**Template for written feedback on Junior Cycle Level 1 and Level 2 Learning Programmes**

In line with the Framework for Junior Cycle (DE, 2015), new specifications for all junior cycle subjects were introduced on a phased basis from 2014 to 2019. In September 2014, as part of the introduction of the Framework, Level 2 Learning Programmes were introduced at junior cycle for the first time with the first cohort of students taking L2LPs (Level 2 Learning Programmes) in 2015. Level 1 Learning Programmes were introduced later in 2017 with the first cohort of students taking L1LPs (Level 1 Learning Programmes) in 2018. One full cycle of the L1LP has now been experienced and three cohorts of students have engaged with L2LP at junior cycle.

To gain an insight into the experience of enacting the Level 1 and Level 2 Learning Programmes (L1/L2LPs) in schools, we are inviting feedback from teachers, students, parents, and others on the [Level 1 Guidelines for Teachers](https://www.curriculumonline.ie/getmedia/13b94835-df1b-4b4d-9b02-8c01f0f66dab/L1LPs-Guidelinesforteachers.pdf) and [Level 2 Guidelines for Teachers](https://www.curriculumonline.ie/Junior-Cycle/Level-2-Learning-Programmes/).

Five broad areas of interest are shaping this review:

1. The criteria and process schools use to identify students whose needs would be better served by Level 1 Learning Programme and Level 2 Learning Programme
2. How well the Guidelines for Teachers, get to the heart of the learning aspired to within the Level 1 and Level 2 Learning Programmes and more broadly within the Framework for Junior Cycle
3. The assessment elements within the Level 1 and Level 2 Learning Programmes, as experienced by students and teachers
4. The ways teachers are exercising their professional judgement to mediate the Learning Programmes in their schools and classrooms
5. Perspectives and experiences on the transition from junior cycle to senior cycle for this cohort of students

The discussion prompts below go into greater detail in each of these areas. If you wish to provide written feedback on the Junior Cycle Level 1 and Level 2 Learning Programmes, please use the prompts below and return your written feedback by email to l1l2@ncca.ie marked *Junior Cycle Level 1 and Level 2 Learning Programmes Feedback* in the in the subject line, by Friday, 28th October.

### Identification of students:

* What are the criteria and/or what is the process used to identify students whose needs would be better served by the L1 and L2 Learning Programmes. What are the challenges with identifying students for the programme.

### Planning and task design - Priority Learning Units (PLUs)

* What are the strengths and weaknesses of the Priority Learning Units (PLUs) as described in Guidelines for Teachers.
* What opportunities and challenges have experienced in implementing the PLUs.

### Planning and task design - Short Courses:

* What are the strengths and weaknesses of the Level 1 and/or Level 2 Short Courses.
* What opportunities and challenges have you experienced in implementing the Short Courses.

### Learning outcomes:

* Do the learning outcomes articulate what we want students to know, understand and be able to do across the three years of their junior cycle? Are there any omissions? Any specific learning outcomes which are unclear/problematic?

### Assessment & Feedback:

* What is your experience of the assessment of students participating in the L1/L2LPs, what have been the main successes and challenges?

### Examples of Student work:

* How have you used the Examples of Student work published on [www.curriculumonline.ie](http://www.curriculumonline.ie) ?
* Do you have any observations or suggestions?

### Inclusion:

* In your view, how well do the L1/L2LP specification and assessment take account of the entire continuum of ability and experience.
* Do you have any feedback on integrating the junior Cycle subjects’ specifications with L2LPs.
* How are L2LPs incorporated into the mainstream classroom.

### Transition to Senior Cycle:

* What is your experience and views on the transition pathways for students following L1/L2LPs.

### Summary:

* In your view what are the opportunities and challenges around the implementation of the L1/L2LPs?
* What further supports/CPD/guidelines would be helpful in implementing the L1/L2LPs in schools and classrooms?