Assessment Arrangements Policy

Session 2019-2020

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Auchenharvie Academy

**Introduction**

Auchenharvie Academy is committed in ensuring that every candidate is given an equal opportunity to demonstrate their attainment regardless of any barriers that they may have in their learning. Candidates are individuals with a diverse range of needs and it is crucial to consider the individual assessment needs of our candidates when considering the most appropriate assessment arrangements. For example:

* A candidate who is profoundly deaf, and who uses sign language, may need sign language support to access an assessment task.
* A candidate experiencing mental health difficulties, who is very lethargic first thing in the morning due to medication, may need the start time of an assessment adjusted.
* A candidate with dyslexia, who experiences difficulties with reading, may need to use a coloured overlay and may also need extra time to complete an assessment.
* A candidate with ADHD, who has persistent difficulties with concentrating may need to undertake an examination in a separate room.

For candidates who have significant additional support needs, as defined under the provisions of the Equality Act 2010, these additional assessment arrangements listed above might be the “reasonable adjustments” required to compensate for a substantial disadvantage **without compromising the integrity of the assessment and thus the qualification.**

Some candidates, defined as having additional support needs under the Education (Additional Support for Learning) (Scotland) Act 2009†, may also need an assessment arrangement to meet their identified physical (including medical or sensory), behavioural, mental or learning difficulty.

Not all candidates with assessment needs will have significant additional support needs, conversely, not all candidates who have significant additional support needs will necessarily require assessment arrangements to enable them to access an assessment and demonstrate their attainment. In all cases, it is the individual assessment needs of candidates that must be the basis for the provision of an assessment arrangement. **This means that class teachers, Faculty Heads, alongside the Principal Teacher of Support for Learning and the SQA coordinator all have a critical role in ensuring that the process of providing assessment arrangements is fair and operates with integrity.**

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†**The Education (Additional Support for Learning) (Scotland) Act 2009** provides the legal framework underpinning the system for supporting children and young people in their school education. **It is important to remember that the Act automatically deems that all looked after children and young people have additional support needs unless it is determined that they do not**. It is therefore important that staff consider whether a candidate who is looked after and has been identified as having additional support needs requires an assessment arrangement.

**The principles**

The principles of our assessment arrangement policy are based on are:

1. **Candidates for whom assessment arrangements are provided should potentially have the ability to achieve the national standards, but be unable to do so using the standard published assessment procedures.** It is important to ensure that candidates are entered for a qualification at the appropriate level, given their general level of ability and attainment. Assessment arrangements are designed to remove barriers for candidates to access an assessment to allow them to demonstrate attainment. They are not designed to compensate for a candidate’s lack of attainment or inability to meet the standards.

2. **The integrity of the qualification must be maintained. Assessment arrangements must not compromise the standards of the SQA qualifications or undermine the integrity of the assessment or the credibility of the award.** For example, it is not possible for a candidate to use a human scribe in a National Literacy unit, where independent writing skills are being explicitly assessed. The provision of a scribe would undermine the fundamental assessment objectives for writing in the National Literacy unit.

3. **Assessment arrangements should be tailored to meet a candidate’s individual needs**. 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 class. For example, a candidate with writing difficulties might not be at any disadvantage in the multiple choice question paper in the Biology National 5 examination. However, the same candidate might have difficulties producing a written essay in the National 5 History examination.

4. **The final requested assessment arrangements should reflect the candidate’s normal way of learning and producing work.** The assessment arrangements requested for the final examinations, should reflect the support given to the candidate in the centre.

**The school responsibilities for Assessment Arrangements**

As an SQA approved centre, Auchenharvie Academy has a critical role in ensuring that the system of assessment arrangements operates fairly and with integrity.

The school has the responsibility to:

* Identify those candidates who need assessment arrangements (demonstrating eligibility)
* Ensure that the assessment arrangements requested are the most appropriate to meet the candidate’s assessment.
* Ensure that there are effective internal quality assurance systems for identifying and verifying candidates’ needs for assessment arrangements.

**Roles of staff in supporting AAA arrangements**

**Everyone has a significant role in ensuring the smooth planning and delivery of assessment arrangements. Outlined below are the roles and responsibilities for class teachers, Principal Teacher of Pupil Support and Faculty Heads.**

**Role of Class Teachers:**

Class Teachers are equally responsible in supporting the Principal Teacher of Support for Learning in identifying a potential need or learning barrier for any of their pupils in their classes.

Should a potential learning barrier be suspected and not previously identified/diagnosed, the Class Teacher must liaise with the Principal Teacher of Support for Learning (PT SfL) and discuss any potential concerns that they may have in regards to a particular candidate. Moreover, evidence of this barrier in the work produced in class must be submitted to the PT SfL as further evidence of any potential additional support needs/learning barriers. The evidence should indicate the impact of the candidate’s disability/difficulty on their ability to complete tasks.

If appropriate the PT SfL will carry out further diagnostic tests to further support the request for assessment arrangements such as dyslexic screening profiles, reading speed or will request from parents/carers any medical correspondence which may be appropriate.

Should a candidate have benefited from assessment arrangement last year, this does not automatically entitles them to receive it the following session. Documented evidence of need for the current session and how it is met and how it relates to the request for assessment arrangements must be in place. Examples of evidence: PLPs, ASN reviews plans.

**Responsibilities of Class Teachers & Principal Teachers/Faculty Heads in the management of assessment arrangements:**

* Promote and facilitate equality of opportunity for all candidates in assessments.
* Encourage candidates to work towards independence in assessments wherever possible.
* Liaise with pupil support staff about the most appropriate assessment arrangements for identified candidates.
* Investigate and liaise with pupil support staff about candidates who have emerging support needs on the most appropriate assessments arrangements.
* Ensure the candidate is familiar with and has the opportunity to practise using assessment arrangements in your subject.
* Review arrangements following an assessment and note any adjustments that may be required for future assessments. *These discussions should be regularly taking place at DMs and AAA should be a standing item across each faculty’s agenda.*
* Set up and maintain an evidence file for each candidate of assessment used, or support given, and keep available for verification and moderation for one year following national assessment.
* Complete Form 1”*AAA Initial Support request”* for each SQA candidate who requires one.
* Principal Teachers/ Faculty Heads should complete Form 3 which enables the recording of all assessment arrangements for their subjects on one document.
* Ensure that information and evidence files about candidates with assessment arrangements are passed onto new subject teachers.
* Ensure when candidate leaves school, the evidence file is given to the Pupil Support department to be put in the candidate’s Education Record in the event of moderation or future enquiry.
* The Principal Teacher of Support for Learning must ensure that the documented evidence submitted by Faculty Heads (after completion of the QA checklist in form 1) demonstrate a need for assessment arrangement and that these are considered on a subject by subject basis.
* Each child should have **Assessment arrangement folder** to ensure all the appropriate evidence is stored throughout the year as evidence of the need and of the requested assessment arrangements.

Each folder should also include documented evidence of confirmation from the candidate and their parent/carer (if candidates are below the age of 16) that they have agreed to the assessment arrangements and for details of their disability/difficulty to be disclosed to SQA (*GDPR regulations).* This documentation must include candidate and parent/carer signature (only if below the age of 16).

* The SfL PT is responsible for liaising with the class teachers in order to fully evaluate the impact of the assessment arrangement put in place. **There must be evidence that an assessment arrangement has made a significant difference to the candidate’s ability to be assessed fairly against national standards.**

**Responsibilities of Support for Learning PT and Support for Learning staff in the management of assessment arrangements:**

* Timeously inform subject teachers or class teachers of candidates who have a disability and/or additional support need and who may need additional support with assessments. Discuss most appropriate support.
* Liaise with subject staff or class teacher about learners who may have emerging needs, establish evidence of a disability and/or additional support need and investigate assessment arrangements that may be required.
* Set up a Support for Learning Candidate Assessment folder and collect evidence of disability and/or additional support need.
* Ensure subject teachers have completed Form 1, Section 1: Initial Request for Support form–

*‘Evidencing the need for particular assessment arrangements’* for candidates sitting SQA examinations.

* Liaise with subject PT/FHs to make sure evidence submitted is current and appropriate and that appropriate QA section has been completed by Faculty Heads. *AAA will be a standing item at every ELT meeting in order for PT SfL to regularly update Faculty Heads on the progress of AAA implementation.*
* Complete Section 3 of form 1 and liaise with the class teacher and Faculty Head to inform them of the outcome of the request for support.
* Review the impact of support following an assessment and note any adjustments that may be required by completing Form 2.
* Liaise with parents and candidates to confirm assessment arrangements for SQA examinations – issue and collect parental letters which can be used as *‘Evidence of confirmation from the candidate that they have agreed to the assessment arrangements and are intending to use them’* or equivalent.
* Attend verification meetings arranged by school - attended by the DHT responsible for SQA arrangements and AA as well as the educational psychologist.
* If this first verification meeting identifies that further evidence is required for individual candidates, collate further evidence for a second verification meeting.
* Liaise with appropriate school personnel, timeously, to complete AAR for SQA.
* Liaise with SQA Coordinator and chief invigilator as appropriate regarding assessment arrangements and AAA Timetables.
* Ensure when candidate leaves school the evidence file and record of evidence are retained for five years in case there is a query from parents/carers.

**Responsibilities of the SQA coordinator:**

* To ensure that any assessment arrangements are applied fairly and in a consistent manner without undermining the integrity of any qualification being delivered at whole school level.
* To liaise with PT Support for Learning to ensure that all the appropriate evidence is sufficient to justify the need for an assessment arrangement being applied.
* To ensure rigorous and robust internal quality assurance systems are designed, implemented and adhered to at all times when managing assessment arrangements.
* To chair the verification meetings twice a year in order to oversee the full whole school process.
* To ensure AAA timetables are produced and that the Chief invigilator is fully informed of the school requirements.

**Throughout the course of session 2019-2020 there will be two formal verification meetings. One at the beginning of November 2019 and one at the end of February/beginning of March 2019. The Educational Psychologist, the Principal Teacher of Support for Learning and the SQA coordinator will verify the evidence submitted from faculties and a formal decision will be made on whether the assessment arrangement requested will be granted for preliminary examinations and subsequently requested formally to SQA via the AAR system. Records of minutes of these meetings will be made available to SQA auditors and store in the centre.**

**The Quality Assurance Calendar 2019-2020**

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| **Month** | **Process** |
| **August 2019** | **PT Support for Learning provides recommended strategies for pupils in S1-S6. PSI are ready for staff to access.****Support strategies put in place for any ASN pupils in** **S1-S6.** |
| **September 2019** | **Subject departments invited to identify assessment arrangements using Form 1 Sections 1 & 2 and submitting them to Mrs McCrindle Principal Teacher Support for Learning Department.** |
| **October 2019** | **Principal Teachers of Support for Learning and Faculty Heads discuss assessment arrangements.** |
| **By 8th November 2019** | **PT Support for Learning discusses assessment arrangements with pupils prior to preliminary examinations (S4-S6) and liaises with parents/carers to obtain consent.****Initial School Verification meeting (S4-S6).** |
| **December 2019-February 2020** | **Assessment arrangements (S4-S6) implemented and evaluated.**  |
|  **If appropriate new assessment arrangements are discussed.****Students and parents sign parental consent letters confirming AAA arrangements.****Verification Meeting (S4-S6). SQA Coordinator completes form 4.** |
| **March 2020** | **Deadline for input in SQA AAR system.** |

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| **Section A: Documentary evidence required to support the provision of any assessment arrangement** |
| **Evidence requirement** | **Rationale** | **Suggested forms of evidence** | **Notes** |
| 1. Documentary evidence of the school’s internal assessment arrangements (AA) verification meeting(s).  | An essential part of a school’s internal quality assurance system is the AA verification meeting or meetings. All available evidence and information gathered is fully considered at the AA verification meeting by relevant staff prior to providing assessment arrangements in an internal assessment or submitting a request to SQA for assessment arrangements. The school needs to be confident that its decisions to provide, or not to provide, an assessment arrangement in both internal and external assessments are in line with both SQA guidance and the relevant equality legislation. The AA verification meeting ensures that there is a robust evidence base which (i) clearly demonstrates the candidate’s need for the assessment arrangement, (ii) has been formally confirmed by the school, and (iii) justifies the decisions taken to provide, or not to provide, particular assessment arrangements. | Minutes or detailed notes of the AA verification meeting(s) which are dated and signed with the names and positions of the personnel involved.  | Membership of the AA verification meeting will vary according to schools and local authorities. However, it should always involve someone actively involved in the support process and someone who is responsible for quality assurance. Having a senior member of staff who is independent of the support-for-learning process in your centre is important; it adds rigour to the process. For example, it could involve the principal teacher of learning support, the local authority educational psychologist, and the SQA co-ordinator.  |
| **Evidence requirement**  | **Rationale**  | **Suggested forms of evidence**  | **Notes**  |
| 2. Documentary evidence of confirmation from the candidate that they have agreed to (i) the provision of assessment arrangements, (ii) the school submitting the request on their behalf, and (iii) the school sharing their personal data required for the request with SQA.  | It is important that candidates (and parents/carers or guardians where relevant) are fully involved and have agreed to the assessment arrangements being provided in their assessments. It is also very important that candidates have agreed to the school sharing their personal data required for the request with SQA.  | A pro forma signed by the candidate (and countersigned by a parent/carer where appropriate). This should list all agreed assessment arrangements and a statement confirming that the candidate has agreed to the school sharing their personal data required for the request with SQA.  | Schools may wish to involve parents/carers where appropriate. Schools may also wish to record details of any candidate who does not wish to use assessment arrangements.  |
| 3. Documentary evidence of candidate’s disability/difficulty and how this generally affects the candidate in the learning and teaching situation.  | In order to determine the need for an assessment arrangement, the nature and degree of the difficulty will have been assessed together with the impact on learning and teaching in class and on assessment. The expectation is that assessment arrangements will be provided to candidates whose disability or difficulty has already been identified and who are being provided with appropriate additional support/intervention as part of their learning support plan.  | Candidate files containing all relevant information such as psychological and other assessments, individual learning plans, support plans and records. For example, planning documentation such as personal learning plans (PLPs) and individualised educational programmes (IEPs).  | The information may start in primary and be comprehensive  |
| **Evidence requirement**  | **Rationale**  | **Suggested forms of evidence**  | **Notes**  |
| 4. Documentary evidence of need for current support, how it is met and how it relates to any assessment arrangements requested.  | Assessment arrangements will usually be reflective of the arrangements normally provided to the candidate in class to ensure they are not disadvantaged during their course. If the school has determined that a candidate does not need support in class, then careful consideration needs to be given as to what other evidence is available to support the provision of an assessment arrangement.  | Plan and record of support from support-for-learning staff in class and/or in support base and/or details of support regularly required from subject teachers in class.  | The following are key elements of the evidence required to support the provision of assessment arrangements. They answer the questions: * How has the candidate been supported during the course?
* Have you considered the varying assessment standards and evidence requirements of different subjects?
* Have you evidence that the assessment arrangement requested is appropriate and makes a difference to the candidate’s demonstration of their attainment?
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| 5. Documentary evidence that varying needs across subjects have been taken into account.  | As needs may vary across subjects, the need for assessment arrangements should be considered on a subject-by-subject basis. Subject teachers know the difficulties their pupils face in their class on a day-to-day basis and know and understand the assessment demands of their subject.  | Evidence of consultation and negotiation with subject staff which takes into account (i) how the candidate copes in the different subject classes and (ii) the range of different subject assessment standards and evidence requirements.  |
| **Evidence requirement**  | **Rationale**  | **Suggested forms of evidence**  | **Notes**  |
| 6. Documentary evidence for particular assessment arrangements (see Section B below).  | The particular assessment arrangement must meet the candidate’s individual needs. Some assessment arrangements may confer a very slight advantage which is only acceptable when it is balanced against the substantial disadvantage that the candidate would have without the arrangement  | Evidence of need for a particular arrangement (see Section B below).  |  |
| 7. Documentary evidence of a whole-school system for the management of SQA assessment arrangements which is supported by senior management.  | Schools should have in place a whole-school approach to assessment arrangements as part of each school’s wider inclusive practices/policy etc.  | There should be documentation and guidance for all staff in relation to the provision of assessment arrangements. This should outline the roles and responsibilities of relevant staff, including individual subject teachers.  | In almost all secondary schools, planning to meet identified assessment needs is a collaborative process between the class teacher and the support-for-learning teacher but the process should also involve a senior manager  |

**Section B: Additional documentary evidence**

This section refers to the additional evidence required to support specific assessment arrangements. Please note that the following assessment arrangements are only acceptable when balanced against the substantial disadvantage that the candidate with additional support needs would face without the arrangement.

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| **Arrangement**  | **Suggested forms of evidence**  |
| **Use of computer/human reader** Schools should have clear evidence that the candidate needs to use a reader. There should be documented evidence that a candidate has significant difficulty with accessing written text in class and reading support is regularly provided.  | Recent test of reading speed and accuracy. Reading comprehension test. Evidence from dyslexia-screening packages. Evidence of class work completed with and without the use of a computer/human reader can often show the difference that the support makes.Ongoing use of a computer/human reader for support in class noted in support records.  |
| **Use of scribe or voice recognition software** Schools should have clear evidence that a scribe or voice recognition software is needed. There should be documented evidence that a candidate has significant difficulty with writing and support with writing is regularly provided in class. For candidates who are unable to produce any written work at all, written confirmation of this from a specialist teacher will be acceptable.  | Speed, accuracy and legibility assessment by specialist teacher (which might include spelling assessment, speed of production of free, dictated, or word processed work). Example of class work produced with and without a scribe or voice recognition software.Ongoing use of a scribe or voice recognition software for support in class noted in support records.  |
| **Transcription with correction** Schools should have clear evidence that transcription with correction 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. It is an arrangement which can be requested for candidates where a marker would have difficulty in deciphering their written responses. The key purpose of transcription with correction is to remove the illegibility or the ‘unreadability’ of a candidate’s written responses caused by the candidate’s substantial difficulties with spelling and/or punctuation.  | Same types of evidence as above.  |
| **Extra time** When extra time is the only assessment arrangement required there should be evidence of an ongoing significant difficulty in completing tasks (class tasks, assignments, assessments) in normal allocated time. It is not expected that schools will have absolute values for the extra time needed, nor that extra time provided for a candidate in relation to an assessment for one subject should automatically be provided for that candidate in relation to assessments for other subjects. It is important, however, that evidence is available to show that the extra time being provided is reasonable and reflects the candidate’s needs. **NB Evidence that extra time is used when given, for example in a timed assessment, is not sufficient evidence on its own of the need for additional time.**  | Recent tests of speed of reading and/or speed of reading comprehension and/or speed of writing and/or speed of processing or working. Evidence of the need for subject teachers to allocate extra time for assignments and class assessments and that this extra time has been used on an ongoing basis. This might include samples of work completed with and without extra time. **Evidence of how the amount of extra time required was determined and that the amount is reasonable and appropriate.**  |
| **Numerical Support in Mathematics Assessments** SQA requires centres to have appropriate evidence that the candidate has been identified as having a particular and persistent disability/specific difficulty with number (often referred to as dyscalculia) and is placed at a substantial disadvantage in demonstrating their attainment because of this particular disability/difficulty. There should be evidence of an ongoing significant difficulty in completing mathematics/arithmetic tasks (class tasks, assignments, assessments) without the support of a number square/line, multiplication square or basic, non-scientific, calculator. NB Evidence that numerical support is used when provided is **not** sufficient evidence on its own of the need for such support.  | Recent assessment of dyscalculia or other screening tests showing significant difficulties in number manipulation/calculation/retention. Evidence of the need for mathematics teachers and other teachers in providing numerical support for assignments and class assessments and that this numerical support has been used on an ongoing basis. This might include samples of work completed with and without the use of such numerical support.  |

**Auchenharvie Academy**

**Support for Learning Department**

**FORM 1: AAA Initial Request for Support**

***Section 1 to be completed by Class Teachers***

Name of Pupil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_Year: \_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is the young person care experienced? Y/N Staged intervention:

**Please detail below the concern/learning barrier identified:**

**AAA support requested:**

Reader: Reader/Scribe/Extra Time:

Scribe: Extra Time Only:

Word Processing with spellchecker: Word Processing without spellchecker:

Separate Accommodation only: Rest Periods & Separate Accommodation:

Other arrangement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please outline what evidence you have submitted and why you believe it demonstrates the need for AAA arrangements:**

**\*\* If the young person is care experienced and does not require any AAA arrangements, please attach evidence to this form to show that support in not necessary in your subjects. Professional opinion in itself is not sufficient evidence. \*\***

***Please note all sections of this form must be completed by the class teacher before submitting it to the Faculty Head of the appropriate department.***

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Class Teacher) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 2: To be completed by Faculty Heads: Quality Assurance Checklist: Y/N**

1. Have the above candidate’s ASN(s) been discussed at your faculty meeting?

2. Has the class teacher discussed her/his concerns and this request with the candidate?

3. Has the PT SfL being informed of the candidate’s difficulties prior to this submission?

4. Does the evidence submitted justifies the AAA request?

5. Please ensure that sufficient evidence has been submitted to Mrs McCrindle, PT SfL

 demonstrating candidate’s difficulties, i.e. at least two pieces of evidence.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Faculty Head) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Section 3: For Support for Learning staff only:***

Request received on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date) **Y or N**

* Is the candidate eligible for this AAA request?
* Has an assessment folder being created for the above candidate?
* Is this request the most appropriate to meet the candidate’s assessment needs?
* Has the PT Support for Learning discussed/explained the support request to the candidate?
* Does the request require further diagnostic testing from the pupil support staff

to evidence the candidate’s specific learning need(s)? *If so, please ensure that*

*pupil and parent have agreed to any tests being carried out and that any copies*

*of any diagnostic tests/reports are safely stored in the*

*candidate assessment folder.*

* Was the evidence sufficient to grant AAA arrangements .i.e. Does it comply

with SQA Standards outlined in the whole school policy?

* Have the candidate and the parents/carers agreed to the support offered?

(Copies of parental letter signed and dates must be included in the

Assessment folder).

* **If pupil or parent have refused the support offered please tick this box and ask pupil/parent to sign below to confirm that the support was not accepted:**

 *Pupil/Parent Signature:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Auchenharvie Academy**

**Support for Learning Department**

**FORM 2: AAA Evaluation of Support Requested**

Name of Pupil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_Year: \_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Support Needs identified: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AAA support(s) given: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please briefly outlined whether the candidate’s evidence submitted by this faculty for who AAA was granted shows a significant difference to the candidate’s ability to be assessed fairly against national standards:

**FORM 3: Summary of Departmental Arrangements**

**Form 4: Record of Verification Meeting**

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**Quality Assurance of Internal Verification of Alternative Assessment Arrangements**

 Assessment arrangements for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Reference** | **Key questions** | **** |
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| 1. Documented evidence of the internal verification meeting(s)  |

 | Has there been a formal verification meeting(s) 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 assessments?  |  |
| Is there a formal minute/note of the meeting(s) that has been signed and dated?  |  |
| Is it clear which assessments the verification meeting(s) is for?  |  |
| Are the meetings held at an appropriate time in the year?  |  |
| Are appropriate personnel present?  |  |
| Are requests for or the provision of assessment arrangements formally authorised by a senior member of staff?  |  |
| Is this senior member of staff independent of the learning support structure in the centre?  |  |
| Is there a procedure for making late decisions?  |  |
| 2. Documented evidence of confirmation from the candidate that they have agreed (i) to the provision of assessment arrangements and (ii) for relevant details of their disability/difficulty to be disclosed to SQA  | If the candidate is under 16, does an appropriate adult (E.g. parent, carer, etc.) Countersign for them? Have all candidates sitting external exams signed and returned the Alternative Assessment Arrangements form? |   |
| Is it clear which assessments this agreement refers to?  |  |
| Are there records of any candidate refusals of assessment arrangements?  |  |
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| 3. Documented evidence of the candidate’s disability/additional support needs and how this generally affects the learning and teaching situation  |

 | Is there relevant information/evidence of the nature and extent of the disability or difficulty?  |  |
| Is there evidence of how the disability/difficulty has impacted on teaching and learning in the classroom and that subject staff are involved?  |  |
| Is the evidence current?  |  |
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| 4. Documented evidence of need for current support, how this is met, and how it relates to the arrangements requested  |

 | Does evidence show that decisions are made on the actual assessment arrangement proposed and based on the support provided?  |  |
| Is there evidence that subject staff are involved?  |  |
| Is there evidence to show that the assessment arrangement removes the disadvantage? For example, candidate work with/without support.  |  |
| Is the evidence current?  |  |
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| 5. Documented evidence that varying needs across subjects have been taken into account  |

 | Is there evidence available for each subject?  |  |
| Is there evidence that subject staff have been involved in gathering evidence?  |  |
| Is there evidence that subject staff support the arrangement proposed?  |  |
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| 6. Documented evidence for particular assessment arrangements  |

 | Is there specific evidence of how a particular assessment arrangement has been determined (E.g. amount of extra time needed)?  |  |
| 7. Documented evidence of a system for the management of SQA assessment arrangements which is supported by senior management  | Is there evidence that there is a whole college policy in relation to the provision of assessment arrangements?  |  |

**Declaration**

Internal Auditor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

SQA Coordinator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

*The assessment arrangements verification meeting is the* ***key stage*** *in our internal quality assurance procedures. Our decisions need to provide, or not to provide, evidence that an assessment arrangement in both internal and external assessments are in line with both the Awarding Body guidance and the relevant equality legislation. The Educational Psychologist who is independent of the support-for-learning process, must be present.*