



# JCSP Gateway Statements Progress Cards



Junior  
Certificate  
School  
Programme

Published in 2010 by  
Junior Certificate School Programme Support Service  
Curriculum Development Unit  
Captains Road  
Crumlin  
Dublin 12

Phone: 01 453 5487  
Fax: 01 402 0435

Email: [jcsp@iol.ie](mailto:jcsp@iol.ie)

Copyright © Junior Certificate School Programme

The Junior Certificate School Programme Support Service is funded by the Teacher Education Section, Department of Education and Skills and the European Social Fund.

The Junior Certificate School Programme Literacy and Numeracy Strategy and the Demonstration Library Project are funded by the Early Literacy Initiative and the Delivering Equality of Opportunity in Schools (DEIS) Action Plan within the Teacher Education Section of the Department of Education and Skills.

The Junior Certificate School Programme is a national programme sponsored by the Department of Education and Skills and the National Council for Curriculum and Assessment.

The Support Service for the Junior Certificate School Programme is based in the  
CDVEC Curriculum Development Unit  
Captains Road  
Crumlin  
Dublin 12

Written and edited by Jerry McCarthy, Isabel Baker and Michael O Riordan

Designed by:  [WWW.RAYMADETHIS.COM](http://WWW.RAYMADETHIS.COM)



## What are the Gateway Statements?

The first five JCSP cross-curricular statements (**Punctuality, Attendance, Working with Others, Working Alone and Homework**) are frequently described as "gateway statements" or as the "personal responsibility" suite of statements.

The "gateway" descriptor is appropriate because it indicates that these five domains of student performance and behaviour are key components in the creation of a classroom culture, ethos and environment where teaching and learning thrive. Educational researchers, classroom teachers and school management are fully aware of the negative and invasive impact that under-performance, non-cooperation and deviance by students, in one – or all - of these domains, can have on the effectiveness, quality and continuity of teaching and learning in a school. Prolonged and consistent underperformance in any one or all of these key domains can be a major contributor to failure in learning, to student demotivation, to low levels of achievement in examinations, to the development of negative attitudes toward school and to a student's ultimate decision to drop out of school.

The "personal responsibility" descriptor is also appropriate because it indicates that standards of performance, in these five key domains of student engagement with the process of formal education, are largely self-determined, self-regulated and self-directed by the individual student. Unsatisfactory and inconsistent behaviour and performance in these five domains can only be effectively remedied and improved through the cooperation and actions of the individual student.



## Operating the Gateway Statements Progress Cards

The following process and sequence of activities underpin and facilitate the successful implementation of the Gateway Statements Progress Cards:

### Getting Going

- The student acquires the appropriate Gateway Statement Progress Card from the teacher.
- The student signs the first line of the Gateway Statement Progress Card. This signifies his / her agreement to bring about improvement in the specific domain that requires attention, over the coming week.
- The student fills in the relevant date on the "Week Beginning" line.

### Student Self-Evaluation

- The student rates and scores (ex 5) his / her performance and behaviour in this specific domain on a daily basis. The student uses the vertical equivalence grid to inform his / her selection of scores or rankings.

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

- The student then fills in these scores on the middle line of the horizontal grid.

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

## Teacher Comment

At the end of the week, the student receives the following feedback from the teacher:

- The teacher scores the student's daily performance (ex 5) and enters this score on the bottom-line of the horizontal grid.
- The teacher discusses the student's overall performance, in the specified domain, during the past week.
- The teacher provides oral and written formative feedback based on the student's performance during the past week:
  - You did well on: .....
  - You also did well on: .....
- The teacher describes one additional step, or makes one recommendation, that will sustain current progress and enable the student to attain additional improvement in performance:
  - And now you might consider: .....
- The teacher acknowledges the improvement achieved during the past week and the effort made by the student in bringing about this improvement.
- The teacher encourages the student to sustain and reinforce his / her motivation and enthusiasm to continue this journey towards improvement of performance for the following week.

### Student Comment

- The student is given the opportunity to reflect on his / her performance during the past week, to reflect on the feedback received from the teacher and to use the Gateway Statement Progress Card to document any specific areas that still require improvement:
  - What I need to do to improve my attendance: .....
- Finally, the student completes the final section of the support template by identifying and documenting three indicators that are evidence of his / her improved behaviour and performance in this specific domain:
  - How will I know that I am making progress with my attendance?
    - (1) .....
    - (2) .....
    - (3) .....

The teacher may need to provide oral prompts and suggestions to the student, on the first few occasions, when the student is completing the final sections of the support template.

### Moving Forward

- At the beginning of the next week, the student hands the completed Gateway Statement Progress Card to the teacher.
- The teacher again acknowledges the student's efforts and achievements to date and provides the student with a second Gateway Statement Progress Card for the following week.
- This cycle of Getting Going, Student Self-Evaluation, Teacher Comment, Student Comment and Moving Forward is repeated each week during the timeframe that the Gateway Statement Progress Card is being implemented with a target student.
- JCSP Gateway Achievement Certificates and JCSP Gateway Stickers have been developed. These achievement certificates and stickers are available from the JCSP office or from the JCSP websites ([www.jcsp.ie](http://www.jcsp.ie)) ([www.jcspliteracy.ie](http://www.jcspliteracy.ie)).

## Employing Insights from International Research

Insights from several strands of educational research literature have been used in planning and developing the framework, content and format of the JCSP Gateway Statements Progress Cards.

- The Assessment for Learning model, of providing formative feedback to students (Black et al. 2004), has been used and adapted to script and create the "Teacher Comment" section of the Gateway Statements Progress Cards:
  - You did well on: .....
  - You also did well on: .....
  - And now you might consider: .....
- The "Student Comment" section is grounded in the dynamics and best practice of Solution Focused Brief Theory:
  - What I need to do to improve my attendance: .....
  - How will I know that I am making progress with my attendance?
    - (1) .....
    - (2) .....
    - (3) .....



## General Principles and Best Practice in using the Gateway Statements Progress Cards

---

(1) The JCSP Gateway Statements Progress Cards have been planned and developed to:

- Provide a framework, focus and process to script discussions between teacher and student
- Initiate and instigate the direct and proactive participation of the student in attempting to bring about improvement in performance, in the specific area that requires attention
- Provide an effective framework and opportunities for the provision of formative and summative feedback to the student
- Provide an effective format and framework for the provision of guidance, advice and recommendations to a student on how to attain sustained improvement in performance in a specified domain
- Provide opportunities for the student to self-regulate and self-direct his / her performance in a critically-important behavioural domain
- Provide opportunities for the student to self-regulate and self-direct his / her performance in a critically important behavioural domain in a key behavioural domain, to set realistic short-term behavioural and performance targets for the coming week and to take direct action to implement strategies and approaches to improve future performance
- Provide an additional strand to the school's existing Pastoral Care system. Subject teachers, class tutors, house-heads and deputy principals reported that have successfully used the Gateway Statements Progress Cards with students.



(2) The JCSP Gateway Statements Progress Cards are most effective and successful when:

- They are used strategically with an individual student / with a small group of students / with an entire class-group of students
- The operational timeframe is 4 to 6 weeks. Operating the Gateway Statements Progress Cards for a longer period may create an over-dependence on the scaffolding provided by the Progress Cards or may dilute the impact and effectiveness of the process.
- Only one gateway domain is focused on, at any one time
- Over-use of the Gateway Statements Progress Cards is avoided
- The student understands how the Gateway Statements Progress Cards work
- Formative feedback is provided to the individual student on a weekly basis. Some teachers recommend that formative feedback be provided to a seriously under-performing student on a daily basis.
- The student is motivated and encouraged to accept the challenge of improving his / her performance in the domain that requires attention
- The student's efforts and achievements are acknowledged throughout the agreed timeframe and celebrated at the conclusion of the process
- The JCSP Gateway Achievement Certificates and JCSP Gateway Stickers are used to augment the operation and impact of the Gateway Statements Progress Cards
- The student is made aware of the impact that underperformance or deviance, in any one of these key behavioural and performance domains, can have on continuity of learning, on exam results and on future employability prospects

# Homework Progress Card

Student: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

## Teacher Comment

You did well on: \_\_\_\_\_

You also did well on: \_\_\_\_\_

And now you might consider: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Student Comment

What I need to do to improve my homework: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How will I know that I am making progress with my homework?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

# Working on Your Own Progress Card

Student: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

## Teacher Comment

You did well on: \_\_\_\_\_

You also did well on: \_\_\_\_\_

And now you might consider: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Student Comment

What I need to do to improve when I work on my own:

\_\_\_\_\_  
\_\_\_\_\_

How will I know that I am making progress when I work on my own?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

# Working with Others Progress Card

Student: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

1 Needs improvement

2 More work required

3 Satisfactory

4 Good

5 Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

## Teacher Comment

You did well on: \_\_\_\_\_

You also did well on: \_\_\_\_\_

And now you might consider: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Student Comment

What I need to do to improve when I work with others:

\_\_\_\_\_  
\_\_\_\_\_

How will I know that I am making progress when I work with others?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

# Attendance Progress Card

Student: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

1 Needs improvement

2 More work required

3 Satisfactory

4 Good

5 Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

## Teacher Comment

You did well on: \_\_\_\_\_

You also did well on: \_\_\_\_\_

And now you might consider: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Student Comment

What I need to do to improve my attendance:

\_\_\_\_\_  
\_\_\_\_\_

How will I know that I am making progress with my attendance?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

# Punctuality Progress Card

Student: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

1	Needs improvement
2	More work required
3	Satisfactory
4	Good
5	Very good

	Monday	Tuesday	Wednesday	Thursday	Friday
Student					
Teacher					

## Teacher Comment

You did well on: \_\_\_\_\_

You also did well on: \_\_\_\_\_

And now you might consider: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Student Comment

What I need to do to improve my punctuality:

\_\_\_\_\_  
\_\_\_\_\_

How will I know that I am making progress with my punctuality?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_



Junior Certificate School Programme,  
Curriculum Development Unit,  
Captains Rd., Crumlin, Dublin 12

Office Phone (01) 453 5487

Fax (01) 4020435

Email [jcsp@iol.ie](mailto:jcsp@iol.ie)

Web [www.jcspliteracy.ie](http://www.jcspliteracy.ie)

[www.jcsp.ie](http://www.jcsp.ie)