

St. Joseph's Academy

Additional Assessment Arrangements (AAA) Policy

Revised January 2023



Rationale

This document contains information and guidance for staff around the provision of Additional Assessment Arrangements (AAA) for candidates who have a physical difficulty (including medical or sensory difficulty), a behavioural or mental health difficulty, or a learning difficulty.

The purpose of AAA are to provide disabled candidates with an equal opportunity to demonstrate their attainment in an assessment (i.e. to show skills, knowledge and understanding they have achieved) without compromising the integrity of the assessment.

Aim

The aims of St. Joseph's Academy (SJA) Additional Assessment Arrangements (AAA) Policy are:

- To ensure AAA enable candidates to demonstrate their attainment, not to compensate for lack of attainment.
- To ensure assessment arrangements do not compromise the integrity of the qualification.
- To ensure assessment arrangements are tailored to meet a candidate's individual needs.
- To ensure assessment arrangements reflect, as far as possible, the candidate's normal way of learning and producing work.

You will find more information from the Scottish Qualifications Authority (SQA) on AAA at https://www.sqa.org.uk/sqa/files_ccc/nq-2023-asesment-arrangements-centre-guidance.pdf

The Stages of Assessment Arrangements

There are three stages in ensuring the appropriate and necessary assessment arrangements are in place for individual candidates:

- 1. Identifying the learner's eligibility**
- 2. Determining appropriate arrangements**
- 3. Verifying need**

You can access more information on the AAA toolkit, including an AAA Toolkit Webinar, at <https://www.sqa.org.uk/sqa/100580.html>

1. Identifying the learner's eligibility

A learner's likely difficulty in accessing an assessment should have been identified before they embark on a qualification. Staff should refer to the Additional Support Needs (ASN) Log held in staff share. (*Staffshare>Teaching Staff>Additional Support Needs Log 2022-23*) The log provides information on pupil

need and support strategies. Staff are able to click on pupils' names to read individual profiles. This is updated every term and should be referred to by staff.

Surname	Known As	Date of Birth	Age in years	Year/Stage	Additional Support Need	Additional Arrangements
[Redacted]					Moderate Learning difficulty, Processing	Ivona and digital trained, extra time
[Redacted]					Autistic Spectrum Disorder, communication support needs	Universal - extra time and sep Acc
[Redacted]					Social and emotional difficulty, moderate learning difficulty, hypermobility, Ivona and digital trained, extra time,	
[Redacted]					Physical Health problem, young carer	Pastoral
[Redacted]					Social and emotional issues, Interrupted learning	Pastoral
[Redacted]					Looked after	Pastoral
[Redacted]					Moderate Learning Difficulty	Ivona and digital, extra time
[Redacted]					EAL	Dictionary 10 mins extra time
[Redacted]					Dyslexia,	Extra time Ivona and digital trained
[Redacted]					Hearing impairment	Universal
[Redacted]					Interrupted learning	Pastoral

Pupil Profiles will show that the nature of additional support needs has been and the impact it has on learning and assessment. The Pupil Profile is a record of the need and what support has been provided for each candidate from S1 (or whenever support was introduced) until S6.

The ASN Log is a guide to determine whether a learner will require additional arrangement, as subject teachers are best placed to know the needs of their learners. Not all students will require an additional assessment arrangement for every subject.

In some cases, the learner's difficulty may only become apparent, or be disclosed, during the course of study. If you think there may be a learner that needs support in your class, the first thing you should do is speak to the Principal Teacher of Support for Learning (PT Sfl) for further assessment to be considered.

Need should be clarified by considering the following key question – Is the candidate disadvantaged without an assessment arrangement?

2. Determining appropriate arrangements and evidencing need

Class teachers should determine what assessment arrangements are required for a learner. Any such arrangement should adequately assist the learner in their everyday lessons and demonstrate their attainment without compromising the integrity of the qualification during assessment.

SJA is required to provide evidence of the candidate's need for a particular arrangement. The fact that the candidate has a disability and/or additional support need is not sufficient on its own. SJA must also show that it has impacted on learning in the classroom and that the candidate is 'at a substantial disadvantage' and needs an adjustment to the usual assessment arrangements.

It is necessary for each department requesting assessment arrangements for their candidates to have evidence for current support(s). These assessment arrangements should already be part of how the subject is taught and how the candidate's learning is assessed.

A Blue Folder containing the policy, pupil information and relevant paperwork is distributed to departments at the beginning of the academic year. An evidence file (containing copies of classwork, assessments, prelims etc) for each candidate requiring additional arrangements should be submitted by subject departments to the PTSfL for verification with the SQA Coordinator in December and then again in March. Verification meetings will take place prior to prelim examinations and prior to final examinations as per SQA guidelines.

Examples of evidence to support the need for an assessment arrangement should come from:

- Support required on an on-going basis in the classroom
- Samples of work which should be clearly annotated by the class teacher to indicate the support provided
- Class tests, assignments, assessments clearly annotated by the class teacher
- Evidence form completed with comment from class teacher

Examples of assessment arrangements:

- Adapted question papers
- Assistance in aural assessments
- Use of ICT and digital question papers
- Numerical support in Mathematics assessments
- Practical assistant
- Promoters
- Reader
- Referral of a candidate's scripts to the principal assessor
- Scribe
- Separate accommodation
- Supervised breaks or rest periods in a timed assessment
- Transcription with correction of spelling and punctuation
- Transcription without correction

Hospital Education/Home provision

We are aware that, due to health reasons, some candidates from our Centre may be supported in their learning by teachers from NHS Hospital Education, private tutors or other GTCS registered professionals as they work towards achieving their SQA qualifications. As a school, we endeavor to do all we can to support pupils who are unable to attend school due to health reasons.

All hospital education staff, tutors and/or teachers from other centres must follow the AAA procedures set out in this policy where St. Joseph's Academy is the SQA presenting Centre.

Arrangements for Administration of Assessments, Prelims, SQA Exams for SJA Candidates not attending school or accessing hospital or home provision

1. Hospital Education staff or tutor to contact SJA SQA Coordinator in advance to provide date/ time and location of Assessment with Additional Arrangements
2. SJA meet Hospital Education Staff or tutor at site of assessment five minutes before start time and issue paper
3. SJA staff collect paper and assessment evidence at pre-agreed time shortly after candidate finishes paper (allowing for planned additional time where relevant)
4. All marking and moderation/ quality assurance of marking is undertaken by SJA staff

For prelims and SQA Exams, all AAA will be agreed in advance of the assessment taking place. Arrangements around delivery of exam papers shortly before start time and collecting shortly after apply.

If Hospital Education Staff or tutors are not able to invigilate during SQA Exams or prelims due to work commitments in their own Centre, SJA staff will be available to invigilate.

Contingencies/Late Decisions Procedures

If a need for AAA arises late in the year or close to/during the exam diet i.e. a candidate breaks an arm and is unable to write, the PT SfL and the SQA Coordinator will meet to verify the appropriate arrangement. A minute of this meeting will be taken and retained.

If, at school level, any ICT provision fails due to a technical error, the appropriate supports will be put in place to allow the candidate to undertake the assessment without disadvantage.

It is important that all staff, pupils, parents and carers are familiar with SQA guidance on the difference between exam stress and stress/anxiety due to a mental health condition.

Supporting candidates with mental health difficulties: Additional Information for Schools

Further information on appropriate arrangements and gathering evidence can be found at:
https://www.sqa.org.uk/sqa/files_ccc/nq-2023-asesment-arrangements-centre-guidance.pdf

Verification

It is the school's responsibility to verify the need of all learners to AAA recommended by class teachers. As with all SQA Centres the school is also externally Quality Assured by SQA in audit visits.

As a school we must be assured that a decision to provide, or not to provide, a particular assessment arrangement can be justified, and that it accords with both SQA guidance and relevant equality legislation.

SQA needs to be satisfied that schools have in place their own robust internal AA verification system, which ensures that all relevant information and evidence has been gathered and considered.

A formal AAA Verification Meeting is calendared in December and March, led by the PT SfL and the SQA Coordinator (Depute Head Teacher independent of the learning support structure).

Verification meetings are held to ensure that all relevant information and evidence has been gathered and considered in determining the provision of assessment arrangements for candidates in both internal and external assessment. Verification Meetings allow for our scrutiny of the school's decision to provide, or not provide, AAA.

Meetings are held prior to the Prelim Diet and SQA Examination Diet. The outcome of each decision is formally recorded, signed and dated by the PT SfL and SQA Coordinator.

Roles & Responsibilities of school staff in Additional Assessment Arrangements

Class Teacher	PT (Curriculum)	PT Pastoral Care	PT Support for Learning	SQA Coordinator
<p>Promote and facilitate equality of opportunity for all candidates in assessments.</p> <p>Encourage candidates to work towards independence in assessments wherever possible.</p> <p>Liaise with SfL about the most appropriate assessment arrangements for identified candidates.</p> <p>Liaise with SfL staff about candidates who have emerging support needs by completing Request for Assistance form.</p> <p>Ensure the candidate is familiar with and has the opportunity to practice using assessment arrangements in class.</p> <p>Review arrangements</p>	<p>Ensure subject teachers have completed evidence file to be put in departmental blue folder by deadline dates.</p> <p>Blue folders containing evidence files for candidates to be returned to PTSfL Department for verification meeting.</p> <p>Quality Assure departmental evidence in line with AAA policy.</p> <p>All class teacher roles & responsibilities also apply to PT curriculum.</p>	<p>Ensure pastoral notes, letters, reports, information on candidates re additional arrangements are sent either electronically or in paper format to PTSfL to be included in evidence files for candidates.</p>	<p>Create and maintain ASN log to inform teachers of candidates who have a disability and/or additional support need and who may need additional support with assessments.</p> <p>Liaise with staff about learners who may have emerging needs, establish evidence of a disability/additional support need and investigate assessment arrangements that may be required.</p> <p>Set up SfL record of evidence of assessment arrangements. (Individual record files in cabinet in SfL)</p> <p>Ensure subject teachers have relevant forms for candidates sitting examinations.</p> <p>Ensure evidence files are up to date.</p> <p>Quality Assure AAA in verification meeting prior to</p>	<p>Attend verification meeting with PTSfL to quality assure evidence files of all candidates.</p> <p>Discuss and record decision to give or not to give additional assessment arrangements for candidates.</p> <p>Meet with PT SfL/Chief Invigilator to verify additional arrangement timetable for examinations.</p>

<p>following an assessment and notify SfL any adjustments that may be required for future assessments. i.e. if additional time is required or an alternative arrangement needs to be given.</p> <p>Set up and maintain a paper evidence file in departmental Blue Folder for each candidate.</p> <p>Complete SQA Subject teacher form for each candidate to be included in evidence file.</p> <p>Ensure information and evidence files about candidates are passed onto new subject teachers if applicable.</p> <p>Ensure evidence file is given to PT Department to be given to SfL Department on due dates. (See timeline)</p>			<p>preliminary examinations.</p> <p>If verification meeting identifies further evidence is required for individual candidates, collate further evidence from subject teachers.</p> <p>Submit AAR for adapted and digital papers January.</p> <p>Reissue evidence files for final collation of evidence from subjects for final verification meeting prior to final AAR deadline in March.</p> <p>Complete AAR for SQA.</p> <p>Complete paperwork (See Appendix) with parents and candidates to confirm assessment arrangements for SQA examinations.</p> <p>Liaise with SQA coordinator and chief invigilator regarding assessment arrangements.</p> <p>Provide candidates with AAA timetables.</p> <p>Provide CLPL to staff</p>	
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			re AAA. Review AAA post exam diet with candidates.	
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SJA SQA AAA Timeline

Month	Activity related to additional assessment arrangements
April/ May	Candidates begin SQA courses at timetable change Early identification of pupils in new S4 who may require additional assessment arrangements. Review of S5/6 candidates AAA.
May/ June	Class teachers gather evidence of additional assessment arrangements.
August/ September	Class teachers continue to gather evidence of additional assessment arrangements. Blue evidence file given to PT Subjects. Email sent re evidence deadline
October	Class teachers continue to gather evidence of additional assessment arrangements.
November	AAR email request sent to SQA for any candidates requiring additional assessment arrangements for Practical examinations.
December	First deadline of assessment arrangement evidence file to be submitted to PT Support for Learning. AAR email request sent to SQA for any candidates requiring additional assessment arrangements for IT and Administration coursework. Verification meeting 1 takes place with SQA Coordinator. Additional assessment arrangement prelim timetable arranged. Individual candidate prelim timetable produced and additional arrangements discussed with candidates at individual meeting. Sign off sheet completed to acknowledge candidate receipt of timetable & consent to AAA.
January	Prelim Diet

	Individual candidate information for adapted and digital papers to be submitted to AAR for SQA.
February	Post prelim blue folders reissued to departments for further candidate evidence to be added for verification meeting 2.
March	Final assessment arrangements to be entered for individual candidates on AAR for SQA.
April	<p>Additional assessment arrangement SQA examination timetable arranged.</p> <p>Individual candidate SQA timetable produced and additional arrangements discussed with candidates.</p> <p>Final assessment arrangements information given to pupil and parents.</p> <p>Meeting with Chief Invigilator and SQA coordinator re assessment arrangements for SQA exams takes place.</p> <p>SQA Exams begin</p>
May	SQA examinations continue with additional assessment arrangements in place.

Appendix 1 - Examples of some AAA and appropriate evidence submissions from class teacher

Arrangement	Suggested forms of evidence
<p>Use of computer/human reader</p> <p>Teachers should have clear evidence that a reader is needed</p> <p>There should be documented evidence that a candidate has difficulty with accessing written text</p>	<p>Evidence of class work/practice assessment completed with and without the use of a computer (text – to – speech)/human reader</p> <p>Ongoing use of a computer/human reader for support in class noted in support records</p>
<p>Use of scribe or voice recognition software</p> <p>Teachers should have clear evidence that a scribe or voice recognition software is needed.</p> <p>There should be documented evidence that a candidate has significant difficulty with writing.</p> <p>For candidates who are unable to produce any written work at all, written confirmation of this from a specialist teacher will be acceptable.</p>	<p>Example of class work/practice assessment produced with and without a scribe or voice recognition software.</p> <p>Ongoing use of a scribe or voice recognition software for support in class noted in support records.</p>
<p>Transcription with correction</p> <p>Teachers should have clear evidence that transcription is needed. This arrangement is designed to meet the needs of candidates who have substantial difficulties with written communication but who are unable to use appropriate ICT.</p>	<p>Example of class work/practice assessment produced with and without transcription.</p>
<p>Extra Time</p> <p>Teachers should have clear evidence that extra time is needed.</p>	<p>Examples of assessment or classwork evidence to support extra time must:</p> <p>Clearly state the amount of Extra Time given (see appendix) Show clearly, using a line or other marker, where the standard</p>

exam duration ended so that it is clear what the candidate was able to achieve in the Extra Time

The amount of extra time must be clearly stated on both the evidence form and the candidate transcript/paper.

There should be evidence from multiple classwork and assessments throughout that year. The requirement for Extra Time must be evidenced on a subject by subject basis as well as year by year.

Appendix 2 - Extra Time amounts guide (2023 version, from SQA Connect)

Duration of assessment	25% extra time in minutes	Total Duration of assessment	33% extra time in minutes	Total Duration of assessment	50% extra time in minutes	Total Duration of assessment
35 minutes	8	43 minutes	12	47	16	51
40 minutes	10	50 min	14	54	20	1h
45 minutes	11	56 min	15	1 hour	22	1h 7
50 minutes	12	1h 8	17	1h 7	24	1h 14
55 minutes	13	1 h 15	18	1h 13	26	1h 21
1 hour	15	1h 34	20	1h 20	30	1h 30
1h 10	18	1 h 28	23	1h 33	36	1h 46
1h 15	19	1h 34	25	1h 40	38	1h 53
1h 20	20	1h 40	27	1h 47	40	2h
1h 25	21	1h 46	28	1h 49	42	2h 7
1h 30	22	1 h 52	30	2h	44	2h 14
1h 40	25	2 h 5	33	2h 13	50	2h 30
1h 45	26	2 h 11	35	2h 20	52	2h 37
1h 50	27	2 h 17	36	2h 26	54	2h 44
2 hours	30	2 h 30	40	2h 40	1h	3h
2h 15	34	2h 49	44	2h 59	1h 8	3h 23
2h 30	37	3 h 7	50	3h 20	1h 14	3h 44
2h 40	40	3 h 40	54	3h 34	1h 20	4h
3 hours	45	3 h 45	1 h	4 h	1h 30	4 h 30

Appendix 3 – Evidence Gathering sheet – to be completed by class teacher

Evidence for Additional Arrangements cover sheet
Subject Staff Feedback

To be submitted with requested evidence.

Subject:	Level :
Pupil:	SQA No:

ALTERNATIVE ASSESSMENT ARRANGEMENT:

1. Please indicate in the box below the support strategies you provide for : _____

Digital Question Paper	<input type="checkbox"/>	Reader/Scribe	<input type="checkbox"/>	ICT	<input type="checkbox"/>
Extra Time	<input type="checkbox"/>	Transcription with corrections	<input type="checkbox"/>	Other (please specify*)	<input type="checkbox"/>
Reader	<input type="checkbox"/>	Transcription no corrections	<input type="checkbox"/>	*	_____
					NONE <input type="checkbox"/>

2. Please outline what evidence you can provide and impact of Assessment Arrangements for this pupil

	MARK & GRADE		IMPACT & COMMENT
NO Additional Assessment Arrangement(s)			
WITH Additional Assessment			

Arrangement			
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Class Teacher's signature: _____ Class Teacher's name: _____

Support strategies used in classroom

- Extra time to complete tasks/assessments
- Access to ICT for written tasks
- Access to digital reader
- Access to text to speech software
- Access to Digital Question Papers
- Printed or copied notes
- Coloured backgrounds/paper/use of overlay
- Use of resources from DFS box
- Enlarged font
- Classroom Assistant support (including reading and/or scribing)
- Use of prompt
- Separate accommodation
- Other (Please specify)

Appendix 4 – Pupil and Parent/ Carer AAA Agreement – to be completed by pupil and parent or carer

Support for Learning Department

Exam Request 2022/23

Name: _____ Class: _____ Date: _____

SQA AAA required: Reader, Scribe, Extra Time, Prompt, Quiet Room, ICT (word processing only) or Digital Paper (type on and or digital reader*) or adapted paper (enlarged font, different colour etc*). *Please highlight particular requirements

Subject	Level	Additional Arrangement	Subject	Level	Additional Arrangement

SQA Additional Arrangement	Yes	No	Comments – please note and give a reason if you have changed any of your requests since the prelim diet.
Reader			
Scribe			
Extra Time			
Prompt			
Quiet Room			

Digital Paper word processor			
Digital Paper word processor and digital reader			
Do I know why I am receiving the Additional Arrangement?			
Do I know what the Additional Arrangement means and how to use it?			
Do I need any practice with my Additional Arrangement?			
Does the Additional Arrangement help me achieve a better outcome?			

I agree to the Alternative Arrangements request made for me and will make every effort to use them effectively. I also authorise St Joseph's Academy to share this information with SQA

Pupil Signature _____ Date _____

Parent / Carer Signature _____ Date _____ SFL Dept _____ Date _____