



# **Taylor High School**

## **SQA Policy**

## **RATIONALE**

The purpose of this policy is to ensure that procedures relating to presentation for examinations and course/level changes are clear and consistently followed in our school. The presentation policy is designed to ensure that we have the highest expectations and aspirations for our learners. Presentation in the Senior Phase should build on the secure foundations of the Broad General Education and should always allow young people to achieve at the highest possible level.

## **AIMS**

- To ensure that learners have the opportunity to gain qualifications at an appropriate level whilst considering a progressive pathway.
- To contribute to effective communication with, and involvement of, parents, carers and learners in the decision-making processes around National Qualifications (NQs)
- To establish procedures to ensure learners have every opportunity to meet course requirements and inform parents/carers timeously if there are changes in presentation levels.

## PROGRESSION PATHWAYS

The progression pathways are shown below. Our key focus for all young people is to support them in progression. This means that young people should aim to follow pathways which give them the best chance of achieving a course award at the next level.

S4		S5		S6
National 3	→	National 4	→	National 5
National 4	→	National 5	→	Higher
National 5	→	Higher	→	Additional Higher qualifications or Advanced Higher

In a small number of cases, pupils do not progress from one level to the next. This table is illustrative of the desired progression routes for pupils. Each pupil is different and sometimes progression takes the form of adding supplementary qualifications at the same level of study but in a different subject area. Pupils, parents & carers can find out more information about the National Qualifications (NQs) available at <https://education.gov.scot/parentzone/learning-in-scotland/assessment-andachievement/qualifications/what-are-national-qualifications/>

All of the Qualifications offered at Taylor High School are part of the Scottish Credit and Qualifications Framework (SCQF) as illustrated below.

**THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK**

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of the format, cannot be reproduced here. For more information, please visit the SCQF website at [www.scf.org.uk](http://www.scf.org.uk) to view the interactive version of the Framework or search the Database.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5 Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4 Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3 Awards, Skills for Work National 3			
2	National 2 Awards			
1	National 1 Awards			

You can find more information on the SCQF at <https://scqf.org.uk/>

## QUALITY ASSURANCE CALENDAR

<b>October</b>	<ul style="list-style-type: none"> <li>• S5/6 Phase Tracking &amp; Monitoring Report</li> <li>• Learner conversations</li> <li>• Professional dialogue on presentation levels</li> <li>• All staff to be aware of provisional AA in place for identified candidates</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• S5/6 Reporting</li> <li>• Learner Conversations</li> <li>• Closing date for all entries</li> <li>• SforL departmental discussions re AA</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• S4 Progress Assessments</li> <li>• S4 AA evidence</li> <li>• Receive round 1 verification</li> </ul>
<b>Jan</b>	<ul style="list-style-type: none"> <li>• S5&amp;6 Progress Assessments</li> <li>• S4 Tracking &amp; Monitoring Report</li> <li>• S5&amp;6 AA evidence</li> <li>• Submit alternative venue requests</li> <li>• Uplift round 1 verification</li> <li>• Round 2 verification selected</li> <li>• Closing date for adapted/digital paper requests</li> </ul>
<b>Feb</b>	<ul style="list-style-type: none"> <li>• Round 2 visiting verification</li> <li>• Music assessments start</li> <li>• Closing date for CDs including extra time</li> <li>• Closing date for changes to level</li> <li>• AA confirmed by staff in collaboration with SforL</li> </ul>
<b>Mar</b>	<ul style="list-style-type: none"> <li>• S5/6 Tracking &amp; Monitoring Report</li> <li>• Final closing date for Estimated Grades</li> <li>•</li> </ul>
<b>Apr-June</b>	<ul style="list-style-type: none"> <li>• SQA exams start</li> <li>• Uplift for N5/Higher/Adv Higher coursework</li> <li>• Uplift for round 2 verification</li> <li>• June 2<sup>nd</sup> – closing date for Nat 2-4 unit results</li> </ul>
<b>Aug-Oct</b>	<ul style="list-style-type: none"> <li>• August Results</li> <li>• SQA Appeals</li> </ul>

## **SQA UNIT ASSESSMENTS AND VERIFICATION**

All units from National 3 to Advanced Higher, and Freestanding Units, are subject to verification by the SQA. The following procedures should be followed to ensure that SQA guidelines are adhered to.

All courses should adhere directly to the most recent SQA course and unit specifications, and all learning, teaching and assessment should reflect this. It is the responsibility of the class teacher to ensure that they are using the most up-to-date course and unit specifications.

It is the responsibility of the member of staff administering the assessment to ensure that the instrument of assessment and marking scheme are both current. All instruments of assessments used should be either published by SQA or be prior verified. Unit Assessment Support Packs (UASPs) are available from the SQA Secure area and access details are available from the SQA Coordinator. Quality Assurance of assessment & SQA unit assessments is carried out by Principal Teachers of departments.

All SQA centres are responsible for the internal verification of their assessments. This means that centres should have an internal verification system with high quality checks in place that are operated throughout the centre. Effective internal verification is an ongoing process. It allows good practice to be shared and can help identify problems at an early stage. Each member of staff who is responsible for the assessment of candidates and/or the internal verification of candidate material should comply with the procedures.

A record of all candidates' results should be retained until the end of the academic year for which they are being presented. This should be stored with the candidate's responses. Candidate assessment evidence should be stored securely at departmental level and be retained for at least six months after certification.

## **PROGRESS ASSESSMENTS AND EXAM DIET**

Progress assessments will take place for all subjects. This allows candidates to experience a realistic simulation of SQA Exams.

**Pupils will not be granted study leave during the prelim exams** and should attend all classes as normal when not in an exam.

National 3 and 4 pupils should attend classes as normal and complete tasks linked to their N3/4 coursework to prepare them for standard exam procedures in S5 thus ensuring there is equity of provision for both N4 and N5 pupils in terms of exam practice.

Exam Leave will be granted during the SQA Exam diet with arrangements for this being clearly communicated to parents and pupils. Masterclasses or Revision Days will be provided for each subject that has a formal exam providing extra support for pupils during this time to prepare for the exam.

All pupils are welcome to attend school during the SQA Exam diet on days where they do not have an examination. This ensures candidates are able to maintain a routine and have a quiet and purposeful environment in which to study. Staff should be available during normal teaching hours for Senior Phase pupils requiring support. A quiet area can be provided during the SQA diet for pupils who wish to study in school and/or to access teacher assistance. School transport will continue as normal for all Senior Phase pupils during the exam diet.

Pupils who do not have any final exams at N5-AH level should continue to attend school as normal. This provides time to complete any outstanding coursework for N3/4 Qualifications and begin work at the next level for the following academic year where appropriate. PTs and class teachers should utilise the time during study leave to ensure all young people presented for NQs have completed all necessary coursework.

## **PRESENTATION DECISIONS AND CHANGES OF LEVEL**

When a young person embarks on a new course it is important, they are aware of the level they are working at. Decisions on the appropriate level for each child will be based on, but not limited to, the following;

- Prior attainment in the subject and/ or curricular areas
- Learner conversations and Target setting
- Regular assessment (formative and summative) throughout National Courses
- Other factors such as attendance, effort and homework submission

**Decisions about presentation levels should always be positive and aspirational.** All staff should encourage young people to aim high and maximise their potential and our decision-making around levels should reflect this.

As a young person progresses through a course, it may become evident that they are not working at the appropriate level. This may mean that a young person is doing better than expected and could cope with work at the next level, or that young people may be more likely to achieve at an alternative level.

Any decisions made about re-levelling **must be agreed by the pupil, parent or carer and the SQA Coordinator using the relevant paperwork.** All level changes must be made within the timeline as detailed in the Quality Assurance Calendar.

## **ADDITIONAL ASSESSMENT ARRANGEMENTS**

Additional Assessment Arrangements (AAA) allow candidates who are disabled, and/or have been identified as having additional support needs, appropriate arrangements to access the assessment without compromising its integrity.

Where a pupil with Additional Support Needs requires AAA for SQA examinations it **is the responsibility of the class teacher to gather sufficient evidence to support this request**. In order that adequate evidence can be provided, evidence gathering should be begun as soon as a pupil enters the senior phase, if not sooner.

The Principal Teacher of Support for Learning will oversee the process of gathering evidence, quality assurance and submission to the AAR System. However, the responsibility for gathering and documenting evidence for submission is at class teacher level. Relevant school paperwork should be completed by the class teacher for submission with the evidence.

When submitting a request for Additional Assessment Arrangements, the school AAA policy must be adhered to.

## **SQA RESULTS SERVICE OVERVIEW**



The new '**Results Service**' has replaced the Appeals Service for all National Qualifications where an exam or coursework contributes to the candidate's final grade.

There are two parts to SQA's Results Service:

1. **Exceptional Circumstance Consideration Service:** This service will run before the results are published. Details of this service are included in this document.
2. **Post-results Service:** This service will run after candidates have received their certificates. It will offer support in circumstances where the school has concerns about a candidate's result. It will consist of a clerical check and/or a marking review. Details are included in this document.

## EXCEPTIONAL CIRCUMSTANCE CONSIDERATION SERVICE

This service supports candidates who have been unable to attend an externally assessed timetabled examination, or whose performance in an externally assessed timetabled examination may be fundamentally affected as a result of an incident outwith their control. This service is available for all examinations that appear in the examination timetable.

It is only available before the results are published and exists to support only those candidates who have suffered an exceptional circumstance. Candidates are eligible for the service if they **have completed all the non-question paper components and have an estimated result**. The candidate, or parent/carer must contact the SQA coordinator before the exam.

**As all SQA awards are based on evidence of demonstrated attainment, requests for exceptional circumstances consideration should only be submitted for candidates for whom there is clear evidence of attainment. Evidence could include prelim exam with source of questions, marking scheme and evidence of internal verification.**

Most candidates will suffer from exam nerves, and during the exam there is likely to be minor distractions from inside and outside the room. Therefore, exam stress, distraction and loss of concentration are **not** considered valid exceptional circumstance reasons.

More information is available from the SQA coordinator.

## POST RESULT SERVICE

If the school has concerns about a candidate's grade for National 5, Higher or Advanced Higher qualifications, we can request a clerical check or marking review.

### Who is eligible for the service?

Candidates are eligible if their final grade is based on materials marked by SQA.

The final decision on whether to submit a Post-results Services request lies with the **Head Teacher**. SQA will not accept requests from candidates or parents/carers.

### What is a clerical check?

A clerical check makes sure that:

- all parts of the materials have been marked
- the marks given for each answer have been totalled correctly

### What is a marking review?

A marking review makes sure that:

- all parts of the materials have been marked
- the marking is in line with the national standard
- the marks given for each answer have been totalled correctly
- the correct result has been entered

A priority marking review can be requested if the candidate requires a result to secure a conditional place at university or college.

### When must the school submit requests?

The service opens on results day in **August**.

Priority marking review requests must be submitted by **within a week of receiving results**. Candidates requiring this should contact the SQA coordinator on the day they receive their results. If they are not available they must leave a message to be called back. **Marking review** and **clerical check** requests have a

tight deadline so candidates who wish to discuss this must speak to the SQA coordinator within **5 days of the return to school date in August.**

## **NLC CONSORTIUM OVERVIEW**

**Registered School** = the school that the pupil attends

**Presenting School** = the school the pupil is undertaking the subject/course

***Please see below some guidelines to consider when pupils with an ASN are involved in the consortium;***

- It is the responsibility of the presenting school to register all pupils from the consortium.
- The assumption will be made that all pupils will undertake assessments/exams in the presenting school unless otherwise stated.
- It is the responsibility of the registered school to make the presenting school aware of any pupil(s) with an ASN.
- Pupils should also take responsibility to ensure that the presenting school is aware of their needs.
- It is the responsibility of the registered school to complete a verification meeting. Details of the meeting must be shared with the presenting school.
- It is the responsibility of the presenting school to complete a 'sitting at' form for all pupils who chose to complete their SQA exam in their registered school.
- When a pupil opts to complete their exam in their registered school both schools should work collaboratively to ensure that, the pupil completes all assessments with support at the appropriate time.
- It is the responsibility of the presenting school to arrange the delivery & collection of appropriate assessment materials.
- It is the responsibility of the presenting school to enter all additional arrangements in to the SQA – AAR system.
- The presenting school has the responsibility for providing evidence of the pupils ASN and the need for support however; the registered school will provide subject evidence, which shows the positive impact of the support.



## Appendix 1

### INTERNAL VERIFICATION SAMPLE

Assessor(s): \_\_\_\_\_

Stage	Description	Date	Comment
1	<b>Pre-assessment meeting</b> To identify, review and discuss assessment materials – to ensure consistency of implementation and adherence to SQA guidelines		Material printed & discussed.
2	<b>Pre-marking meeting</b> Further review of marking instructions. Discussion on Understanding Standards, SQA Internal Assessment Reports and consistency of approach. Verification Sample to be confirmed.		Discussion of standards. Preparation of marking scheme for the assignment to ensure consistency within the department.
3	<b>A formal internal verification standardisation exercise</b> This will be completed by all members of the teaching team following assessments. Double and cross marking.		Cross marking of planning booklet.
4	<b>Post-marking meeting</b> Evidence Review. Comparison of original marking and IV cross-marking. Differences to be discussed and action taken confirmed. Marking scheme/guidance to be finalised and applied to candidate group.		Marking scheme amended after discussion on clarification. X candidate booklets sampled. Marks agreed and finalised.
5	<b>Review of process and confirmation of candidate attainment</b> Discussion on process and issues including learning and teaching to be addressed. Action points to be discussed at appropriate DM and future pre-assessment meetings.		

Internal Verifier: \_\_\_\_\_ Date



## Appendix 2

### TAYLOR HIGH SCHOOL – CHANGE OF LEVEL FORM

<b>STUDENT NAME</b>		<b>CLASS</b>	
<b>STAGE 1 – TEACHER ACTION</b>			
<b>SUBJECT</b>		Previous SQA result	
Current Level		Proposed change to	
<b>REASON FOR CHANGE</b>		<b>ACTION ALREADY TAKEN BY TEACHER</b>	
<b>Not coping with course</b>	<input type="checkbox"/>	<b>T and M reflects change of grades</b>	<input type="checkbox"/>
<b>Failed end of unit assessments</b>	<input type="checkbox"/>	<b>Discussion with pupil</b>	<input type="checkbox"/>
<b>Non completion of SQA assessment(s)</b> e.g. added value unit, folio, portfolio	<input type="checkbox"/>	<b>Pupil signature</b>	
<b>Other:</b> _____		_____	
<b>STAGE 2– PRINCIPAL TEACHER ACTION (PT Pupil Support and PT Curriculum)</b>			
<b>Re-interview Pupil</b>		<input type="checkbox"/>	
<b>Parental Contact made – phone/interview</b>		<input type="checkbox"/>	
<b>Date:</b>		<b>Principal Teacher Signature:</b>	
<b>STAGE 3 - SUBMIT FORM TO DHT/SQA COORDINATOR</b>			
<b>DECISION</b>		Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
<b>Date:</b>		<b>SQA DHT Signature:</b>	
<b>Changes made</b>	<input type="checkbox"/>	<b>Copy to PT (Curriculum)</b>	<input type="checkbox"/>
		<b>Copy to PT (Pupil Support)</b>	<input type="checkbox"/>

