Kirkcudbright Academy

Presentation Policy

Updated 10/23

1. Purpose

To ensure that procedures relating to course choice, presentation for examinations and course/level changes are clear and consistently followed. The presentation policy is designed to ensure that we have the highest expectations and aspirations for our learners. Presentation in the Senior Phase should build on the secure foundations of the Broad General Education (BGE).

Kirkcudbright Academy has developed this policy to ensure that the framework and timeline supports appropriate pathway decision making and ensures positive routes for our pupils moving from the BGE into National Qualifications.

2. Aims

- To ensure that learners have the opportunity to gain qualifications at an appropriate level.
- To contribute to effective communication with, and involvement of, parents, carers and learners in the decision making processes.
- To establish procedures to ensure learners have every opportunity to meet course requirements and inform parents/ carers timeously if there are any changes in presentation levels.
- While the responsibility and final decision for SQA presentation sits with the Head teacher, we must ensure decisions regarding appropriate presentations are based on robust, informed, evidence based monitoring and tracking.
- To ensure that the school and the authority frameworks will deliver the above aims.

3. Broad General Education:

At Kirkcudbright Academy, our aim is to provide a meaningful and effective education for all our pupils. CFE is transforming learning experiences for our young people through a range of opportunities and breadth of experiences. Moving forward, the two key priorities for CFE are:

- Ensuring the best possible progression in literacy, numeracy, digital literacy and health and wellbeing for every child.
- Closing the attainment gap.

In order to simplify learning, teaching and assessment, SQA have published the Benchmarks in addition to the Experiences and Outcomes. These Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. In addition, they set out clear guidelines of progression in literacy and numeracy. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers and others professional judgements.

S1/S2:

Our S1/S2 courses are based on these principles and offer experiences of the BGE up to third level and where appropriate, beyond. Where there is an opportunity to offer breadth, depth and application, these are incorporated into the teaching and learning within the class room. Assessment is based on the benchmarks and our teachers are progressing well in the process of moderation of a level. Reliable judgements during the BGE through use of national benchmarks will provide learners, teachers, parents and carers with assessment information which will enable them to begin to plan for the senior phase. Specialisation of timetable begins at the end of S2, allowing pupils to develop the necessary skills to achieve success in National Qualifications.

S3:

Pupils continue to experience a Broad General Education with more focus on third level and fourth level experiences and outcomes and where appropriate, beyond. Courses can begin to focus on the requirements of nationals and start to collect evidence which can be used to support unit assessments should there be a requirement to present for National 4 at the end of S4. Pupils should be exposed to the skills needed for progression to National Qualifications while they are in S3.

Monitoring and Tracking Procedures for Broad General Education:

Our assessment is based on ongoing, periodic and transitional data. During transition from primary to secondary, we use national data to inform secondary staff of the progress to date of our young people. During first term, we start our planning, assessment and recording using the authority 'Achievement of a Level' document within the school to show progress through S1-S3. Based on this document, each year group has a record made twice yearly.

The Principles and Practice papers together with the experiences and outcomes and benchmarks, provide the framework for this data collection and it focuses on knowledge and understanding, skills, attributes and capabilities. Teachers use analytical data as well as their professional judgement when collating these scores.

As this is a developing system, the data is becoming more robust and reliable and is now allowing staff, pupils and parents to make more accurate judgements for transition into the senior phase.

4. Senior Phase:

Appropriate progression into the Senior Phase and the importance of well informed, accurate and aspirational presentation decisions is vital to ensure all young people in Kirkcudbright Academy achieve success at the highest level possible to them. We need to make important judgements about the most appropriate National Qualifications pathway for each of our young people. These decisions will be based on the monitoring and tracking of each learner's progress through the BGE.

A clear understanding of the curriculum level achieved in each subject area at the end of S3 is crucial and will be used to ensure smooth progression in learning for all pupils as they move into the senior phase. Decisions should be informed by discussions with parents and learners about the range of pathways open to our pupils.

There will be a small number of pupils who will be presented for National 1 to 3 courses. However, for the majority of candidates, they will have the following option:

- Progression to National 4 (for those who have been working at third level curriculum level at the end of BGE)
- Progression to National 5 (for those who have been working at or have been successful at the fourth curriculum level in the subject area at the end of BGE)

For a small number of pupils, where robust evidence supports this as an appropriate pathway:

- Progression to Higher, bypassing National 4 and 5 (for those who have achieved fourth level curriculum and beyond, and the professional judgement of the teacher indicates that the grade they will secure is of the highest level at Higher)

Progression to Next Level

Entry to Higher Course

- Pupils should have an A or B course award at National 5 Level

Entry to Advanced Higher Courses

- Pupils should have an A or B course award at Higher Level

Crash Highers

- These will be rare but must be in agreement with the pupil, class teacher, PTC, Pupil Support and parents.

For all our young people, the senior phase stretches over one, two or three years and learning pathways for young people should be planned over this period. In terms of attainment, the main focus for our school must be attainment for each pupil at the end of their Senior Phase rather than on the individual year on year attainment pattern.

We may consider it appropriate to have the qualification pathway to be taken over one or two years. This decision may also be altered as the learner progresses through the courses and should be supported by robust monitoring and tracking data to inform this decision in conjunction with discussion with parents and learners. In addition, reference must be made to the 16+ destination data concerning projected leaving data for any pupil who is being considered for presentation over a longer period of time so that for each pupil, they maximise their attainment by the end of their own Senior Phase.

Effects of Withdrawal of Recognising positive Achievement (RPA)

From 2017, Recognising Positive Achievement will no longer operate in Kirkcudbright Academy.

The mechanism to replace this system has seen the extension to Grade D to include candidates who achieve between notional 40 – 49%. This extension will help ensure that more of the young people who do not achieve at the level predicted in the course assessment for National 5 will now receive credit for their achievement at the level they were entered for.

The school guidance is as follows:

- Pupils who are considered borderline between National 5 and National 4 should complete the National 4 units and the Added Value component of the course prior to final presentation decisions being made following the prelim in February.
- Notional prelim grade of 40-50% would indicate borderline pupils should be presented for the final exam.
- However, there may be circumstances where the professional judgement of teachers and exceptional circumstances of a pupil would indicate that a pupil could be put forward for the final exam if this threshold is not achieved.
- Where it is recommended that a student is withdrawn from presentation of a course, due to concerns around achievement levels, alternative options should be implemented, these could include:
    - Presentation within the course at the level below that being followed.
    - Presentation at Unit level, equivalent to the level already being studied.

Careful consideration will need to be given where a student is recommended to withdraw from a course award and final exam at any level. If this is being recommended, classroom teachers need to liaise with PTC at all times, contact will be made with home to confirm this arrangement. Pupil Support have a key role to play in this process and as such, reference should be made to the Pupil Support teacher as the central aim of the school is to be aspirational for each of our pupils. They should be able to achieve the highest possible level of attainment and as such, there are a number of options available once a decision on presentation has been made.

Dual entry Arrangements:

It may be possible for pupils to be entered for both National 5 course award and National 5 units in discussion with PTC and the Head Teacher.

Young people can be entered for both free standing level 5 units in addition to the National 4 course award where it is identified that this is an appropriate pathway for individual candidates.

In rare circumstances we can enter borderline pupils for National 5 and National 4 in the same year.

Monitoring and Tracking in the Senior Phase:

The process of Tracking and Monitoring is based on the following principles:

- When setting and reviewing targets, information available to staff, such as baseline indicators, national baseline assessment information, previous test/examination results and prior subject performance should be examined critically in the light of current performance. In the event that no baseline indicator data is available staff should use their professional judgement.
- Aspirational Target Grades should strike a balance between the teacher's professional assessment and statistical predictions, but must always present the student with a suitable level of challenge.
- Individual students should be actively involved in negotiating and reviewing their targets.
- All students should receive support in achieving targets negotiated with them, with the class teacher adopting a variety of strategies to ensure targets are met.
- Where a student is not achieving a target but is, in the teacher's professional opinion, making significant progress towards meeting that target, then he or she would not require a comment to be made into the comment box in SEEMIS. If a comment is required then they should always be professional and may be shown to the student or parent. These comments will not be sent home but will be viewed by Pupil Support Staff.
- Where a student is not making significant progress towards their target, then it advised that some additional information is required for reference and possibly further action.
- Unrealistic student aspiration should be discussed with Pupil Support staff and, if necessary, communicated to parents/carers
- Serious progress concerns need not wait until a Tracking and Monitoring period. These issues should be dealt with immediately through referral to PT Curriculum, with support strategies agreed between the class teacher and the student.
- Pupils receiving excellent tracking reports should be recognised.
- Pupils reacting positively to interventions should be recognised.

Full details of the procedures of how Kirkcudbright Academy implements these principles are contained in the Tracking and Monitoring (Senior School) Policy and Procedures.

5. Course Entry, Registrations and Withdrawals

PT Curriculums should cooperate fully with SQA on required student details for candidate and course registration. Course entries, registrations and withdrawals should be made in accordance with SQA timelines. Late entry charges will be applied directly to faculties where these deadlines not been met. Where exceptional circumstances occur, discussion with PTC and SMT will require to be undertaken and a final decision on late entry charges rests with HT.

6. Prelim Examinations:

Kirkcudbright Academy will undertake appropriate prelim examinations for pupils undertaking course at National 5 level and beyond.

Prelim results, along with other assessment evidence will assist in generating appropriate estimates for pupils at National 5 level and beyond.

All departments should ensure that prelim exams and associated marking scheme correspond to advice from SQA.

Any exemplar assessment papers or exemplar assessment items produced by SQA and available on the open site should not be used, in full, for prelim purposes as this information is in the public domain and therefore open to abuse.

7. Quality Assurance:

Internal assessment:

Internal quality assurance (verification procedures) will still need to be required for all full courses and in particular, National 2/3/4 courses as these have the units remaining. If pupils are entered for any free standing National 5 units, these will also need to be included in continuing quality assurance procedures.

External assessment:

Where external assessment included centrally marked projects/folio type items, departments should follow subject specific arrangements as outlined in the course documents.

Each department should cooperate with SQA to ensure that the physical arrangement necessary for conducting exams are in full accordance with the SQA regulations and procedures.

8. Post results service:

In implementing the post results service, all departments will refer to the SQA Policy and Procedures- Information for parents and candidates for the most up to date guidance.