

Calderhead High School



Assessment Arrangements Framework

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

Principle 2: Assessment arrangement must not compromise the integrity of the qualification

Principle 3: Assessment arrangements must be tailored to meet a candidate's individual needs

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

Support

PT SfL & Support for Learning AA Co-ordinator will collate evidence provided by faculties / class teachers. For the most part, this will take the form of evidence of assessments undertaken with and without AA in place. This could be a class assessment but could also be jotter work, part of a test, other class work.

Documented feedback from subject teachers should also provide supporting evidence in some cases. 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, 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 another partner.

Delivering AA

AA may include:

- Scribe
- Adjustment to Units
- Alternative interpretation of an outcome
- Extra time/Rest Break
- Adjustment to Units
- Omission of an element
- Separate accommodation
- ICT: Word Processing
- Calculator
- ICT: Screen Reader
- Using a prompter ICT
- Voice Recognition
- Transcription (without corrections)
- Digital format
- Transcription (with corrections)
- Tape recording
- Bilingual dictionary
- Adaptations to support visual impairment
- Adaptations to support hearing impairment
- Enlarged print
- Technological aid that amplifies sound
- Paper in specific colour
- Live presentation of taped material to allow lipreading
- Coloured overlays
- Signing questions to the candidate
- Braille paper
- Candidate signs response with translation or transcription
- Raised diagrams
- Other

Candidates who are eligible for AA should have regular opportunities to access these supports 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 will be reviewed annually for progression and appropriate change.

How do we support our pupils?

Assessment arrangements are only put in place if there is clear evidence of a pupil's Additional Support Need and the impact of this ASN on their learning. Evidence to support provision of AA must be gathered each academic year to ensure that arrangements are appropriate for the candidate in each session.

S1-S3:

- Individual pupils requiring AA at Primary School are highlighted to the SfL Department during ASN reviews and transition meetings prior to starting in S1.
- Information is shared with staff via CARES.
- Class teachers are responsible for monitoring individual pupils' use of AA and liaise with the SFL Department about the impact of these arrangements on attainment.
- Records are maintained by teachers in departments of assessments where pupils have used readers / scribes / ICT / Digital Papers etc.
- Class Teachers are asked to use AA Evidence Sheet to record AA and impact. Teacher's and pupil's views should be recorded.
- Records of AA for each pupil are available on CARES.
- Class teachers are given the opportunity to raise any concerns about specific pupils and their AA at any point in the year by communicating directly with PT SfL.

S4-S6:

- Teachers have identified candidates, from the whole school list, who would experience substantial disadvantage due to the requirements of the assessment in their subject.
- Teachers have considered and discussed with the pupil the AA that would mitigate against the impact of that disadvantage.
- Teachers have gathered evidence and submitted to SFL department by agreed deadline.
- Support for Learning AA Co-ordinator will consult with pupils to gather their views about their AA, confirm that arrangements are appropriate for them and obtain an overview of support across curricular areas.

Individual arrangements are only put in place if there is clear evidence that the arrangement is required from the class teachers. Evidence gathered is checked by Support for Learning AA Co-ordinator and verified by SQA co-ordinator based on consultation with class teachers and close monitoring of the impact of their individual arrangements. Verification will take place in November, January and March. The arrangements are evaluated with all stakeholders' post prelim and prior to final examinations.

- Parents are formally consulted twice a year, prior to prelims and final examination. SQA Assessment Arrangements Form must be signed.

- Class teachers are given the opportunity to raise any concerns about specific pupils and their AA at any point in the year by communicating directly with PT SfL/ Support for Learning AA Co-ordinator
- Records of AA for each pupil are saved in Support for Learning and strategies shared via CARES.s

Gathering Evidence

How you generate and gather evidence for AA will depend on the specific arrangement(s) involved.

The key thing to remember is that any AA a pupil gets in the exam must reflect the learning and teaching they experience in class.

Below is a guide to the most common AA requested, including when it might be appropriate for a pupil and how to generate the evidence required.

AA	When?	Generating evidence
Extra time - Most pupils use between 10% - 25% <i>NB Anything over 50% is unusual and probably self-defeating</i>	The pupil consistently has trouble completing tasks/assessments in time given (NB where other factors such as lack of effort are ruled out) Pupils may or may not have difficulty with processing, working memory or literacy difficulties	Give normal time and then either. a) draw a line under this to mark where extra time begins and/or b) change colour pen so can see where they have gone back to answer/add to earlier questions Total marks in normal time (without support) and in extra time (with support)
Prompt May be focussed on time passed/left or help to refocus on task	The pupil consistently must be reminded to refocus, stay on-task or to move on to another question. Pupils may or may not have conditions such as ADHD or ASD	Put a dot or write down time in margin each occasion pupil is prompted
Digital Reader Where possible, pupils should be encouraged to use text-to-speech software such as Read Aloud	The pupil consistently has significant difficulties with reading e.g. very slow, poor decoding of unfamiliar vocabulary, tracking text.	Give pupils access to a digital paper and Read Aloud. Laptops from SfL have Read Aloud. <i>NB During normal class a pupil may have text read to them by teacher, peer or use the 'read aloud' function on WORD.</i>

	Pupils may or may not have literacy difficulties, including dyslexia.	
Bilingual dictionary	The pupil will have EAL and regularly use a dictionary and/or translated materials to access their learning.	Keep a record of resources used (as part of ongoing lesson plans)
ICT - with spell check <i>NB This will likely already be identified CARES</i>	The pupil will have very poor spelling that is significantly below the standard of their peers. Pupils may or may not have literacy difficulties, including dyslexia.	Pupils with a literacy ASN will require spellcheck. Samples of work without spellcheck (e.g. jotter work) and work completed with ICT and spellcheck.

The following are NOT AA and, as such, do not require evidence to support this. This may be in relation to a medical condition. Theoretically any pupil can request and use these arrangements although due to limited resourcing this is neither possible nor practical.

Small group accommodation/Separate accommodation	A pupil may have anxiety, be easily distracted, or require this due to other AA such as a prompt	Though not needed as 'evidence', please keep a record of when these arrangements are used. You may have made a note in your teacher planner or spoke to PT / PT PS about concerns
ICT - without spell-check <i>This may be used with or without a Digital Paper</i>	Common reasons to use a laptop include poor/slow handwriting. NB A pupil must get sufficient practise and be a proficient typist to get the benefit of using ICT. Extra Time is not given if a pupil uses ICT for handwriting only.	
Rest Break	A pupil has a physical condition or illness and requires rest breaks.	Though no evidence from the class teacher is required, this may be noted on CARES. In an assessment / exam, rest break times should be noted. Rest break time is added on to the overall time. This is also the case even if the pupil receives Extra Time.

