



**SQA Assessment
Arrangements Policy**
Hillhead High School

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Context and Principles

These guidelines set out our approach to identifying, delivering and quality assuring Assessment Arrangements (“AA”).

These guidelines align with the following SQA documents:

- SQA (August 2022): Quality Assurance of Assessment Arrangements in Internal and External Assessments: Information for Schools
- SQA (August 2022): Quality Assurance of Assessment Arrangements: Additional Guidance for Schools
- SQA (August 2022) Assessment Arrangements Explained: Information for Centres

Context

Our AA approach and procedures are outlined in these guidelines with the intention of demonstrating how we will support candidates, parents, and carers throughout the academic year and at different stages of secondary school in both the Broad General Education and Senior Phase.

Our AA guidelines are designed as a guide to assist all members of our school community as well as illustrating how we will support and safeguard our learners and quality assure our AA approach. SQA and the school have a responsibility to ensure that assessment, including that leading to certification, is rigorous and fair for all candidates, enabling them to demonstrate the skills, knowledge and understanding required. It is therefore important that AA are only provided to those candidates identified as having a physical (including

medical or sensory), behavioural, mental health or additional support need that prevents them from accessing learning, an assessment and demonstrating their attainment.

Our guidelines will help ensure that all learners have equitable access to the curriculum and assessment by providing support and solutions to remove barriers to learning. Our guidelines link to the features of highly effective practice exemplified in HGIOS 4 (Education Scotland, 2015) How good is our school? (4th edition) (education.gov.scot), specifically:

- QI 2.3 Learning, Teaching & Assessment
- QI 2.4 Personalised Support
- QI 2.6 Transitions
- QI 3.1 Ensuring Wellbeing, Equality & Inclusion
- QI 3.2 Raising Attainment & Achievement

Our procedures also correspond to the National Improvement Framework, specifically:

- Improvement driver 3 - parental engagement
- Improvement driver 4 - assessment of children's progress
- Improvement driver 5 - school improvement

In addition, our guidelines and procedures support all four NIF improvement priorities of raising attainment for all, closing the attainment gap, improving young people's health and wellbeing and improving employability.

Principles

The five key principles that underpin our AA guidelines focus on the need to remove barriers for candidates who are disabled or who have ASN, providing them with an equal opportunity to access their learning and assessments.

Principle 1: AA are intended to enable candidates to demonstrate their attainment, not to compensate for lack of attainment.

AA must be considered in the context of the distinction between a candidate's attainment and that of their ability to demonstrate their attainment under assessment conditions. AA are agreed before an assessment takes place and allow candidates with additional support needs to access the assessment and show the skills, knowledge and understanding they have acquired.

Principle 2: AA must not compromise the integrity of the qualification.

AA must be considered in the context of the assessment standards or competence standards for each qualification. AA must not compromise these standards or undermine the integrity of the assessment or the credibility of the award.

Principle 3: AA must be tailored to meet a candidate's individual needs.

AA must be considered in the context of the individual assessment needs of a candidate in each different subject area. As part of the overall support offered to them, candidates should have an assessment arrangement plan, considered subject by subject, with no assumption that the same kind or level of support will be required in every case. The candidate's need for AA will be considered on a subject-by-subject basis and, in collaboration with the subject specialist, a judgement will be made about the difficulties the candidate will experience in the specific assessment.

Principle 4: AA should reflect, as far as possible, the candidate's normal way of learning and producing work.

There should be continuity between the candidate's need for support in everyday learning and need for additional support in their assessment. AA that are put in place should, where possible, reflect the ongoing support given to the candidate in their class. It is very important that candidates are aware of, and have practice in, working in a way that reflects what could be permitted as support in the assessment situation, including formal Evidence Gathering and class assessments.

Principle 5: Our AA guidelines sit within the GIRFEC principles of staged intervention.

Universal assessment relates to most candidates and is accessible within everyday planning, teaching and learning.

Additional assessment is where candidates require AAs which allow them to access material and demonstrate their true potential and ability within a curricular area

Extended, enhanced and specialised assessment for candidates with ASN often involves other support agencies in supplementing the assessment information which teachers have already gathered.

Key Contacts

Supporting and delivering AA entitlements are responsibilities of all teaching staff. In addition, the following staff have specific and whole-school AA responsibilities:

- **Jack Richardson**- Depute Head Teacher- SQA Coordinator
- **Siobhan McGuire**- Faculty Head of Support for Learning, EAL & Nurture

Relevant school staff are required to identify candidates who are eligible for AA, verify the need for a particular AA and quality assure the AA process to ensure that no candidate is disadvantaged or unfairly advantaged. This will include classroom teachers, PTs and Faculty Heads, pupil support teachers and year heads at different stages.

All AA will be discussed with the Educational Psychologist link for the school, **Susan Miller** as part of the quality assurance process.

3. Identifying AA

The process of AA identification will begin as early as possible and will include any necessary information gathering as part of the P7 into S1 transition or enhanced transition arrangements.

Candidates who require AA may be identified at any stage of their school career, but early identification and intervention is important.

The following people have a key role to play in the AA identification process:

- candidate
- parent or carer
- support for learning teacher
- Faculty Head of Support for Learning, EAL & Nurture
- class teacher
- Pastoral Care
- Faculty Heads
- SLT

An important part of the identification process will centre on the quality of individual candidate planning and record keeping which may include:

- contextual assessment used to identify ASN
- action points/outcomes of review meetings
- Co-ordinated Support Plan
- WAP
- evidence and supporting documentation from partner agencies

Candidates and parents/carers should participate in the identification process. AA should be used to support the candidate to demonstrate their true level of ability across all the levels of CfE and in National Qualifications and NPAs.

AA should reflect the day-to-day provision made for the candidate within teaching and learning. When identifying candidates who are eligible for AA,

emphasis should be on enabling candidates to work as independently as possible.

The following indicators may prove helpful in identifying candidates who require AA:

- a higher level of comprehension than reading accuracy
- a greater ability in verbal responses than written work
- an inability to write legibly
- an inability to remain focused on and complete a task within a given time frame
- a significantly slow rate of information processing, reading and/or writing
- a display of significant agitation in the context of a formal assessment
- a specific language impairment
- a physical, medical, visual or hearing impairment which prevents the candidate from demonstrating their true level of attainment
- co-ordination and motor planning difficulties
- a specific difficulty with spelling
- temporary additional support needs related to a recent trauma
- requires the use of a bilingual dictionary and extra time
- difficulty recalling mathematical sequences
- difficulty carrying out simple calculations in practical situations and on paper
- a clear discrepancy across subject areas
- lifelong additional support need

Teaching and support staff must be satisfied that they have the curricular and assessment evidence to support the candidate's AA entitlement. This information should be contained within relevant contextual assessment to be reviewed and updated regularly. We must consider the motivation of the candidate along with other factors. The FH of SfL, EAL & Nurture has a crucial role in the collation, co-ordination, and dissemination of information on candidates entitled to AA at all stages. Every member of teaching/support staff has a professional responsibility to ensure they are fully aware of the AA

entitlements in place for candidates. This information is available on the ASN Spreadsheet , located in the Staff Folder.

Transition Support for Candidates

Identification of candidate ASN is made in liaison with our cluster primaries as part of our well- established transition support arrangements. SLT and FH SfL, EAL & Nurture liaise with primary schools and relevant partner agencies to ensure that P7 candidates who require additional support or AA are identified and effective arrangements put in place to support their transition to S1. The school will also liaise with college and university to share information on a candidate's ASN/AA to ensure that appropriate support is in place at their post-school destination.

Delivering AA

After appropriate consultation, the school will determine how the candidate's ASN will be supported, and which AA are appropriate across the curriculum.

AA may include:

- adapted assessment papers
- digital question papers
- ICT using appropriate software (with/without spellchecker)
- bilingual dictionary or electronic translator
- additional use of calculator
- extra time/rest breaks
- separate accommodation
- prompt to keep candidates on task
- reader/e-reader/scribe
- transcription/transcription with correction
- communication devices

Candidates who are eligible for AA should have regular opportunities to access AA as part of their everyday learning. Candidates will require training and practice to make the most effective use of their AA. Decisions on the use of AA should be taken in partnership with candidates, parents/ carers and relevant school staff. AA should reflect the methods most suited to an individual candidate's learning style. In assessments, the candidate should have access to the support they normally receive in the classroom.

BGE

To help ensure that all candidates have appropriate experiences and outcomes and achieve CfE benchmarks as expected, pupil support staff (with young people and their parents/carers) will continue to review and evidence AA for our candidates to support them to achieve their best. A reflective dialogue will take place, both formally (at points during the academic year, including at the start of the session in August/September) and informally (in-class contact and one to one meetings throughout the year). Any noted changes to a candidate's AA will be uploaded to the AA spreadsheet and conveyed to parents/carers and relevant staff.

Senior Phase

Pupil support staff and young people will continue to engage in reflective dialogue in the Senior Phase. A review of AA after the evidence gathering will take place with each eligible candidate. Any AA changes made will be shared with parents/carers and relevant staff and updated on the AA spreadsheet. FH SfL, EAL & Nurture and SQA Coordinator will follow SQA arrangements for requesting adapted papers and AA via the SQA online portal in line with the SQA timeline. Requests for support with AA are made by the class teacher to the FH of SfL, EAL & Nurture via the ASN Bid for Class Support form which is emailed to all staff at the beginning of each academic year and is also stored in the staff folder. The FH of SfL, EAL & Nurture will undertake the organisation of arranging AA support for in-class assessments. Class teachers and SfL staff will facilitate the administration of AA supports for in-class assessments and formal examinations.

Quality Assuring AA

Our quality assurance processes support the review of AA at key points in the academic year. The school has a responsibility to ensure that effective AA internal quality assurance procedures are in place.

We will:

- regularly plan and review AA through meetings and learning conversations with the candidate, keeping parents/carers updated
- Centrally record core information for each candidate, including an overview of their ASN and AA and arrangements for monitoring and review
- Carry out review and verification meetings as part of our quality assurance cycle with our link Educational Psychologist
- Ensure a sample of candidates with AA arrangements undertaking National 4 qualifications are included in the verification process.

The SQA guidance on quality assurance of AA guides our work: [Quality Assurance-Assessment-Arrangements-schools.pdf](https://www.sqa.org.uk/Assurance-Assessment-Arrangements-schools.pdf) (sqa.org.uk)

Evidencing AA entitlements

Providing evidence for candidates who may need AA is a responsibility of all teaching staff. All staff will be briefed on AA procedures at the August In-service. AA and ASN information, including these AA guidelines, are stored in the Staff Folder. All staff have access to this. Any changes to this information will be undertaken by the FH SfL, EAL & Nurture and shared with relevant staff. The SfL department will co-ordinate and collate evidence provided by faculties. Evidence gathered with and without support is not always required where alternative forms of evidence are available such as the results of a recent test of reading speed and accuracy and/or spelling, ongoing use of reader and scribe for support in class which is noted in support records etc. Documented feedback from subject teachers should also provide supporting evidence. Support for Learning staff will liaise with all faculties regarding the most effective means of gathering this evidence. The evidence forms will also consider the teacher's view / professional judgement as a valuable source of evidence to the SQA, as well as feedback from the candidate. It is therefore necessary that this part of the evidence sheet is completed by the member of

staff presenting the evidence. Further forms of evidence may be obtained from FH SfL, EAL & Nurture such as the need for AAs due to stress, personal circumstances such as bereavement or a medical condition. This could include communication from a GP or specialist, CAMHS or other partner agencies.

Right to Appeal

Candidates and parents/carers will be notified if their AA change. Parents/carers have right to appeal these decisions. A meeting will be arranged, and evidence considered accordingly. The SQA will be consulted in cases where agreement cannot be reached.

Managing AA

All staff have a responsibility to:

- promote and facilitate equality of opportunity for all candidates in assessments
- encourage candidates to work towards independence in assessments, wherever possible
- liaise with SfL staff about the most appropriate AA for identified candidates
- complete the ASN Bid for Support for each candidate who requires one
- liaise with SfL staff to discuss and develop the most appropriate AA for candidates who have emerging, suspected or confirmed ASN
- ensure the candidate is familiar with and has the opportunity to practise their AA in relevant subjects
- review AA following an assessment and note any adjustments that may be required for future assessments

SfL staff will: • set up and maintain an evidence file for each candidate which will contain relevant evidence and quality assurance documents, and keep this available for verification and moderation

- ensure that candidates' AA information is shared with and accessible to relevant staff
- when a candidate finishes their school career, ensure that the evidence file is stored in the candidate's record in the event of moderation or future enquiry
- when a candidate moves school, ensure that their evidence file is included in the record for onward delivery to their new school.

AAA Timeline

<u>Date</u>	<u>Activity</u>	<u>Staff Responsible</u>
August - September	<ul style="list-style-type: none"> • ASN spreadsheet made available to all staff and time set aside on Inset for staff to access • Inset presentation to all staff re ASN and AAA of new S1 • Inset presentation on AAA arrangements • Collate and analyse SQA results (ESOL & AAA) • 1:1 with S5/6 candidates to review existing AAA and new timetables (ASN, EAL & ICT) • FH to discuss evidence gathering process and AAA at Curricular Leader meeting 	FH SfL, EAL & Nurture SfL Teachers PSAs Curricular Leaders All Staff
September - October	<ul style="list-style-type: none"> • Classroom teachers gather AAA evidence (ongoing) • 1:1 with candidates to review existing AAA and new timetables (ASN, EAL & ICT) • S1 post-transition review meetings • S6 Parent/Carer ASN Progress and Review Meetings at Parents' Eve • Review S4 tracking - SfL staff to discuss at pupil check-ins (Sept) 	FH SfL, EAL & Nurture SfL Teachers PSAs Curricular Leaders All Staff

	<ul style="list-style-type: none"> Review S3 tracking - SfL staff to discuss at pupil check-ins (Sept) Request Forms for S5 Evidence Gathering AAA to be sent to FHs S1 Parent/Carer ASN Progress and Review Meetings at Parents' Eve 	
November - December	<ul style="list-style-type: none"> Classroom teachers gather AAA evidence (ongoing) Review S5/6 tracking - SfL staff to discuss at pupil check-ins (Nov) S5 Evidence Gathering AAA TT made and sent to staff (ASN, EAL & ICT) Individual S5 pupil EG TTs made and issued to pupils (ASN, EAL & ICT) Implementation of AAA for S5 EG S2 Parent/Carer ASN Progress and Review Meetings at Parent's Eve (Nov) Request Forms for S6 Evidence Gathering AAA to be sent to FHs Review S2 tracking - SfL staff to discuss at pupil check-ins (Dec) Review S1 tracking - SfL staff to discuss at pupil check-ins (Dec) 	FH SfL, EAL & Nurture SfL Teachers PSAs Curricular Leaders All Staff
January	<ul style="list-style-type: none"> Classroom teachers gather AAA evidence (ongoing) S6 Evidence Gathering AAA TT made and sent to staff (ASN, EAL & ICT) Individual S6 pupil EG TTs made and issued to pupils (ASN, EAL & ICT) Submit requests to AAR for adapted papers Verification of adapted paper requests Begin AAA ICT spreadsheet Begin AAA EAL spreadsheet Analysis of S5 EG results Review S5 AAA with pupils S5 Parent/Carer ASN Progress and Review Meetings at Parent's Eve S5 Progress and Review Meetings 	FH SfL, EAL & Nurture SfL Teachers PSAs All Staff SQA Coordinator

	<ul style="list-style-type: none"> S3 Parent/Carer ASN Progress and Review Meetings at Parent's Eve 	
February	<ul style="list-style-type: none"> Classroom teachers gather AAA evidence (ongoing) Implementation of AAA for S6 EG (ASN, EAL & ICT) Analysis of S6 EG results Review S6 AAA with pupils S6 Progress and Review Meetings S2 Progress and Review Meetings S4 Parent/Carer ASN Progress and Review Meetings at Parent's Eve 	FH SfL, EAL & Nurture SfL Teachers PSAs All Staff
March	<ul style="list-style-type: none"> Classroom teachers gather AAA evidence (ongoing) Contact CGI for new ICT exam logins Update AAR system for all AAA candidates Request Forms for S5 and S6 SQA Exam AAA to be sent to FHs SQA S5/6 AAA Timetable made and sent to all staff (ASN, EAL & ICT) Individual S5 and S6 pupil AAA TTs made and issued to pupils (ASN, EAL & ICT) Pupil signatures gathered for AAR S5/6 SQA AAA Verification Meeting Finalise requests on AAR system 	FH SfL, EAL & Nurture SfL Teachers PSAs Curricular Leaders All Staff SQA Coordinator Educational Psychologist
April	<ul style="list-style-type: none"> Classroom teachers gather AAA evidence (ongoing) SQA EAL spreadsheet finalised and sent SQA ICT spreadsheet finalised and sent SQA EAL verification meeting 1:1 with S4 pupils to review existing AAA (ASN, EAL & ICT) Request Forms for S4 Evidence Gathering AAA to be sent to FHs SQA AAA Review Meeting 	FH SfL, EAL & Nurture SfL Teachers EAL Teachers PSAs Curricular Leaders All Staff SQA Coordinator Head Invigilator

May	<ul style="list-style-type: none"> • Weekly SQA AAA Review Meetings • S4 Evidence Gathering AAA timetable made and sent to staff (ASN, EAL & ICT) • S4 Evidence Gathering Individual pupil AAA TTs made and issued (ASN, EAL & ICT) • Implementation of AAA for S4 Exams 	FH SfL, EAL & Nurture SfL Teachers PSAs All Staff SQA Coordinator Head Invigilator
June	<ul style="list-style-type: none"> • SQA AAA evaluation meeting • S4 Progress and Review Meetings • Meet with EAL pupils in new S4 to discuss future exam arrangements 	FH SfL, EAL & Nurture SfL Teachers EAL Teachers PSAs All Staff SQA Coordinator Head Invigilator