

Balfron High School



Quality Assurance of Additional Assessment Arrangements

Guidelines and Procedures

(Edited 22/11/23 to correct out of date links on P1)

1 Introduction

These guidelines are largely based upon the Glasgow City Council document: **Assessment Arrangements Supporting the SQA Quality Assurance Process in Glasgow Schools.**

The aim of these guidelines is to:

- 1 support Balfron High School staff and pupils in using the assessment arrangements that are approved by the SQA for those candidates identified as having Additional Support Need(s) and/or disability.
- 2 to provide guidance on how to collect, consider and present the evidence of an additional support need that would benefit from assessment arrangements.
- 3 to provide robust quality assurance at all stages throughout the process.
- 4 to provide proformas for staff to use as their documentation on assessment arrangements.

These guidelines should be read in conjunction with the SQA's own guidance:

[Assessment Arrangements Explained: Information for centres: \(Revised August 2022\)](#)

[Quality Assurance - Assessment Arrangements \(Revised 2019\).](#)

2 Roles and Responsibilities

The following members of staff have a clear and distinctive role in the process:

- 1 Teachers of ASN (Stage 3/4, Campsie, Endrick, Lomond)
- 2 Subject Teacher
- 3 Faculty Head
- 4 Principal Teacher Additional Support Needs (ASN)
- 5 Depute Head Teachers – SQA and Pupil Support Coordinator
- 6 PT Pupil Support

These roles are complementary e.g.

- ASN teachers provide evidence that the candidate has an additional support need(s) and/or disability
- In almost all cases, subject teachers will provide evidence that a candidate needs particular assessment arrangements in their own subject.
- The DHTs responsible for SQA arrangements and Pupil Support, Principal Teacher ASN, will be responsible for overseeing the final verification process.

Candidates and parents/carers should be involved throughout where appropriate, with the exception of the verification meeting.

3 The Quality Assurance Process

As per SQA guidelines regarding the school's internal quality assurance procedures, prior to authorising an Assessment Arrangement Request (AAR), the school needs to:

- 1 Provide evidence that the candidate has a disability or additional support needs and how this affects the learning and teaching situation.
- 2 Provide evidence of the need for a particular arrangement.
- 3 Provide evidence of confirmation from the candidate that he/she has agreed to the assessment arrangements and is intending to use them.
- 4 Undertake a verification process.

These four stages are now described in more detail. Guidance is also provided in the event of non-compliance of a pupil and/or parent/carer and the need for a late request.

3 a Evidence that the candidate has a disability or additional support need and how this affects the learning and teaching situation

Responsibility of Teachers of ASN (Stage 3/4, Campsie, Endrick, Lomond): creation and completion of Form 1 (Appendix A).

This evidence will already exist in schools. It will show that the nature and degree of additional support need(s) and/or disability has been assessed and the impact it has on learning and assessment. Form 1 is a summary document, which includes a list of the evidence held within school. All relevant forms are located in the **'AAA' Folder** within the **'Staff Shared'** folder on the school's network.

This evidence can be brought forward for quality assurance purposes, in the event of being audited by SQA.

There may also be information from a range of other professionals (e.g. visiting teaching and support services, therapists, doctors and psychologists).

Examples of the evidence will include:

- Details of current support and ongoing assessment arrangements
- Information provided by subject teachers; submitted on Form 2 (Appendix B)
- Consultations between subject teachers and ASN teachers

In addition, as appropriate:

- Reports
- Assessments
- Minutes of meetings
- Notes of Team Around the Child (TAC) Meetings

N.B. There is currently no SQA requirement for any evidence to support a request for dual language dictionary use and the associated additional time. Staff requesting the use of a dual language dictionary in assessments (via the separate online form) for bilingual candidates should ensure the requirements outlined in SQA guidance are met. The most up to date information on this arrangement can be found at https://www.sqa.org.uk/files_ccc/bilingual-dictionary-eal.pdf

3 b Evidence of the need for a particular assessment arrangement in specific subjects

Responsibility of the subject teacher: completion of Form 2 (Appendix B)

Schools need to provide evidence of the candidate's need for a particular arrangement.

The fact that the candidate has a disability and/or additional support need is **not sufficient** on its own. The school must also show that it has impacted on learning in the classroom and that the candidate is '**at a substantial disadvantage**' and needs an adjustment to the usual assessment arrangements.

For some candidates this will be obvious, for example a candidate with a physical or visual impairment who needs to use specialised ICT. These assessment arrangements will already be part of how the subject is taught and how the candidate's learning is assessed.

In the area of specific learning needs, the issues around 'need' may be less clear. This should be clarified by considering the following key questions.

Is the candidate disadvantaged without an assessment arrangement?

ASN teachers will need to establish and record the most appropriate and current assessment arrangement. Form 2 should be completed by the subject teacher and countersigned by the faculty head to record the assessment arrangement. These forms will be attached to the pupil evidence and are held by Faculty Head and passed to the PT ASN, prior to the verification process in October.

Additional guidance on evidence needed to support a request for an assessment arrangement can be found at <https://www.sqa.org.uk/sqa/77295.html>

Examples of evidence

Examples of evidence to support the need for an assessment arrangement could come from:

- Support required on an ongoing basis: additional support required in class, notes from the teacher
- Samples of work which should be clearly annotated to indicate the support provided
- Class tests, assignments, Internal Assessments (where appropriate).

Gathering evidence

It is necessary for each department requesting assessment arrangements for their candidates to have evidence of the need for **current** support and how it is met. An evidence file for each candidate should contain:

- 2 individual Form 2s
- 2 pieces of robust evidence (1 with support and 1 without)
- Evidence should contain clearly annotated samples of work **with** and **without support**



Good practice for gathering evidence in the classroom should be for pupils to change pen colour or to change font style/colour if using ICT, at the end of standard time for an assessment

This evidence file will be used for quality assurance purposes and must be kept safely throughout a candidate's time at school. It should be available at the time of the verification meeting in October and for any SQA audit.

N.B. The SQA recommend that samples of work should be kept for **one year** following national examinations and be accessible for moderation by SQA Quality Assurance Officers. This will be stored in the ASN department.

Responsibility of the Faculty Head: countersign Form 2 (Appendix B)

The Faculty Head should ensure that the subject teacher within his/her department has completed a Form 2 (Appendix B) for all those learners who require assessment arrangements and attach this to the pupil evidence. The form shall then be countersigned by the Faculty Head who should then confirm with the Principal Teacher ASN that evidence files are up to date.

3 c Evidence of confirmation from the candidate that they have agreed to the assessment arrangements and are intending to use them

Responsibility of the PT ASN, PT Pupil Support, Parent/Carer and Pupil: Completion Form 3a (Appendix C)

Form 3a (**Appendix C**) is the letter which should be sent to pupils and their parents or carers. It sets out the school's intent to gather subject evidence as part of SQA's quality assurance process, commencing in June through to October.

Schools should have evidence of confirmation from the candidates that they have been involved in discussions about assessment arrangements being requested on their behalf and have agreed that they intend to use them. The PT ASN will have collated all the evidence from the Faculty Heads and have this in order for the verification meeting.

3 d Verification evidence

Responsibility of the Senior Manager responsible for SQA arrangements and AAR: completion of Form 4a (Appendix E)

The verification meeting **must** be chaired by an impartial person not directly involved in supporting the pupils e.g. the senior manager responsible for SQA arrangements and assessment arrangements.

Form 4a is the record of the verification meeting and is adapted from SQA's own pro-forma. It verifies the evidence available and should be signed by the chairperson.

Form 4b (**Appendix F**) is completed at the verification meeting if further investigation/evidence is required for individuals prior to March. Form 4c (**Appendix G**) is completed at the verification meeting if the evidence demonstrates that the candidate is NOT at a substantial disadvantage when undertaking assessments.

Non-compliance by pupil and/or parent/carers

Evidence should be kept of a pupil's refusal to agree to a recommended assessment arrangement. Where a parent fails to sign Form 3a, this should also be annotated on the form. DHT Pupil Support should sign the

form on behalf of parent where applicable to ensure that the pupil is not disadvantaged in anyway due to a barrier beyond their control.

Late requests

Late requests for assessment arrangements require the same verification processes, although on occasion this may be retrospective. In some instances, there may be a requirement for medical evidence.

As in Section 3 (c), Form 3a may be personalised and sent to the candidate and their parents or carers, or discussed with them. It sets out the assessment arrangements the school would like to make and asks the candidate to confirm that he/she will use them.

3 e Staged Intervention Meetings

The PT ASN will pass details of the decisions made from the verification meeting to:

- PT Pupil Support - Stage 3/4
- PT Pupil Support - Campsie
- PT Pupil Support - Endrick
- PT Pupil Support - Lomond

PT Pupil Support will arrange Staged Intervention Reviews with pupils and their parent/carers which will include a discussion on the AAA which will be put in place for each subject for the prelim examinations. Pupils and parents will sign the assessment arrangement Form 3b (Appendix D). Once signed, the candidate form should be returned to the PT ASN.



Appendix A: Form 1



Evidencing the candidate has an ASN(s) To be completed by ASN Staff.

Name	Session	Class	
Additional Support Need(s) and/or Disability			
Type of Evidence	✓	Type of Evidence	✓
Evidence from P.S of requiring support		Assessments (include details in comments section)	
Consultations between school and ASN Outreach		Record of ASN on SEEMIS, Magic Dashboard, Staged Intervention Page	
Involvement of other professionals (e.g. support services, doctors, psychologists)		Record of when AAA used in internal or previous examinations (Form 2s)	
GIRFEC Form 6 – minute of Staged Intervention meeting		GIRFEC Form 4 – Child’s Plan	
Reports from external or partner agencies		Literacy Assessment Report	
Teacher evidence (completed form 2s in class assessments)		Support from SLAs in class (Timetable)	
Other:		Other:	
Alternative Assessment Arrangements (to be monitored and reviewed annually)			
Additional Information/Comments			
Signed			
Designation			
Date:			



Appendix B: Form 2



Evidencing the Need for AAA in the Senior Phase

To be completed by the subject teacher; countersigned by the Faculty Head. Evidence of the need for a particular assessment arrangement.

2 pieces of evidence between June – October. 1 with support and 1 without

Name		Subject			
Class		Session			
Additional Support Need (see Magic Dashboard)					
Type of activity (e.g. class work, test, folio and internal assessments)					
Arrangement used	Tick	✓	Arrangement used	Tick	✓
Extra Time (pen colour needs to change after standard time)			Refused to use AAA		
Reader (Human)			ICT Spelling On		
ICT: Electronic Reader			ICT Spelling Off		
Scribe			Spelling Dispensation		
ICT: Speech Recognition Software			Coloured overlays/coloured glasses		
ICT: Word Processing			Practical assistance/helper		
Digital Question Paper			Braille paper/raised diagrams		
Using a prompter			Bilingual dictionary		
Separate accommodation			Enlarged print		
Rest breaks			Live speaker		
Calculator			Coloured indicators		
Extra time: Standard finish time - Extra minutes used - Equals - % extra time used			Marker evidence: Marks in standard time - Marks in extra time - Equals - % additional marks gained		
Is the candidate placed at a substantial disadvantage without an assessment arrangement? Yes/No					
Please comment on the outcome or impact of the arrangements:					
Please comment on any relevant observations from class e.g. do they require extra processing time during class activities, prompting, use of ICT etc.					
Signed Subject Teacher		Date			
Signed PT/FH		Date			



Appendix C: Form 3a



Dear Parent/Carer

The staged intervention process identifies additional support for young people that removes potential barriers to performance at school due to an **identified and documented additional support need**.

These supports will be monitored closely in each subject, primarily by subject teachers in order to **generate evidence** for an "Alternative Assessment Arrangement (AAA)" with the SQA for the upcoming exams in accordance with the guidelines below.

SQA guidelines state that schools should be able to provide evidence of the following:

- ***The individual assessment needs of a candidate in each different subject area.***
- ***An assessment arrangement plan considered subject by subject, with no assumption that the same kind or level of support will be required in every case.***

Subject teachers will gather several pieces of evidence between June and October. To qualify for assessment arrangements, the pupil must use them as their standard way of working and demonstrate that having these arrangements, would make a **substantial** difference to their results.

The verification process will take place in October and once each subject evidence is verified, your child's AAA will be applicable for their prelim examinations. The following members of staff will be involved in verifying an application, to submit a request through the Assessment Arrangements Request (AAR) system to the SQA.

- Depute Head Teacher with responsibility for SQA
- Depute Head Teacher with responsibility for Pupil Support
- Principal Teacher of Additional Support Needs

After this process, you will be invited to discuss these individual AAA at your child's stage intervention meeting in November, where all the formal documentation will be finalised.

After this point there may be the opportunity for slight modification, however the decision making process will usually be concluded for the final SQA exams by March.

If you have any questions, please do not hesitate to contact your child's Principal Teacher of Pupil Support or myself. The school's AAA Quality Assurance Policy is published on the school's website and Appendix K has links to various SQA documentation for your information.

Kind regards

Depute Head Teacher



Appendix D: Form 3b



Assessment Arrangement: Candidate Form

Candidate:	
Scottish Candidate Number:	
Subject(s):	
Assessment arrangement(s):	

As part of the process to request your assessment arrangement(s), we need to share information about you and your assessment arrangement (s) with SQA.

We will share the following information with SQA:

- Your name
- Scottish Candidate Number (SCN)
- Centre
- Date of Birth
- An indication of your ASN and/or disability
- Details of the assessment arrangement(s) you need

SQA will only use this information to process your request for assessment arrangements. This information is not shared with anyone outside of SQA and is only kept for as long as it is needed to support the request process.

I confirm that I have been involved in discussions about and agree to the assessment arrangements being requested and that I intend to use them.

Print name	
Signature	
Date	
Parent's/Carer's Countersignature (if applicable)	
Admin Only Signature/Date	

Further details about how SQA uses your information is available in their Privacy Statement

<https://www.sqa.org.uk/sqa/45397.html>



Appendix E: Form 4a



Record of Verification Meeting

Centre:	Balfron High School		
Session:			
Personnel Present:	Depute Head Teacher – SQA Coordinator Depute Head Teacher – Pupil Support Coordinator Principal Teacher Additional Support Needs (ASN)		
<i>We are satisfied that the school has evidence that:</i>			
The candidates detailed overleaf have an additional support need (s) and/or disability The candidates are at a substantial disadvantage under standard assessment arrangements The assessment arrangements being requested are required			
Signature of chairperson:			
Signature of supporting verifier:			
Date of the verification meeting:			
Verification meeting - candidate details			
Candidate	Date of Birth	Subject	Candidate No:



Appendix F: Form 4b



Record of Verification Meeting

Centre:	Balfron High School
Session:	
Personnel Present:	Depute Head Teacher – SQA Coordinator Depute Head Teacher – Pupil Support Coordinator Principal Teacher Additional Support Needs (ASN)

The candidates detailed overleaf require further investigation/evidence

Signature of chairperson:	
Signature of supporting verifier:	
Date of the verification meeting:	

It was agreed that the following candidates will require further investigation/evidence prior to final verification:

Candidate	Date of Birth	Subject	Candidate No:



Appendix G: Form 4c

Record of Verification Meeting

Centre:	Balfron High School
Session:	
Personnel Present:	Depute Head Teacher – SQA Coordinator Depute Head Teacher – Pupil Support Coordinator Principal Teacher Additional Support Needs (ASN)

We are satisfied that the evidence received demonstrates that the candidate is NOT at a substantial disadvantage when undertaking assessments. On this basis, no Alternative Assessment Arrangements will be granted for the following candidates:

Signature of chairperson:	
Signature of supporting verifier:	
Date of the verification meeting:	

Candidate	Date of Birth	Subject	Candidate Number



Appendix H



Guidance for Principal Teacher ASN

- Inform subject teachers of candidates who have an additional support need(s) and/or disability who may need additional support with assessments. Discuss most appropriate support.
- Liaise with subject staff or class teacher about learners who may have emerging needs, establish evidence of an additional support need(s) and/or disability and investigate assessment arrangements that may be required.
- Establish a system to record evidence of assessment arrangements for those with ASN.
- Collect evidence of an additional support need(s) and/or disability for Form 1- *'Evidence that the candidate has a disability and/or additional support need'* from ASN teachers.
- Ensure subject teachers have Form 2 – *Evidencing the need for AAA within the senior phase*
- PT ASN should liaise with Faculty Heads to ensure evidence files are up to date.
- Review the impact of support following an assessment and note any adjustments that may be required
- Liaise with parents and candidates to confirm assessment arrangements for SQA examinations – issue and collect Form 3b *'Evidence of confirmation from the candidate that they have agreed to the assessment arrangements and are intending to use them'*.
- Attend verification meeting arranged by school – attended by DHT Pupil Support and chaired by DHT SQA Coordinator.
- Complete Form 4a *'Verification Evidence'* at the verification meeting.
- If the verification meeting identifies that further evidence is required for individual candidates, complete Form 4b and collate further evidence for a second verification meeting.
- Attend a second verification meeting if appropriate.
- If the verification meeting demonstrates that the candidate is NOT at a substantial disadvantage when undertaking assessments, then complete Form 4c.
- Liaise with appropriate school personnel to complete AAR for SQA.
- Liaise with senior manager and chief invigilator as appropriate regarding assessment arrangements.
- Ensure when candidate leaves school, the evidence file and record of evidence are retained within the PPR for **seven** years to allow for any queries by a parent/carer or candidate.
- Ensure PT Pupil Support gathers evidence of work for pupils who change school and that this is then transferred to their PPR



Appendix I



Guidance for Faculty Heads and subject teachers in the management of assessment arrangements.

- Liaise with Additional Support Needs staff about the most appropriate assessment arrangements for identified candidates.
- Liaise with Additional Support Need teachers about candidates who have emerging support needs on the most appropriate assessments arrangements.
- Ensure the candidate is familiar with and has the opportunity to practise using assessment arrangements in your subject.
- Complete a Form 2 – *Evidencing the need for AAA within the senior phase* for **ALL** assessments when AAA is used in the senior phase
- Complete a Form 2 – *Evidencing the need for AAA within the senior phase* for **ALL** assessments when AAA is **NOT** used in the senior phase.
- Review arrangements following an assessment and note any adjustments that may be required for future assessments. (Form 2)
- Ensure that the **2** pieces of evidence (with and without AAA) for each candidate is stored in the pupil evidence file. This should be kept available for verification and moderation for **one** year following national assessment.
- PT ASN will liaise with Faculty Heads to ensure that **2** pieces of evidence (with and without AAA) for each candidate are submitted for verification process by October.
- Ensure that information and evidence files about candidates with assessment arrangements are passed on to new subject teachers.
- Ensure when candidate is no longer studying a subject in your department, the pupil evidence file is given to Additional Support Needs Department to be put in the candidate's PPR in the event of moderation or future enquiry.



Appendix J



The Quality Assurance Calendar

Month	Process
January	S4-S6 Preliminary Exams
February	Assessment Arrangements (S4-S6) reviewed by ASN teachers Second Verification Meeting (S4-S6) only if required. Record on Form 4b (Appendix F)
March	Deadline for input of AAR into the SQA system
April/May	SQA Exams Late AAA requests - exceptional medical emergencies
May	ASN teachers attend P7 transition meetings and gather information for future planning and AAA. ASN teachers create staged intervention pages which include support strategies for pupils in S1-S6.
June	Letter issued to parents using Form 3a (Appendix C) regarding evidence gathering for Alternative Assessment Arrangements (AAA). Evidence gathering process for senior phase pupils who require Alternative Assessment Arrangements commences. Subject teachers start to gather evidence and complete a Form 2 (Appendix B) for each piece of evidence completed.



August/September	ASN teachers input identified AAA into SEEMIS Support strategies put in place for pupils in S1-S6 .
October	Faculty Head to ensure that evidence gathering is complete and that 2 pieces of evidence (with and without AAA) have now been gathered for pupils in the senior phase. Subject teachers attach Form 2 (Appendix B) to the pupil evidence that will be submitted for verification. Pupil evidence file is passed to PT ASN Verification Meeting. Record decision made on Form 4a/b/c (Appendix E/F/G) based on evidence.
November	PT Pupil Support discusses AAA with pupils and parents/carers at Staged Intervention Review. Pupils and parents sign agreement using Form 3b (Appendix D).

It is recommended that the events in this timeline are incorporated into Balfron High School's Quality Assurance calendar.



Appendix K

Useful Links

Assessment Arrangements Explained: Information for Centres: Revised August 2019

https://www.sqa.org.uk/sqa/files_ccc/AssessmentArrangementsExplained.pdf

Quality Assurance of Assessment Arrangements in Internal and External Assessments: Information for schools: Revised August 2019

https://www.sqa.org.uk/sqa/files_ccc/Quality-Assurance-Assessment-Arrangements-schools.pdf

Quality Assurance of Assessment Arrangements: Additional guidance for schools: Revised August 2019

<https://www.sqa.org.uk/sqa/14978.html>

Digital Question Paper Guidance for Centres: Revised August 2016

https://www.sqa.org.uk/sqa/files_ccc/Introduction_to_Digital_Question_Papers_Guidance.pdf

Digital Question Paper Guidance for Candidates: Revised January 2015

https://www.sqa.org.uk/sqa/files_ccc/Digital_Question_Papers_Guidance_for_Candidates.pdf

Case Study on Mental Health

https://www.sqa.org.uk/sqa/files_ccc/MentalHealthCaseStudy.pdf

Information on Speech Recognition Software

https://www.sqa.org.uk/sqa/files_ccc/Speech_Recognition_Software_in_SQA_ExaminationsFinal.pdf

Braille Question Papers

<https://www.sqa.org.uk/sqa/14980.html>

Using Sign in SQA Exams

http://www.sqa.org.uk/sqa/files_ccc/AA_UsingSignInExams.pdf