[](http://www.google.co.uk/url?sa=i&rct=j&q=&source=imgres&cd=&cad=rja&uact=8&ved=0ahUKEwjVus69ofrKAhWBWhQKHYg5DP8QjRwIBw&url=https://twitter.com/auchenharvie&psig=AFQjCNHPxaGLj2asdzhVNTpTdPSKe9QFmg&ust=1455642624076951)

**Assessment Arrangements (AAA) Pupil Newsletter**

**October 2020**

Auchenharvie Academy recognises that some of its pupils have barriers to learning and accessing exams under standard conditions. To help with this we have adjustments which we can make when necessary.

For candidates who have a recognised difficulty or disability there are guidelines which allow for ‘reasonable adjustments’ to exam conditions. The purpose of these adjustments is to provide candidates with an equal opportunity to demonstrate their attainment in an assessment.

**As a school we must put adjustments in place only where necessary and ensure we maintain the standards of the examination process.**

**Principles of Assessment Adjustments**

We are bound by rules set out by SQA to ensure we only adjust arrangements where necessary.

1-Adjustments are to remove a barrier, not to give you an advantage if you are struggling with the subject. We cannot give you the answers.

2-Arrangements must not be given if they stop a key area of the exam being assessed-you cannot have a reader in an exam where reading is being assessed.

3-Arrangements must be tailored to meet a candidate’s needs-this means you might need support for English but not biology.

4-Arrangements should reflect the candidate’s normal way of learning-this shouldn’t just be something you want for the exam because you feel nervous or someone else is getting it. It needs to be something that removes a barrier for you and has been proven to work for you.

**Process for Providing Assessment Arrangements**

1- Your teacher will decide how to best overcome a barrier and how to support you. They then gather evidence this support works for you, doesn’t breach SQA rules and will then request this support for the exam.

2-Your teacher sends their request to their Faculty Head so they can decide if support is fair and follows SQA policy. It must also show that this is how you normally work and by having the support your marks increase significantly.

3-FH looks over the request sent by the class teacher and the evidence given. They then decide whether to pass this request on to SfL.

4-Support for Learning (SfL Room C29) look over the request and evidence and then decide whether it is suitable for you. SfL teacher will then speak with you about the support requested.

5-You will have to sign a form to say you agree with the supports which have been discussed with you.

6-The formal verification (a check over evidence) then happens with DHT & SfL PT and arrangements put in place.

There are deadlines which must be met to allow time to process requests and assess evidence. This means requests cannot occur last minute (within a few weeks of exams). Your teacher will remind you of the deadline for requests but we need requests at least 5 weeks before exams to complete the process. It must be your teacher who requests the support-you cannot go to SfL and ask for something especially in the days just before the exam.

Evidence **must** be submitted at the same time as a request including medical letters. If you need a medical letter phone your GP ASAP so we have that on file. The only time last minute support will be given is if you have an accident as no one can plan for those ☺.

**Potential Assessment Arrangements**

**Adapted Papers**

* Paper printed on one of the 6 specified colours by SQA. (If a young person wears coloured classes we would try to avoid a coloured paper too as this may create a different shade with the lenses and disadvantage the young person.)
* Standard enlarged print (18pt).
* Modified enlarged print (font edited or size)
* Questions with double line spacing.

**Extra Time**

**Only provided to address an identified disadvantage and where evidence shows ongoing need for extra time. Evidence must indicate:**

* Impact of candidate’s disability on task completion.
* A candidate is normally given and uses extra time.
* The amount of time requested is appropriate.

**Scribe/Word Processing**

**Where candidates have substantial difficulties with writing.**

* A scribe can only write exactly what a candidate says.
* Both scribe & candidate must be aware of limits to scribes role.

**Numerical Support-Maths**

**If candidate has been identified as having a specific disability in number (dyscalculia) adaptions can be permitted.**

* Difficulty must be caused by diagnosis and not lack of motivation/knowledge.
* Candidate can use a basic calculator, number square or multiplication square.

**Reader**

**A reader can be used where a candidates has substantial difficulties with reading text.**

* Reader can only read exactly what is on the paper and exactly what they are asked to read.
* They will not re-read a section unless requested to do so.
* A reader cannot be used where reading is being specifically assessed.

**Prompters**

**A prompter can be used to keep a candidate on task.**

* Can be requested if a candidate has significant concentration difficulties.
* Prompters have strict limitations and can only ‘tap a desk’ to remind candidates to get back on tasks or show previously agreed ‘cue cards’.
* Prompters cannot explain words or questions to the candidate.

**Alternative Accommodation/Rest Breaks**

**A candidate may need to work in a separate room or in a room with a small number of candidates. This may be due to mental health condition.**

* If anxiety, it must be a medical diagnosis and a letter provided from GP.
* Treatment can help anxiety so letter must be produced yearly.
* School and candidate should look at other strategies to reduce anxiety levels.
* Exam anxiety/nerves are normal and prepare candidates for many situations they may encounter so we wish to avoid over accommodating in alternative accommodation. We only seek this when necessary to support the candidate.