



Scoil Chonglais Post-Primary School

Transition Year Policy



BORD OIDEACHAIS AGUS OILIÚNA
CHILL DARÁ AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

Mission Statement

Scoil Chonglais is a warm, caring, and welcoming school in which all students are valued and respected. We provide a positive, supportive, and inclusive learning environment, where each student and their unique contribution is celebrated. We are committed to excellence in education and to empowering each student to reach their full potential.

School Motto

“Empowering Minds, Shaping Futures and Celebrating Success”

KWETB Core Values

Scoil Chonglais is a coeducational, multid denominational post primary school, under the patronage of KWETB. Our school community is committed to our ETB core values of Excellence in Education, Care, Respect, Equality and Community.



This Transition Year (TY) Policy has been developed in accordance with the Department of Education Transition Year Programme Statement (2025), relevant circulars and guidance, and KWETB policy frameworks. It reflects Scoil Chonglais' commitment to providing a high-quality, coherent and meaningful Transition Year experience that supports the holistic development of each student. The policy operates in conjunction with all other school policies, including the Code of Behaviour, Attendance Policy, Assessment Policy and Child Safeguarding Statement.

Introduction and Rationale

Transition Year is offered in Scoil Chonglais as an optional one-year programme following the completion of Junior Cycle. It is a standalone programme within Senior Cycle, and does not form part of the Leaving Certificate or Leaving Certificate Applied pathways.

The rationale for Transition Year is to provide students with an opportunity to consolidate the skills and knowledge developed during Junior Cycle, while also broadening their learning experiences in ways that are not always possible within an examination-focused curriculum. The Programme supports students in developing greater maturity, independence and self-awareness, enabling them to engage more effectively in the academic and personal demands of Senior Cycle.

Vision, Mission and Aims

The vision for Transition Year in Scoil Chonglais is to create a supportive, challenging and inclusive learning environment in which students are encouraged to explore their interests, strengths and aspirations, while developing the skills and attitudes required for lifelong learning.

The Mission of the Programme is to enable students to realise their individual potential through a balanced programme of academic learning, personal development, civic engagement and career exploration.

The aims of Transition Year include:

- Supporting students to become more confident, resilient and self-directed learners
- Providing opportunities for experiential and active learning
- Encouraging reflection, responsibility and personal accountability
- Supporting informed decision-making in relation to Senior Cycle subject choice and future pathways
- Fostering a sense of social responsibility and community awareness

Student Dimensions Framework

The Transition Year Programme in Scoil Chonglais is structured around the four Student Dimensions identified by the Department of Education:

- **Personal Growth** - supporting wellbeing, self-awareness, resilience and interpersonal skills
- **Being a Learner** - developing independent learning skills, literacy, numeracy and critical thinking
- **Civic and Community Engagement** - fostering active citizenship, volunteering and community involvement
- **Career Exploration** - supporting informed career planning and engagement with the world of work

All subjects, modules, electives, activities and learning experiences are planned, delivered and reviewed with reference to these Dimensions to ensure a coherent and balanced programme.

Structure and Organisation of the Programme

Transition Year is delivered over three approximately 11-week terms:

- Term 1: Late August – November
- Term 2: November – February (including a dedicated Community Volunteering Week)
- Term 3: February – May (including TY Folder completion and Exit Interview)

The Programme timetable includes a balance of core academic subjects, TY-specific modules, electives, subject sampling, work experience and co-curricular activities. The structure of the Programme is reviewed annually by the TY Team to ensure alignment with student needs, available resources and school priorities.

Programme Components

The Transition Year Programme in Scoil Chonglais comprises the following interrelated components:

- **Academic Core Subjects:** Irish, English, Mathematics and Modern Languages are studied to maintain and develop key skills.
- **TY-Specific Subjects, Modules and Electives:** These may include Enterprise, SPHE, Wellbeing, Physical Education, Guidance, Creativity, Place-Based Learning, leadership and life skills modules.
- **Subject Sampling:** Students experience a range of optional Senior Cycle subjects, including scientific, practical and creative areas, to support informed subject choice for Fifth Year.
- **Work Experience and Community Volunteering:** Students participate in structured work placements and community engagement activities.
- **Co-curricular and Extra-curricular Activities:** Students are encouraged to engage in sports, clubs, initiatives, leadership roles, fundraising and whole-school events.

The precise range of subjects and modules offered may vary from year to year based on student demand, staff skills, timetable and resources.

Assessment and Reporting

Assessment in Transition Year is formative, developmental and reflective. It is designed to support learning, encourage engagement and recognise progress, rather than to rank or compare students.

Assessment methods include tasks, assignments, projects, presentations, practical work, group activities, portfolios, reflective writing and feedback from work experience and community placements.

An internal Credit System operates to support consistency, transparency and reporting across the programme. Professional teacher judgement remains central to assessment and reporting decisions.

Reporting and Certification

Formal and informal reports are issued to students at the end of each 11-week term. These reports provide feedback on engagement, effort, progress and participation across subjects and activities.

At the conclusion of Transition Year, students are awarded a Scoil Chonglais Transition Year Certificate, approved by the Board of Management. Certification recognises participation, engagement, personal development and completion of programme requirements. Transition Year certification does not confer examination credit.

Work Experience and Community Volunteering

Work experience and community volunteering are integral components of Transition Year in Scoil Chonglais. Students participate in weekly work experience placements, typically on Wednesdays, over the course of the year.

In addition, students complete a week-long community volunteering placement designed to foster civic engagement and social responsibility.

Students are responsible for sourcing placements with guidance and oversight from the school. Placements are monitored by the TY Coordinator and relevant staff, and feedback is obtained from employers and community partners.

Admission, Retention and Withdrawal

Admission to Transition Year is subject to application and availability of places. A positive record of attendance, engagement and behaviour during Junior Cycle is required.

The school may provisionally admit students subject to specified targets. A student's place in Transition Year may be withdrawn, where continued participation is not in the best interests

of the student or the wider school community, following appropriate interventions and communication with parents/guardians.

An appeals process is available in accordance with school procedures.

Roles, Responsibilities and Governance

The Transition Year Programme is coordinated by the TY Coordinator, supported by the TY Team, Senior Management and the wider school staff.

The Board of Management has overall responsibility for the approval and oversight of this policy.

This policy will be reviewed annually and updated as required to reflect Department of Education guidance, KWETB policies, School Self-Evaluation findings and stakeholder feedback.

Ratification by Board of Management

This policy was adopted and ratified by the Board of Management on **26/01/2025**

Board of Management Next Review

This policy will be reviewed by the Board of Management in **January 2027**

Appendix A: TY Credit System

This appendix outlines the internal credit structure used to support assessment and reporting in Transition Year. It details the assessment categories, credit allocations and certification thresholds.

Credit System 2024–2025

Category 1: Growth Mindset – 36

Category 2: Goal Mapping - 24

Category 3: Tasks and Class Tests – 594

**Category 4: Work Experience and School/
Community Volunteering - 87**

Category 5: Folder and Interview - 60

Student Dimension Bias

Personal Growth

Being a Learner

Civic & Community

Engagement

Career Exploration

Category Code	Area of Assessment	Details	Credits
C1	Growth Mindset	Demonstration of positive learning attitude, reflection, and perseverance.	36
C2	Goal Mapping	Setting, tracking and evaluating personal and academic goals	24
			60
C3	Tasks and Class Tests		594
Subject / Module	Credits	Time	
Inclusion, Community & Society Skills	9	1 class for 11 weeks	
Law	9		
LIFT (Leadership Programme)	9		
Agricultural Science	18	2 classes for 11 weeks	
Art, Craft and Design	18		
Biology	18		
Chemistry	18		
Construction Studies	18		
Design & Communication Graphics (DCG)	18		
Engineering	18		
Geography	18		
History	18		

Home Economics	18	
Music	18	
Physics	18	
Enterprise	27	1 class per week per Year
Guidance	27	
Physical Education	27	
SPHE	27	
Wellbeing – Reflective Practice	27	
English	54	2 classes per week per Year
Irish	54	
Mathematics	54	
Languages	Credit	
French German	27	1 class per week
Electives	Credit	
Coding Junk Kouture Sports and Recreation Studies	27	1 class per week
Component	Credit	
C4	Work Experience and School / Community Volunteering	
Wednesday Work Experience	60	
Week-long Community Volunteering	9	
School / Community Volunteering	18	87
C5	Folder and Interview	
Folder	30	
Interview	30	60

 **TOTAL: 801 Credits**

(This total represents the complete internal credit structure for the Transition Year 2025–2026 assessment system.)

Grading

- Distinction (801-650)
- Higher Merit (651-500)
- Merit (501-350)
- Pass (351 – 200)
- Participation (201-0)

Deadlines

Many subjects in TY include project work as part of the course work for the year. These must be completed on time to achieve the allocated credits.

Appendix B: TY Programme Summary

This appendix provides a detailed overview of the structure, timetable, subjects, modules, work experience and learning opportunities that comprise the Scoil Chonglais Transition Year Programme.

TY Programme Summary

The maximum number of credits, you can earn over the course of T.Y., in 5 interrelated categories, is 801. The credits quantify your useful and positive contributions to school-life, in goal setting, in different subjects, in group activities, and T.Y. experiences recorded in T.Y. folders and articulated in an exit interview. This effort and achievement structure will also be reflected in certification at the Year-end – with Distinction, Higher Merit, Merit, Pass and Participation being earned for >650 >500, >350, >200 and <200 credits respectively.



T.Y. will be roughly divided into three 11-week terms:

End of August – Nov 21st - Tasks and Class Tests: Term 1 + Work Experience

Nov 24th – February 20th - Tasks and Class Tests: Term 2 + Work Experience + Community Volunteering

February 23rd - Term-End - Tasks and Class Tests: Term 3 + Work Experience

Here is a Breakdown of Credits in Each Category across the Year:

C1: Category 1 – Growth Mindset:

36 credits are available for positive participation, attendance, respect for the uniform code, timekeeping, executing instructions optimally...

36

C2: Goal Mapping

24 credits will be accrued for goal driven achievements in Managing your learning, Literacy, Numeracy, Cultivating Wellbeing, Communicating, Being Creative, Solving Problems, Working with

others and Participation in Society.

24

C3: Category 2 - Tasks and Class Tests

594 Credits are available for Tasks and Class Tests each term. The value in credit of each individual Task or Class Test will be commensurate with the amount of effort the task demands. Some tasks may be bunched across subjects, modules or electives, in cross curricular arrangements i.e. credit clusters. Again, the credits will reflect

how elaborate or multi-faceted each task is.

594

C4: Category 4 - Work Experience and School/Community Volunteering

30 credits will be awarded for Wednesday Work Experience. The week-long community volunteering block is worth 9 credits. Each term students can, with Tutor consent, prescribe themselves three school activities to volunteer for (2 credits an activity: 2 x 9 = 18).

$60 + 9 + 18 = 87$

C5: Folder and Interview

The credits for the T.Y. Folder will be:

$30+30 = 60$

T.Y. Folder Compilation (30). T.Y. Interview (30).

$C1\ 36 + C2\ 24 + C3\ 594 + C4\ 87 + C5\ 60 = \underline{801}$

The Credits System Mission:

The primary objective of the Credit System is for you to set yourself a set of individualized learning goals at the start of each term (in 9 different categories, 3 per term) to audit, reflect upon, and make progress in the tasks, class tests, assignments, group activities, folder-work, work experience, community volunteering activities and exit interview. The credit system also reflects softer skills such as commitment, respect for deadlines and participation levels. Students will be awarded a certificate of Distinction, Higher Merit, Merit, Pass and Participation at the conclusion of completing Transition Year, reflecting the number of credits accrued. That’s 9 credits for 1-hour subjects per Term and 18 credits for 2-hour subjects per Term. Growth Mindset and Goal Mapping points will also be accounted for in Wellbeing: Reflective Practice and Tutor-time in SPHE.

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So, first and foremost, the Credit System, indexes your positive participation in each subject specification on the timetable. The number of 1- and 2-hour and partial class periods in each subject is as follows:

Personal Growth

- 1. SPHE (1)
- 2. PE (1)
- 3. Wellbeing: Reflective Practice (1)
- 4. Personal Development and Life Skills Modules (1/3)

Being a Learner

- 1. Irish (2)
- 2. English (2)
- 3. Maths (2)
- 4. French and German (1)

Civic and Community Engagement

- 1. Enterprise (1)
- 2. TY Choice of Civic and Community Modules (1)
- 3. Creativity – Art, Craft and Design, DCG, Music (2/3)
- 4. Place-Based Learning – Geography, History, Rural Studies (2/3)

Career Exploration

- 1. Guidance (1)
- 2. Science Subject Sampling (2/3)
- 3. Practical Subject Sampling (2/3)



T.Y. will be divided into three 11-week terms:

End of August – November 14th – Tasks and Class Tests: Term 1

November 17th – February 13th – Tasks and Class Tests: Term 2

(Including Community Volunteering Week)

February 23rd – Term End – Tasks and Class Tests: Term 3

End of Term – Folder Fine-Tuning Fortnight + Interview

Credit System

The maximum number of credits you can earn over the course of the Year is **801**. The category that each cluster of credits occupies, is in **Red**.

Credits for a Sample Term

Term 3

Tutor Data: **Positive participation, attendance, respect for the uniform code, timekeeping, executing instructions optimally...**

= 12

+ **Goal Mapping** = 8

+ **Tasks and Class Tests** = 198

+ **Work Experience and School Activities** = 10 + 6

+ Your **T.Y. Interview** = (the out of 30 credit is only awarded on the last term) = 30

+ Your **T.Y. Folder** = (the folder is also awarded all its credit out of 30 on the last term) = 30

Term 3 Grand Total: 294 Credits

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Breakdown of Credits in each category over the course of the Year:

Positive Participation, Punctuality, Attendance and Uniform

1. SPHE – **A Collation of Positive participation, attendance, respect for the uniform code, timekeeping, executing instructions optimally.** Feedback will be drawn from General Subjects and Group Activities worth 36 points credit. (There are also 27 points credit for SPHE, as a standalone subject.)

Tasks and Class Tests

Each teacher will prescribe each individual Task or class test a value from the bank of credit at the teachers' disposals. Some tasks may be bunched across subjects, modules or electives, in cross curricular arrangements i.e. credit clusters. The credits will reflect how elaborate or demanding or multi-faceted the task is.

Work Experience

60 credits will be awarded Work Experience, under a prescribed marking scheme.

Group Participation/Key Tasks

Each term you can prescribe your top 3 T.Y. Group activities, with Tutor consent and the activity coordinator (that's 9 different activities over the course of the Year). Each activity coordinator will mark your participation out of 2. 6×3 activities = 18. Group activities could include Sport, the Mini-Company, the Lip Sync Challenge, the Lalor Centre, the Community Garden, Gaisce, fund raisers and co-/extra-curricular activities.

Again, there may be collaboration across subjects and group activities. A group project in preparation, for example, a Gaisce challenge area or a key production element of the Lip Sync Challenge could result in a credit cross-over between the Subject Tasks and Group Participation activities to draw strategic attention to it. Teachers will co-decide, which tasks they want to double or multi-weight, to encourage students to apply themselves and participate more fully in key T.Y. tasks or linchpin activities.

T.Y. Folder and Interview

As already outlined, your learning/self-awareness brief from the start of the Year, is for you to set yourself 3 learning goals at the beginning of each term and to make progress in those prescribed goals in your tasks, class tests, assignments, group activities, folder-work and Work Experience. You will have squirrelled away documentary and photographic evidence of your different Learning and character-building experiences for the duration of the Year.

You will then have to cross-reference these to your individualised learning goals, in as meaningful, and in, as colourful a way as possible, in the paper and digital folders that you will exhibit at the T.Y. Celebration ceremony at the conclusion of the Year. The compilation of students' reflections on their T.Y. experience will enter endgame from a fortnight before Term-end. Teachers will work with, and enable, students to strategically reflect on their Year's work to fill in gaps, correct or improve on any shortfalls that may exist in their (i) folder and (ii) learning reflections up to then. The T.Y. Team will judge each individual folder out of 30, & each individual T.Y. exit interview, under a 30-mark prescribed marking scheme.
