



# Marr College

## ASSESSMENT ARRANGEMENTS GUIDELINES 2023-2024

June 2023



## 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 arrangements system with high quality checks in place that operate 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 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 be taken into account when considering the most appropriate arrangements. An arrangement required in one subject area may not be relevant in another.

## PRINCIPLES OF ASSESSMENT ARRANGEMENTS

These are based on:

- 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 a computer with text-reading software or a human reader may alleviate this disadvantage.*
- 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.*
- 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.*
- 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 a computer with a spell checker or a human scribe to overcome writing difficulties, this should be the support provided.*

[Assessment arrangements explained: guidance for centres \(sqa.org.uk\)](http://sqa.org.uk)

## QUALITY ASSURANCE

The SQA guidance on quality assurance of AA informs our processes:

[Quality assurance of assessment arrangements: schools \(sqa.org.uk\)](https://www.sqa.org.uk/quality-assurance-of-assessment-arrangements-schools)

Documented evidence to support the provision of assessment arrangements at Marr College:

1. Evidence of candidates' disabilities/additional support needs and how this affects them in learning/teaching situations (Staged Intervention Paperwork available electronically) (Appendix 1a)
2. Evidence of candidate's need for current assessment support, how this is met, and how it relates to the arrangements being requested or provided (Excel spreadsheet of assessment arrangements provided throughout each session to be kept by SfL and subject departments to aid evidence gathering) (Appendix 1b)
3. Evidence that varying needs across subjects have been considered – individual subject forms (Appendix 1c)
4. Evidence of school's internal verification meeting – forms signed and dated. Excel spreadsheet detailing verification date and decision and minute of meeting.
5. Evidence that candidates are consulted at key points in the process (record of individual meetings with Inclusive Practice Lead early in each session, regular updates to STINT paperwork by SfL staff)
6. Evidence that candidates have agreed to the provision of assessment arrangements and to their details being disclosed to SQA – form signed by pupil/parents (if under 16) and letter sent home explaining processes. (Appendices 1d & 1e)
7. Evidence of a system for the management of SQA assessment arrangements which is supported by senior management. (Published guidelines)

## EVIDENCING AA ENTITLEMENTS – ADDITIONAL GUIDANCE FOR STAFF

Providing evidence for candidates who may require AA is a responsibility of all teaching staff. All staff are reminded of our school procedures at the beginning of the session and provided with a "Key Dates" document to aid planning.

AA and ASN (STINT) information, including school and SQA guidelines, are available in the appropriate folders in the staff shared area. Any changes to this information are managed by the PT Support for Learning and Inclusive Practice Lead and shared with relevant staff.

Subject staff, led by Subject PTs, will coordinate and collate evidence provided by faculties. For the most part, this will take the form of evidence of assessments undertaken with and without AA in place or appropriate examples of annotated classwork that clearly illustrate the need for these arrangements. It should be noted that 'with and without support' may not always be required where alternative forms of

evidence are available such as the results of a recent test of reading speed and accuracy, a spelling assessment, ongoing use of reader and scribe for support in class ("normal way of working") which is noted in support records etc. Documented feedback from subject teachers should also provide supporting evidence in some cases. The evidence provided on arrangement request forms can also include the teacher's view/professional judgement as a valuable source of evidence to the SQA as well as feedback from the candidate. It is therefore necessary that this part of the arrangement request form is completed by the member of staff presenting the evidence with as much detail as possible.

Further forms of evidence may be obtained from Guidance PTs such as the need for AA due to stress, mental health difficulties, personal circumstances such as bereavement or a medical condition. This may include communication from a GP or specialist, CAMHS or other partner agencies.

## KEY CONTACTS

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

- Neil McLean – DHT & SQA Coordinator
- Moyra Elliot – Inclusive Practice Lead (SfL Department)
- Fiona Young – PT Support for Learning
- Elin Marsh – School Assistant (AA)

Relevant school staff are required to identify candidates who are eligible for AA (in collaboration with subject colleagues and guidance), verify the need for a 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, such as educational psychologists as well as parents/carers and young people.

## ROLES AND RESPONSIBILITIES

### SQA CO-ORDINATOR

- Submits requests using the Assessment Arrangements Requests software for all external assessments (delegated to Inclusive Practice Lead and named school assistant as appropriate)
- Chairs SQA verification meeting with relevant personnel
- Liaises with SQA regarding internal assessments where there are doubts regarding arrangements
- Chairs meeting with parents to discuss eligibility for Assessment Arrangements where there is an appeal from parent or young person
- In the event of unforeseen circumstances, liaise with Inclusive Practice Lead, parent, young person and subject staff to agree alternative arrangements

## INCLUSIVE PRACTICE LEAD

- Develops and implements improvements to quality assurance systems
- Provides staff with CPD as required and provide examples of good practice re completion of forms and evidence gathering
- Provides information and CPD to school assistants in the provision of assessment support
- Provides staff with an annual 'Key Dates' document and reminder of SQA guidelines and quality assurance procedures
- Provide parents and young people with information regarding AA processes at Marr College and liaises with parents as required
- Oversees the provision of access to assessment arrangements throughout the school year and recording of suitability from S1
- Arranges one to one meeting with all young people in S4 to 6 to discuss Assessment Arrangements early in the session (September/October) and discussion notes shared with subject staff
- Receives request forms from subject staff in preparation for verification (collated by SA) and arranges verification meeting with SQA coordinator
- Collaborates with Named School Assistant in organising accommodation and support staff for prelims and SQA examinations

## NAMED SCHOOL ASSISTANT (AA)

- Supports the provision of access to assessment arrangements throughout the school year and recording of suitability from S1
- Supports the development and implementation of improvements to quality assurance systems
- Coordinates and records information around individual Assessment Arrangements as agreed by Inclusive Practice Lead throughout the school year
- Provides data to subject staff post assessment throughout the school year and after prelim examinations e.g. amount of extra time used
- Collates subject request forms for presentation at verification meeting and attends to support discussion
- Supports the Inclusive Practice Lead in organising accommodation and support staff for prelims and SQA examinations
- Set up and management of ICT provision for SQA examinations

## PT SUPPORT FOR LEARNING

- Attends primary transition meetings to gather information re pupils on Staged Intervention
- Co-ordinates the writing of Staged Intervention Paperwork which includes Assessment Arrangements pupils may require and encourages staff to discuss these with pupils and Guidance
- Supports Inclusive Practice Lead and Named SA as required
- If staff/parents/young people raise concerns follow South Ayrshire assessment procedures and delegate to appropriate member of SfL staff

## SUBJECT STAFF

- Use hyperlinks on Staged Intervention spreadsheet to identify pupils with ASN and read their paperwork and additional information
- Discuss assessment arrangements with pupils in their class and record results
- Facilitate practice of using assessment arrangements in conjunction with Support for Learning staff using the appropriate request format (Inclusive Practice Lead)
- Collate evidence of the effectiveness of assessment arrangements to support requests for future assessments, prelims and SQA examinations

## PT SUBJECT

- Manage department procedures around the collation and storage of evidence
- Facilitate discussion with department staff around Assessment Arrangement procedures during departmental meetings
- Support staff in gathering appropriate evidence for arrangements
- Liaise with SQA coordinator and Inclusive Practice Lead as required and support any conversations with parents/young people when needed

## PT GUIDANCE

- Liaise with PT Sfl and Inclusive Practice Lead around AA requirements
- Alert SQA coordinator and IPL of any correspondence with parents/young people to include exceptional circumstances

## SCHOOL ASSISTANT

- To support pupils with assessment arrangements as directed by Inclusive Practice Lead
- To be familiar with the range of arrangements and the process for following SQA guidelines
- To support IPL and Named SA with any additional tasks as required

## EDUCATIONAL PSYCHOLOGIST

- consultative role in supporting AA including quality assurance of evidence where appropriate to maintain standards.

## YOUNG PERSON

- Be open to discussion with subject staff when discussing which assessment arrangement(s) would be most appropriate
- Attend one to one meeting with IPL each session to discuss appropriate arrangements and continue to liaise with Guidance/IPL if any questions arise
- Prior to SQA examinations, sign the 'Candidate Agreement' stating that you agree to details of your additional support need being shared with the SQA and you are happy with the planned arrangements
- Take form and letter home, discuss with your parent/carer and ask them to sign and return one copy (under 16 only)

## PARENTS/CARERS

- Familiarise yourself with the 'SQA Assessment Arrangements at Marr College' guide
- Discuss with your child the letter and arrangements detailed in the 'Candidate Agreement' form, sign and return to school
- Encourage your child to use the assessment arrangement to help achieve their full potential
- Contact Guidance/IPL with any queries throughout the session

## Staged Intervention Information

### Stage:

Date Plan Prepared:		Date of Review:	
---------------------	--	-----------------	--

Name:		Class:	
Date of Birth:		Guidance Teacher:	

<b>Pupil Information: Strengths/Additional Support Needs/Information</b>
<b>Classroom Teachers: Main Implications for Learning And Teaching</b>
<b>Views of Child/Young Person (Wellbeing Web)</b>
<b>Views of Parent/Carer</b>

Pupil Signature:		Parental Signature:		Date:	
------------------	--	---------------------	--	-------	--

Annual Evaluation and Review	Agreed Action	
	Plan No Longer Needed	
	Revise Stage__ Plan	
	Maintain Stage__ Plan	
	Move to Stage__ (With New Support Plan)	

Pupil Signature:		Parental Signature:		Date:	
------------------	--	---------------------	--	-------	--



Appendix 1b

Date	std times	Exam	percent	Start	End	Seat	name	Time left	room	AAR Final	Notes	Room	ICT A/C	SA	SCA no.
03/05/2023	09.00 - 10.00	N5 Maths Non calc		09:00	<b>10:00</b>	5				SA		Meeting			131132123
03/05/2023	10.30 - 12.00	N5 Maths paper 2		10:30	<b>12:00</b>	5				SA		Meeting			131132123
10/05/2023	09.00 - 10.00	N5 English RU	25%	09:00	<b>10:15</b>	8				SA/ET/ICT		45			131132123
10/05/2023	10.30 - 12.00	N5 English Cri	25%	10:50	<b>12:42</b>	8				SA/ET/ICT		45			131132123
11/05/2023	13.00 - 14.30	N5 Graph Co	15%	13:00	<b>14:43</b>					3 SA/ET/DQP		46	6		131132123
12/05/2023	13.00 - 15.30	N5 Chemistry	15%	13:00	<b>15:52</b>					SA/ET		OL			131132123
17/05/2023	13.00-15.30	N5 Physics	25%	13:00	<b>16:07</b>					SA/ET		OL			131132123
25/05/2023	12.30-14.00	N5 Computin	10%	12:30	<b>14:09</b>					SA/ET		OL			131132123

DRAFT

## Marr College Pupil Support Needs Analysis AAR

Agreed	
Agreed with revisions	
Declined	
Agreed by	
Date	



## SQA Assessment Arrangements Request and Evidence

*Under the SQA guidelines, alternative 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.*

<b>Name of Pupil:</b>		<b>Subject/Level:</b>	
<b>Class:</b>		<b>Class Teacher:</b>	
<b>Date of Assessment:</b>		<b>Period:</b>	
<b>Standard time allowed:</b>		<b>Assessment title:</b>	

<b>Identified additional support need:</b> ✓ tick appropriate box/boxes					
Learning Difficulty	<input type="checkbox"/>	Emotional/Behavioural	<input type="checkbox"/>	Language/Communication	<input type="checkbox"/>
Sensory Impairment	<input type="checkbox"/>	Physical Impairment	<input type="checkbox"/>	Motor Skills	<input type="checkbox"/>
<b>Additional description of need:</b>					

<b>Supports that are used/required in your class or assessments in this subject:</b> tick all that apply					
Separate Accommodation	<input type="checkbox"/>	Extra time	<input type="checkbox"/>	Amount extra (%)	
Human Reader	<input type="checkbox"/>	Scribe	<input type="checkbox"/>	Prompt	<input type="checkbox"/>
ICT	<input type="checkbox"/>	DQP (please send paper for conversion with request)	<input type="checkbox"/>	Spell Check	<input type="checkbox"/>
Digital Reader (e.g. Immersive Reader/Read Write 12)	<input type="checkbox"/>	Bilingual Dictionary	<input type="checkbox"/>	Calculator/Table Square	<input type="checkbox"/>
Coloured Question Paper (please indicate colour):					
Supervised Breaks	<input type="checkbox"/>	Other:			

Do you have evidence that the requested supports/strategies/arrangements make a difference? (for example, work completed with/without the alternative arrangements) Evidence for SQA candidates can be emailed to M.Elliot or uploaded to 'Assessment Arrangements' file in staff shared area.

<b>Teacher signature:</b>		<b>Date:</b>	



**MARR COLLEGE  
ASSESSMENT ARRANGEMENTS  
CANDIDATE AGREEMENT FORM 2024**

NAME:

CLASS:

Date	Subject	Additional Arrangements	% Extra time	Initial to agree

I can confirm that the above arrangements have been discussed and confirmed.

I agree to the above arrangements and for relevant details of my disability/difficulty to be disclosed to SQA.

**Inclusive Practice Lead** \_\_\_\_\_

**Pupil** \_\_\_\_\_

**Parent/Carer  
(under 16 only)** \_\_\_\_\_

**Verified Date:** \_\_\_\_\_

Code:			
SA	Separate Accommodation	DQP	Digital Question paper
ET	Extra Time	Dic	EAL Dictionary
ICT	ICT	Solo	Single room

## People Directorate

**Head Teacher: Mr G Docherty**

Marr College

Dundonald Road

Troon

KA10 7AB

Tel: 01292 690022

Email: [Marr.mail@south-ayrshire.gov.uk](mailto:Marr.mail@south-ayrshire.gov.uk)

Date: 24<sup>th</sup> March 2023



□

## SQA Examinations 2023 – Assessment Arrangements

Dear Parent/Carer

Please find enclosed two copies of the Assessment Arrangements Candidate Agreement Form for your son/daughter. Please discuss and sign one copy to say that you are both in agreement with the stated arrangements (parental signature only required if young person under 16) and retain the other for your records.

These arrangements have been requested by subject teachers and verified in line with SQA guidelines where there is sufficient evidence of the impact on attainment. Additional information on these guidelines can be found on the SQA website.

Any pupil in receipt of an additional assessment arrangement should report to the Support for Learning department on the second floor of the new building **no later than 20 minutes** prior to each examination.

Please do not hesitate to contact me if you have any further questions.

Yours faithfully,

Moyra Elliot  
Inclusive Practice Lead  
Support for Learning  
Marr College

<b>Marr College SQA Assessment Arrangements: Key Dates 2023/2024</b>		
<b>Dates</b>	<b>Action</b>	<b>Actioned by:</b>
September/October 2023	1:1 AA meetings with S4-6 young people with an identified support need	M. Elliot
September 2023	Collation of evidence by Sfl and subject departments in preparation for SQA AA audit	Sfl Subject staff
Wednesday 4 <sup>th</sup> October 2023	<b>SQA AA audit.</b> Visiting auditor to meet with key staff and look at evidence provided by subject departments	Sfl SQA coordinator Subject PTs
Friday 3 <sup>rd</sup> November 2023	AA request forms submitted for Nat 5 prelims to M. Elliot	Subject teachers
3 <sup>rd</sup> to 27 <sup>th</sup> November 2023	Arrangements verification and agreement process	Sfl SQA coordinator
Thursday 30 <sup>th</sup> November 2023	<b>Closing date for assessment arrangements requests to SQA for:</b> National 5 and Higher Dance — Performance and Practical Activity National 5, Higher and Advanced Higher Drama — Performance National 5, Higher and Advanced Higher Music — Performance Advanced Higher Modern Languages Performance–talking Advanced Higher Gàidhlig Performance–talking	Noted subject PTs Sfl SQA coordinator
Friday 8 <sup>th</sup> December 2023	AA request forms submitted for H/Adv H prelims to M. Elliot	Subject teachers
Wednesday 20 <sup>th</sup> December 2023	Closing date for requesting adapted coursework assessments for Admin and IT and Accounting	Business Studies Dept. Sfl SQA coordinator
8 <sup>th</sup> to 22 <sup>nd</sup> December 2023 8 <sup>th</sup> to 15 <sup>th</sup> January 2024	Arrangements verification and agreement process	Sfl SQA coordinator
Wednesday 31 <sup>st</sup> January 2024	All adapted paper requests uploaded to SQA (coloured papers, DQP's, font size, colour described art papers)	Sfl SQA coordinator
Week beginning Monday 26 <sup>th</sup> February (no later than Friday 1 <sup>st</sup> March 2024)	Final AA request forms for SQA diet submitted to M. Elliot	Subject teachers
4 <sup>th</sup> to 19 <sup>th</sup> March 2024	Arrangements verification and agreement process	Sfl SQA coordinator
Tuesday 19 <sup>th</sup> March 2024	AA letters finalised by Sfl staff	Sfl
Wednesday 20 <sup>th</sup> March 2024	AA letters issued to pupils	Sfl
Thursday 28 <sup>th</sup> March 2024	Deadline for AA requests uploaded to SQA	Sfl SQA coordinator
<b>22<sup>nd</sup> April 2024</b>	<b>SQA Exam diet begins</b>	