Assessment Policy



Scoil Pól

Le Chéile
A Catholic Schools Trust

This policy at a glance

- Assessment at Scoil Pól is mainly about helping students learn, not just measuring them.
- The school year has three Learning Cycles of about 11 weeks, each ending with an assessment and a written report on VSware.
- Every lesson shares a learning intention, and students get feedback that tells them how to improve.
- Junior Cycle CBAs, Senior Cycle coursework and State Examinations follow NCCA and SEC rules.
- Students with additional needs get reasonable accommodations, and parents/guardians can query any result.

1. Introduction and School Context

Scoil Pól is a co-educational, voluntary Catholic secondary school in Kilfinane, Co. Limerick. It was founded in 1903 by the Sisters of Charity of St Paul the Apostle, and its trustee is the Le Chéile Schools Trust.

Our school is a community of staff, students, parents and management pursuing excellence in all its educational undertakings. We are committed to an inclusive, broadly based education, within a Christian community, where mutual trust and respect support personal, social, vocational, academic and spiritual development. Our motto, *Omnibus Omnia* (all things to all people), guides this work.

Our vision: to foster a dynamic 21st-century learning community that empowers students to become independent and responsible individuals.

Our aims. In Scoil Pól we strive to:

- develop the whole person: spiritual, emotional, intellectual, social, cultural and physical
- promote academic excellence while fostering a love of learning, critical reflection and enquiry
- equip students with the skills for 21st-century living and for taking their place as active citizens
- promote equality of opportunity within an inclusive and caring school community
- cultivate the transformative leaders of the future

2. Rationale and Purpose

Section 22 of the Education Act 1998 requires schools to "regularly evaluate students and periodically report the results of the evaluation to the students and their parents". This policy explains to students,

parents/guardians and staff how assessment and reporting work at Scoil Pól, so that practice is clear, fair and consistent across the school.

The NCCA describes assessment as gathering, interpreting and using information about the processes and outcomes of learning. At Scoil Pól, assessment is used to:

- help students understand how they are progressing and what to do next
- help teachers plan lessons that meet students' needs
- identify students who need extra support or challenge, including referral to the SEN team or NEPS where appropriate
- guide decisions about subject levels, subject choice, careers and further education
- report clearly to students and parents/guardians
- inform School Self-Evaluation (SSE), in line with *Looking at Our School 2022*

3. Principles of Assessment at Scoil Pól

Assessment at Scoil Pól is:

- **Purposeful:** every assessment has a clear reason and leads to action.
- **Focused on improvement:** feedback tells students what they have done well and what to do next.
- **Varied:** students show their learning in different ways: written, oral, practical, project and digital work.
- **Fair and inclusive:** students with special educational needs, students learning English as an additional language and exceptionally able students are supported to show what they know.
- **Manageable:** assessment deadlines are coordinated, so students are not overloaded (see Section 13).
- **A partnership:** students, parents/guardians and teachers work together, and students take an active part in assessing their own learning.
- **Honest:** all work submitted is the student's own (see Section 14).

4. Formative Assessment

Formative assessment, or assessment for learning (AfL), is the everyday assessment that teachers and students use to improve learning while it is still happening. The *Framework for Junior Cycle* (2015) places ongoing assessment and feedback at the heart of teaching and learning. Research by Black and Wiliam (*Inside the Black Box*, 1998) found that formative assessment, used well, is one of the most effective ways to raise standards, with the greatest gains for students who find learning difficult.

Teachers at Scoil Pól build on Dylan Wiliam's five key strategies (*Embedded Formative Assessment*, 2011):

- sharing learning intentions and success criteria, drawn from the subject specification
- asking questions and setting tasks that show what students understand
- giving feedback, oral or written, that tells students how to improve
- helping students learn from one another through peer assessment
- helping students take ownership of their learning through self-assessment and reflection

In practice, this means:

- a learning intention shared at the start of every lesson
- mini-whiteboards and exit tickets to check understanding
- questioning that involves all students
- written feedback with a clear next step
- a short reflection in the student journal at the end of each Learning Cycle

Formative Assessment and School Self-Evaluation

Formative assessment is central to Scoil Pól's School Self-Evaluation work. Our 2026/27 Teaching and Learning priority is to embed the consistent use of learning intentions in all First Year classes. As part of SSE, we also:

- encourage a culture of reflection, where students check their progress against learning intentions and identify gaps in their knowledge or understanding
- use digital technology to support students' learning and progress
- use what formative assessment tells us to adjust teaching and plan next steps, and value students' feedback to teachers
- work with parents/guardians so that learning continues at home

Informal Assessment

Informal assessment methods include, but are not limited to:

- classwork, worksheets and reading and writing tasks
- questions and answers in class
- essays, projects and assignments
- sample exam questions
- homework, written or learned, as set out in the school's Homework Policy
- presentations and performances

5. Summative Assessment

Summative assessment, or assessment of learning (AoL), measures what students have learnt at the end of a unit of work or a period of learning, such as a Learning Cycle. It gives a summary of each student's achievement and is the main evidence used when reporting to students and parents/guardians. The *Framework for Junior Cycle* (2015) sets out a dual approach: ongoing classroom assessment, including Classroom-Based Assessments, alongside the final State Examination, so that students' learning is recognised in more than one way.

How formative and summative assessment work together

Tests do more than measure learning; they also strengthen it. Roediger and Karpicke (2006) found that students who practised recalling material through tests remembered much more of it a week later than students who spent the same time re-reading.

Summative results are most useful when they are also used formatively. Black, Harrison, Lee, Marshall and Wiliam (*Assessment for Learning: Putting it into Practice*, 2003) showed how teachers can use tests formatively, with students reviewing their answers, identifying the topics they need to work on and planning their revision. Harlen (2005) argues that summative and formative assessment work best when they are planned together.

The feedback that follows an assessment matters most. Hattie and Timperley (2007) found that feedback has one of the strongest effects on learning when it tells students where they are going, how they are doing and what to do next. At Scoil Pól, after each end-of-Learning-Cycle assessment, marked work is returned with feedback, students reflect and set a new target in their journal, and teachers use the results to plan the next cycle.

6. Learning Cycles 2026/27

The school year is divided into three Learning Cycles, each about 11 weeks long. Each Learning Cycle ends with an assessment window and a written report to parents/guardians. Every cycle follows the same pattern, so students, parents/guardians and teachers know what to expect.

Learning Cycle	Weeks and dates	Assessment window	Reporting
Learning Cycle 1	Weeks 1–11 1st September – 13 November 2026 (includes October mid-term)	16th -20th November	Report on VSware by end of November
Learning Cycle 2	Weeks 12–22 23rdcNovember 2026 – 4th February 2027 (includes Christmas)	4th- 12th February	Report on VSware; mock results as soon as available
Learning Cycle 3	Weeks 23–33 22 February – end of May 2027 (includes Easter)	Summer exams for 1st, 2nd, TY and 5th Year, 27th May-4th June	End-of-year report on VSware

Learning Cycle	Weeks and dates	Assessment window	Reporting
		State Examinations begin Wednesday 9 June 2027	

Within each Learning Cycle:

- **Weeks 1–2:** teachers share the learning intentions and success criteria for the cycle, and each student sets a learning target in their school journal.
- **Throughout the cycle:** teachers use assessment for learning, homework and regular feedback. Pastoral Care teachers follow up on progress at the Tuesday and Thursday check-ins.
- **Mid-cycle (around Week 6):** a progress report is entered on VSware, so any concerns are picked up early.
- **Final two weeks:** the end-of-cycle assessment takes place: a common timetabled exam, or a CBA or class-based assessment where relevant.
- **After the assessment:** marked work is returned with feedback, students reflect and set a new target, and the report issues on VSware.
- **Review:** Year Heads, Guidance and the SEN team review the results for each year group, and Student Support Files are reviewed where needed.

The full schedule for each year group is in Appendix 1.

7. Formal Assessments

Formal assessments at Scoil Pól include:

- end-of-topic tests set by subject teachers
- **common assessments** at the end of each Learning Cycle in all subjects for 1st, 2nd, Transition and 5th Year, set by subject departments to give a shared benchmark across classes
- a common assessment for 3rd and 6th Year at the end of Learning Cycle 1 (November)
- **mock examinations** for 3rd and 6th Year in the two weeks before the February mid-term, using externally sourced papers, including pre-oral, aural and practical assessments where relevant
- Junior Cycle Classroom-Based Assessments and Senior Cycle Additional Assessment Components and coursework
- **standardised assessments**, such as the Cognitive Abilities Test (CAT4) for First Years and WIAT literacy and numeracy screening, used to identify students' strengths and needs
- the Junior Cycle and Leaving Certificate State Examinations

Standardised assessments for incoming First Years take place only after a place has been accepted, and are never used to decide admission, in line with the Education (Admission to Schools) Act 2018.

End-of-cycle exams are coordinated by the Exams Co-ordinator and the Senior Leadership Team. Marked scripts are returned to students with feedback, and results are entered on VSware for every subject in each Learning Cycle.

8. Junior Cycle

Junior Cycle students are assessed through **Classroom-Based Assessments (CBAs)** and the final **State Examination**, in line with the *Framework for Junior Cycle* (2015). Students complete one CBA in Second Year and one in Third Year in each subject, and any Assessment Tasks required for their cohort, following the key dates published each year by the NCCA and Oide. The school's CBA calendar for 2026/27 is in Appendix 2.

Each CBA is judged against the NCCA's Features of Quality and awarded a descriptor:

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

Descriptors are agreed at a **Subject Learning and Assessment Review (SLAR)** meeting, where teachers of the same subject compare samples of student work. CBA descriptors are reported to parents/guardians through VSware, and they appear, with the State Examination results, on the student's **Junior Cycle Profile of Achievement (JCPA)**.

Junior Cycle subjects are graded in the State Examinations as follows:

Grade Descriptor	Overall Percentage
Distinction	90 to 100
Higher Merit	75 to less than 90
Merit	55 to less than 75
Achieved	40 to less than 55
Partially Achieved	20 to less than 40
Not Graded (NG)	0 to less than 20

9. Transition Year

Transition Year uses continuous assessment, combining formative and summative methods. Students are assessed through written, practical, oral and aural tasks, projects, presentations, portfolios, exhibitions of work, Microsoft Forms quizzes and work experience reports. Reflective diaries after

work experience, signed by the employer, record key learning. Students complete a portfolio covering all programme elements, and reflect on their goals in regular discussions with their teachers.

Each subject uses formative methods suited to it:

Subject	Formative assessment methods
Accounting	Observation, discussion and questioning
Biology	Probing questions and think-pair-share
Business	Ongoing discussion, group work and observation
Food and Culinary Studies	Practical tasks, peer teaching, self-assessment and performance tasks
English	Observation, reviews, compositions, quizzes and performance tasks
Gaeilge	Mini-whiteboard work, group work and self-assessment through translation
History	Class discussion, Kahoot quizzes, research projects and interviews
ICT	Digital project submissions, weekly reflection and peer review
Mathematics	Mind maps, matching tasks, tarsia puzzles, self and peer marking
Modern Foreign Languages	Discussion, peer review, quizzes and conversation
Music	Observation, peer review, self-assessment and class performance
Mini-Company	Observation, peer review and performance at the Christmas and Easter markets
Young Social Innovators	Goal setting, reflective journals and assessment of teamwork

Transition Year students are assessed through a combination of written examinations, ongoing class-based assessments, practical tasks, projects and portfolios. At the end of Learning Cycle 1, students complete a one-hour class test in each subject, followed by in-person feedback and review. At the end of Learning Cycle 2, students complete a one-hour written examination in the core subjects of English, Irish, Mathematics and Modern Foreign Languages, combined with results from class-based assessments. At the end of Learning Cycle 3, students complete a one-hour written examination, alongside formal reporting, in-person feedback and review. Option and taster subjects are evaluated at the end of each six-week module, with ongoing assessment and feedback provided in other programme elements. Students also complete ePortfolio interviews, with their achievements recognised through a Transition Year certificate awarded in May.

10. Senior Cycle

Leaving Certificate grading

The Leaving Certificate is graded on an 8-point scale, from H1 or O1 (90–100%) down to H8 or O8 (below 30%), at Higher and Ordinary Level.

Senior Cycle redevelopment and Additional Assessment Components

Under the redevelopment of Senior Cycle, redeveloped subjects include an **Additional Assessment Component (AAC)**: a project, investigation or practical task set and marked by the State Examinations Commission (SEC). In most of these subjects the AAC is worth 40% of the final grade. Students taking these subjects in 2026/27 will complete their AACs in Sixth Year, alongside existing coursework, practical and oral examinations in other subjects. The Senior Cycle assessment calendar for 2026/27 is in Appendix 3. All coursework and AACs follow the SEC's rules on authentication.

Leaving Certificate Life, Community and Work (LCW)

From September 2026, students entering Fifth Year may take **Leaving Certificate Life, Community and Work (LCW)**, the new specification that replaces the Leaving Certificate Vocational Programme (LCVP). LCW gives students practical learning experiences in their local community and the wider world, with personal development and effectiveness at its core. It is assessed in line with the NCCA specification and SEC arrangements.

Students in Sixth Year in 2026/27 complete the **LCVP**, which they began in September 2025. The LCVP Link Modules are assessed through a portfolio and a written examination, and are awarded Distinction (80–100%, 66 CAO points), Merit (65–79%, 46 points) or Pass (50–64%, 28 points).

Leaving Certificate Applied (LCA)

The **LCA** is a two-year practical programme for students who learn best through active, hands-on learning. Students earn credits over the two years through attendance, key assignments, tasks, practical work and examinations, leading to a Pass, Merit or Distinction award.

11. Reporting to Parents/Guardians

- A written report is issued on VSware at the end of each Learning Cycle, with results and a comment in each subject on how to improve.
- A mid-cycle progress report is entered on VSware in each Learning Cycle.
- Mock examination results are issued on VSware as soon as they are available.
- Junior Cycle CBA descriptors are reported in a separate VSware report, and on the JCPA.
- TY students receive a certificate in May.
- Each year group has one formal Parent Teacher Meeting each year. Dates are published in the school calendar.

- Parents/guardians can contact a subject teacher, Pastoral Care teacher or Year Head at any time through the school journal, the school app or the school office.

12. Students with Additional Needs

Reasonable accommodations. Students with special educational needs may be entitled to reasonable accommodations in school assessments and State Examinations. For the State Examinations, applications under the SEC's **Reasonable Accommodations at the Certificate Examinations (RACE)** scheme are coordinated by the SEN Co-ordinator and SET team within the deadlines the SEC publishes each year. Similar arrangements (for example, extra time, a reader or scribe, or a modified format) may be made for in-house exams and CBAs on a case-by-case basis, in line with the SEN Policy and the student's Student Support File. Parents/guardians who feel their child may need an accommodation should contact the SEN Co-ordinator as early as possible in the school year.

Differentiation. Teachers adapt assessment tasks so that every student can show what they know, including students learning English as an additional language and exceptionally able students, who are given opportunities for extension and challenge.

13. Assessment Load and Wellbeing

Assessment should challenge students without overwhelming them. To protect students' wellbeing:

- major deadlines (CBAs, AACs, coursework and projects) are given with enough notice and coordinated across subjects, using a shared deadline calendar made available to staff and students.
- in the week before end-of-Learning-Cycle exams, homework focuses on revision, as set out in the Homework Policy
- students are taught study and revision skills, and are supported by their Pastoral Care teacher, Year Head and Guidance Counsellor

14. Academic Integrity

All work submitted for CBAs, AACs, coursework, portfolios and projects must be the student's own. Students must acknowledge any sources, ideas or material that are not their own, including material produced with artificial intelligence (AI) tools, in line with the Department of Education and Youth's *Guidance on Artificial Intelligence in Schools* (2025) and the SEC's coursework rules. Suspected breaches in State Examination components are dealt with under SEC regulations. Breaches in school-based assessments are dealt with by the subject teacher, in consultation with the Deputy Principal or Principal where necessary, and in line with the Code of Behaviour.

15. Missed Assessments

If a student is unable to sit an in-house exam, or is absent for all or part of a CBA or AAC, the parent/guardian should tell the school as soon as possible, with supporting documentation (such as a

medical certificate) where available. The school will decide, case by case, what alternative arrangement is appropriate. Absence affecting a State Examination component is a matter for the SEC, which has its own procedures.

16. Queries and Appeals

A parent/guardian or student who wishes to query an in-house exam result, a CBA descriptor or a school report should first contact the subject teacher. If the matter is not resolved, it should be raised with the Year Head or Deputy Principal. CBA descriptors are finalised by the subject teacher after the SLAR meeting and cannot be changed outside that process. Queries about State Examination results are handled through the SEC's viewing and appeals procedures.

17. Data Protection

Assessment information, including exam and CBA results, standardised test scores (such as CAT4) and psychological assessment reports, is collected, stored and shared in line with the school's GDPR Policy and Procedures and data protection law. It is shared only with those who need it to support the student.

18. Roles and Responsibilities

Who	Responsibilities
Board of Management	Approves the policy and makes sure it is reviewed. Considers reports from the Principal on how it is working.
Principal	Leads the implementation and monitoring of the policy. Oversees school reports. Organises CPD for staff in assessment.
Deputy Principals	Organise timetables and logistics, CBA and SLAR scheduling, and the completion of school reports.
Exams Co-ordinator	Draws up the timetable for end-of-Learning-Cycle and mock exams. Organises rooms, supervision and in-house accommodations with the SEN Co-ordinator. Coordinates State Examination arrangements with the SEC.
Subject Co-ordinators	Lead department planning and the setting of common assessments. Make sure CBA descriptors are applied consistently and SLAR meetings are scheduled. Analyse results, including State Examination outcomes, as part of SSE. Support new and non-specialist teachers.
Subject teachers	Assess and monitor learning, give timely feedback, set and correct common assessments with colleagues, enter results on VSware, and

Who	Responsibilities
	report at Parent Teacher Meetings. Order the correct number of mock exam papers.
Year Heads and Pastoral Care teachers	Review each Learning Cycle report for their year group and follow up with students who need support. Keep the shared deadline calendar. Use the check-ins to discuss progress and targets with students.
Guidance Counsellors	Work with the SEN Co-ordinator on standardised and psychometric testing. Advise students and parents/guardians on subject levels, subject choice and careers. Consult on RACE applications.
SEN Co-ordinator	Organises standardised assessment for incoming First Years after enrolment, and testing to identify students who may need extra support. Coordinates RACE applications and in-house accommodations.
Parents/guardians	Take an active interest in their child's learning, check VSware reports, attend Parent Teacher Meetings and information evenings, and contact the school with any concerns.
Students	Work to the best of their ability, complete work on time, revise regularly, reflect on feedback and set targets, and follow the advice of their teachers, Year Head and Guidance Counsellor.

19. Related Policies

This policy should be read with the school's **Homework Policy**, **SEN Policy**, **Code of Behaviour**, **Wellbeing Policy**, **Acceptable Use of ICT Policy**, **GDPR Policy and Procedures** and **Admissions Policy**. All are available at www.scoilpol.ie/information/policies or from the school office.

20. Review and Ratification

This policy will be reviewed every two years, or sooner if Department circulars, NCCA or SEC requirements change. The calendars in Appendices 1 to 3 are updated each school year.

Policy adopted by the Board of Management on: **15th October 2026**

Next review date: **October 2028**

Signed: _____ Signed: _____

Chairperson, Board of Management Principal

Date: **15/10/2026** Date: **15/10/2026**

Appendix 1: Assessment and Reporting Schedule 2026/27

Junior Cycle

Learning Cycle	1st Year	2nd Year	3rd Year
Learning Cycle 1	Progress report on VSware. 1-hour common timetabled exam. Written report on VSware.	Progress report on VSware. 1.5-hour common timetabled exam. Written report on VSware.	Progress report on VSware. 1.5-hour common timetabled exam. Written report on VSware.
Learning Cycle 2	Progress report on VSware. 1-hour common exam in class time. Written report on VSware.	Progress report on VSware. 1 hour common exam in class time. Written report on VSware.	CBA descriptors reported on VSware after SLAR meetings. Mock exams; results on VSware when available.
Learning Cycle 3	Report on VSware. 1-hour common timetabled exam. Written report on VSware.	CBA descriptors reported on VSware after SLAR meetings. 1.5-hour common timetabled exam. Written report on VSware.	Report on VSware. State Examinations.

Senior Cycle

Learning Cycle	Transition Year	5th Year	6th Year
Learning Cycle 1	Continuous work on e-portfolio and assignments. In-person feedback and review.	Report on VSware. 1.5 -2 hour common timetabled exam. Written report on VSware.	Report on VSware. Parent Teacher Meeting. 1.5- 2 hour common timetabled exam. Written report on VSware.
Learning Cycle 2	Composite result from class-based assessments. Feedback and review	Report on VSware. Parent Teacher Meeting. 1.5 - 2 hour common timetabled exam. Written report on VSware.	Report on VSware. Mock exams; results on VSware when available.
Learning Cycle 3	1-hour written exam, with formal reporting, in-person feedback and review. Eportfolio interviews (Pass/Merit/Distinction) Written report on VSware.	Report on VSware. 1.5 – 2 hour common timetabled exam. Written report on VSware.	Progress report on VSware. State Examinations.

Learning Cycle	Transition Year	5th Year	6th Year
	TY certificate in May.		

Transition Year programme elements

Programme element	Assessment and reporting
Option subjects and taster programme	End-of-taster evaluation every 6 weeks; reported in the end-of-year TY report.
Minor options	Class-based evaluation every 6 weeks, with in-person feedback; end-of-year TY certification.
Major options	Ongoing class-based evaluation, with in-person feedback; end-of-year TY certification.

Appendix 2: Junior Cycle CBA Calendar 2026/27

The tables show when each CBA starts and finishes, the date by which the descriptor is finalised, and the date of the SLAR meeting.

Second Year (CBA 1)

Subject	Start	Finish	Descriptor by	SLAR by
Music	19 October	11 December	15 December	18 December
Mathematics	16 November	4 December	15 December	21 December
Home Economics	23 November	29 January	5 February	10 February
Geography	6 January	29 January	2 February	5 February
Art	6 January	23 April	7 May	14 May
Religious Education	6 January	29 January	2 February	8 February
MFL	11 January	12 February	26 February	8 March
PE	11 January	26 February	5 March	12 March
Business	2 February	12 March	19 March	6 April
Graphics	8 February	12 March	19 March	8 April
Science	1 March	19 March	9 April	16 April
History	12 March	16 April	22 April	30 April
SPHE	6 April	30 April	10 May	17 May
English	12 April	23 April	5 May	12 May

Third Year (CBA 2)

Subject	Start	Finish	Descriptor by	SLAR by
Business	7 September	2 October	6 October	9 October
Wood Technology	7 September	2 October	9 October	16 October
Graphics	14 September	2 October	9 October	16 October
Irish	28 September	16 October	23 October	9 November
PE	28 September	23 October	5 November	12 November
Mathematics	5 October	23 October	9 November	16 November
Science	12 October	6 November	16 November	20 November

Subject	Start	Finish	Descriptor by	SLAR by
Art	7 September	13 November	20 November	27 November
CSPE	19 October	11 December	17 December	8 January
Home Economics	6 January	29 January	2 February	5 February
History	11 January	29 January	5 February	12 February
SPHE	22 February	19 March	9 April	16 April
Music	25 January	12 February	26 February	5 March
English (Optional)	*To be confirmed	9 April	16th April	23rd April
Geography (Optional)	*To be confirmed	9 April	16th April	23rd April
MFL (Optional)	*To be confirmed	9 April	16th April	23rd April
Religious Education (Optional)	*To be confirmed	9 April	16th April	23rd April

All dates must be within the national deadlines published by the NCCA and Oide for the 2026/27 school year.

Appendix 3: Senior Cycle Assessment Calendar 2026/27

These dates apply to Sixth Year students in the subjects they take. "New" marks a subject with an Additional Assessment Component for the first time.

Date	Assessment	Details
Mon 2 Nov 2026	Home Economics coursework	Completion of the Food Studies practical coursework
Fri 11 Dec 2026	Physics in Practice Investigation (new)	Physics AAC deadline
Fri 15 Jan 2027	DCG coursework	Completion of the Design and Communication Graphics project
Fri 26 Feb 2027	LCW Link Modules portfolio and Biology Investigation (new)	Portfolio deadline and Biology AAC deadline
Fri 12 Mar 2027	Business Alive Investigative Study (new)	Business AAC deadline
20–25 Mar 2027	Oral examinations	Irish and Modern Foreign Languages (French, Spanish)
5–16 Apr 2027	Music practical examinations	Music practical exam period
Fri 9 Apr 2027	Applied Mathematics modelling project	Final date for the project
Fri 16 Apr 2027	Art coursework	Completion of Art practical coursework
20–22 Apr 2027	Art practical examinations	Art practical exam sessions
Fri 23 Apr 2027	Chemistry in Practice Investigation (new)	Chemistry AAC deadline
27–29 Apr 2027	Construction Studies practical examinations	Practical exams
Wed 28 Apr 2027	LCW Link Modules written exam	10:00 to 12:30
Fri 30 Apr 2027	Agricultural Science, Geography, History and Construction Studies projects	Completion date for projects
Wed 9 Jun 2027	Leaving Certificate written examinations begin	

All dates should be checked against the SEC's published schedule for 2027.

Appendix 4: Glossary

Term	Meaning
AAC	Additional Assessment Component: a project, investigation or practical task set and marked by the SEC in redeveloped Leaving Certificate subjects
AfL / AoL	Assessment for learning (formative) and assessment of learning (summative)
CAT4	Cognitive Abilities Test, Fourth Edition: a standardised reasoning test used to identify learning strengths and needs
CBA	Classroom-Based Assessment: a Junior Cycle assessment carried out in class and judged by the teacher against NCCA Features of Quality
DEY	Department of Education and Youth
JCPA	Junior Cycle Profile of Achievement
LCA	Leaving Certificate Applied
LCW	Leaving Certificate Life, Community and Work (formerly LCVP)
Learning Cycle	One of three blocks of about 11 weeks in the school year, each ending with an assessment window and a report
NCCA	National Council for Curriculum and Assessment
RACE	Reasonable Accommodations at the Certificate Examinations
SEC	State Examinations Commission
SLAR	Subject Learning and Assessment Review: a meeting where teachers of the same subject agree CBA descriptors
SSE	School Self-Evaluation
VSware	The school's information management system, used to record results and issue reports

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