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# Assessment Arrangements

## National Qualifications

Policy and Procedures

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Supporting the SQA Quality Assurance Process



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## Introduction

SQA Assessment Arrangements allow candidates who are disabled and/or who have been identified as having additional support needs the appropriate arrangements to access the assessment without compromising its integrity.

Kirkcudbright Academy has a responsibility to ensure that our candidates are entered for qualifications at the right level, given his or her general level of ability and attainment.

Assessment arrangements are designed to enable access to an assessment.

Candidates for whom assessment arrangements are requested should potentially have the ability to achieve the national standards, but be unable to do so using the published assessment arrangements for the particular qualification.

The aim of these guidelines is to:

- . support the school in using the assessment arrangements that are approved by the SQA for those candidates identified as having additional support needs and/or disability.
- . to provide a more uniform approach to supporting pupils with their national assessments across Kirkcudbright Academy.
- . to provide guidance on how to collect, consider and present the evidence of an additional support need that would benefit from assessment arrangements.
- . to provide robust quality assurance at all stages throughout the process.

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## Roles and Responsibilities

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

- 1 Subject Teacher
- 2 Pupil Support Teacher
- 3 Principal Teacher (Support)
- 4 Faculty Head/Principal Teacher (Subject)
- 5 Senior Manager/Depute Head Teacher responsible for SQA arrangements

These roles are complementary e.g.

- Pupil Support staff can provide evidence that the candidate has an additional support need and/or disability.
- In almost all cases, subject teachers will provide evidence that a candidate needs particular assessment arrangements in their own subject.
- The Senior Manager responsible for SQA arrangements and AA, or delegated person, 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.

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## 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.

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

Responsibility of the support teacher: completion of Form 1

This evidence will already exist in schools. It will show that the nature and degree of disability or additional support needs has been assessed and the impact it has on learning and assessment. The form the evidence takes, and its location within the school, can be recorded on Form 1.

SQA guidance says that some of this evidence will come from subject teachers and specialist teachers within the school. There may also be information from a range of other professionals (e.g. visiting teaching and support services, therapists, doctors and psychologists).

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**Examples of the evidence will include:**

- Consultations between subject teachers and Support for Learning teachers
- Details of current support and on-going assessment arrangements
- Information provided by subject teachers (submitted on Form 2)

In addition, as appropriate:

- Reports
- Assessments
- Minutes of meetings
- Notes of case conferences

This evidence may exist in summary form in:

- Additional Support Plans (ASP)
- Coordinated Support Plans (CSP)

Form 1 is a summary document. It is a list of the evidence held within schools; evidence that can be brought forward for quality assurance purposes and in the event of being audited by SQA.

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

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

The school needs 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 cerebral palsy 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 question -

### **Is the candidate disadvantaged without an assessment arrangement?**

Subject teachers will need to establish and record the most appropriate assessment arrangement. This will usually be done in consultation with support staff.

Form 2 can be used to record the assessment arrangement. It should be copied to the PT Support for Learning who may also request a sample of the pupil's work.

### **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
- samples of work which should be clearly annotated to indicate the support provided
- class tests, assignments, etc

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A number of assessments could share some common features. For example an English paper and a History paper might both require extended reading. If the evidence is clear that a candidate needs a reader in English, it is likely that he or she also needs a reader in History.

### **Gathering evidence**

It is necessary for each department requesting assessment arrangements for their candidates to have evidence of need for **current** support and how it is met.

An evidence file, for each candidate, should contain:

- Form 2
- Clearly annotated samples of work with and without support

This evidence file can 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 and for any SQA audit.

### **Responsibility of the Principal Teacher/Faculty Head: countersign Form 2**

The PT/FH should ensure that the subject teacher within his/her department has completed Form 2 for all those learners who require assessment arrangements and countersign as confirmation of appropriate assessment arrangement.

The PT/FH should confirm with the PT SfL that evidence files are up to date. He/she may find it useful to complete Form 5 which enables the recording of all assessment arrangements for the subject on one document.

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

#### **Responsibility of the PT Support, Parent/Carer and Pupil: completion Form 3**

Schools should have evidence of confirmation from the candidates that they have been involved in discussions about, and have agreed to, the assessment arrangements being requested on their behalf and that they intend to use them.

Form 3 is an example of a template and letter which will be 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.

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## 3d Verification evidence

### **Responsibility of the Senior Manager responsible for SQA arrangements and AAR: completion of Form 4**

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 4 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 and, in best practice, the school's educational psychologist.

### **Non compliance by pupil and/or parent/carer**

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

### **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 3 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.



