

Draft Taylor High School SQA Presentation Policy

Rationale

To ensure pupils are presented for SQA qualifications at the most appropriate level, based on evidence, attainment, and wellbeing. This policy ensures consistent procedures for reviewing attainment, changing levels, or withdrawing presentations — with all decisions made in partnership with learners, staff, and families.

1. Review Schedule: Key Points for Attainment and Presentation Decisions

Review Period	Focus
September	Baseline assessments; initial presentation level review
October	Tracking and monitoring; early interventions
November/December	Prelim assessments; attainment analysis
February	Post-prelim review; potential level changes
March	Final presentation confirmations

Additional reviews may be initiated by teachers or pupil support staff based on pupil performance, wellbeing, or new evidence.

Monthly Data Analysis Schedule – PT RA & DHT RA

Month	Focus of Analysis	Key Outputs
August	Review prior SQA results; identify returning pupils requiring support	Early intervention list; target pupils shared with PTs
September	Baseline data and SNSA; initial T&M comparison	Department-level overview of at-risk pupils
October	Tracking update; performance trends and engagement	Report to SLT and targeted PT/PS check-ins
November	Prelim readiness and predicted attainment	Intervention planning for borderline candidates

Month	Focus of Analysis	Key Outputs
December	Prelim analysis; department comparison; prelim-to-prediction	Recommendations for level changes
January	Attendance vs attainment; check for disengaged or at-risk pupils	Strategic pupil support planning
February	Post-prelim attainment review; impact of prelim interventions	Final proposals for level changes
March	Final attainment trends; pre-leaving pathway reviews via PT DYW SQA estimate review and evaluation of intervention effectiveness	Final withdrawal/change decisions WSM for N5-Advanced Higher
March	Post-Easter review; subject-specific concerns and exam readiness	Easter School Plan/Immersion Days/N3/4 outstanding unit analysis/Non-study leave plan
May	N3/4 Mop-Ups	WSM following N3/4 Mop-Ups
June		Annual Raising Attainment Review and next session planning

2. Roles and Responsibilities

Subject Teacher

- Deliver high-quality learning, teaching, and assessment.
- Continuously track pupil progress.
- Flag attainment or engagement concerns early.
- Provide assessment evidence to support presentation decisions.
- Communicate regularly with PT Subject and support staff.

Principal Teacher of Subject (PT Subject)

- Oversee attainment and assessment standards within the subject area.
- Review and moderate assessment evidence.
- Coordinate changes of level or withdrawal proposals.
- Liaise with PT PS and PT RA as needed.
- Communicate with pupils and parents regarding underachievement before any changes are actioned.

Principal Teacher of Pupil Support (PTPS)/Principal Teacher of Inclusion (PTI)

- Ensure the wellbeing and wider curricular load of the pupil is considered.
- Support discussions with parents/carers.
- Contribute to review meetings with a holistic view of the pupil's progress.
- Liaise with PT Subject and PT RA for appropriate interventions.
- Maintain documentation related to pupil support needs.

Principal Teacher of Raising Attainment (PT RA)

- Lead the strategic oversight of attainment and presentation data across year groups.
- Identify patterns of underachievement or inconsistency in presentation decisions.
- Attend review meetings for borderline cases or whole-cohort trends.
- Work with DHT to ensure consistency and fairness in presentation practices.

- Coordinate school-wide interventions and support strategies to raise attainment.
- Monitor effectiveness of interventions and report on progress at key stages.

Depute Head Teacher - Raising Attainment

- Make final decisions regarding level changes or withdrawals.
- Ensure policy is applied consistently and equitably across departments.
- Chair key attainment review meetings (e.g. after prelims).
- Communicate major decisions formally to parents/carers.
- Maintain oversight of SQA deadlines and SEEMiS/SQA updates in partnership with DHT (SQA).

3. Change of Level Process

A change of level (e.g., from Higher to National 5) will only be made when:

- It is supported by robust, moderated assessment evidence.
- The change is in the best interests of the learner.
- It can be managed within the timetable and school structure.

Steps:

1. Subject Teacher identifies concerns and discusses with PT Subject.
2. PT Subject gathers evidence and consults PTPS and PT RA as appropriate.
3. A recommendation is presented to DHT for decision.
4. Parental/carer consultation occurs, and pupil consent is obtained.
5. Decision is recorded, communicated, and implemented by DHT SQA (SEEMiS/SQA updated).

4. Withdrawal from Presentation

A withdrawal will only occur when:

- There is strong evidence the pupil cannot achieve a pass at any level.
- The presentation is detrimental to the pupil's wellbeing or other studies.
- All support and alternative options have been considered.

Process:

1. Teacher raises concern with PT Subject, who discusses with PTPS and PT RA.
2. Full review at attainment meeting with DHT present.
3. Decision made with parental involvement and pupil voice included.
4. SEEMiS and SQA updated, and documentation completed.

5. Communication and Tracking

- All level changes and withdrawals must be logged centrally.
- Regular updates shared with SLT, PT RA, and pupil support.
- Parents/carers must receive clear, timely communication of all changes.
- Presentation decisions are reviewed termly by SLT and PT RA to ensure equity and standards.

6. Annual Review of Policy

- Policy is reviewed each June by SLT, PTs, and the PT RA.
- Feedback from departments, pupils, and parents is used to refine processes.
- SQA guidelines and national data trends are used to inform updates.