



# MONIFIETH HIGH SCHOOL

Respect, Fairness, Kindness



# ASSESSMENT ARRANGEMENTS (AA) POLICY

REVISED OCTOBER 2024

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## 1. Context

These guidelines set out our approach to identifying, delivering and quality assuring Assessment Arrangements (AA). These guidelines align with the following SQA documents:

- Quality Assurance of Assessment Arrangements in Internal and External Assessments: Information for Schools
- Quality Assurance of Assessment Arrangements: Additional Guidance for Schools.
- Assessment Arrangements Explained: Information for Centres.

Our AA approach and procedures are outlined in these guidelines with the intention of demonstrating how we will support candidates, parents and carers throughout the academic year and at different stages of secondary school in both Broad General Education and Senior Phase.

Our guidelines are designed to assist all members of our school community as well as illustrating how we will support and safeguard our learners and quality assure our AA approach.

SQA and the school have a responsibility to ensure that assessment, including that leading to certification, is rigorous and fair for all candidates, enabling them to demonstrate the skills, knowledge and understanding required for progression in learning or national qualification award. It is therefore important that AA are only provided to those candidates identified as having a physical (including medical or sensory), behavioural, mental health or additional support need that prevents them from accessing learning, an assessment and demonstrating their attainment for example, extra time could allow many candidates to improve performance, but if they are not disabled or have an identified difficulty they are not entitled and should not be given extra time. Our guidelines will help ensure that all learners have equitable access to the curriculum and assessment by providing support and solutions to remove barriers to learning.

Our guidelines link to the features of highly effective practice exemplified in HGIOS 4 (Education Scotland, 2015) [How good is our school? \(4<sup>th</sup> edition\)\(education.gov. scot\)](#), specifically:

- QI 2.3 Learning, Teaching and Assessment
- QI 2.4 Personalised Support
- QI 2.6 Transitions
- QI 3.1 Ensuring Wellbeing, Equality & Inclusion
- QI 3.2 Raising Attainment & Achievement

## 2. Key Contacts

Supporting and delivering AA entitlements are responsibilities of all teaching staff. In addition, the following staff have specific and whole school AA responsibilities:

- **SQA Coordinator – Derek Farrell**
- **PT ASN – Olive Wainwright**
- **SPSA – Ashley Greenhill**

Relevant school staff are required to identify candidates who are eligible for AA, verify the need for particular AA and quality assure the AA process to ensure that no candidate is disadvantaged or unfairly advantaged.

It may also involve multi-agency input and support from partner agencies and other professionals. Importantly, it will also involve parents/carers and the candidate.

## 3. Access to assessment: the principles

1. Assessment arrangements are intended to enable candidates to demonstrate their attainment, not to compensate for lack of attainment.
2. Assessment arrangements must not compromise the integrity of the qualification.
3. Assessment arrangements must be tailored to meet a candidate's individual needs.
4. Assessment arrangements should reflect, as far as possible, the candidate's normal way of learning and producing work

#### **4. Evidence to support the provision of assessment arrangements**

1. Evidence of verification meeting.
2. Evidence of confirmation from the candidate that they have agreed to the AAA they will use.
3. Evidence of disability/additional support needs and how this generally affects the learning and teaching.
4. Evidence that varying needs across subjects have been taken into account.
5. Evidence for particular arrangements.
6. Evidence of need for current support, how it is met and how it relates to the proposed arrangements.
7. Evidence of a system for the management of SQA assessment arrangements which is supported by SMT.

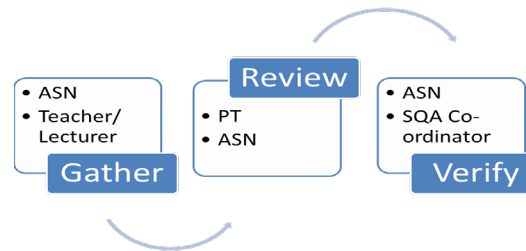


## 5. Assessment Arrangements

- Reader
- Scribe
- Extra Time – specific to individual needs
- Separate Accommodation
- ICT – with or without spellcheck
- Digital Paper
- Prompter
- Adapted Paper – colour and font size specific to individual need (SQA have a limited offer of colour and size available)
- Basic 4 function calculator for those with an identified difficulty with numbers.
- Transcription – with or without correction

**Assessment arrangements are to ensure the young person can access an assessment as fully as they can. It is not about improving the grade, it could be that they just turn up, which they wouldn't without the AA, or that without AA they would not be able to demonstrate their attainment.**

## 6. Roles and Responsibilities for gathering evidence



ASN has to have sufficient evidence to agree to an AA.

SQA Auditors need to be able to access evidence and understand our system.

### What kind of evidence:

#### **ASN staff:**

Identification of need; administer diagnostic tests; review evidence from health and other professionals.  
Ongoing discussions with staff, pupils and parent

#### **Teacher:**

Observations/commentary of the impact of the need in their subject e.g. for a prompter  
Robust examples of relevant classwork evidence to support specific AA requests e.g. for extra time  
A cover slip, clearly annotated to be completed for each piece of evidence.

#### **Storage:**

ASN staff will collect photocopied evidence for verification and audit purposes. This will be stored centrally. Dates for collection are in the Quality Assurance calendar.

## **7. Identifying, Delivering and Managing AA for BGE**

### **New S1 pupils and new to the school:**

- ASN Staff check PPR for additional information from primary school or previous secondary; any AA previously in place will be carried forward and monitored.
- Feedback from PC&S regarding primary school pupils (blue books)
- Review meetings with PT ASN and primary school
- Liaise with primary school/previous school/parents
- Create profiles which are accessible to all staff
- Monitor highlighted pupils from S1 (or subsequent year groups if moved from another school) for term 1; discussions regarding pupils at ASN DM's
- Feedback from ASN staff, mainstream staff and any other agencies
- Trial S1 AA for the first year and continue to monitor where necessary
- AA is documented on a spreadsheet which is accessible to all staff. Staff use this to plan and submit AA requests to support pupils' needs. (See Appendix Two)
- AA requests and refusals are emailed to the **a.requests@angusschools.org.uk** account and are stored for evidence. (See Appendix Three)
- When pupils use extra time they should change colour of font (if on pc) or ink colour to indicate where extra time begins. If pupils continuously do not use their extra time e.g. 3 times in succession within a subject, then this will be removed.



**S2 and S3 Pupils:**

- From S2 onwards AA consent letters are sent home at the beginning of each academic year for pupil and parental consent
- Any pupils highlighted to ASN staff (by mainstream staff, parents or outside agencies) will have their PPR checked and a “trawl” completed to obtain whole school feedback on progress, difficulties etc. If required ASN staff will complete diagnostic tests with pupils. For example: Visual Stress, Lucid and Neale Analysis.
- Outcome dependent: A profile for pupil is completed / updated and all staff informed. AA spreadsheet update, pastoral notes, all pupil documents and contact with home to update on progress. Any strategies required are put in place and monitored. For example: Additional Literacy Input, use of coloured overlays.
- Teacher Agreement for AA is obtained annually (See Appendix Six)
- AA is documented on a spreadsheet which is accessible to all staff. Staff use this to plan and submit AA requests to support pupils' needs. (See Appendix Two)
- AA requests and refusals are emailed to **[a.requests@angusschools.org.uk](mailto:a.requests@angusschools.org.uk)** and are stored for evidence. (See Appendix Three)
- When pupils use extra time they should change colour of font (if on pc) or ink colour to indicate where extra time begins. If pupils continuously do not use their extra time e.g. 3 times in succession within a subject, then this will be removed.

## 8. Identifying, Delivering and Managing AA for Senior Phase

### S4 to S6 Pupils:

- AA from previous years will carry forward if evidence of need is still relevant, with consent from pupil and parent (annual letter, see Appendix One)
- Teacher Agreement for AA is obtained annually
- Feedback obtained from pupils regarding the appropriateness of AA during prelims / SQA exam diets.
- ASN Staff meet with pupils to discuss the suitability of AA for each subject.
- ASN Staff discuss pupils' requirements with parents/carers during parents evening.
- AA is documented on a spreadsheet which is accessible to all staff. Staff use this to plan and submit AA requests to support pupils' needs. (See Appendix Two)
- AA requests and refusals are emailed to **a.requests@angusschools.org.uk** account and are stored for evidence. (See Appendix Three)
- To help ensure the prelim diet runs smoothly for young people with AA, a slip (See appendix 8) should be completed for each individual young person stating their name, subject, level, date and room along with any other information ASN staff should be aware of e.g. write on booklet or use separate piece of paper for each question, before being attached to the question paper and placed in the appropriate file in the filing cabinet.
- After prelims ASN Staff obtain updates from subject staff (curriculum link meetings) in order to ascertain which subject level the pupil will be entered at. This enables ASN staff to create AA / SQA letters (see Appendix Five) for parental consent for information to be forwarded to the SQA during the application process.
- Verification: O. Wainwright, A. Greenhill and SQA Coordinator carried out in November and March.
- A list of pupils who we require evidence of AA for will be produced and sent to PT's of each curriculum group at the beginning of each academic year. **With and without support is not always required where alternative forms of evidence are available such as results of a recent diagnostic assessment, ongoing use of reader and scribe for support in class which is noted in support records etc. Documented feedback from subject teachers should also provide supporting evidence in some cases. Our guidance states that evidence might include records of consultation and negotiation and teacher comments and observations which take into account the assessment demands of different subjects.**
- When pupils use extra time they should change colour of font (if on pc) or ink colour to indicate where extra time begins. If pupils continuously do not use their extra time e.g. 3 times in succession within a subject, then this will be removed.



- Senior phase pupils completing courses at D&A College who require AA will have their pupil profile and AA requirements passed onto the relevant person at the beginning of the academic year. If a young person is identified as requiring AA by the college, they will pass this information to the ASN department in order for AA to be implemented for final SQA exams which are held in school.

## **9. Procedure for late decisions:**

Should a pupil who previously has had no AA approach the ASN department and state they cannot write in their exam / have difficulty in completing exam, the following procedure applies:

- Any Arrangement Request should be submitted in writing to the Head teacher
- Any letters will be passed onto the SQA co-ordinator and they will alert ASN to any request. They will file the letters. (ASN will need a copy)
- ASN may already be aware of a pre-existing condition. Check with PC&S to confirm. If this is the case the letter will suffice and Alternative Arrangements can be put into place

Inevitably there will be occasions when professional judgement will need to be exercised.

**ALL PUPILS AND PARENTS ARE INVITED TO MEET WITH ASN STAFF TO DISCUSS OUR AA PROCEDURES**



## **Appendices**

**Appendix One - Annual Pupil/Parent Consent Letter**

**Appendix Two - AA Excel Spreadsheet Example of S5**

**Appendix Three – Example of AA Refusal Slips**

**Appendix Four – AA Request**

**Appendix Five – AA / SQA Letter sent to parents for consent**

**Appendix Six - Teacher Agreement form**

**Appendix Seven – Verification Slip of Evidence with and without AA**

**Appendix Eight – Exam Label – to be attached to all individual prelim papers**

**Appendix Nine – SQA Procedures Annual Timeline**



**Appendix One**

**Appendix One: Annual Pupil/Parent Consent Letter**

Our Ref OW/AG

Date:



**CHILDREN AND LEARNING**  
Strategic Director:  
Margo Williamson

Dear Parent/Carer

Your child \_\_\_\_\_ is currently entitled to Assessment Arrangements. We feel that \_\_\_\_\_ benefits from **Separate Accommodation** and we intend to continue with this unless you state otherwise.

To confirm that you agree with the above arrangements and wish to proceed with them I would be grateful if you would sign the tear off slip and return it to me.

Please do not hesitate to contact me if you wish any further information.

Yours sincerely

Mrs Olive Wainwright  
PT ASN

✂-----  
We accept/do not accept the Assessment Arrangements for \_\_\_\_\_  
Comments

Signature of parent/carers \_\_\_\_\_

Signature of Pupil \_\_\_\_\_

**For the attention of the office: Please return to O.Wainwright/A.Greenhill in ASN.**



**Appendix Two & Three**

**Appendix Two: AA Excel Spreadsheet Example**

C	D	E
<b>Class</b>	<b>AAA</b>	
GD1	Reader/Scribe/Extra Time	All Subjects
6P1	Adapted Paper (Open Dyslexic Font)/Extra Time	All Subjects
GD3	Separate Accommodation/Extra Time	All Subjects
GD2	Extra Time	All Subjects
GD1	ICT/ET	All Subjects except Maths (ET Only)
GD3	Transcription	Classical Studies Only
GD1	Extra Time	All Subjects
6P1	ICT/ET	All Subjects
GD4	Separate Accommodation	All Subjects except Classical Studies (ICT)

**Appendix Three – Example of AA Refusal Slips**

Subject:	
Pupil:	
Alternative Assessment Arrangement Refused:	
Date:	

Teacher Name: \_\_\_\_\_



**Appendix Four**



**Appendix Four – AA Request**

**Alternative Assessment Request**

**Master – copy to department file**

- Please email requests to [a.requests@angusschools.org.uk](mailto:a.requests@angusschools.org.uk) - Remember to add a 'read receipt' request. This will ensure you know it has been received.
- Requests for scribes must be submitted at least **ONE week** in advance of assessment. Late requests will be forwarded to the following week.
- Please make sure you have given ASN a copy of the assessment, lined paper, access information to the digital paper, any equipment etc. in advance. Two copies of the assessment will be required per pupil.
- Send the pupils down to ASN at the due time.
- *Logins for Digital papers can only be used at the requested time otherwise a pupil's work may be lost.*

Thank you

Pupil Name	Class	RS/DP/ICT/SA/ET <i>Delete as necessary</i>	Add the support teacher or assistant you have that period/s	Room <i>Please indicate if you have a room available</i>	Name of Digital Paper
			Support teacher or assistant may vary		

*RS - Reader Scribe DP - Digital Paper ICT - Access to PC or netbook P - Prompt  
SA - Separate Accommodation ET - Extra Time (25% unless stated otherwise in AA Excel Sheet)*

Member of Staff: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Assessment day: = \_\_\_\_\_ Period/s: = \_\_\_\_\_  
 Length of Assessment: 1 Period (50 minutes) Amount of Extra Time Required: \_\_\_\_\_



**Appendix Five**

**Appendix Five – AA / SQA Letter sent to parents for consent**

Your Ref  
 Our Ref      OW/ET  
 Date



**CHILDREN AND LEARNING**  
 Strategic Director:  
 Margo Williamson

Dear «Parent»

**Name: «First\_Name» «Last\_Name»    Class: «Class»**  
**Assessment Arrangements**

I write to inform you that Assessment Arrangements for «First\_Name»'s forthcoming examinations are soon to be made through application to the Scottish Qualifications Authority.

The arrangements are as follows:

Subject	Arrangement

To confirm that you agree with the above arrangements and wish to proceed with them, I would be grateful if you and «First\_Name» would sign the tear-off slip below and return it to me.

Please do not hesitate to contact me should you wish any further information.

Yours sincerely

Mrs O Wainwright  
 PT ASN

\_\_\_\_\_

We **accept/do not accept** the above assessment arrangements for "year" for «First\_Name» and consent to any relevant information being shared with the Scottish Qualifications Authority.

Signature of parent/carer: \_\_\_\_\_

Signature of Candidate: \_\_\_\_\_







## **Appendix Nine – SQA Procedures Annual Timeline - Revised June 2023**

### August

- Update AA lists e.g. take out leavers and change year groups.
- ASN pupil's exam results evaluation for SQA Co-ordinator.

### September

- Print out S4 – S6 timetables. Column and level checks can be ascertained. Evidence requirements can be identified.
- Meet with departments to make sure they are in agreement with the arrangements for each pupil (this must be documented)
- Check for alterations to AA requirements depending on subject.
- Parental letters regarding AA provision for forthcoming academic year sent out. Consent for details of ASN to be passed onto SQA

### October – December

- 1<sup>st</sup> verification meeting.
- Create timetable for prelims (pupils, AA requirements, room allocations; number of invigilators)
- Remind departments to collate evidence of without AA for S4-S6.
- N5 Prelims
- Papers to be placed in poly pockets and labelled by departments before being placed in SQA filing cabinet in storage cupboard directly opposite medical room.



## January

- H and AH Prelims
- Papers to be placed in poly pockets and labelled by departments before being placed in SQA filing cabinet in storage cupboard directly opposite medical room.
- Meet with pupils to fill in feedback questionnaire on AA. This is for SQA evidence.
- Enter pupils requiring Digital Papers and Adapted Papers on to the SQA AA server.

## February

- Check for any level changes
- Start to create Summer exam timetable
- Type up pupil list of arrangements for office to create parental letters in March.
- Fill in Accommodation Arrangements SQA booklet highlighting how many pupils' rooms and invigilators we require.
- Remind departments to collate evidence of with AA for S4-S6

## March

- All pupils requiring AA entered on to the SQA AA server, reason for AA and arrangements required.
- 2<sup>nd</sup> Verification meetings with Olive Wainwright PT ASN and Ashley Greenhill, SPSA. SQA Co-ordinator to sign off on all arrangements.
- Print reports from AA server
- Letters sent to parents/carers to confirm arrangements that their child will be entered for. The office type letters up from information given in February. Must be signed and returned.
- SQA file to be made up to include report from server, verification letter, copy of letter sent to parents/carers, reply slip signed by parent/carers, medical notes if required and any evidence to support arrangements.
- Complete summer exam timetable, finalise rooms and number of invigilators required.
- Arrange mainstream staff to support with reading and scribing during the SQA exam diet.



## April

- Meet with chief invigilator with their copy of the daily timetable for AA pupils to discuss arrangements.
- Ensure SQA Co-ordinator has a copy of daily timetable.
- Give PT's a timetable of all pupils in their subject receiving AA for their information.
- Pupils receive individual timetables

## May

- Any ICT/Digital Papers are set up by A. Greenhill or O. Wainwright; they are responsible for printing these off and ensuring that these are submitted along with candidate's hard copy of exam paper.
- ASN staff to complete transcription, where necessary, during exam diet and submit to chief invigilator along with hard copy of candidate's exam paper.
- A, Greenhill, or O. Wainwright to be available in the room if required or by mobile phone to help facilitate AA exam diet.

