

Policy: Additional Assessment Components for the Leaving Certificate (Projects / Coursework)



Applies to:

All 5th & 6th Year students completing Leaving Certificate **Additional Assessment Components (AACs)**

Purpose

The Additional Assessment Component (AAC) is a significant part of assessment in several Leaving Certificate subjects. It is designed to allow students to demonstrate: - independent thinking - research and investigative skills - planning and organisation - critical analysis - reflection on their own learning. A central principle of the AAC is authenticity: all work submitted must be the student's own work. The AAC is not a single end-of-year assignment. It is an ongoing process that takes place over time and is integrated into normal teaching and learning.

The core principle underpinning the AAC is independent student work. The AAC is intended to assess what the student can do, think, and explain independently. This means: - the ideas, decisions, analysis, and final work must belong to the student. - The student is responsible for their own work, their own progress, and their own reflection. Parents/guardians should support and encourage, but not create, edit, or rewrite student work.

This policy ensures:

- Students and parents/guardians are clearly notified when AACs begin, including all deadlines and submission protocols.
- Accountability for meeting deadlines and consistent sanctions where deadlines are missed.
- Clear escalation procedures for repeated missed deadlines, including Year Head involvement and additional structures to ensure completion.
- Recognition that AACs contribute directly to Leaving Certificate grades and are therefore critical to student outcomes.

Roles & Responsibilities

Students

- Record information on timeline in Journals as given by each subject teacher.
- Submitted coursework on time to a high standard.
- Take on board feedback and adjust as needed to meet deadlines set.
- Get Parental signature when/if required.

Parents/Guardians

- Support routines, acknowledge notifications, engage with phone calls, and support completion of AAC.

Subject Teacher

- Initiates the AAC and provides notification to students and parents.
- Sets checkpoints and a final submission deadline.
- Monitors progress and keep records.
- Follows the AAC's process for submitted or missed deadlines.

Year Head

- Manages escalation in line with AAC structure.
- Puts structures in place to support completion (may include after-school detention or supervised sessions).

Deputy Principal / Principal

- Oversight of policy implementation.
- Handles further interventions and appeals.

Notification Protocol

Teachers will communicate all AAC project details to students and parents through announcements in class and through the designated coursework pages in the student journal.

Deadlines & Checkpoints

- A minimum of two checkpoints plus a final submission date must be set.
- Teacher's deadlines will differ from the SEC deadline this is due to teacher input, assessing of project and time for redrafts and adjustment to reach students potential marks.
- All deadlines will be issued to Students/Parents through the Journal
- No last-minute changes unless mandated by the SEC or due to approved exceptional circumstances.

Submission Protocols

Students must:

- Submit work by the specified time and date specific to each subject.
- Follow file-naming conventions, formatting instructions, and referencing/academic integrity rules.

Sanctions for Missed Deadlines

First Missed Deadline

(Applies to any checkpoint or final submission.)

- Impose an initial sanction
- The class teacher chooses and applies the sanction.
- **Notify home**
 - Teacher phones home.
 - Logs a vsware comment, detailing:
 - Missed deadline
 - Work outstanding
 - Sanction imposed
- **Record keeping**
 - Teacher records the missed deadline and follows-up actions on vsware

Second Missed Deadline

Escalation to Year Head:

- Year Head contacts home and meets the student.

- Puts supportive structures in place (may include after-school detention or supervised work sessions).
- vsware entries:
 - Year Head adds an escalation note.
 - Teacher updates progress.
- Year Head confirms completion with the teacher.
- These steps are repeated for each stage of the AAC if needed.

Further Non-Compliance

- Referral to the Deputy Principal / Principal for further interventions, which may include:
 - Formal parent meeting
 - Targeted support plan
 - Behavioural sanctions
 - Review under the Code of Behaviour

Academic Integrity

Academic integrity is fundamental to the purpose and credibility of Additional Assessment Components (AACs), as these tasks are designed to reflect each student's own understanding, skills, and engagement with the subject. The use of artificial intelligence tools to generate or substantially complete AAC work undermines this process, as it prevents an authentic demonstration of learning and compromises the fairness of assessment for all students. Schools therefore have a responsibility to promote honesty, originality, and proper acknowledgement of sources, ensuring that all work submitted is the student's own. Upholding these principles not only protects the validity of the qualification but also supports the development of critical thinking, independence, and ethical learning habits that are essential for further education and life beyond school. At all times students should adhere to relevant policies when completing their work, i.e. ICT Acceptable Usage Policy, Data Protection Policy, Code of Behaviour, Bi Cinnealta and Child Safeguarding Statement.

Signed: Fergalín Óg Date: 28/5/26
(Chairperson of the Board of Management)

Signed: Catherine M. Nicholas Date: 28/05/26
(Principal)