

# Taylor High School



## Qualification Scotland Presentation Policy 2026-27

## Rationale

Improving outcomes for all learners, particularly those at risk of disadvantage, is a key priority within Taylor High School. In line with the expectations of the National Improvement Framework and Quality Indicator 3.2 (HGIOS 4), this policy sets out a clear and consistent approach to ensuring that presentation decisions for Qualifications Scotland (previously Scottish Qualifications Authority) are based on robust, evidence-based professional judgement.

This policy reflects Taylor High School's commitment to equity, inclusion, and high expectations for all. It ensures that decisions regarding presentation levels are made in a planned, transparent, and supportive manner, taking full account of attainment, progress, and the wellbeing of each young person. It also ensures that all stakeholders work collaboratively to secure the best possible outcomes for our learners.

In doing so, this policy supports young people's rights as outlined within the UNCRC:

Article number	Article description	How this policy promotes or protects this right
12	Respect for the views of the child – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously	This policy ensures that young people are fully involved in discussions regarding their presentation levels, including any proposed changes or withdrawals, with their views respected and taken seriously.
28	Right to education – Every child has the right to an education. Secondary education must be available and accessible to every child	This policy ensures that all learners are presented at the most appropriate level, enabling them to access qualifications in a way that is equitable, supportive, and respectful of their dignity.
29	Right to education – Every child has the right to develop their personality, talents and abilities to their fullest potential	Through careful tracking, monitoring, and evidence-based decision making, this policy supports young people to achieve qualifications which reflect their abilities and maximise their potential.

The aim of this policy is to ensure that all learners are presented for Qualifications Scotland at the most appropriate level, based on a clear understanding of their attainment, progress, and individual circumstances. This will enable young people to achieve success in national qualifications, build confidence in their learning, and continue to develop skills for learning, life and work.

It ultimately supports young people to develop their God-given talents and to find and follow the most appropriate pathway for their future.

The main priorities of the policy will be to:

- Ensure a consistent and transparent approach to presentation decisions across all departments.
- Ensure that all presentation decisions are based on robust assessment evidence, including tracking, monitoring, and prelim performance.
- Promote early identification of pupils at risk of underachievement through planned review points throughout the session.
- Ensure that any change of level or withdrawal is made in the best interests of the learner, taking account of both attainment and wellbeing.
- Ensure that all decisions are made in partnership with pupils, parents/carers, and relevant staff.
- Provide clear, timely communication to pupils and parents/carers regarding presentation decisions.
- Ensure that all presentation decisions are recorded, monitored, and reviewed to promote equity and consistency across the school.
- Engage with national guidance and professional learning to ensure alignment with Qualifications Scotland expectations and standards.
- Monitor and evaluate the impact of presentation decisions to ensure they lead to improved attainment outcomes for all learners.

Clearly define the roles and responsibilities of all stakeholders involved in presentation decisions, including:

- Pupils
- Subject Teachers
- Principal Teachers of Curriculum
- Principal Teachers of Pupil Support / Inclusion
- Principal Teacher of Raising Attainment
- Depute Head Teacher – Raising Attainment
- Senior Leadership Team
- Parents/Carers as Partners

## 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 Qualification Scotland 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
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

<b>Month</b>	<b>Focus of Analysis</b>	<b>Key Outputs</b>
<b>March</b>	Final attainment trends; pre-leaving pathway reviews via PT DYW Qualification Scotland estimate review and evaluation of intervention effectiveness	Final withdrawal/change decisions WSM for N5-Advanced Higher
<b>March</b>	Post-Easter review; subject-specific concerns and exam readiness	Easter School Plan/Immersion Days/N3/4 outstanding unit analysis/Non-study leave plan
<b>May</b>	N3/4 Mop-Ups	WSM following N3/4 Mop-Ups
<b>June</b>		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, PT Raising Attainment and PT Pupil Support.

### **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 Qualification Scotland deadlines and SEEMiS/Qualification Scotland updates in partnership with DHT (Qualification Scotland).

### **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/carers consultation occurs, and pupil consent is obtained.
5. Decision is recorded, communicated, and implemented by DHT Qualification Scotland (SEEMiS/Qualification Scotland 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 Qualification Scotland 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.
- Qualification Scotland guidelines and national data trends are used to inform updates.