



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Senior Cycle Redevelopment

Schools Information Note

August 2025 Issue 12



Senior Cycle Redevelopment Information and Updates

Introduction

Welcome back! This is the twelfth edition in a series of Department of Education and Youth Senior Cycle Redevelopment information notes. These notes provide updates to school communities on the roll-out of the Senior Cycle Redevelopment programme. The information note is available on gov.ie/seniorcycle and schools are welcome to provide links from their websites and other digital presences to it.

Main updates

Tranche 1 subjects – students entering fifth year in September 2025 have access to 9 new and revised subjects starting in this school year.

Level 1 and Level 2 modules - now approved. Further Level 1 and Level 2 modules are now approved, as well as an updated Programme Statement. These will be available [here](#) shortly.

Tranche 2 subject specifications – now approved. All Tranche 2 subjects and modules are now approved by Minister Helen McEntee T.D, and will be available on curriculumonline.ie shortly.



Pictured: David O'Hara and Iseult Doggett Finnie, both entering fifth year in Phase One School, Clonturk Community College, this September. Best of luck to all those entering fifth year, who have access to nine new and revised subjects.

Tranche 1 subjects

Tranche 1 subjects are in schools now

The first Tranche of subjects under Senior Cycle Redevelopment has now been introduced into the national curriculum and are now live in schools. 7 of these 9 subjects have revised specifications which replace previous ones. Students entering fifth year will have the option of studying 7 redeveloped subjects and 2 new subjects. A reminder that these are: **Biology; Business; Chemistry; Physics; Arabic; Latin; Ancient Greek; Drama, Film and Theatre Studies and Climate Action and Sustainable Development.**

Sample brief – coming soon!

The sample Additional Assessment Component brief will issue in 8 of the Tranche 1 subjects in September 2025. This will be followed by the issue of the live brief in these subjects in January 2026.

Coursework authentication

The State Examinations Commission intends to issue ‘*Coursework Rules and Procedures*’ in September which will apply to all coursework completed during the 2025/26 school and to all coursework including the new AACs in subsequent years. These consolidated *Coursework Rules and Procedures* will include details of the roles and responsibilities of students/candidates, teachers and school management in respect of the completion, authentication and submission of valid coursework. The development of the *Coursework Rules and Procedures* is at an advanced stage and will be the subject of consultation with stakeholders before they are finalised.

2

new subjects

min

40%

marks for additional assessment components

7

subjects with new, updated specifications

Reminder: Sample Assessment Materials Timelines for Tranche 1

Now available

Additional Assessment Component (AAC) Guidelines are available on curriculumonline.ie.

Now available

Four sample examination papers - two Higher Level and two Ordinary Level - for each subject in Tranche 1 are available on examinations.ie

Coming soon! September 2025

Specifications in new and revised subjects introduced in schools. A sample brief for the AAC in 8 subjects will issue to schools in September. Coursework Rules and Procedures will also issue.

January 2026

A live brief for AACs for 8 subjects will be issued.

Reminder: Sample examination papers – now available

Sample examination papers for the seven revised subjects and two brand new subjects in Tranche 1 of the redeveloped Senior Cycle programme are available

What to expect

- In each subject, there are two sample papers at higher level and two at ordinary level: a total of four sample papers in each of the nine subjects.
- In Arabic, there are two sample Aural sound files and two sample listening comprehension papers (one at higher level and one at ordinary level) for each sound file: so, four sample Aural papers in total.
- The Drama Film and Theatre Studies sample papers include sample illustrations.
- There are a total of 36 sample examination papers across the 9 subjects.
- All papers are available in Irish also: that is 72 sample examination papers in total.
- The sample examination papers are labelled Sample 1 and Sample 2 at each subject and level.

The sample examination papers are available [here](#).

A Frequently Asked Questions document is available [here](#).

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Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 1
Drama, Film and Theatre Studies
Higher Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp

Curricular developments – Tranche One – Drama, Film and Theatre Supports

Technical Resources

The Department has established a framework for provision of film production equipment for Phase One schools offering the new subject of Drama, Film, and Theatre Studies. This process is realising the Minister's commitment to equip schools with the equipment needed to fully support the ambitions of this exciting new curriculum.

All Phase One schools will be able to order camera and filmmaking equipment (e.g. cameras, lenses, tripods), audio equipment (e.g. live mixers, PA systems, DI equipment) and film lighting equipment directly from the suppliers on the framework. There are two suppliers, one supplying camera equipment, the other supplying audio and lighting equipment.

A circular will issue to all Phase One schools in the coming days detailing how to place orders for this equipment.

Schools will simply need to submit order forms and the equipment will then be delivered directly to schools. Schools are encouraged to **submit orders** by the **12 September 2025**.

A further framework will be established for staging and associated equipment.

Phase One Drama, Film and Theatre Studies Implementation Support Grant

All Phase One schools in the free education scheme will be provided with an annual grant of €50 per student to support engagement with the new subject in the 2025/26 school year. The payment will be made on an automatic basis by year end 2025, directly to Phase One schools or the relevant Education and Training Board.

Curricular developments – Tranche One – Drama, Film and Theatre

DFTS Channel - media streaming services now available

The Department and the Irish Film Institute are providing a streaming media service allowing Phase One schools access to prescribed material and resources to support the new specification.

The service allows streaming of content by those post primary registered teachers in Phase One schools teaching DFTS with unlimited views. Read the press release [here](#).

In addition, the Department is providing Phase One schools with a subscription to the National Theatre Collection on Drama Online where the 2013 performance by the National Theatre of 'Home' can be viewed.



Curricular developments – Tranche One – Climate Action

Once-Off Establishment Grant for Climate Action and Sustainable Development

A once-off establishment grant of €5,000 will be paid to Phase One schools introducing Leaving Certificate Climate Action and Sustainable Development in September 2025.

Phase One Climate Action and Sustainable Development Implementation Support Grant

All Phase One schools in the free education scheme will be provided with an annual grant of €50 per student to support engagement with the new subject in the 2025/26 school year.

There will be no application process. Instead, the data provided by your school in your October return will be analysed to assess the appropriate grant. The payment will be made on an automatic basis by year end directly to the school or relevant Education and Training Board.

A circular on the resources being provided to Phase One schools will be published [here](#).

All Phase One Schools

Additional Teacher Allocation

As notified in the Information Booklet provided at the time of the Call for Applications, the Department is providing Phase One schools (DFTS & CASD) with an additional allocation of 0.2 WTE teacher per school (four hours) in the 2025/26 school year, rising to 0.4 WTE (eight hours) in the 2026/27 school year, to allow for backfilling of a post. The allocation is not dependent on the size of a class group.

Prescribed materials for Drama, Film and Theatre Studies

The prescribed material for Leaving Certificate Drama, Film and Theatre Studies in the academic years 2025-27, 2026-28 and 2027-2029 has been updated. The prescribed material will be for examination in state examinations in 2027, 2028, 2029.

Schools are asked to note that Option B has now been updated to the following:

OPTION B

Form: Verbatim Theatre

Explore this form and its effective realisation in theatrical productions

Designated performance of set play: The 2013 performance by the National Theatre, London of *Home* (playwright & director: Nadia Fall)



The Department is providing Phase One schools with a subscription to the National Theatre Collection on Drama Online where this performance can now be viewed.

The updated circular will issue shortly.

Curricular developments – Tranche One

Science grants

In December 2024, details of a new Science Implementation Support Grant to support schools with the rollout of revised Senior Cycle Science subjects was announced. Under this grant, all schools in the free scheme received additional funding with a minimum base payment of €13,000 up to a maximum of €24,200, including a 10% uplift in the grant level for DEIS schools.

Schools were given the autonomy to use this additional funding in a way that best suits their school and apply it to their locally identified Science needs.

To further support schools in the implementation of the revised science subjects, the Physics and Chemistry Grant will be extended to include Biology and Agricultural Science in addition to the existing three qualifying subjects - Chemistry, Physics, and Physics and Chemistry (PhysChem) - and the grant will be increased from €13 to €25 per student per (qualifying) subject.

The Science Support Grant 2026 will be paid to schools in January 2026, earlier than the normal June payment date. From 2026 and subsequent years, the science grant will be paid in January annually.



Level 1 and Level 2 Learning Programmes

New specifications and updated Programme Statement

Specifications for the Personal Care curriculum and a suite of eleven electives, as part of Senior Cycle Level 1 and Level 2 Learning Programmes have been approved and will be published before the end of August. Once published, they will be available [here](#). Further updates have been made to the Programme Statement, reflecting changes in language and terminology.

Circular

A dedicated circular for Senior Cycle Level 1 and Level 2 Learning Programmes will be published soon and will be available on gov.ie/seniorcycle

Registration of Level 1 and Level 2 students

The Department will now look to record data in relation to students engaging in the learning programmes. This recording of registration and assessment data will inform Departmental planning, including, for example, the allocation of a dedicated post of responsibility, as part of the support measures as agreed by TUI. Therefore, schools are strongly encouraged to return this data to the Department via POD or PPOD as appropriate.

Full details on the process, as well as the consent form are available [here](#).

Full details of the process of validation for certification of the Level 1 and Level 2 Learning Programmes by the State Examinations Commission, including details of the process for registering candidates for the 2026 Leaving Certificate and instructions for participating schools, will be issued by the SEC later in the year.

Level 1 and Level 2 Learning Programmes – a post of responsibility

The Department will establish a Post of Responsibility in schools which offer Level 1 and Level 1 Learning Programmes and meet certain eligibility criteria. This post would have responsibility, inter alia, for L1 and L2 Programmes with effect from 1 September 2026 and planning for relevant student transitions subsequent to school completion.

Coming soon – an exciting event to mark significant milestone of roll-out of Senior Cycle Level 1 and Level 2! Information to issue to participating schools shortly.

Progress on the Implementation Support Document and the Post-Primary Implementation Group

A robust package of supports, known as the [Implementation Support Measures](#), was published in May, following extensive discussions with teacher unions.

The package contains a broad ranging series of measures designed to support schools and teachers in the continued delivery of the vision for Senior Cycle redevelopment.

This package was accepted by the TUI members, and rejected by the ASTI members, in each of their respective ballots earlier this summer.

Under a commitment in the support package, the Department has established the Post-Primary Implementation Group (PPIG). This group is comprised of the Department and TUI representatives only at this time.

Substantive progress on implementation matters ahead of September is being made in these discussions, including in respect of negotiation of Croke Park hours.

The Department has met with the TUI on four occasions to date, most recently in August 2025.

Management bodies

The Department also continues to engage with management bodies directly in respect of implementation of Senior Cycle Redevelopment, and the package of supports. This engagement ensures an understanding of school contexts, and the voice of teachers and school leaders, as the roll-out of the programme continues.

Progress on the Implementation Support Document and the Post-Primary Implementation

In the group's four meetings to date, discussions have included:

- The importance of comprehensive Teacher Professional Learning provision and related supports, particularly in subjects where additional assessment components (AACs) are being introduced for the first time. This was agreed, with further engagement over the new school year to monitor implementation.
- The TUI strongly advocated for the extension of bonus marks to coursework in all Leaving Certificate subjects taken through Irish from Leaving Certificate 2027 rather than only for Tranche 1 subjects. The Department agreed to this extension. The circulars necessary to amend Rule 29 in the Rules and Programmes for Secondary Schools will issue shortly.
- The TUI welcomed the approval of tranche two specifications in August, delivering on the commitment to the TUI to provide teachers with the specifications at least one year in advance of implementation.
- Confirmation that all schools will receive hard copies of Tranche 1 specifications for the start of the new school year. The TUI requested that hard copies also be provided to teachers of the Tranche 2 specifications when published. The Department agreed to this proposal.
- The TUI proposed that the annual Science Support Grant payments be issued in January, from January 2026 onwards and this has been agreed to – see pg 9 of this information note.
- The TUI and Department discussed allocation models for the establishment of a dedicated Post of Responsibility in schools which offer L1/L2Ps and meet certain eligibility criteria from 1 September 2026. Engagement on this will continue in the coming weeks.
- The Department and TUI also discussed models for the provision of Senior Cycle Redevelopment AP1 and AP2 posts, recognising the importance of supporting the implementation of Senior Cycle Redevelopment.
- The TUI welcomed the additional L1/L2 modules and the opportunity for teachers to support students in the development and recognition of key skills. Parity of esteem in certification for students achieving L1/L2 was acknowledged. The TUI emphasised the need to support the programmes to reach their full potential and to provide a stimulus to schools to offer the programmes.

Progress on the Implementation Support Document and the Post-Primary Implementation Group

Posts of responsibility

The Department recognises the importance of supporting the implementation of SCR. The Department will be providing all post-primary schools with an additional post of responsibility at Assistant Principal 1 or 2 (AP1 or AP2) level, informed by school enrolment numbers in Senior Cycle. This post will be implemented across all schools from the commencement of the 2026/27 school year and will include timetable alleviation at an appropriate level.

The Department will establish a Post of Responsibility in schools which offer L1/L2LPs and meet certain eligibility criteria. This post would have responsibility, inter alia, for L1 and L2 Programmes with effect from 1 September 2026 and planning for relevant student transitions subsequent to school completion.

Circulars will be issued in respect of both posts before year end following the development of the parameters attached to each post through engagement with the Post-Primary Implementation Group and the management bodies.

Contracts of Indefinite Duration

There are current arrangements through which teachers may obtain contracts of indefinite duration (CIDs) or permanent contracts as set out in Circulars CL24/2015, CL59/2016 and CL49/2017. The teachers' unions have made a case to revise the arrangements in respect of the qualifying period for obtaining a Contract of Indefinite Duration or permanent contract whilst not superseding existing collective agreements. The Minister, taking account of the case put forward by the unions and the views of the employers (i.e. the management bodies), has announced on 21 April 2025 that teachers taking up their first contract in a viable teaching post in September 2025, will become eligible for a permanent contract in September 2026.

This eligibility is contingent upon successful reappointment following a competitive recruitment process. The implementation arrangements giving effect to the Minister's announcement will be published by the Department in the form of a circular letter shortly, recognising the importance of publishing these arrangements in a timely manner.

Progress on the Implementation Support Document and the Post-Primary Implementation Group

Revised Croke Park Hours (CPH) arrangements

It is acknowledged that the successful realisation of SCR requires significant engagement from teachers and school leaders. In line with the Implementation Support Measures package published in May, under the agreement now in place with teachers who voted in favour of that package there will be a rebalancing of the Croke Park whole-school hours, by allocating 19 hours for whole-school commitments (e.g. school planning days, open night, etc) and 14 hours for teacher led activities to be carried out on a non-whole school, high trust basis.

This interim arrangement will apply for an initial period of 3 years and will, following a review, be extendable for a further 2 years at the discretion of the Department. The rebalancing of whole school hours will not be applicable to those teachers who rejected the Support measures package earlier this year or those who opt to remain on the current arrangements.

The 14 hours of teacher-led activities can include, but cannot be limited to, time to directly support the implementation of SCR. These hours will be used on a non-whole school, high trust basis. The hours will be pro-rata for part-time teachers. This time will include collaborative activities and co-operation amongst teachers and will be used, amongst other things, to support:

- Subject department planning and curriculum design
- Development of new learning resources
- Participation in additional Continuing Professional Development (CPD)/ Teacher Professional Learning (TPL), including that related to SCR.
- Work related to embedding formative assessment practices

Without prejudice to the ongoing review of CPH (at the TCC), this interim measure involving the reconfiguration of CPH shall apply from the commencement of the 2025/26 school year. This interim measure is non-prejudicial to the existing TCC review of the usage of Croke Park Hours and any resulting permanent structure which may be agreed through that review. A Circular providing for the implementation of the interim arrangements referred to above will issue very shortly to all schools.

Progress on the Implementation Support Document and the Post-Primary Implementation Group

Establishment of Workload Committee

The teacher unions have raised strong concerns in relation to workload. A dedicated working group is being established next month comprising the Department, teacher unions – in this instance, TUI only - management bodies and other relevant agencies to identify the approach and mitigating measures needed to address the concerns expressed by teachers. The working group will be established in Autumn of this year, and will examine, in particular, the increased demands that various initiatives to be set out have on teacher (including principal teacher) workload and on school organisation and culture.

Establishment of AI Task Force

In September, the Department will establish a task force to examine the appropriate use of Artificial Intelligence (AI) in teaching, learning and assessment relevant to SCR. The composition of the task force will be subject to further consideration, but will include representatives of the Department, teachers' unions – in this instance, TUI only - management bodies, Oide, the SEC and the NCCA. This task force will be empowered to make recommendations to the Post-Primary Teachers Implementation Group. Where such recommendations have industrial relations implications, they will be considered at the Teachers Conciliation Council. The task force will focus on the appropriate and ethical use of AI in education, especially in relation to SCR (inclusive of pedagogy, assessment and administration). The initial work of the task force, which will focus on SCR, will be conducted in accordance with a defined timeline.

Updates from Oide

Looking ahead to Term 1 of the 2025/26 school year, Oide will continue to work closely with schools to support and further the implementation of the redeveloped Senior Cycle.

Oide's professional learning programme for 2025/2026 is purposefully designed to equip teachers and school leaders to implement Senior Cycle Redevelopment through coherent, inclusive, and future-focused learning experiences. These experiences build teacher and leadership capacity to navigate curriculum change with confidence, placing a strong emphasis on student agency, pedagogical innovation, and the integration of key competencies across teaching, learning, and assessment.

The programme includes a range of core and elective professional learning experiences across subject areas and leadership roles. Whole-school and subject specific supports will address the implementation of revised specifications and the adoption of inquiry and project-based methodologies, and school self-evaluation.

Planned supports for Tranche 1 subjects will have an emphasis on aspects of assessment including engaging with sample papers and the management of Additional Assessment Components (AACs). Leadership-specific supports will address curriculum planning, timetable design, and strategic deployment of teaching resources.

This wide range of programmes offer sustained, contextualised leadership development across the 2025/2026 academic year.

Collaboration is central to the design of Oide's learning model. Regional and online collaboratives promote teacher-led professional networks, while targeted supports for Transition Year and Senior Cycle Level 1 and 2 Learning Programmes ensure inclusive and context-responsive engagement. These offerings aim to create sustainable professional cultures that support meaningful, student-centred learning aligned with the evolving vision for Senior Cycle.

Hard-copies of Tranche 1 subject specifications will issue to all schools, for use in teaching and learning before the end of this month.

Tranche 2 Subjects

Specifications for Tranche 2 are now approved by Minister Helen McEntee TD and will be available on curriculumonline.ie shortly. Tranche 2 comprises of Accounting, Construction Technology, Engineering, English, Geography, Physical Education, and Life, Community and Work.

Change to the implementation timeline for Accounting and English

Timelines in respect of the introduction of Tranche 2 formed part of recent engagements with education partners, particularly with teacher unions. Further discussions have taken place in the Post-Primary Implementation Group. In acknowledgement of the need to further examine, in consultation with schools, planning, implementation and enactment aspects of English and Accounting, the introduction of both specifications into the curriculum will be delayed by at least a year.

All other Tranche 2 subject specifications will proceed as planned i.e. introduced for students entering fifth year in 2026.

The Department will continue to work closely with education partners to ensure successful implementation of Accounting and English specifications, as published.

Life, Community and Work (previously known as LCVP, and Community, Life and Work during consultation)

Through Senior Cycle Redevelopment, previous restrictions relating to the vocational subject groupings and MFL requirements for LCVP were removed. These changes have already had a visible impact, with a significant increase in the number of students participating in the LCVP in recent years.

The Department will maintain the current LCVP supports available to schools, including maintenance of a co-ordinator post as appropriate. The Department will also engage with colleagues in the Department of Further and Higher Education, Research, Innovation and Science to ensure that the Central Applications Office (CAO) points awarded for the current link modules are maintained.

Transition Year – moving towards realising universal access

The ambition of making access to Transition Year available to all students is reflected in the Programme for Government, which commits to expanding the Transition Year programme and addressing the barriers that might prevent students from taking part.

The Education Plan 2025 includes several concrete commitments to promote the further expansion of TY participation working towards all students in all schools having the option to participate and identifying the barriers that might prevent take-up by students.

As set out in the Education Plan, the Department will work with students to understand their motivations and preferences when choosing whether to participate in Transition Year or to progress directly to fifth year and will work with schools to ensure greater transparency regarding how Transition Year places are allocated at school level.

The Department has been working to make universal access a reality by assessing the level of unmet demand for access to Transition Year, identifying the causes, and determining how we can help schools close those gaps.

Have your say!

Want to share your thoughts on access to Transition Year, and how it applies to your school context? Please e-mail scr_info@education.gov.ie with the subject line “Realising universal access”.

Bonus marks for assessment through Irish extended

The Department of Education and Youth has a long-standing policy of encouraging the active use of the Irish language by students and in school communities.

As part of the Department's ongoing commitment to the promotion and support of the Irish language through teaching and learning experienced by students and building on the existing system of awarding of bonus marks for written examination components, the application of bonus marks is now being extended to also include Additional Assessment Components (AACs) and coursework, where appropriate.

Following on from a recent discussion at the Post-Primary Implementation Group, these extended arrangements will apply to all Leaving Certificate subjects with relevant assessment components, at the 2027 Leaving Certificate and subsequent years.

Under the Senior Cycle Redevelopment programme, all new and revised subjects will include an AAC worth at least 40% of the available marks. The extension of the bonus marks acknowledges the value of the AAC, its intended integration into the teaching and learning experienced by students, and builds on the established objective of encouraging the use of the Irish language by all learners, in all schools.

The State Examinations Commission (SEC) will detail the applicable criteria and parameters relating to the awarding of the bonus marks, on a subject-by-subject basis, in a forthcoming SEC Circular. Bonus marks will be applied at the level of the subject, taking into consideration the language demand across all components of assessment within the subject.

Leaving Certificate Applied Social Education

Module changes now in effect – reminder

Changes to the Social Education Leaving Certificate Applied (LCA) Module Descriptor will take effect for all LCA students entering 5th year/year one of the LCA Programme from the start of the 2025/2026 academic year. The details of these changes were set out in Circular 0012/2025, issued in January 2025.

Changes to the Social Education LCA Module Descriptor follow the introduction of the new Senior Cycle Social, Personal and Health Education (SPHE) specification.

The Senior Cycle SPHE specification will replace LCA Social Education module 1 (Social and Health Education 1) and module 4 (Social and Health Education 2). The other four modules of LCA Social Education will remain as they are currently (until reviewed and/or updated).

The revised LCA Social Education Module Descriptor for all LCA students entering 5th year/year one in 2025 is available online here. The LCA Programme Statement (December 2024) is available online [here](#).

Resources

Work is ongoing in relation to the development of resources for Senior Cycle SPHE with the first set of resources expected for publication in September 2025, focusing on the Health and Wellbeing strand. Further resources will follow over the course of the academic year.

Professional Learning

Oide has commenced delivery of a two-day professional learning experience (PLE), An Introduction to the Senior Cycle SPHE Specification 2024. This PLE has been designed to support Senior Cycle SPHE teachers in planning, teaching and assessing the new Senior Cycle SPHE specification. As LCA Social Education teachers will be implementing the new Senior Cycle SPHE specification from the start of the 2025/2026 academic year, schools are asked to prioritise teachers of LCA Social Education to attend the two-day PLE An Introduction to the Senior Cycle SPHE Specification 2024. This PLE event is currently being rolled out nationwide. Availability is limited to two participants per school to ensure as many schools as possible can avail of the PLE. Oide will develop further professional learning experiences in the 2025/2026 academic year to support the implementation of the Senior Cycle SPHE Specification.

Further information

For further information on registration and availability, please visit www.oide.ie.

Please see the below link to Circular 0012/2025 for further information:

[gov.ie - Amendments to the Social Education Leaving Certificate Applied \(LCA\) Module Descriptor](#).

Further Tranches

Tranche 3

Tranche 3 subjects are: Agricultural Science, Computer Science, Design and Communications Graphic, History, Home Economics, Mathematics, Music, Physics and Chemistry

The subjects will be introduced into the national curriculum for students starting fifth year in 2027.

The Tranche 3 Subject Development Groups are working to advance draft specifications for each of the subjects, and drafts will be published for consultation, throughout the coming 2025/26 academic year.

Tranche 4

Tranche 4 subjects are: Art, Economics, French, Irish, German, Italian, Politics and Society, Spanish, Technology.

The subjects will be introduced into the national curriculum for students starting fifth year in 2028.

The Tranche 4 Subject Development Groups will be convened in September 2025.

Leaving Certificate Irish

Leaving Certificate Irish is part of Tranche 4. The subject will be redeveloped as part of this Tranche as planned, and work will also be carried out in tandem to progress towards alignment of the subject to the Common European Framework of Reference for Languages (CEFR) as committed to in the Programme for Government.

Stakeholder feedback, including in relation to the retention and weighting of aural and oral components, will be considered in the context of the redevelopment.

The revision of the subject will align with the long-standing Departmental policy of encouraging and supporting learners to develop and use their Irish, including enhancing oral and aural skills.

Further information on Senior Cycle Redevelopment
can be found at gov.ie/seniorcycle

Queries in relation to this information note can be
directed to: scr_info@education.gov.ie



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