

Carrick Academy



Additional Assessment Arrangements for SQA Examinations

ADDITIONAL ASSESSMENT ARRANGEMENTS

All SQA centres are responsible for providing assessment arrangements for disabled candidates and/or those identified as having additional support needs. This means that centres should have an internal alternative arrangements system with high quality checks in place that are operated throughout the centre. Each member of staff who is responsible for the assessment of candidates should comply with the procedures.

Assessment arrangements allow candidates who are disabled, and/or have been identified as having additional support needs, access to appropriate arrangements without compromising the integrity of the assessment. Candidates are individuals with a diverse range of needs and it is important that the individual needs of the candidates in each subject area are taken into account when considering the most appropriate assessment arrangements. For example, an arrangement required in one subject area may not be relevant in another.

PRINCIPLES OF ADDITIONAL ASSESSMENT ARRANGEMENTS

These are based on:

- 1 Candidates for whom assessment arrangements are provided should potentially have the ability to achieve national standards, but be unable to do so using the published assessment arrangements for the particular qualification. For example, a candidate may have difficulty with reading the questions in an external assessment; assessment arrangements, such as the use of ICT with text-reading software or a human reader may alleviate this disadvantage.
- 2 The integrity of the qualification must be maintained. For example, it is not possible for a candidate to use a human scribe in a National Literacy Unit, where writing skills are being explicitly assessed.
- 3 Assessment arrangements should be tailored to meet a candidate's individual need. For example, a candidate with writing difficulties might not be at any disadvantage in a multiple-choice paper but might have difficulties producing a written essay. There should be documented evidence of a candidate's assessment needs.
- 4 Assessment arrangements should reflect, as far as possible, the candidate's normal way of learning and producing work. For example, if a candidate with dyslexia normally uses ICT with a spell checker or a human scribe to overcome writing difficulties, this should be the assessment arrangement provided in the assessment.

QUALITY ASSURANCE

Documented evidence to support the provision of assessment arrangements including processes and supporting documentation for the provision of assessment arrangements for SQA assessments.

- 1 Evidence of school's internal verification meeting – form signed and dated.
(Appendix 1a)
- 2 Evidence that candidates have agreed to the provision of assessment arrangements and to their details being disclosed to SQA – form signed by both pupil and parent and letter sent home explaining processes.
(Appendix 1b)
- 3 Evidence of candidates' disabilities/additional support needs and how this affects them in learning/teaching situations –compiled from information from subject staff, ASN Log and Pupil plans (where relevant).
- 4 Evidence of candidate's need for current assessment support, how this is met and how it relates to the arrangements being requested or provided – support strategies and subject evidence.
(Appendix 1c)
- 5 Evidence that varying needs across subjects have been considered – individual subject forms.
(Appendix 1c)
- 6 Evidence for specific types of assessment arrangements – individual subject forms.
(Appendix 1c)
- 7 Evidence of a system for the management of SQA assessment arrangements which is supported by senior management. (Policy document)

ROLES AND RESPONSIBILITIES

SQA CO-ORDINATOR

- Develops and implements improvements to quality assurance systems
- Liaises with SQA regarding internal assessments where there are doubts regarding eligibility
- Submits requests using the Assessment Arrangements Requests software (AAR) for all external assessments
- Chairs SQA verification meeting with relevant personnel
- Chairs meeting with parents to discuss eligibility for Alternative Assessment Arrangements where there is an appeal from parent or pupil
- In the event of unforeseen circumstances, liaise with PT Support for Learning and parent and pupil and subject staff to agree alternative assessment arrangements

PT PUPIL SUPPORT - SUPPORT FOR LEARNING

- Attends primary transition meetings to gather information regarding pupils on the ASN Log
- Creates ASN Log entries in Staff Share version which include suggested Additional Assessment Arrangements pupils may require and encourages staff to discuss and implement these with pupils
- Reviews pupil progress with parents and pupils and discusses sharing of information with SQA
- Continually updates and reviews pupil requirements taking into account alterations which may need to be put in place as the pupil moves up the school - e.g. a pupil may cope well with the Broad General Education but National 5 or Higher courses may require additional support
- Provides staff with CPD regarding completion of forms through attendance at DMs and also offers training in reader/scribe etc.
- Facilitates practising of Alternative Assessment Arrangements in senior tutorials
- Issues AAA timeline highlighting key dates for the submission of AAA requests for prelims and SQA examinations in line with SQA calendar shared by DHT SQA
- Issues relevant forms for the gathering of evidence which contain: -
 - ❖ Alternative Arrangement requested
 - ❖ Level at which presented

- ❖ Support strategies
 - ❖ Grade/mark pupil achieved when completing assessment on their own
 - ❖ Grade/mark pupil achieved when appropriate alternative arrangement was used
 - ❖ Confirms or refutes that the use of an alternative arrangement makes a SIGNIFICANT difference to the pupil's overall grade in each subject
 - ❖ Sign and date the form
- Collates evidence and prepares individual pupil folders in preparation for verification meeting
 - Presents evidence at verification meeting

SUBJECT STAFF

- Read ASN Log in Staff Share and discuss additional assessment arrangements with pupils in their class and record results, after discussing any issues with PT Support for Learning
- Facilitate practice of using additional assessment arrangements in conjunction with Support for Learning staff
- Collate evidence with and without alternative assessment arrangements
- Complete and sign evidence gathering form with support strategies including
 - ❖ Alternative Arrangement(s) requested
 - ❖ Level at which presented
 - ❖ Support strategies
 - ❖ Grade/mark pupil achieved when completing assessment of their own
 - ❖ Grade/mark pupil achieved when appropriate alternative arrangement was used
 - ❖ Confirm or refute, based on their evidence, that that the use of an alternative arrangement makes a SIGNIFICANT difference to the pupil's overall grade in their subject
 - ❖ Sign and date the form

PRINCIPAL TEACHERS

- PTs support departmental colleagues with gathering appropriate evidence and collating this for submission to Pupil Support prior to prelim examinations and final SQA examinations

- Guidance PTs review AAA schedule at departmental meetings regarding well-being concerns

PUPILS

- Be open to discussion with subject staff and PT Support for Learning when discussing which Additional Assessment Arrangement(s) would be most appropriate
- Sign the form stating that you agree with this request and are happy to use the alternative assessment arrangement(s) provided
- If under 16, take form and letter home, and explain procedure to your parent/carer and ask them to sign and return form
- Report any concerns you have regarding Additional Assessment Arrangements with PT Support for Learning

PARENTS

- Ensure school is aware of any additional support need
- Discuss with your child the letter and form, sign and return to school
- Encourage your child to use the Alternative Assessment Arrangement(s) to help achieve their full potential
- Contact SQA Co-ordinator, PT Support for Learning or your child's Guidance teacher if your child is refusing to accept Alternative Assessment Arrangements or if you would like to appeal an Additional Assessment Arrangements decision

CLASSROOM ASSISTANT

- Facilitate, in conjunction with subject staff, the practising of alternative assessment arrangement during the year
- Feedback information on new pupils to PT Support for Learning

LATE REQUESTS AND REFUSAL OF SUPPORTS

- Any late requests will be processed according to all of the above procedures. Where a student has sustained a physical injury then any necessary and appropriate arrangements will be put in place following consultation with all parties – DHT SQA, student and parent/carer.
- If a student refuses the supports offered then PT Pupil Support and DHT SQA will liaise with parents/carers to discuss. Written agreement will be sought from both

student and parent/carer to confirm that the additional assessment arrangements will not be implemented.

REFERENCES

Quality Assurance of Assessment Arrangements in Internal and External Assessments:
Information for Schools - www.sqa.org.uk

Assessment Arrangements Explained: Information for centres - www.sqa.org.uk

APPENDICES

- 1a Verification meeting
- 1b Pupil/Parent Agreement Alternative Assessment Arrangements
- 1c Subject evidence and support strategies
- 1d Parent letter
- 1e AAA Timeline

People Directorate

Head Teacher: Elaine McEwan

Carrick Academy
72-74 Kirkoswald Road
Maybole
Ayrshire
KA19 8BP
Tel: 01655 883003 or 01655 889432
Email: carrick.mail@south-ayrshire.gov.uk
Date:
If phoning or calling ask for:



Verification Meeting for SQA Assessment Arrangements

Verification Meeting for:	Date

Staff members present:	Designation

Evidence Submitted:

- Reading test/Psychologist's report/Dyslexia screening test
- Primary transfer meeting minutes or Pupil Profile
- Summary of support for learning provision (Staged Intervention)
- Evidence of day to day support/requests for support for internal assessments
- Minutes of any review meetings
- Evidence of assessment with/without alternative assessment arrangements
- Pupil/Parent agreement
- Medical reports, doctor's letters etc.
- Other

I agree that the above pupil fulfils the criteria for Alternative Assessment Arrangements.

Principle Teacher Additional Support Needs _____

Depute Head Teacher (SQA Co-ordinator & Verifier)

Pupil Support Needs Analysis

SQA Additional Assessment Arrangements Evidence

Under the SQA guidelines, additional assessment arrangements can only be made with agreement from the class teacher that the extra supports make a difference to the pupil's progress and are the normal way of classroom working.

Name of Pupil:		Subject & Level:	
Register Class:		Class Teacher:	

Main Areas of Difficulty: (✓ tick appropriate box)			
Learning Difficulty		Emotional/Behavioural	
Sensory Impairment		Physical Impairment	Motor Skills
Description of difficulty (refer to Staged Intervention Plan):			

Supports that are used/required in your class or assessments in this subject:			
ICT		Separate Accommodation	
ReadWrite		Supervised Breaks	Reader
Spell checker		Bilingual dictionary	Scribe
Prompter		Extra time and percentage required	Coloured Question Papers
Other supports (For example - calculator, highlighters, rules):			

<p>Please give details of supports required and attach evidence of need. For example, work completed with/without the alternative arrangements in place. Evidence should show the amount of student work completed within the allocated time. Thereafter any additional time taken should be clearly marked on the paper.</p>

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Teacher signature:		Date:	
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Carrick Academy Pupil Support Department
Additional Assessment Arrangements for SQA National 5 and Higher Prelims 2021-22

Name: _____ Class: _____ Date: _____

SQA AAA required: Reader, Reader/ Scribe, Extra time, Prompter, Separate accommodation, ICT (word processing only) or Digital Paper (type on and/ or digital reader*) or adapted paper (enlarged font, different colour etc*).

Subject	Level	Additional Arrangement	Subject	Level	Additional Arrangement

SQA Additional Assessment Arrangement	Yes	No	Comments

Reader			
Scribe			
Extra Time			
Prompter			
Separate accommodation			
ICT - word processing			
ICT - Digital Question Paper			
Enlarged paper or coloured paper			
Do I know why I am receiving the Additional Arrangement(s)?			
Do I need to practise my Additional Arrangement(s)?			
I understand that it is my sole responsibility to save my work if using ICT.			Signed: Date:
Supervised breaks			

I agree to the Additional Assessment Arrangements request made for me and will make every effort to use them effectively. I also authorise Carrick Academy to share this information with the SQA.

Pupil Signature _____ Date _____

Parent / Carer Signature

_____ Date _____

SfL Dept _____ Date _____

People Directorate

Head Teacher: Elaine McEwan

Carrick Academy
72-74 Kirkoswald Road
Maybole
Ayrshire
KA19 8BP
Tel: 01655 883003 or 01655 889432
Email: carrick.mail@south-ayrshire.gov.uk
Date:
If phoning or calling ask for:



Dear Parent/Guardian

ADDITIONAL ASSESSMENT ARRANGEMENTS for SQA examinations 20...

Please find enclosed the assessment arrangements agreed with your son/daughter with their class teacher and myself, PT Pupil Support for the forthcoming SQA examinations. The evidence has been verified by the SQA coordinator, DHT Mr McPike and myself. Please discuss these with your son/daughter and if you agree, sign and return the form to myself. Please be assured that your child has been involved in the discussions as it is essential that they are comfortable with the arrangements put in place.

Please be aware that, unless I hear to the contrary, these arrangements will be implemented.

If you have any queries please do not hesitate to call me.

Yours faithfully

Eileen Neil
PT Pupil Support

August 2021 onwards	Start Collecting Evidence for AAA
Tuesday 30/11/2021	AAA Evidence submitted for Prelims
Wednesday 01/12/2021	Start Preparing Prelim Timetables
Monday 13/12/2021	Issue Prelim Timetables to Pupils
Wednesday 12/01/2022	Prelims Begin
Friday 11/03/2022	AAA Evidence Submitted for SQA Exams
Monday 14/03/2022	Start Preparing SQA Exam Timetables
Monday 28/03/2022	Issue SQA Exam Timetables
Tuesday 26/04/21 – Wednesday 01/06/21	SQA Exams begin and end

Step 1 – September

1. Using last year's overview, create a current overview template.
2. Departments issued with box files containing folders for the collection of AAA evidence.

No evidence is needed for the following conditions where an ASN is recorded as supports are already in place:

DCD, ADHD, ASD, VI, HI, handwriting (ICT). For medical and anxiety concerns, Guidance will be asked to confirm, inform class teachers and submit one form to cover all subjects if required.

S4

1. Using S4 pupil information document add in any S4 pupils likely to require AAA concessions in preparation for pupil interview.
2. Meet with pupils to discuss arrangements for Prelim/SQA Exam. Complete concession request paperwork specifying levels and requirements for each individual subject. Note N/A for any subjects where the pupil has declined support or 'no exam' where there is no exam e.g. N5 PE.
3. Ensure that staff are aware that they must report any changes to levels prior to the Christmas holidays and any changes to requests after the prelim for the final exam by assigned date in March.

S5/6

1. Remove all old S6 folders and archive along with old S4 and S5 pupils who have left.
2. Prepare AAA concession information/paperwork in preparation for pupil interview (same as S4 above).
3. Meet with pupils to discuss arrangements for Prelim/SQA Exam. Complete concession request paperwork specifying levels and requirements for each individual subject. Note N/A for any subjects where the pupil has declined support or 'no exam' where there is no exam e.g. N5 PE.
4. Ensure that staff are aware that they must report any changes to levels prior to the Christmas holidays and any changes to requests after the prelim for the final exam by assigned date in March.

Step 2

1. For S4, S5 and S6 collate all requests into Pupil Support SQA database.

2. Double check all requests tally with pupil profiles in Pupil Support SQA database.

Step 3

1. Using the main prelim timetable adapt to ASN pupil timetable. Calculate extra time and adapted time then amend prelim timetable to include columns with prelim adapted times.
2. Allocate staff and rooms, ensuring IT resources are available as needed.

Step 4 – December

1. Verification exercise with DHT SQA.
2. Prepare, print and issue pupil timetables and AAA paperwork – Pupil and Parent Agreement forms.
3. Prepare and print staff timetables.
4. Prepare pupil packs.
5. Issue ICT Agreement, Terms of Use and Responsibility during exams to pupils/parents.

Step 5 - January

Prelims commence

Step 6

1. Collate and update all information gathered after prelims ready for SQA Exams.
2. Amend pupil levels and AAA requirements are necessary and send updated Pupil/Parent Agreement if required.
3. Using the SQA timetable adapt to ASN pupil timetable. Calculate extra time and adapted time then amend timetable to include columns with adapted times.
4. Allocate staff and rooms, ensuring IT resources are available as needed. Send out ICT Usage forms if required.

Step 7 – March

1. Verification exercise with DHT SQA.
2. Prepare, print and issue pupil timetables and AAA paperwork.
3. Prepare and print staff timetables.
4. Prepare pupil packs.

Step 8 – April

SQA Examinations commence.