**Assessment Arrangements (AA)**

We have a moderation group which considers all assessment arrangements requests.

The group consists of:

* SQA coordinator
* Principal Teacher of Support for Learning (with remit for AA)
* Support for Learning teacher
* Admin assistant with responsibility for SQA arrangements

The group meet at key points throughout the year to discuss all assessment arrangements requests and to ensure that there is a fair and equitable process for all learners.

Consideration of assessment arrangements takes a 3-pronged approach:

**STAGE 1: IDENTIFYING A YOUNG PERSON’S ELIGIBILITY**

This stage focuses on the documentation we hold that records the young person’s specific learning difficulty (SpLD) and how it affects day-to-day learning and teaching. The SpLD may have been identified before they embark on a qualification; but in some cases, may only become apparent, or be disclosed, during the course of study. Support for Learning staff work collaboratively with subject teachers, parents/carers and the young person themselves.

**STAGE 2: DETEMINING THE APPROPRIATE ARRANGEMENTS AND EVIDENCE REQUIREMENTS**

In this stage we determine what assessment arrangements are required for a young person. Any such arrangement should adequately assist the young person in their everyday lessons and demonstrate their attainment without compromising the integrity of the qualification during assessment. This can be quite straightforward, or can require more detailed discussion between the Principal Teacher of Support for Learning and the SQA.

All learners are different — there is no one-size-fits-all solution, because this is a needs-led process. There is also no “automatic entitlement” to support.

SQA asks us to keep documentary evidence that varying needs across subjects have been taken into account. We consult, actively involve and negotiate with subject teachers to show that we have considered different assessment situations between subjects and have made requests accordingly. All AA requests require to be done on a subject-by-subject basis.

**Stage 2 checklist**

**Documentary evidence of the young person’s difficulty and how this generally affects the learning and teaching situation.**

* Evidence of how the disability/difficulty has impacted on teaching and learning in the classroom Subject teachers involved in relevant discussions and in recording relevant information.
* Evidence is for current school year.

**Documentary evidence of the young person’s current need for support in the classroom, how this is met, and how it relates to the assessment arrangements being requested or provided.**

* Decisions made on the actual assessment arrangement proposed and based on the current support provided in normal teaching and learning.
* Subject teachers involved in relevant discussions and in recording information.
* Evidence to show that the assessment arrangement is effective and removes the disadvantage – i.e. it has the potential to make a significant difference to the candidate’s ability to be assessed fairly against the national standards.
* Evidence is for current school year.

**Documentary evidence that varying needs across subjects have been taken into account**

* Evidence of the need for current support available for each subject.
* Evidence that subject teachers have been involved in gathering evidence.
* Evidence that subject teachers support the arrangement(s) proposed.
* Evidence that young person has agreed to the arrangement(s) proposed.

**Documentary evidence for particular assessment arrangements**

* Appropriate evidence of how a particular assessment arrangement has been determined. For example, for extra time, this may include (i) evidence indicating that extra time is appropriate and (ii) evidence that a specific amount of extra time is appropriate.

**STAGE 3: VERIFYING AND AGREEING THE ARRANGEMENTS**

Formally verifying the learner’s need for an assessment arrangement is extremely important for two reasons:

* Assurance that the decision to provide, **or not to provide**, a particular assessment arrangement can be justified, and that it accords with both SQA guidance and relevant equality legislation.
* SQA needs to be satisfied that we have in place a robust internal AA verification system, which ensures that all relevant information and evidence has been gathered and considered.

The moderation group therefore meet at several key points throughout the year; and subject teachers, Principal Teachers Curriculum and Pastoral staff are asked to continually collaborate with Support for Learning staff throughout the school year.