

Wallace Hall Academy – SQA Policy (March 2021 COVID update)

Introduction

At Wallace Hall Academy all learners will be given the opportunity to sit SQA qualifications during their Senior Phase from S4 – S6. The overall responsibility for all SQA matters lies with the Head Teacher who, for SQA purposes, is the designated Head of Centre. Under their instruction the SQA Coordinator, the School Support Manager, the Principal Teacher of Additional Support for Learning and the Principal Teachers of Curriculum will support staff to meet SQA requirements.

The policy is split into 4 sections, all of which have relevant subsections.

- **Presentation**
- **Timelines**
- **Assessment**
- **Appeals**

This policy has been amended in February 2021 to take account of the current restrictions in place due to COVID-19. For clarity, the amendments have been highlighted in red. As the situation continues to evolve many of the amendments are subject to change. Where this is the case, we have referred to specific pages on the SQA website where updates will be posted.

Due to the current pandemic, certain aspects of this policy are currently not valid due to the ongoing COVID-19 pandemic (such as procedures around final exams which have been cancelled). However, for completeness we felt it was important to leave them in the policy but for clarity they have been highlighted in blue.

Presentation

Appropriate progression into the Senior Phase, and the importance of well-informed, accurate and aspirational presentation decisions is vital to ensure all learners at Wallace Hall Academy achieve success at the highest appropriate level possible for each learner. The final decisions on presentation lie with the Head Teacher but these decisions must be based on robust, informed, evidence-based monitoring and tracking.

We need to make important judgements about the appropriate pathways for each learner as they enter the Senior Phase. This should be done during S3 and should be informed by effective tracking and monitoring processes within the Broad General Education.

It is also essential that effective tracking and monitoring procedures are carried out in the Senior Phase. Class teachers and Principal Teachers of Curriculum will regularly track the progress of individual learners. The progress of individual learners will be reported to parents in November and March. Additional contact may be made with parents where there are concerns about the current presentation Levels of learners. Where a change to a presentation Level is suggested both learners and parents will be kept fully informed. The flowchart detailing this process is shown in Appendix 1 and the Level change request form is shown in Appendix 2.

The SQA continually adapt the assessment procedures around most courses from National 4 to Advanced Higher level. All decisions on presentation will be made in the best interests of the learner and in line with any updates from the SQA which may supersede aspects of this policy. Any changes to the assessment procedures around courses can be found at the following link on the SQA website.

In session 2020-21 all learners have conducted a large portion of the learning remotely. We will still continue to follow the procedures outlined above and liaise with learners and parents regarding any decisions around Level changes. Normally a number of Level changes would be discussed with learners and parents in advance of prelims in January, after which time final decisions would be made when robust evidence have been gathered to support this decision. However, with no January prelim diet in 2020-21 decisions will be made around different forms of evidence. The evidence will vary from subject to subject but could include, but is not limited to: Learner attainment in class from August to December, mental health of learner and learner engagement with remote learning.

Dual presentation

In a small number of instances it may also be suitable to dual present a pupil. For example, this could mean that a pupil is entered for both National 4 and National 5 Level in an individual subject. This may happen in instances where a pupil is keen to have a go at the upper Level but that it might also be in the best interests of the pupil to have a backup Level to fall back on. This route will only be pursued in a small number of cases as it often places an additional assessment burden on the pupil.

It is the responsibility of the school and leaders within the school to

- ensure appropriate tracking and monitoring procedures are in place in the Broad General Education and Senior Phase;
- provide opportunities to meet with parents and learners with regard to progress, pathways and subject choice as learners enter the Senior Phase;
- ensure a range of pathways are available for the vast majority of pupils aspiring towards National 4, National 5, Higher or Advanced Higher courses in the Senior Phase;
- ensure relevant opportunities are available for pupils who wish to achieve other awards such as Skills for Work Courses or National Progression Awards in the Senior Phase;
- provide regular updates and guidance to staff with regard to assessment changes implemented by the SQA;
- discuss the presentation level for individual pupils where a level change request has been made by a member of staff. The final decision will be made by the Head Teacher.

It is the responsibility of teaching staff to

- engage with and inform tracking and monitoring procedures in the Broad General Education and Senior Phase;

- plan effectively to ensure pathways are available for the vast majority of pupils who are aspiring towards National 4, National 5, Higher or Advanced Higher courses in the Senior Phase;
- plan effectively to ensure relevant opportunities are available for pupils who wish to achieve other awards such as Skills for Work Courses or National Progression Awards in the Senior Phase;
- discuss assessment changes implemented by the SQA within subject teams to ensure the requirements of courses are met;
- provide an overview of the course content and assessment requirements for each learner at the beginning of the course;
- Submit the required paperwork in good time where a change in level is requested for an individual learner so the Head Teacher can make a timely decision on presentation.

Timelines

The SQA employ a detailed timeline with regard to externally marked assessments, internally assessed mark forms, visiting verifications, internal assessments, estimates and external exams.

It is the responsibility of the school and leaders within the school to

- adapt the SQA calendar to meet the needs of learners and staff within the school to ensure SQA deadlines are met in a timely manner;
- share the SQA calendar with staff in a timely manner so that they may plan appropriate learning programmes.

It is the responsibility of teaching staff to

- work alongside Principal Teachers to ensure learners meet deadlines;
- engage in appropriate moderation activities with regard to internally assessed work.

Assessment

An important part of the Senior Phase will be exposing learners to appropriate and timely assessment. In January of each year the vast majority of learners will be given the opportunity to sit a prelim examination in all courses they are sitting from National 5 to Advanced Higher level. The vast majority of courses also contain an internally or externally assessed component which could include a folio, an assignment or a practical performance, amongst other things.

In 2020-21 the traditional prelim diet planned for January was cancelled but we still aim to assess learners when they return to school. This will be done in accordance with SQA guidelines and our aim is to ensure effective face to face learning and teaching will take

place before any learner undertakes an assessment which could be used to generate a provisional estimate grade to submit to the SQA.

Where assessments are planned to generate evidence for provisional estimate grades for pupils sitting National 5, Higher or Advanced Higher qualifications pupils would normally be given one opportunity to sit any individual assessment. This is to ensure fairness to all candidates. It would only be fair that all pupils are given the same number of opportunities to sit assessments to generate evidence for provisional estimate grades but it is also true that it would only be fair to the individual pupil that we do not over assess them by giving them multiple opportunities to sit individual assessments at this very challenging time. The assessment structure around all courses will vary from subject to subject and in many cases pupils will have the opportunity to sit different assessments which will help inform the provisional estimate grade we submit to the SQA on their behalf. However, if a pupil is unwell on the day of any planned assessment we will work with the pupil to assess them at a later date. We will make every effort to share the whole school and individual subject plans with pupils and parents after consultation with all stakeholders.

Assessment - exams

In April, May and June pupils will also sit final examinations in most subjects from National 5 to Advanced Higher Level. Learners will be well informed of the requirements on their individual exams by their classroom teachers and will have a presentation from the SQA co-ordinator with regard to the procedures and conduct around SQA exams. A timetable of when their individual exams are will also be shared in good time with all learners.

Where a pupil is not able to sit their final exam the school may be able to apply for exceptional circumstances. This rarely happens, but could include things such as a medical emergency or a recent bereavement of a close family member. Should this happen the learner or their parent should contact the school as soon as possible. A representative from the school will then liaise with the learner or parent and may submit an exceptional circumstances request on their behalf. This usually involves sending a range of evidence gathered throughout the year to the SQA where they will review the evidence and determine an appropriate SQA qualification based on the evidence.

As there will be no final examinations in 2020-21 the SQA have paused their exceptional circumstances service. As such, we are unable to provide an up to date link to their current procedures around this. In 2020-21 exceptional circumstances will be dealt with internally by the school. If there is an instance where a pupil is unwell on the day of an assessment every effort will be made to assess them on another suitable date. If this is not possible then the Principal Teacher of the subject will work alongside the class teacher to gather any suitable evidence that they already have. However, it should be noted that all provisional estimate grades submitted to the SQA must be based on demonstrated attainment and inferred judgements will not be allowed.

In session 2020-21 there will be no final examinations for pupils sitting National 5, Higher or Advanced Higher SQA qualifications. The coursework requirements for pupils sitting National 5, Higher and Advanced Higher courses has also been removed and no coursework will be sent to the SQA for external assessment. However, some courses have retained the need for pupils to complete coursework tasks so that these may be internally assessed by teachers. For session 2020-21 schools have been asked to submit provisional estimate grades to the SQA for each learner completing an SQA qualification at National 5, Higher or Advanced Higher Level. A more detailed explanation of the SQA procedures around this can be found at the following link.

<https://www.sqa.org.uk/sqa/95258.html>

The requirements for some National 3, National 4, Skills for Work, National Progression Awards and National Certificate courses have also been adapted in light of the COVID-19 pandemic. These adaptations vary considerably based on the nature of the SQA qualification being attempted and are constantly under review by the SQA. Classroom teachers will keep learners fully informed of any changes.

Assessment - coursework

When completing coursework pupils will do so under a variety of assessment conditions as stipulated by the SQA. Individual subject teachers will inform learners of the assessment conditions around each coursework task. These conditions will vary in terms of the amount of support that teachers are able to offer and the supervision under which the coursework should be completed. More detail on the variety of assessment conditions which could be used are given in the SQA guidance at the link shown below.

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

Internally Assessed Course Components (IACCs) are assessed and moderated by staff in school with the marks being sent to the SQA. Sometimes this also involves visiting assessors from the SQA. Externally assessed components are completed in school but then sent to the SQA for marking. These IACCs will be shared with pupils. Pupils have the right to appeal these IACCs and should do so with their class teacher or the Principal Teacher of the subject. The Principal Teacher will then ensure that assessment and moderation procedures have been followed and will report the result back to the pupil. If appropriate to do so then the SQA Co-ordinator will be involved and the final decision with regard to appeals around IACCs rests with the Head of Centre.

In order to support learners with navigating the requirements of their coursework, the SQA share a “Your Coursework” guide with learners each year. This document is shared with pupils each year in November or December and can be found at the link below.

<https://www.sqa.org.uk/sqa/71527.html>

In session 2020-21 because the coursework requirements for National 5 qualifications were removed the SQA did not send “Your Coursework” guides to the school for S4 pupils. However, during a presentation by the SQA co-ordinator in early December key themes from the document were shared with all pupils. Hard copies of the document were also shared with all S5 and S6 pupils.

Assessment - Additional assessment arrangements

Some pupils may have a physical, mental health, behavioural or learning need which could impact on their ability to reach their potential in SQA qualifications. To avoid this the SQA and the school employ a system of additional assessment arrangements (AAA) where learners can be supported to complete SQA qualifications without the additional barriers some may face. However, it is important to note that the system must be fair to all candidates. This means that pupils cannot be granted AAA unless we have evidence of a physical, mental health, behavioural or learning need. It is also the case that where pupils are granted AAA it should also be fair to them. For example if an AAA involved giving a learner additional time, would it be fair to make them complete an assessment over 4 or 5 hours.

The SQA provide clear guidelines to all schools in relation to the process of applying for AAA and quality assuring the AAA process and this can be found at the link show below.

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

Where we have evidence that a pupil may require AAA we will keep learners and parents fully informed. In Appendix 3 you will find a flowchart outlining our processes and in Appendix 4 you will find the AAA request form that teaching staff will use to request AAA for a learner in their subject. All aspects of the AAA process are closely monitored to ensure fairness to all candidates and the SQA give clear guidelines on how to quality assure the AAA process which is shown in the guide below.

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

In session 2020-21 where there are no external examinations for learners sitting National 5, Higher or Advanced Higher courses we will still ensure AAA are applied where appropriate. The AAA has been collated and all staff are aware of any AAA that have been granted around learners in their classes and these will be applied, as appropriate to do so, during assessments that the learner may complete as part of an SQA qualification.

Assessment – Malpractice

While it is hoped and expected that learners would adhere to SQA and school policies at all times there may be a small number of incidents involving malpractice. While incidents of malpractice are rare, as an SQA accredited centre we are duty bound to investigate all alleged incidents of malpractice fully. Where an incident is alleged it can be a difficult and stressful situation for anyone involved so we will always conduct investigations to ensure they are done consistently, fairly and impartially. The SQA guide on malpractice can be found at the link below.

https://www.sqa.org.uk/sqa/files_ccc/2020-malpractice-information-centres.pdf

Assessment - Moderation

An important aspect of both the SQA and the schools process of awarding qualification is moderation. Moderation ensures that assessment decisions are made fairly, consistently and without bias. There are three stages to the moderation process (plan, do and review). In the “plan” stage teachers will plan what assessment they are going to carry out and ensure they have all of the SQA requirements for that assessment to hand. In the “do” stage the assessment will be conducted and learner responses will be moderated. This moderation could be done in a variety of ways but will usually involve more than one teacher assessing a candidates work. In the third and final “review” stage teachers will reflect on the “plan” and “do” stage and make any necessary adjustments. More detail about the moderation process can be found in Appendix 5 where the guide and toolkit that Wallace Hall Academy and Sanquhar Academy use jointly can be found.

Assessment - Provisional estimate grades

In session 2020-21 all schools will be submitting provisional estimate grades to the SQA for each learner completing an SQA qualification at National 5, Higher or Advanced Higher Level. Details on how this evidence will be gathered can be found at the following link.

https://www.sqa.org.uk/sqa/files_ccc/nq-estimates-guidance-2020-21.pdf

In addition to the advice above, guidance has also been provided for individual subjects. To increase the robustness of these provisional estimate grades additional layers of moderation have been included. This means each department at Wallace Hall Academy has linked up with at least one other department in the same subject across the region so that samples of evidence may be moderated by teachers from another school. In addition to the moderation of learner evidence in departments and by another department in the region, there will also be moderation at the faculty, school and regional level before a representative from the region liaises with an SQA representative to explain the robustness of our

procedures. These extra layers of moderation will help to ensure consistency in the determining of provisional estimate grades and detailed notes will be taken in each stage of the process.

Because of the layers of moderation required it might not be possible to share provisional estimate grades with pupils and parents initially. For example, it would not be fair to pupils to share a provisional estimate grade with them to then downgrade it at a later date due to the moderation process. We will of course share all results with pupils (percentages achieved etc) which will give them a rough indication of what their provisional estimate grade might be. Grade boundaries could move up or they could move down depending on whether the assessment instrument has performed as we expected and this will only become clear through the extensive and robust moderation process we have in place.

Depending on the nature and timing of the assessment it may also not be appropriate to provide pupils with detailed feedback on it. This is because other pupils may still have to sit the assessment and we want to maintain fairness to all pupils and the security and robustness of all assessments as much as possible. In the vast majority of cases this will only be the case with the very final assessment pupils sit in a subject and where it is in the best interests of the pupils detailed feedback will always be given.

Assessment – Remote learning

In session 2020-21 with learners completing work for SQA qualifications remotely the SQA have been continually adapting the supervision requirements around specific assessments. In some cases this means learners have been allowed to complete tasks under less supervision than would normally be the case but it is still important for us to ensure the integrity of any SQA qualification a learner is undertaking. Learners will be reminded of this when asked to undertake any task at home that is required to be completed as part of an SQA qualification.

For a small number of pupils who may be shielding it might also be necessary to complete assessments remotely. We will look at each of these situations on an individual basis and will endeavour to find a solution which meets the needs of the SQA requirements and the learner involved. Where a pupil is not able to sit an assessment in school due to shielding then a medical note will be required. Where possible pupils will be expected to sit assessments in school and judgements on shielding will be based on need not choice. This could include, but will not be limited to; a learner completing an assessment in school but after the school day has finished, a school representative visiting the learner at home to administer and invigilate the assessment or observing the learner complete an assessment remotely using a camera. The SQA guidance on assessing learners remotely is being updated regularly and their latest guidance, which we will adhere to, can be found at the following link.

<https://www.sqa.org.uk/sqa/96137.html>

It is the responsibility of the school and leaders within the school to

- provide a clear policy for the internal moderation of assessments;
- coordinate the completion of IACCs to ensure, wherever possible, an even spread of assessments across the Senior Phase;
- support and lead any appeals process around IACCs;
- support teachers to make sure they have access to the conditions of assessment around coursework tasks to learners;

- speak to all learners about malpractice and the possible ramifications of engaging in malpractice;
- investigate any incidents of alleged malpractice by learners and report to parents and learners the outcomes of any investigation; coordinate a prelim timetable taking into account the needs of learners, staff workload and SQA deadlines;
- provide instructions, a clear timetable and support in relation to the final exams in April, May and June;
- provide guidance for staff with regard to procedures around Additional Assessment Arrangements;
- provide guidance and support staff where updates to SQA procedures are necessary in light of the COVID-19 pandemic;
- provide guidance and support to staff with the generation of provisional estimate grades and any additional moderation procedures implemented around them.

It is the responsibility of teaching staff to

- engage with and follow the school policy for the internal moderation of assessments;
- provide subject specific details about internally and externally assessed components to ensure, wherever possible, an even spread of assessments across the senior phase.
- share IACC grades with pupils allowing time for discussion around how the decisions were made;
- explain the conditions of assessment around coursework tasks to learners;
- report any incidents of alleged malpractice by pupils to their Principal teacher of Curriculum who will in turn report the incident to the SQA co-ordinator and Head Teacher;
- provide subject specific details to allow a prelim timetable to be created which takes into account the needs of learners, staff workload and SQA deadlines;
- work alongside the Principal Teacher of ASfL to ensure the needs of all learners are met with regard to Additional Assessment Arrangements;
- engage with updates to SQA procedures which may be necessary in light of the COVID-19 pandemic;
- engage with the generation of provisional estimate grades and any additional moderation procedures implemented around them.

Appeals

Post-Results Service *The Post-Results Service was used up until 2019 but was replaced in 2020 with the Post-Certification Review process in 2020 and is also likely to be replaced by another system in 2021 due to the ongoing COVID-19 pandemic.*

Once the results are shared in August, concerns or questions from candidates, parents or carers should be raised with the school as soon as possible. Where suitable, arrangements can be made to meet with senior staff to discuss next steps or changes to subjects for the coming academic session.

*The Post-Results Service is to be used if we have concerns about a candidate's grade for National 5, Higher or Advanced Higher qualifications. The school can request a clerical check or a marking review. Candidates are eligible for such a request to be made if their final grade is based on materials marked by SQA. **The final decision on whether to submit a Post-Results Service request lies with the Head Teacher. The SQA can't accept requests from candidates or parents/carers.***

A clerical check makes sure that all parts of the materials have been marked and the marks given for each answer have been totalled correctly. 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 and 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.

The service opens on results day and requests must be submitted to the SQA relatively soon after this.

All costs associated with requesting a clerical check or a marking review will be met by the school to ensure learners are not disadvantaged due to personal circumstances. Access to the Post-Results Service should only be made where the following conditions have been met:

- 1. In the view of the class teacher and the Principal Teacher a mistake has been made by the SQA in assessing a candidate's performance.*
- 2. The estimate grade submitted to the SQA, which reflects evidence that has been gathered throughout the session by the class teacher, would indicate that a mistake has been made by the SQA.*

*Reference **may** also be made to the grade boundaries when assessing candidate's access to the Post-Results Service as **results can go up but they can also go down.***

It is the responsibility of the school and leaders within the school to

- provide clear instructions with regard to the Post-Results Service timeline on an annual basis to staff;*
- liaise with teaching staff to identify which pupils are suitable candidates for accessing the Post-Results Service;*
- liaise with candidates and parents where access to the Post-Results Service is being made on a candidate's behalf. This task will be conducted by the relevant Deputy Head Teacher or Head Teacher and will include reference to the fact that **the grade awarded to the candidate could go up or down;***

- *ensure the Head Teacher makes the final decision with regard to all aspects of the Post-results Service.*

It is the responsibility of teaching staff to

- *liaise with Principal Teachers to identify which pupils are suitable candidates for accessing the Post-Results Service, taking note of the points made earlier in this policy;*
- *avoid discussing whether or not access to the Post-Results Service has been granted to an individual pupil, as this responsibility lies with the SQA Coordinator or Head Teacher.*

The outcome of any Post-Results Service requests will be shared by the SQA with Wallace Hall Academy in a timely manner. A representative from the school will then communicate this decision to learners and parents. There is the opportunity to appeal any outcome of the Post-Results Service and this should be organised by the SQA Coordinator in a timely manner in collaboration with the Head Teacher, the candidate and the parents/carers. Any revised certificates will be posted to candidates in due course.

Post-Certification Review Process

Due to the ongoing COVID-19 pandemic learners did not sit final examinations in May 2020 and SQA qualifications were generated using estimate grades supplied by schools to the SQA. A full overview of this process is given in the link below.

https://www.sqa.org.uk/sqa/files_ccc/post-certification-review-information-for-centres.pdf

The SQA have yet to announce their plans for any appeal process on the SQA qualifications they will aware in August 2021 but will provide the most up to date information at the link shown below.

<https://www.sqa.org.uk/sqa/79049.html>

It is hoped that this SQA policy will clarify the arrangements in place at Wallace Hall Academy for all staff, learners and parents. While every effort has been made to keep all of the content as up to date as possible the SQA make regular updates to their policies and procedures and any of these changes will supersede any aspect of this policy.

Appendix 1: SQA policy – Level change flowchart

When considering a change in presentation for a candidate please follow this flowchart.

1. A discussion about the possibility of a change in presentation should take place between the PTC and the class teacher. The class teacher should be able to provide clear evidence for the suggested change.



2. A discussion about the possibility of a change in presentation should take place between the PTC and the pupil. This is just a discussion at this stage to go over the options.



3. A discussion about the possibility of a change in presentation should take place between the PTC and the link DHT to ascertain if it seems like a reasonable change. This may also highlight concerns where a pupil is failing a number of subjects



4. A discussion about the possibility of a change in presentation should take place between the PTC and the parent. This is just a discussion at this stage to go over the options but if a parent is in agreement with your recommendation indicate that you will put it forward to SMT for approval but no guarantees can be made at this stage.



5. Submit a level change form to the link DHT for approval at SMT level.



6. Once confirmed by SMT an email will be sent by the SSM and the PTC should confirm the change with the class teacher and the pupil and send a letter of confirmation to the parent and enter the details as a pastoral note in Seemis. The new pastoral notes where a number of pupils can be entered at once should make this process quite quick if a number of pupils are making the same change.

Appendix 2: SQA policy – Level change request form

SQA Request for Changes of Level/Withdrawals/Units only To be Completed by Principal Teacher Curriculum

Name of pupil:	Seemis class (directly under the teacher's name on the Seemis register):
Year group and house group:	Subject:
Class teacher(s):	Current level:

What change are you proposing? (please place an 'x' in only one box)

Change of level Complete course over 2 years

Withdrawal from entire course Withdrawal from external exam and moved to units only

Dual presentation (two levels) Dual presentation (units and whole course)

Please give details of this proposed change as specified below.

- For change of level state the current and proposed level.
- For dual presentation clearly state both levels or the level and the unit **names, codes** and **levels**.
- For withdrawal from external exam and moved to unit only include the unit **names, codes** and **levels**.

Please tick to confirm each of the following have been completed in advance of requesting the proposed change.

Provisional discussion with class teacher about proposed change

Provisional discussion with pupil about proposed change

Provisional discussion with parent about proposed change

Please use this section to give reasons for the proposed change. This section will likely include information on assessment marks, prelim marks and information on interventions and contact with parents. This section will also likely include details of what the pupil will be doing with their class time as **all pupils will remain in the class** even if the proposed change is accepted.

Date and signature of PTC	Date and signature of DHT
---------------------------	---------------------------

Discussion at SMT

Agreed Agreed but with amendments Further action required Rejected

Please include details of required amendments, further action required or reasons for rejection in this section.

Date and signature of HT

On spreadsheet Emailed to PTC by SSM Updated on Seemis by SSM

AAA PROCESS FOR TEACHERS

Procedure for those detailed in the 'Pupil Info' icon where an additional support need has been identified.

Discuss with pupil and your PTC, gather evidence, complete an **AAA Request Form** (location: AAA tab in Pupil Info icon), then pass all info to **YOUR** PTC.

K Fraser will meet with PTCs end Oct/beg Nov to approve/decline requests. The return slip will be returned to your PTC.

Procedure for those who are NOT detailed in the 'Pupil Info' icon but you believe will benefit from an AAA.

Discuss issue with the pupil then complete an **Identification of Concern** form (IOCF) and e-mail to K Fraser. This form should clearly indicate the main concerns and strategies used to date.

After discussion with K Fraser implement strategies agreed. E.g extra time, scribe, reader. *Request support for reader or scribe must be made **one week** prior to assessment.*

Gather evidence, complete an **AAA Request Form** (location: AAA tab in Pupil Info icon), discuss with PTC then pass to **YOUR** PTC.

K Fraser will meet with PTCs in October/November to approve/decline requests. The return slip will be returned to your PTC.

DEADLINE:

You **MUST** have the AAA Request Form and all evidence gathered and sent to your PTC before the **OCTOBER HOLIDAYS**.

POINTS TO NOTE...

- Approval will only be given if evidence shows a **SIGNIFICANT** improvement has been made with an AAA, an increase of one or two marks is **NOT** enough!
- Contextual evidence is required for every AAA request (excluding those with a medical need). If the arrangement is not regularly used throughout the year it will **NOT** be used for the prelim or exam.
- Discussion should take place with the pupil **before** a request is made.
- Pupils will need time to practise using AAA during class tests/tasks throughout the year.
- Approved AAA requests will be in place for Prelims, hence the early deadline!
- Staff will be asked to check the Prelim timetable to ensure AAA has been allocated as per

Appendix 4: SQA policy – AAA request form



Wallace Hall Academy,
Primary & ELC
"Together we grow, learn and achieve"

ADDITIONAL ASSESSMENT ARRANGEMENTS REQUEST FORM (AAA)



Wallace Hall Academy,
Primary & ELC
"Together we grow, learn and achieve"

Pupil Name:		Year of exam:							
Subject, Level, Column:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Subject</td> <td style="width: 33%;">Level</td> <td style="width: 33%;">Column</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Subject	Level	Column				Teacher Name:	
Subject	Level	Column							
Which paper(s)?	<i>Please detail which paper this is required for ie – all papers, practical only, paper 2 only, listening</i>	Principal Teacher signature:							

SUPPORT REQUESTED	PLEASE CIRCLE				
Reader	YES / NO				
Scribe	YES / NO				
Extra Time	25% 33% 50%				
Transcription	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">with correction <i>correct spelling and punctuation only</i></td> <td style="width: 70%; text-align: center;">YES / NO</td> </tr> <tr> <td>without correction <i>re-write word for word</i></td> <td style="text-align: center;">YES / NO</td> </tr> </table>	with correction <i>correct spelling and punctuation only</i>	YES / NO	without correction <i>re-write word for word</i>	YES / NO
	with correction <i>correct spelling and punctuation only</i>	YES / NO			
without correction <i>re-write word for word</i>	YES / NO				
Prompt	YES / NO				
Digital Question Paper	YES / NO				
Digital Answer Booklet	YES / NO				
Use of laptop/ICT (only for pupils who use it regularly)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Spell check on</td> <td style="width: 70%; text-align: center;">YES / NO</td> </tr> <tr> <td>Spell check off</td> <td style="text-align: center;">YES / NO</td> </tr> </table>	Spell check on	YES / NO	Spell check off	YES / NO
	Spell check on	YES / NO			
Spell check off	YES / NO				
Separate Accommodation	Individual / Group				
Rest Periods Required	YES / NO				

ADAPTED PAPER REQUIREMENTS	
Paper colour	Yellow - pink - green - purple - blue
Paper size	A4 - A3 - A1
Font size	12pt - 14pt - 18pt – 24pt
Font type	Standard SQA – Arial – Comic Sans
Line spacing	Single / Double
Simplified art work	Yes / No
Decluttered diagrams	Yes / No
Other	<i>Colour blind overlays, raised diagrams, braille</i>

Provide a detailed description of why this additional arrangement is necessary. State if this is the candidate's normal way of working.

Pupil Signature and date:



Sanquhar Academy & Wallace Hall Academy

Verification guidelines and toolkit

Verification – Guidelines

Verification supports assessors to make assessment decisions. There are two types of verification:

1. **Informal (Internal)** – the judgements which we make that ensures that all candidates entered for the same qualification are assessed fairly and consistently to the specified national standard.
2. **Formal (External)** – the process SQA uses to assess the quality of internal assessment, including internal verification. The two main methods are *Event* and *Visiting*.

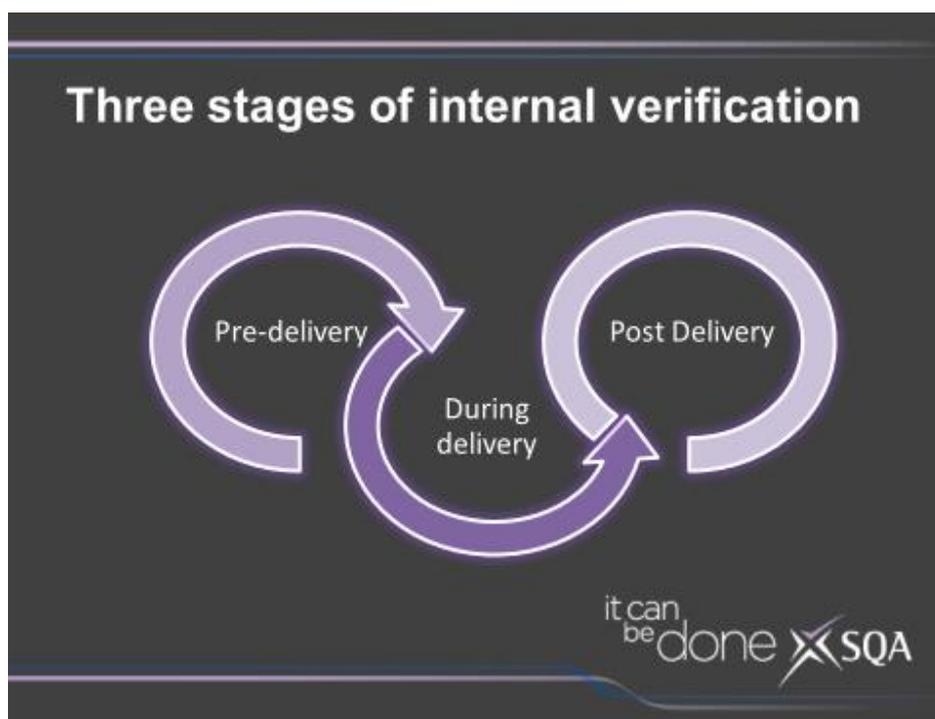
There are **3 models of internal verification**:

1. **Lead Internal Verifier**: An internal verifier who will sample assessments marked by other assessors
2. **Peer Review**: All staff in a department will take part in understanding standards activities and carry out cross marking of each other's assessments *
3. **Single Assessor Departments**: A networking approach allowing professional dialogue and cross marking between assessors in different centres*

*Most likely to be used, partnership arrangements allow for greater opportunities for both centres to collaborate and share opportunities and experience.

An internal verifier cannot verify assessments which they have developed, or verify assessments which their own assessment judgements.

There are **3 stages of internal verification**:



Pre-delivery (Plan)

- Prior verification service if required (this is if you want to use an assessment in place of an assessment provided by the SQA)
- Planning internal assessment activities which meet the requirements
- Plan internal verification activities to ensure that assessors are familiar with the qualification standard
- Ensure a shared understanding of standards
 - *The internal verifier needs to have sufficient subject knowledge to understand the content of assessments and national standards for the award, and be able to confirm reliable assessment judgements have been made.
- Agree assessment approaches
- Prepare candidates
 - *Ensure that expectations are clear. Remember to apply AAAs if required.

A checklist from the SQA is shown below which may be of use when planning assessments.

[Internal verification: A guide for centres p8](#)

Is the assessment appropriate for its purpose?*	<input type="checkbox"/>
Does it allow candidates to produce sufficient evidence that they have the knowledge, understanding and skills to meet the national standards?	<input type="checkbox"/>
Is there an appropriate assessment scheme/marketing instructions/recording mechanism to check that the candidate's evidence meets the requirements of the national standard?	<input type="checkbox"/>
Can the assessment be carried out effectively and efficiently within the resources of your centre or assessment site?	<input type="checkbox"/>
Is the assessment accessible to all candidates?	<input type="checkbox"/>
Does the assessment meet any specific requirements of the unit/award? For example, does the unit/assessment strategy stipulate a time frame or permitted resources?	<input type="checkbox"/>

During delivery (Do)

- Standardisation activities
 - *Ensure that assessors have a common understanding of the standards – e.g. Double marking, Blind marking, Dual assessment
- Sampling of candidates' assessed work
 - *It is important to prioritise sampling from;
 - new assessors
 - when units or assessments have changed
 - when issues have been identified in internal or external verification

- different approaches to assessment have been used

- different locations/resources have been used

*Sampling strategy – e.g. cross marking, a strategy which will allow the internal verifier to check that each assessor is **making consistent assessment judgements in line with national standards, with each group of candidates over time.**

The number of candidates included in the sample for internal verification should be proportionate to the total number of candidates. Remember to sample following any resits.

- Feedback and dialogue with assessors who marked assessments

- Supporting assessors

*Open collaborative approach throughout the year

- Confirm results – agreeing final marks

*Provide a second opinion in internal assessment appeals / malpractice investigations

Candidates can appeal assessment judgements

It is important that centres maintain accurate records. Candidates must be informed of the result of internal assessment.

If candidates have not achieved their desired result – available options should be discussed.

Centres should retain candidate evidence for a specific length of time.

Post-delivery (Review)

- Reflect on how things have gone, how to improve delivery of the course
- Agree and plan for any necessary changes in assessment approach
- Agree and plan for any further understanding standards activities
- Agree and plan for any changes to internal verification processes

Verification - Toolkit

Stage 1: Plan

Course Title			
Course Level	National 3 National 4 National 5 Higher Advanced Higher Other (e.g. NPA, SfW): (Please Circle / Bold / Highlight as appropriate)		
Element	Unit 1 SQA UASP Unit 2 SQA UASP Unit 3 SQA UASP Added Value Unit Prelim Assignment End of Unit Assessment (own creation) Practical Performance Other: (Please Circle / Bold / Highlight as appropriate)		
Name of Assessor(s)			
Name of Internal Verifier(s)			
Date of meeting(s)			
Reason(s) for internal verification	Routine New or inexperienced assessor New assessment Feedback from previous verification Other (please specify): (Please Circle / Bold / Highlight as appropriate)		
Assessment arrangements		Discussed (Yes, No, N/A)	Comments and action required
	Content of assessment.		
	Assessment criteria.		
	Date(s) of assessment.		
	Method for recording candidate evidence.		
	Conditions for re-assessment.		
	Additional assessment arrangements.		
Internal Verification	Number of candidates to sample.		
	Date scheduled for internal verification meeting.		

Stage 3: Review

Task to be completed due to internal verification activity (Tasks may include adapting marking schemes, attending understanding standards events or running a sharing good practice event)	Person responsible	Date to be completed
Review of assessment and internal verification conducted by (not all 4 need to be signed): Assessor: _____ Verifier: _____ Date: _____ Date: _____ Principal Teacher: _____ SQA co-ordinator: _____ Date: _____ Date: _____		