Procedure for the Role of the Teacher regarding the Additional Assessment Component (AAC)

Swords Community College

2026

Date for review: June 2027

Mission Statement

At Swords Community College, we believe there is a place for everyone. We are a welcoming, inclusive, multi-denominational school where students opinions matter and their learning and welfare are at the centre of all we do.

We support our learners to aim high and reach their full potential through strong pastoral care, engaging teaching which encourages and supports students individual learning styles, in a respectful and caring environment. Learning in our school blends traditional methods with digital technologies to create an experience that encourages curiosity and independence.

Through a rich and varied programme of extra-curricular activities, designed to cater to all interests and abilities, we encourage students to explore their passions, develop new skills and build confidence beyond the classroom.

Guided by our four pillars of Respect, Excellence, Resilience and Teamwork, we empower our students to become confident learners, active citizens and well-rounded individuals, prepared for further education and for life beyond school.

This procedure is informed by:

1. Assessment Policy
2. Code of Positive Behaviour
3. Acceptable User and AI Policy (AUP)
4. Homework Policy
5. Whole School Guidance Plan
6. Subject guidelines produced by National Council for Curriculum and Assessment (NCCA)

Introduction

The teacher has an important role to play in supporting and supervising student work on the Additional Assessment Component (AAC). Teaching and learning related to the Additional Assessment Component should be integrated into ongoing classroom practice to maximise opportunities for students to achieve the learning outcomes of the specification and support the development of key competencies.

The release of the brief by the SEC in term two of year one allows teachers to signpost the requirements and content of the brief from an early stage of learning in the subject. It will also facilitate teachers in planning for the integration of the AAC, as appropriate, into the natural flow of teaching and learning in the classroom.

Support may include:

- Clarifying the requirements of AAC.
- Helping students to understand how the brief issued by the State Examinations Commission for AAC links to the subject specification.
- Identifying any particular areas of the specification that students may need to engage with in order to undertake the AAC.
- Ensuring students are aware of the descriptors of quality associated with the AAC.
- Offering prompt questions, such as those supplied in subject specifications to stimulate and support students' planning and critical thinking throughout the process.
- Encouraging students to focus on the requirements of the brief and to relate their work to the learning outcomes in the specification.
- Guiding students in the continued development of their research skills.

- Helping students to appreciate the importance of good referencing practices and the necessity.
- To avoid any form of plagiarism facilitating access to appropriate resources.
- Providing appropriate access arrangements for students with additional learning needs, in accordance with the State Examinations Commission provision of reasonable accommodations.
- Making students aware that they must comply with any relevant mandatory regulations or requirements such as those relating to health and safety, General Data Protection Regulations (GDPR), accessing public or private property etc.
- Using feedback appropriately to promote a reflective approach to work on the AAC
- Providing instructions at strategic intervals to facilitate the timely completion of the AAC.
- Drawing students' attention to any requirements in relation to the submission of the AAC specified in the brief.
- Promoting opportunities afforded by the AAC to develop Senior Cycle key competencies.

In order to facilitate the authentication process, teachers should engage regularly with students' work on the AAC.

Teachers should be aware that only work which is the student's own can be submitted for assessment to the State Examinations Commission and that each student must submit their work on an individual basis.

The feedback provided to students should be general and nondirective in nature.

Teachers should not provide any excessive or inappropriate support to students, such as editing draft work or providing model text or answers to be used in the students' AAC.

Parents / Guardians / Students should be aware that teachers are not permitted to offer specific and direct feedback to students.

The work that is produced and submitted to the State Examinations Commission is the students work alone. Students should be familiar with Swords Community College's AUP and AI Policy.

If a teacher is concerned about the inappropriate use of AI, the teacher and school management have the right to refuse signing off on the student work.