education subjects.

The time allocated to each aspect of the course is determined by the number of modules to be covered in that course.

<i>Subject</i>	<i>No. Periods per week</i>	<i>Teacher</i>
<i>English</i>	<i>2</i>	
<i>Maths</i>	<i>2</i>	
<i>Spanish</i>	<i>2</i>	
<i>Guidance</i>	<i>1</i>	
<i>Social Education</i>	<i>3</i>	
<i>Craft and Design</i>	<i>2</i>	
<i>HCT</i>	<i>2</i>	
<i>Construction (elective)</i>	<i>2</i>	
<i>Hair and Beauty (elective)</i>	<i>2</i>	
<i>Vocational Preparation</i>	<i>2</i>	
<i>ICT</i>	<i>1</i>	
<i>Religion (elective)</i>	<i>1</i>	
<i>Leisure and Recreation</i>	<i>2</i>	
<i>PRT</i>	<i>1</i>	

6.3 Staff

The Programme Coordinator is Rachael McCormack.

Each LCA class has a Class Teacher and shares a Year Head with the other 5th and 6th Year classes.

Teachers of LCA have an opportunity to participate in the LCA Team which evaluates and proposes improvements to the programme when the need arises.

Sample Courses and Time Allocated

4. Teacher Induction

- Teachers meet with the Principal, Deputy Principal and the Coordinator during Induction Week to ensure that the
- Briefing – Teachers are supplied with the necessary introductory documents (Appendix A) for the LCA modules they will be leading and are also informed on important aspects of the LCA Programme by the LCA Coordinator at a meeting at the start of the academic year.
- Teachers are given details of CPD opportunities that will take place over the academic year and are encouraged by school management to attend.
- The LCA Coordinator meets with these new teachers on an informal basis at regular intervals to ensure the programme is being implemented and to answer any questions.
- Teachers are invited to participate in the LCA Team which meets several times at the start of the year to work out any issues that may arise or to seek additional supports for students and at the end of the year to assess the success of the programme.
- Selection – Teachers are invited to express interest in teaching LCA subjects by means of the Timetable request form each year.
- LCA subject teachers are also invited to be involved in the programme evaluation at the end of the academic year.

5. LCA Admissions

5.1 The Process

- Both 3rd year students and TY students are given the opportunity to apply to the Leaving Cert Applied programme.
- Although TY is compulsory for the majority of students in Cabinteely Community School, students wishing to complete the Leaving Cert Applied Programme may transition directly from Junior Cycle to LCA.
- Students enrolled in Cabinteely Community School for Junior Cycle have first preference for admission to the LCA programme. Only if the programme is undersubscribed can external candidates apply for admission to the LCA programme.
- Admission to the programme is based on the suitability of each individual student to the programme and the transition process begins in January of the year preceding entry to the programme.
- The LCA team comprised of the LCA Coordinator, SENCO, Principal and Deputy Principal, the relevant year heads and some teachers of LCA, consult with the prospective students and their parents in the decision on entry to the programme.

5.2 Information Evenings

All Third Year, TY students and their parents are briefed by the Programme Coordinator on the Senior Cycle educational programmes available at Cabinteely Community School. This occurs in January/ February each year by means of a student information session and a Parents' Information Evening.

These programmes are Transition Year, the Leaving Certificate Established, the Leaving Certificate Vocational Programme and Leaving Certificate Applied.

- These presentations cover the rationale for the programme and the key curriculum features.
- Students expressing an interest in the LCA Programme are given the PDST leaflet on the LCA programme which they are asked to discuss with their parents and an application form to fill in.

5.3 Application

The Application process for the LCA programme begins with the completion of an application form (Appendix B), which requires the signature of the parent or guardian in either hard copy or on the app.

Following submission of the Application Form, the LCA Coordinator plans a number of steps before the final class list is compiled. These steps include:

- i. Two or three meetings of the prospective students from 3rd Year and TY with the Coordinator, year heads and students from the 5th and 6th Year LCA Classes to discuss the programme and share experiences.
- ii. An off-site outing with prospective students to bond prior to the end of the year.
- iii. Phone calls to parents, which may result in meetings to discuss the possibility of the student doing the programme.
- iv. Letters home to confirm the student's place in the programme by the end of the year.

4. Resources

There are a wide range of resources available in Cabinteely Community School and cross curricular links are encouraged. Some of the resources available are two specialised construction rooms, a music room, A DCG room, two Construction rooms, four computer rooms including a designated LCA computer room, gym and sports hall, two fully equipped Home Economics rooms, two Art rooms etc, 10 chrome books and a laptop trolley. Other resources include visits into the school by different speakers, trips, teamwork, DVDs, CDs, posters, workbooks and books etc.

5. Class Organisation

There is generally one LCA class in each year group. All students pursue a common curriculum apart from electives. Students have a choice between two electives, eg, Hair & Beauty or Construction Studies. Year 1 and Year 2 students may be combined for these subjects in order to facilitate an option.

6. Curriculum Content

8.1 Module Descriptors

Each subject has its own individual module descriptor (available from the PDST website), links to these are provided to new teachers to the programme. There is significant scope for teachers be creative and innovative in terms of curricular content.

Some subjects have textbooks. For all other subjects, teachers generate content in OneNote based on the descriptor.

8.2 Key Assignments

All subjects have modules of which key assignments are mandatory components. Key assignments are assigned and kept by the subject teacher. Teachers upload key assignments into a shared folder on the LCA teacher's email group or keep them in a secure location until the appeals period.

8.3 Tasks

The seven tasks are anchored in specific subjects and represent a significant body of work which is then assessed by an external SEC examiner. Tasks are stored in a filing cabinet until the end of the appeals period.

All LCA students have Microsoft Office accounts. Teachers should encourage students to keep copies of their key assignments in their relevant folders.

7. Roles and Responsibilities

9.1 Role of the LCA Programme Coordinator

The role of the Coordinator is to ensure that systems for recording student credits are set up and that the relevant templates are provided/made available online to teachers of the programme (Appendix C – Role of Programme Coordinator).

The coordinator does not have role in the completion of assignments or tasks.

In relation to attendance, the role of the Coordinator is to incentivise good attendance and punctuality by developing and implementing initiatives in conjunction with the Attendance Officer. The Coordinator follows up on doctor's certificates and attendance exemptions in relation the award of credits for attendance.

9.2 The Role of the LCA Subject Teacher

All teachers of LCA follow the Learning Code in relation to classroom management. All report notes are referred to the year head.

All teachers are responsible for setting up a subject notebook in One Note as per the school wide template used for all classes (Appendix D), so that all content is available to students.

Teachers must ensure that Key Assignments are planned and scheduled over the course of the module so that there is not unnecessary extra pressure on students at the end of sessions to complete overdue key assignments from several subjects in a short time frame.

Feedback on Key Assignments must be provided to students and opportunity given to improve the work in order to gain the highest grade, ie, pass, merit, distinction.

Student progress on Key Assignments should be shared on the record section of the LCA Teams platform so that the relevant school personnel have that information.

Teachers for whom a task is required must ensure that drafts are corrected and that students get feedback so that they can improve on their work. Deadlines should be set for each section of the task and if students fall behind, their CT, year head and parents should be informed.

On no account should any student **not** submit a task unless they have been absent all session.

9.3 The Role of the Class Teacher of LCA

The class teacher (CT) for the LCA class has a key role in attendance and punctuality of students. CTs are required to ring home on the second day following an unexpected absence, rather than on the third day with all other class groups. This is due to the requirement for 90% attendance for students of this programme. (Appendix E – Role of the CT)

9.4 Role of the Year Head of 5th and 6th Year LCA classes

The role of the Year Head in 5th and 6th Year is the same as that of the Leaving Certificate Established classes. The Year Head is responsible for ensuring the implementation of the Learning Code and for the overall wellbeing of students in the year group (Appendix F - Role of Year Heads of 5th & 6th Year)

9.5 Role of the Principal and Deputy Principal

The Principal validates credits as entered for students in the online LCA Reporting System by the Programme Coordinator, following consultation with the Programme Coordinator in relation to each student.

The Deputy Principal supports the relevant Year Heads in the implementation of the Learning Code and also supports the Programme Coordinator in relation to timetabling rotations for various courses.

9.6 Role of the Parents of LCA Students

Parents/Guardians are asked to ensure the 90% mandatory attendance aspect of the LCA Programme is complied with.

Students who miss classes due to illness need a medical note in order for an exemption from the attendance requirement to apply.

Parents need to ensure that students comply with the mandatory work experience aspect of the programme every Friday by encouraging their children to seek placements and to attend punctually each Friday morning.

Parents must accept and support the school's Learning Code as per Admissions Act 2018.

This includes signing the school journal, checking for notes in the journal, being available to take phone calls, use the school app or attend meetings if required.

Parents are expected to communicate with the school and be aware of deadlines, interviews and exams their children are undergoing throughout the year.

Parent Teacher meetings are scheduled once a year in the school and parents/guardians are required to attend.

9.7 Role of the SNA working with LCA students

The SNA working with LCA students has the same responsibilities as for working with any other student – See Appendix M –Role of the SNA.

The SNA supports the LCA student in relation to the completion of key assignments, tasks, interview preparation and with exam preparation. The SNA also encourages the student to be punctual and attend classes.

The SNA is a member of the MS Teams Group and has access to student progress in relation to attendance, key assignments and tasks. The SNA will sometimes encourage a student to complete work that is due when they are free or finished work in another area in order to keep them on track.

An SNA is not responsible for ensuring that students complete or submit key assignments, tasks or do interview preparation. This is the responsibility of the subject teacher.

8. Work Experience

10.1 Work Placements

Built into the LCA programme in the school is a weekly day of work experience which occurs on a Friday. This is a mandatory component of the programme.

Students are encouraged to source two different placements (Sept- Jan and Feb- May), however they may remain at one chosen placement.

Each Friday students complete their vocational requirement in businesses and services in their communities.

Where possible, students are encouraged to find placements in work related to the career in which they have a special interest.

It is the responsibility of each student to make their own application and to find their own work experience placement as this is an essential element of preparation for the world of work.

They will be guided with this through their guidance class and VPG classes where they will work on CVs and cover letters and given the opportunity to investigate careers of interest.

Each student is given a work experience pack with a letter to potential employers, the school insurance, an employer detail form. (See Appendices G-K).

The LCA Coordinator and VPG teacher monitor students' attendance at work placements and evaluation forms are sent to the employers at various times throughout the year.

10.2 Aims of Work Experience

Students are educated through experience of adult and working life as a basis for their own personal development and maturity.

Students will through their LCA work experience;

- Gain an insight into a career or chosen occupation and experience day to day aspects of employment
- Learn beyond the confines of the organised curriculum through experiential learning and reflective practice
- Understand their own strengths and areas for development
- Build confidence and independence
- Make a connection between what they have learned and its application in a workplace setting
- Gain exposure to working within a team setting
- Develop skills of self-evaluation and reflective practice
- Demonstrate organisational skills
- Understand the importance of matters relating to health and safety, ethics and confidentiality in a workplace setting

10.3 Links with other policies in the school

- Health and Safety Policy
- Learning Code
- Trips and Outings Policy

10.4 Attendance at Work Experience

Students must attend work experience every Friday. If unable to attend, the student must notify the employer as soon as possible and also contact the school to explain their absence.

The Programme Coordinator and VPG Teacher will contact places of employment during the course of the work experience to ensure students are in attendance and that no issues are arising.

10.5 Punctuality

While on work experience, students must be punctual for their work experience. Students are advised to arrive five minutes before their expected time. If a student is going to be late, the student must notify their employer of this.

10.6 Documentation Required for Work Experience

Each student is given a work experience pack before each block of work experience. It contains:

- A letter to their employer from the LCA Coordinator (Appendix G)

- An optional work experience contract that employers may wish to draw up with Students (Appendix H)
- A copy of the school insurance (Appendix I)
- An employer detail form (Appendix J)

Before each student undertakes work experience, students will submit work experience detail form giving details of their placement - name of employer, address, contact number and an outline of the work they will be involved in.

10.7 Insurance

Indemnity Insurance is in place and covers most placements. Students are given copies of the insurance policy in their work experience pack that they must give to employers (Appendix I)

10.8 Garda Vetting

The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 provide a statutory basis for the vetting of persons over the age of 16 carrying out relevant work with children or vulnerable persons. The Act also creates offences and penalties for persons who fail to comply with its provisions.

Students who require Garda vetting can be given Garda Vetting Forms from the LCA Coordinator.

The ACCS have introduced a portal for this process, which the LCA Coordinator can use for this purpose.

9. Procedures for Off-Site Activities

Procedures for field trips and other out of school activities are in line with the overall school policies on these issues including the trips and outings policy, health and safety policy and the learning code.

10.Provision for Health and Safety Requirements

Health and Safety requirements in the LCA Programme are in line with the school's Health and Safety policy.

11.Planning for Students with Special Educational Needs

All teachers have access to the SEN register. Teachers are encouraged by the SEN Dept and management to consult with this document in order to identify student diagnoses and needs.

Students with learning difficulties are supported in class through co-teaching in some cases and through differentiation of content, method and presentation of work. Due to the student to teacher ratio in the LCA extra individual attention can be given to students who require it. Work in class is planned and structured to meet the needs of all students, including students

with special needs. Teaching strategies which can be utilised to help students with special needs include:

- Careful choice of appropriate texts
- Giving appropriate treatment of subject content
- Taking a multi-sensory approach
- Providing suitable resources and aids for the student/s

Other strategies for providing for students with special needs can be found in the subject plans for the different subject areas.

12. Teaching and Learning

14.1 Teaching Methodologies

In line with department guidelines for Teaching and Learning in the LCA Programme the teaching methodologies employed Cabinteely Community School aims to:

- Actively involve the participants in locating and using relevant information, and which promote personal responsibility, initiative, independence, reflection, self-evaluation, self-confidence and co-operation
- Utilise a variety of teaching and learning processes including group work, project work and the use of individualised learning assignments
- Promote communication, literacy, numeracy and other generic skills across the curriculum using a range of media
- Promote equity in all its aspects.
- Through reflective practice, develop and improve the quality of classes in the LCA programme
- Identify and use of teaching and learning resources in the local community and interaction with employers and enterprises
- Take a teaching approach that will address and exceed the needs of the participants
- Range and variety of Resources

The LCA aims to offer a broad range of educational experiences including;

Assignments, Visiting speakers, Social and cultural tips, Teamwork, Interviews, Orals, practical and aural assessment, Logbook, and diaries.

14.2 Cross-Curricular Activities

The subjects in the LCA provide grounds for overlap between subjects and areas. Where possible, material is drawn together, and the issues are reinforced across the programme. Collaboration also exists between teachers and classes can work together to complete common goals, such as completing Word Processing documents and the write up of Key Assignment

14.3 Range and Variety of Resources

- Experienced and motivated staff

- Wide range of books and notes
- Teachers' own notes
- Videos, DVDs, tapes, CDs and other communication resources
- Overhead Projectors
- Whiteboard
- Digital technology
- Fully Equipped Construction and Drawing Room
- Computer Rooms/ Chromebook/ Laptop Trolley
- Music Room
- Science Lab
- Home Economics rooms
- Internet
- Sports Hall and gym

13. Programme Assessment

15.1 Assessment for Learning

One of the aims of the LCA Programme is that Assessment for Learning becomes a central aspect of the methodology used in providing the subject.

Assessment for learning is characterized by the following:

- Sharing learning objectives with students – this to be shared at the beginning and end of the class.
- Helping students to recognise the standards they are aiming for – examples of past work shown where possible, criteria for success shared.
- Involving students in assessing their own learning and in peer assessment
- Providing feedback, both oral and written, helps students to recognise what they must do to close any gaps in their understanding and knowledge
- Students given what went well feedback and even better if feedback on in house exams and assignments
- Communicating confidence – each student on the LCA Programme is encouraged and given support to demonstrate their abilities.
- Adjusting teaching methods to meet the needs of all students – the LCA teaching team strive to be flexible in their teaching style and include differentiation to meet the needs of all students' ability.

15.2 In House Assessment Procedures

The LCA has a comprehensive built-in assessment process, consisting of Key Assignments and Student Tasks. These assignments are the main form of summative assessment of learning in the programme as a whole and the requirements of these assessment procedures inform teaching and learning in the different subject areas.

Teachers also employ their own continuous assessment strategies in their own subject areas and student's progress is also discussed between the teachers involved with the LCA.

All teachers are expected to use Formative Feedback as in all classes in the school and to use the main principles of Assessment for Learning in their classes:

- Learning Objectives
- Sharing Success Criteria
- Feedback on Success Criteria
- Quality Questioning
- Self and Peer Assessment

15.3 LCA Formal Assessment Arrangements - Year 1

- House exams at the end of Semesters 1 & 3, ie, November and Summer. Parents receive a school report following each set of house exams
- Other forms of assessment throughout Semester 2, culminating in a report home to parents at the end of Semester 2.
- One state exam in either the Modern Foreign Language or Irish in June of 5th Year

15.4 LCA Formal Assessment Arrangements - Year 2

- House exams at the end of Semester 1, in November and Mock exams at the end of Semester 2, followed by state exams in June

16. Reporting on the LCA Programme

16.1 Introduction

The Leaving Certificate Applied is a single award made on the basis of credits accumulated over four sessions and in final examinations. A candidate may accumulate a maximum of 200 credits.

Students who successfully complete the Leaving Certificate Applied programme will be awarded a certificate from the State Examinations Commission.

The Leaving Certificate Applied is awarded at 3 levels.

- Pass 120 credits (60%-69%)
- Merit 140 credits (70%- 84%)
- Distinction 170 credits (85%-100%)

Student achievement and performance in the Leaving Certificate Applied will be recorded in three modes as follows:

- Satisfactory completion of modules:- 62 credits 31%
- Performance of student tasks:- 70 credits 35%
- Performance in a terminal examination:- 68 credits 34%

The arrangements for the satisfactory completion of modules and the assessment of Student Tasks are detailed below.

16.2. Satisfactory Completion of Modules

Forty-four modules are completed over the two years of the programme and credits are awarded for the satisfactory completion of a module. At the end of each session the student will be credited on satisfactory completion of the appropriate modules. In order to be awarded credit, students must complete each module by:

- i. Attending the classes and out-of-school activities related to the module and
- ii. Completing the Key Assignments related to the module. No ranking or assessment of performance will be involved. A minimum attendance of 90% is required.

Where there is absence due to exceptional circumstances, this should be verified by the school and accompanied by a medical note. A record of evidence of completion of the Key Assignments relating to all modules should be maintained by each student. Teachers should upload evidence of key assignments to the shared folder on the LCA teacher's email account.

The record of evidence may take the form of a portfolio or a folder, or be kept on their OneDrive.

This record will be retained by the subject teachers and be available in the school for inspection until the end of the appeals period following completion of the programme. The student will be involved in the certificate of the completion of modules:

- i. by being informed as to what is required for certification;
- ii. by being made aware, in sufficient time, when these requirements are not likely to be met through phone calls home, meetings with students and parents etc.
- iii. through negotiation concerning completion of outstanding assignment work, if deadlines for such assignments are not being met;
- iv. by completing the checklist of Key Assignments attaching to the record of evidence.

16.3. Assessment of Student Tasks

The candidate completes seven Student Tasks over the two years. Each task represents a significant piece of work (at least 10 hours). The task enables the candidate to integrate learning and practical experiences from the different courses and modules of the LCA programme.

To receive credits for a student task the candidate must:

- Produce authentic evidence of task completion
- Produce a task report
- Present for interview (Personal Reflection Task does not require an interview)

Students are informed well in advance of task deadlines and interviews and contact with home is made.

16.4 Leaving Certificate Applied Tasks

Year 1 tasks 2021-2022

- General Education Task anchored in Leisure and Recreation, Examined in Feb.
- Vocational Education Task anchored in Craft and Design, Examined in May.
- Vocational Preparation Task anchored in Vocational Preparation and Guidance, Examined in May.

- Personal Reflection Task part 1 completed by May 6th.

16.5 Year 2 Tasks 2021-2022

- Vocational Education Task anchored in HCT – Examined in February.
- Contemporary Issues Task anchored in Social Education – Examined in February.
- Practical Achievement Task – anchored in Personal reflection Task class Examined in February
- Personal Reflection Task – anchored in Personal Reflection Task class, runs over the two years needs to be completed by May.

16.6 Final State Examinations

Final examinations will be provided in the following areas:

- Gaeilge Chumarsáideach
- English and Communication
- Modern European Language: Spanish
- Social Education
- Mathematical Applications
- Vocational Specialisms (Craft and Design & HCT)

Details of arrangements of Final Examinations are scheduled in the timetable which is circulated annually.

16.7 Report of Credits awarded and statement of Provisional Results

The State Examinations Commission will issue a provisional statement of results to candidates for each session reflecting the credits awarded for the satisfactory completion of modules, the results of the assessment of student tasks and final examinations as appropriate.

These will be distributed to students when received.

16.8 Appeals Procedure

Details in relation to the appeal applications will accompany the issue of results.

Appendix A: LCA Teacher Induction Documents

Assessment in LCA

Allocation of Credits A participant may accumulate a maximum of 200 credits. These credits are allocated on the following basis

Satisfactory Completion of Modules	62	31%
7 Student Tasks	70	35%
Final Examinations	68	34%

1) Session Credits

- Each session credits are given for modules which have been satisfactorily completed on both **90% attendance** and **evidence of 4 key assignments** for the specific module
- Two Credits per course module that does NOT have a final exam.
- One Credit per course module that does have a final exam.
- Please keep all Key Assignments safe until an LCA storage unit is organised
- Please keep a **paper copy of the roll** (easier to make amendments due to excused absences and is generally more accurate).
- There will be an email on a monthly basis with a record of all excused student absences so that your rolls can be updated.
- Credit return sheets will be given to you at the end of each session.
- Please include a photocopy of your paper roll with this.

2) Tasks and examiners

Session One	Session Two	Session Three	Session Four
General Ed Task (L &R)	Vocational Prep Task (VPG)	Vocational Ed Task (HCT)	Personal Reflection Task 2 (Incorporating Task One) (English)
	Vocational Ed Task (C&D)	Cont Issues Task (Social Ed)	
	<i>Personal Reflection Task One (English)</i>	Practical Achievement Task	

LCA Programme in CCS

General Organisation

- All subject/ module descriptors are available as downloadable guides on <https://www.curriculumonline.ie/Senior-cycle/LCA/>
- Please consult these to ensure relevant learning outcomes and key assignments are completed.
- The PDST also has a number of resources for each module- worksheets etc
- **Evidence of student learning in key assignments must be stored in hard copy or electronically.** Students will be taught how to use OneDrive and store assignments; however teachers should also keep a copy for their files as I will need them at the end of each session.
- **A separate paper roll must be kept for all LCA students-** VShare alone is not sufficient.
- Paper Rolls will be used to calculate attendance and will be collected with credit returns at the end of each session.
- Credit return sheets will be distributed to each teacher at the end of each session (End of Jan, End of May).
- At the end of each session, teachers will be informed of excused absences- these will not be counted as absences.
- Please bring any student attendance concerns to my attention as soon as possible- i.e frequently missing class due to being late in the morning, absences etc

Attendance

Subject	Total Classes	Below 90% attendance if they miss:
Eng	38	4 classes
Maths	38	4 classes
HCT	38	2 doubles
C &D	38	4 classes
MFL	38	4 classes
VPG	38	4 classes
Soc Ed	57	6 classes
Leisure	38	4 classes
Religion	19	2 classes
IT	19	2 classes
Drama	19	2 classes
Careers	19	2 classes
H & B/ Construction	38	2 doubles

CPD in LCA

All available to book on PDST website:

https://www.pdst.ie/onlinebooking?combine=&subject=LCA&ec_name=All§or=All

LCANA- Tasks- online courses-- Keep an eye on <https://lca-association.com/events/>

Resources for all tasks can be found here <https://lca-association.com/task-portal/>

Appendix B: LCA Application Form



Cabinteely Community School

Leaving Certificate Applied Application Form

Name: _____

Class: _____

1. What subjects do you like best? (In TY or 3rd Year)

2. What type of job do you want to have when you leave school?

3. Are interested in doing a post leaving cert course or an apprenticeship? Give details here

3. What hobbies or interests have you?

5. You will do work experience every Friday and must find your own placement. Where would you like to go on work experience? Please state why

6. Why do you want to do the Leaving Certificate Applied Programme?-

7. Please tick each statement to show that you understand what is needed to succeed in the LCA Programme;

- a. Have 90% attendance for each subject _____
- b. Take full responsibility for arriving to school on time and to every class on time _____
- c. Complete four Key Assignments (minimum) for each module _____
- d. Complete seven "Tasks" _____
- e. Meet all deadlines for Key Assignments and Tasks as set by individual teachers and the Dept of Education

- f. Comply with the Learning (Behaviour) Code in school _____
- g. Attend all out of school activities and participate fully and well travelling to and from trips

- h. Complete all homework on time _____
- i. Wear the full school uniform every day, or the tracksuit when required _____
- j. Bring all necessary books, the journal, resource materials (e.g. ingredients for HCT) to class every day

- k. Do one day of work experience every day and keep a work experience diary _____
- l. Be co-operative, friendly and mature in your relationships with your teachers and fellow classmates _____

Student Signature: _____

Signature of parent/guardian

Date: _____ Date:

Please note:

Completion of this form is not a guarantee of acceptance on the course.

Appendix C: Role of Programme Coordinator

The post of responsibility structure in schools is based on a distributed leadership model, involving the establishment and facilitation of leadership teams with appropriately defined and shared responsibilities.

Subject to the overall authority of the Board of Management, the post holder is accountable for the fulfilment of his/her role to the Principal of the school.

Name of Teacher: Rachael McCormack

Level of Post: AP I

1. Roles, Responsibilities and Objectives:

Role

To take overall responsibility for the planning, co-ordination, implementation and monitoring of the Transition Year, Leaving Certificate Applied and Leaving Certificate Vocational Programme.

Responsibilities

To manage and implement the Leaving Certificate Applied and Transition Year programmes and curricula while fostering inclusion and equality of opportunity for each student. To oversee the smooth running of the LCV Programme.

Objectives

TY

To present to students and parents each year an overview of the programme and to liaise with parents and students regarding the application process for TY

- To liaise with the principal and clerical staff in relation to costings for the TY Programme and the organisation of trips, speakers and events for TY students and to provide a shared calendar of events for the year
- To liaise with the Visiting Teacher post-holder in relation to providing TY Calendar and costings to language schools
- To liaise with the clerical officer in relation to payments made for TY and various trip on the school app
- To manage the Credit System for the TY Programme and liaise with teacher in relation to records of credits and portfolio deadlines
- To oversee the TY graduation ceremony with year head
- To manage assessment of student portfolios in TY and organise interviews in April/May each year for students with the TY Team

LCA

To take responsibility for the planning, co-ordination, implementation and monitoring of the LCA Programme by:

To liaise with teachers of the LCA Programme regarding deadlines key assignments, tasks, interviews and exams.

- To lead the LCA Team (P, DP, SENCO, Year Heads) in relation to decisions around admissions and evaluations of the programme
- To promote attendance and monitor records of reattendance as an aspect of assessment in the programme and to liaise with the Year Head/CT
- To collect the Credit Returns which including attendance and key assignment records
- To keep medical records if needed
- To organise events to help students transition before and after admission to the programme
- To meet with LCA teachers mid semester each semester
- To share a One Note in which all teachers can share attendance records, key assignment records and task schedules
- To meet with parents when necessary prior to admission to the programme
- May meet parents in relation to credits in conjunction with year head
- Liaising with SEC examiners for task interviews, orals and practical exams.
- To inform parents in relation to deadlines and key dates.
- To provide an overview for parents of how LCA results are calculated along with the SEC statement of credits
- To present to students and parents each year an overview of the programme and to liaise with parents and students regarding the application process for LCA, liaising with the relevant year heads, SENCO, Principal and Deputy Principal
- To liaise with the principal in relation to the LCA Curriculum (the timetabling of suitable vocational specialisms/electives for LCA)
- To organise the end of session celebrations for the LCA Candidates
- To liaise with the Principal/Deputy Principal in relation to electives for the LCA programme and to organise rotations in the three semesters
- To organise an international trip each year where possible

LCVP

- To compile a list of eligible LCVP candidates for 5th Year following the Options process in March/April of the TY Year
- To ensure deadlines are met in relation to submission of portfolio and to liaise with teachers to ensure that responsibility is taken for the completion of portfolios through contact with parents
- To liaise with DP in relation to arrangements for LCVP state exam.
- To complete Trips/Outings/Speakers Forms as needed and to put the necessary information on the app for parents/students
- To coordinate work experience for LCVP students by liaising with teachers of LCVP who are responsible for ensuring that students arrange their own work experience
- To create a schedule for 5th Year teachers to contacts employers during work experience week

General

- To provide an overview of TY/LCA/LCVP activities to the Board of Management prior to each meeting
- To oversee work experience for TYs and 5th Year as part of LCV Programme in relation to garda vetting, insurance and placements of students
- To compile with the Guidance Counsellor and LCVP teachers a list of companies/employers who may take on students for work experience
- To liaise with members of the community in relation to possible initiatives students could become involved in as civic minded citizens
- To advise teachers of CPD opportunities for all three programmes.
- To lead a review of all three programmes at the end of each year.
- To contribute to relevant policies concerning the three programmes

Appendix D – Sample One Lay Out for Semesters

OneNote for Windows 10
Clare Garrhy

Class Notebook

16 B I U A A

23 CGY Notebook

Semester 1

- Week 2: September 7 - 10
- Week 3: September 13-17
- Week 4 & 5: September 20-O...
- Week 5: September 27-October...
- Week 6: October 5 - 7
- Week 7: October 11 - 14
- Week 8: October 18 -22
- Week 9: November 1- 4
- Week 10: November 8 -11
- Week 11: Exams! Nov 15-19

Semester 2

- Week 1 Nov 22nd-25th
- Week 2 - Nov 29-Dec 3rd
- Week 3- Dec 6th -10th
- Week 4 - Dec 13th - 18th 2021
- Week 5 - Dec 20th -22nd
- Week 5 - Jan 6th 2022
- Week 6 - Jan 10th -14th 2022

+ Add page

Week 3: September 13-17

Saturday 11 September 2021 16:01

Tuesday 14 September

[Passive, Aggressive, Assertive Chart](#)

PAIRWORK

Work on answers to the following questions with the classmate closest to you

Scenario - 5 mins

Your friend gets bullied a lot and you know it really bothers your friend. At lunch one day, one of the people who often bullies your friend comes by and says something really mean.

- How would you respond to this problem in a passive way?
- How would you respond to this problem in an aggressive way?
- How would you respond to this problem in an assertive way?

ICT

Watch the following [Youtube](#) video

[Assertive Body Language](#)

Rain off and on 09:56 22/06/2022

Appendix E: Role of the CT

The Role of the Class Teacher

The role of the class teacher in Cabinteely is a very important one in the school. The class teacher's responsibilities include;

- Get to know each student in their class group
- Ensure that each student is secure, happy and able to learn effectively
- Liaise with SEN Dept where necessary
- Communicate regularly with parents/guardians through the journal, make initial contact and communicate awareness of the student's SEN
- Monitor attendance and punctuality and liaise with students to set and review targets
- Monitor effort and participation and motivation level of student with SEN in particular
- Talk to students about their progress and that they are using their own learning styles (VARK or alternative)
- Help students set achievement targets for themselves and to see progress, however small
- Encourage students to get involved in extra-curricular activities and leadership programmes
- Monitor the social interaction of the group. Refer any concerns to the Year Head.
- Support any student whose friendship group has changed, or who is excluded. Refer to Friendship Room at lunchtime
- Communicate with other staff in cases where a student is at risk for a period of time
- Monitor notes being received by students and try to prevent a student from getting to report book stage of the Learning Code by means of organisational plans, behaviour plans and incentives, homework support. Highlight to students who are nearing a stage when the reset is and how close they are.
- Help the student to implement strategies which will support him/her in changing their behaviour (Review termly targets with students and use journal in more effective manner)
- Communicate with other staff about strategies which might be helpful to a student who is trying to change behaviour
- Monitor students on Report book and encourage them in every improvement (take responsibility for the organisational planner completely, parent meeting and monitoring)
- Implement the SPHE programme as agreed by the college
- Use Semester Results pages in journal, set targets with students and review progress
- Meet with year heads

Appendix F: Role of the Year Head

Year Head of 5th Year - Roles and Responsibilities

- Monitor lates and absenteeism
- Record and facilitate late detention
- Correspond with parents regarding absenteeism
- Over see the academic progress of the whole year group
- Over see class lists, change in subjects, change in levels. All in consultation with the deputy principle, the subject teachers, student and parents
- Work closely with the school guidance counsellor in guiding the student's further education choices, organising study skills workshops etc
- Look after the students well-being, engage with them daily, check ins etc
- Referrals to pastoral care team if students need support.
- Communicate regularly with Class Tutors. Asking them to follow up with students in relation to lates, absenteeism and monitoring of the school journal.
- Conduct assemblies on a weekly basis
- Ensure the year group follow the code of behaviour. Deal with discipline issues that may arise.
- Place students on year heads detention / support book / meeting with parent/ meeting with VP should the situation warrant such action
- Run year heads detention on a rota basis with other year heads
- Facilitate RP sessions with students / teachers
- Attend weekly year heads meeting with senior management
- Organise student lockers / keys etc
- Liaise with School Completion Office, Home School Liaison Officer, Care Team, & Chaplin.
- Liaise and refer to NEPS and NBSS
- Communicate regular with all teachers regarding year group progress and updates
- Ensure student records are kept up to date
- Prefect and clean up rota for senior lunch area
- Organising school trips / parental permission slips
- Promoting evening study
- Year Head Speech at prize day
- Choosing prefects and school captains (staff vote) for 6th year
- Organise training day for prefects
- Help with tea and coffee on grad night
- Help the graduation committee organise gifts for YH and school staff

Additional 6th Year Year Head – Role & Responsibilities

- Oversee academic progress – e.g Post Mock Check-Ins & parental enquiries
- Encourage the pursuance of extra –curricular activities
- Organise and administer Prefect system
- Over-see the LC mock exams

- Assist in the organisation of the Graduation
- Communicating relevant matters to teachers and Management

Appendix G: Work Experience Letter to Employer



Cabinteely Community School

Sept 2021

Re: LCA Work Experience

Dear Employer,

As Leaving Certificate Applied Co-Ordinator for Cabinteely Community School, I want to thank you for accepting one of our students to your workplace on a Friday. This work experience is aimed at developing maturity, responsibility, initiative and self-awareness within the students and is a mandatory component of their LCA programme.

It is entirely up to you regarding the length of time you can facilitate a student for in the working day, although we do recommend 4 hours a day. All students will be aware of their responsibilities while completing work experience.

If there are any special requirements, for example uniform or prior health and safety training, you can forward these details onto me.

I hope over the duration of work experience our students will be challenged in the realities of work life i.e punctuality, work ethic and team work and will also get a real insight into their chosen career investigations.

I have enclosed a copy of our school insurance details re work experience and a contract which you may decide to draw up with the student to ensure that they are aware of their responsibilities and your expectations of them while on placement.

Thank you again for your support and should you have any questions or issues, please do not hesitate to contact me on **01- 2852137** or rachael.mccormack@cabinteelycs.ie. A member of staff will also be in contact over the duration of the placement.

Yours sincerely,

Rachael McCormack

LCA Co-Ordinator

Appendix H: Work Experience Contract



Cabinteely Community School

Work Experience Contract

Between

Employer: _____

Address: _____

And

Student: _____

Start Date: _____

Duration of Work Placement: _____

Hours: _____

For the position of: _____

Employer’s Expectations of Student:

Student’s Expectations:

Confidentiality Clause: _____

Dress Code: _____

Health & Safety Requirements:

Garda Vetting Requirements:

Signed:

EMPLOYER

STUDENT

Print Name

Print Name

Appendix I: School Insurance

Appendix J: Employer Detail Form



Cabinteely Community School

TY Work Experience Employer Detail form

Student Details

Student Name:	
Parent/ Guardian Signature:	
Insurance:	Comprehensive and Community School

Employer Details

Company Name	
Contact Person's Name	
Phone Number	
Address	

Appendix K: Employer Evaluation Form



Cabinteely Community School

Employer's Evaluation Form

Students Name _____

Company Name _____

Supervisor's Name _____

Telephone Number _____

No. of days worked _____

Guidelines: This report forms part of the overall assessment of work experience for certification. It should be completed by a supervisor who has observed the student in the workplace. Please indicate the student's performance by placing a tick under one of the headings

Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Interest in the work					
Awareness of Health and Safety Practices					
Appropriate Dress					
Quality of agreed work					
Practical Skills					
Use of Workplace Equipment					
Punctuality					
Attendance at workplace					

Any other comments:

Signature of Workplace Supervisor:

Appendix L: Credit Return Forms

Appendix M: THE ROLE OF THE SPECIAL NEEDS ASSISTANT (SNA)

The SNA provides care assistance to named students who have SEN. They make a valuable contribution to the school's capacity to provide inclusive education to these students. The SEN Coordinator and SEN Team work collaboratively in devising an appropriate strategy plan for a student with SEN. The SNA is made aware of this plan and given guidance on their role in the successful implementation of this plan. The SNA plays an important role in the health and safety of the student and in their social, emotional and educational development. It is important that the SNA supports student participation in school life without developing a culture of dependency. The duties of the SNA involve tasks of a non-teaching nature such as:

- Attending staff and departmental meetings when appropriate.
- Attending a weekly meeting with the SEN Coordinator and the Assistant Coordinator
- Assisting/escorting students on school trips.
- Supporting students before and after school at the lockers
- Monitoring students at breaktimes
- Giving special assistance as necessary for students with particular difficulties e.g., helping special needs students with typing, writing or other use of equipment.
- Assisting with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the student.
- Assisting with examinations (if appropriate).
- Assisting the teacher in the supervision of students during assembly, recreation and in movement from one classroom to another.
- Accompanying individual or small groups who may be withdrawn temporarily from the classroom. An SNA should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the SEN department. In such instances, teachers will have been informed.
- Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
- Engagement with parents of special needs students in both formal and informal structures as required and directed by the SEN Coordinator.
- Other appropriate duties as may be determined by the needs of the students and the school.
- SNAs may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.