

Queen Anne High School



Supporting the SQA Quality Assurance
Process

Additional Assessment Arrangements (AAA) Guidelines

Last updated: Feb 2017

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1. Policy Context

This document sets out our guidelines for supporting consistent practice across Queen Anne High School in identifying and meeting the support needs of candidates who are eligible for Additional Assessment Arrangements (“AAA”).

These guidelines are written and should be read within the context of current SQA and Fife Council policy and procedures:

SQA Assessment Arrangements Explained: Information for Centres (August 2016)

http://www.sqa.org.uk/sqa/files_ccc/AA_AssessmentArrangementsExplained.pdf

SQA Quality Assurance of Assessment Arrangements in Internal and External Assessments: Information for Schools (August 2016)

http://www.sqa.org.uk/sqa/files_ccc/Quality-Assurance-Assessment-Arrangements-schools.pdf

Fife Council Standard Circular NYP 9: Specific Learning Difficulties. Available on FISH

Fife Council Standard Circular NYP 10: Assessment Arrangements for Pupils with ASN in Secondary Schools. Available on FISH.

Further related information (June 2013) can be found by clicking on the hyperlinks below or visiting <http://www.sqa.org.uk/sqa/14976.html>

There are three key principles which underpin best practice for assessment:

1. Is assessment reliable and valid? For example, is the assessment information gathered from different learning contexts and over time?
2. Evidence gathering should take account of day to day information and be part of a cycle of planning, doing and review.
3. Assessment arrangements sit within the ‘Getting it Right’ principles of staged intervention:
 - universal assessment relates to most pupils and is accessible within every day planning, teaching and learning
 - additional assessment is where pupils require AAA which allow them to access material and demonstrate their true potential and ability within a curricular area.
 - extended, enhanced and specialised assessment for pupils with ASN often involves other support agencies in supplementing the assessment information which teachers have already gathered.

Relevant school staff are required to identify pupils who are eligible for AAA, select an appropriate form of AAA and verify the need for a particular AAA. This will involve classroom teachers, subject principal teachers, pupil support teachers, relevant year heads and educational psychologists. It may also involve multi-agency input and support from partner agencies and other professionals. It will also involve parents/carers and the pupil.

2. Key Contacts

Whilst supporting and delivering AAA entitlements are responsibilities of all teaching staff, the following QAHS staff have specific and whole-school AAA responsibilities:

Martin Doran (Principal Teacher Pupil Support)

- Whole school ASN remit, overall responsibility for coordinating AAA

Glen Driver (Pupil Support Teacher)

- Responsible for supporting pupils with ASN who require AAA

Catherine Walker (Pupil Support Teacher)

- Responsible for supporting pupils with ASN who require AAA

Douglas Sinclair (Depute Rector – Pupil Support)

- Strategic and operational overview of pupil support delivery

Bill Struthers (Business Manager & SQA Coordinator)

- Coordinating SQA arrangements across the school

Emma Jessiman (Link Educational Psychologist)

- Providing consultancy and quality assurance of AAA

Adam Brown (Link Educational Psychologist)

- Providing consultancy and quality assurance of AAA

SQA Contacts:

If you have a question about AAA and SQA policy, please contact the SQA team as below:

Tel: 0345 213 6890 aarequests@sqa.org.uk

Patricia McDonald Tel: 0345 213 5558 patricia.mcdonald@sqa.org.uk

Annette Foulcer Tel: 0345 213 5559 annette.foulcer@sqa.org.uk

It is important to note that SQA regularly update advice for schools.

General advice can be found at: <http://www.sqa.org.uk/sqa/14976.html>

3. Identifying AAA

The process of identification will begin as early as possible and will include any necessary information gathering as part of the P7 into S1 transition. Pupils who require AAA may be identified at any stage of their school career but early identification and intervention is essential.

Within QAHS, the following people have a key role to play in the identification process through relevant school procedures:

- the pupil
- parents or carers
- pupil support teachers
- class teachers
- subject principal teachers
- principal teachers of pupil support (guidance)
- pupil support assistants
- senior leadership team
- link educational psychologists
- professionals from other partner services, if involved

An important part of the identification process will centre on the quality of individual pupil planning and record keeping. This may encompass any of the following:

- contextual assessment used to identify needs
- action points/outcomes of review meetings
- Additional Support Plan (ASP)
- Co-ordinated Support Plan (CSP)
- Childs Plan
- evidence and supporting documentation from partner agencies

Pupils and parents/carers should participate in the identification process.

A valuable part of gathering information on individual pupils is effective liaison between colleagues. Class teachers, pupil support teachers and members of the senior leadership team will all participate in this process as appropriate.

Pupils attending specialist provision are very likely to require AAA. In the case of off-campus or shared placements (such as West Fife Pupil Support Service), it is essential that staff in **both placements** discuss and agree appropriate support and arrangements.

Pupils in Integrated Support Area 2 are very likely to require AAA. It is essential that staff work collaboratively with relevant partner agencies to inform and guide this process.

AAA should be used to support the pupil to demonstrate his/her true level of ability across all the levels of CfE and also in National Qualifications.

AAA should reflect the day to day provision made for the pupil within teaching and learning. When identifying those pupils who are eligible for AAA the teacher emphasis should be on enabling pupils to work as independently as possible.

There must be consultation between the school link educational psychologist, the appropriate member of the senior leadership team, class teachers, the pupil support teacher and any other relevant support services as appropriate.

The following indicators may prove helpful in identifying pupils in need of AAA:

- a higher level of comprehension than reading accuracy
- a greater ability in verbal responses than written work
- an inability to write legibly
- an inability to remain focused on and complete a task within a given time frame
- a significantly slow rate of information processing, reading and/or writing
- a display of significant agitation in the context of a formal assessment
- a specific language impairment
- a physical, medical, visual or hearing impairment which prevents the pupil from demonstrating his/her true level of attainment
- co-ordination and motor planning difficulties
- a specific difficulty with spelling
- temporary additional support needs related to a recent trauma
- requires the use of a bilingual dictionary and extra time
- family history of additional support needs
- difficulty recalling mathematical sequences
- difficulty carrying out simple calculations both in practical situations as well as on paper
- a clear discrepancy across subject areas
- life long Additional Support Need

Teaching and pupil support staff must be satisfied that they have the curricular and assessment evidence to support the pupil's AAA entitlement. This information should be contained within relevant contextual assessment to be reviewed and updated annually.

We must consider the motivation of the pupil along with other factors. For some pupils, having access to AAA may give them the motivation to continue attending school on a regular basis in the knowledge that they have the potential to achieve their personal best and levels of attainment commensurate with their ability.

The Pupil Support Principal Teacher has a crucial role in the collation, co-ordination and dissemination of information on pupils entitled to AAA at all stages. Every teaching member of staff has a professional responsibility to ensure they are fully aware of the AAA entitlements in place for pupils, their delivery and ongoing review.

4. Delivering AAA

After appropriate consultation, the school will determine how the pupil's ASN will be supported and which AAA are appropriate across the curriculum.

The following range of AAA are available:

- Adapted assessment papers including digital papers
- ICT using appropriate software
- Spellchecker
- Bilingual dictionary
- Additional use of calculator
- Enlarged paper/specific colour of paper
- Extra time in listening exams
- Extra time
- Rest periods
- Separate accommodation as appropriate
- Prompt to keep pupils on task
- Reader
- Reader and Scribe
- Scribe
- Transcription
- Transcription with correction
- Communication devices

It is important to note that under current SQA Guidance on Assessment Arrangements it is no longer acceptable to support the pupil with a human reader or scribe in National Literacy Units.

SQA has produced a helpful animation which describes this in further detail.

http://www.youtube.com/watch?v=Ndj79mxFasM&feature=player_embedded

Pupils who are eligible for AAA should have regular opportunities to access the AAA from the point at which they are identified as part of their everyday learning. Pupils will require training and practice to make the most effective use of their AAA. Decisions on the use of AAA should be taken in conjunction with pupils, parents/carers and class teachers.

AAA should reflect the methods most suited to an individual pupil's learning style. In assessments, the pupil should have access to the support they normally receive in the classroom. It is recognised that some standardised assessments (e.g. Assessment for Excellence) preclude such flexibility by their nature.

It is the responsibility of the school to provide the appropriate training and advice for staff who are involved in supporting pupils in assessments. Support and advice may also be

sought from: Psychological service, EAL Team, Sensory Support, Support for Learning, West Fife Pupil Support Service, ASIST Team, School Liaison Group, Education Officer and SQA.

5. Quality Assuring AAA

Our quality assurance processes will review the AAA at key points in the academic year. This will be achieved through formal internal verification/audit meetings. Minutes of these meetings will be kept by the school with a copy sent to the link educational psychologist.

The school has a responsibility to ensure that effective internal quality assurance procedures are in place for identifying pupils' ASN and implementing AAA. These procedures must comply with the Disability and Equality Act (2010).

A consistent and systematic approach will be achieved through:

- Regular planning and review through meetings/learning conversations with the pupil and keeping parents/carers updated.
- Recording on a database/spreadsheet, core information which will include for each pupil an overview of their ASN, AAA in place and tracking and monitoring/review procedures.

The Quality Assurance Calendar

Month	Process
June/August	PT Pupil Support provides recommended strategies for all pupils. Support strategies put in place for all pupils. Information shared at INSET.
September	Subject departments asked to identify AAA using "Evidence & Evaluation" form.
October/November	PT Pupil Support and PS teachers meet with departments to discuss AAA. Review of AAA in preparation for Senior Phase Formal Assessment Block (usually late Nov – early Dec)
December/January	AAA reviewed and evaluated in light of Senior Phase FAB for S4-6 pupils. Initial School Verification Meeting (S1-6)
January	PT Pupil Support and PS teachers discuss AAA with pupils in preparation for forthcoming SQA exam diet (S4-6 pupils) Closing date for amended/digital paper requests
February	AAA (S4-S6 pupils) evaluated and any new AAA discussed. Students and parents/carers sign agreements using Form 3. Verification Meeting (S4-S6). Record on Form 4.
March	Ongoing quality assurance and finalising all AAA.
April	SQA closing date for AAA requests

6. Managing AAA

All staff have a responsibility to:

- Promote and facilitate equality of opportunity for all pupils in assessments.
- Encourage pupils to work towards independence in assessments, wherever possible.
- Liaise with Pupil Support staff about the most appropriate AAA for identified pupils.
- Complete the “Evidence & Evaluation Form” for each pupil who requires one.
- Liaise with Pupil Support staff to discuss and develop the most appropriate AAA for pupils who have emerging or suspected ASN.
- Ensure the pupil is familiar with and has the opportunity to practise their AAA in relevant subjects.
- Review AAA following an assessment and note any adjustments that may be required for future assessments.

Pupil Support staff will:

- Set up and maintain an evidence file for each pupil which will contain relevant evidence and quality assurance documents, and keep this available for verification and moderation for one year following national assessment.
- Ensure that information about pupils with AAA is shared with relevant staff
- When a pupil finishes their school career, ensure that the evidence file is stored in the pupil’s PPR in the event of moderation or future enquiry.
- When a pupil moves school, ensure that their evidence file is included in the PPR for onward delivery to their new school.

7. P7/S1 Transition

In planning for transition from P7 into S1, a range of people will be involved through usual school procedures.

These will include:

- the pupil
- the parents or carers
- the primary class teacher
- pupil support staff
- a representative of the senior leadership team
- a representative from any of the relevant specialist support services

The process of identification will begin as early as possible and will include any necessary information gathering as part of the P7 into S1 transition. Pupils who require AAA may be identified at any stage of their school career but early identification and intervention is essential.

8. Post-School Destinations

For pupils with AAA entitlements, it is essential that there is an effective transfer of information as they prepare to leave school:

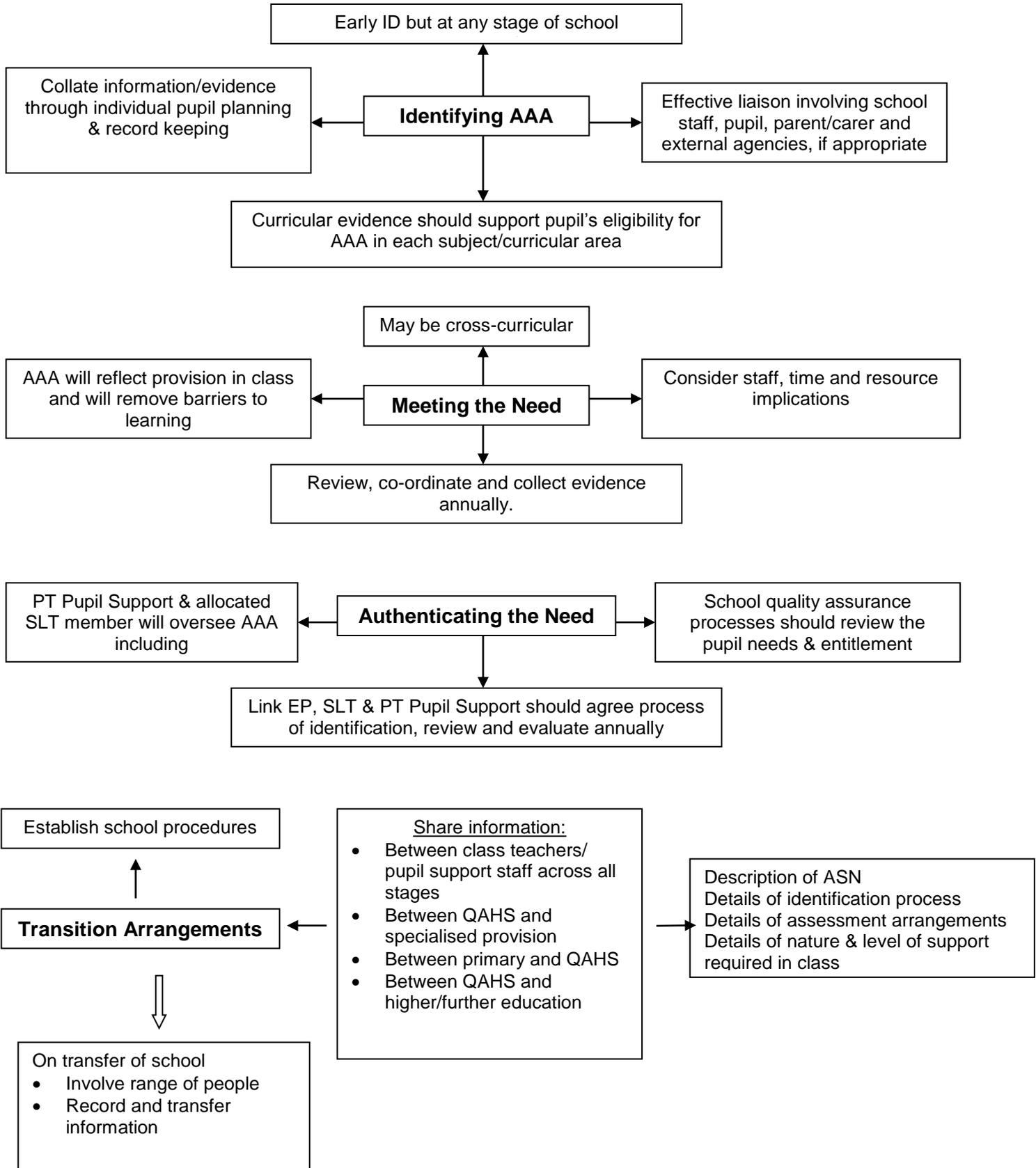
- between QAHS and specialist provision
- between QAHS and further or higher education
- between QAHS and other relevant organisations within or out with Fife

We have established procedures for transferring information on pupils who are transferring to post school destinations.

AAA for Pupils with ASN at Queen Anne High School

9. Summary of Key Points

Assessment arrangements should support pupils to demonstrate their true level of attainment, using strategies/resources embedded within teaching and learning



10 Evidence & Evaluation of Additional Assessment Arrangements (AAA)

To be completed by the subject teacher and countersigned by the pupil. Subject teachers must establish, record, evaluate and provide evidence of the most appropriate AAA in consultation with the pupil and Pupil Support staff.

This form must be completed and signed (with evidence attached) and sent to Mr Sinclair (DHT) as soon as possible after the assessment.

Pupil Name		Subject & Level		Date of Assessment	
Class Teacher		Duration of Assessment*		Location of Assessment	

* If extra time is given, please specify standard time allocated as well as % or minutes of extra time given.

Additional Support Needs giving rise to AAA (please specify – do not leave blank)
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Type of Assessment (e.g. class work, unit test, homework, folio, SP Formal Assessment)

AAA used	Tick	AAA used	Tick
Reader		Practical assistance/helper	
Scribe		ICT: Word Processing	
Extra Time/Rest Break		ICT: Screen Reader	
Separate accommodation		ICT: Voice Recognition	
Calculator		Digital Format	
Using a prompt		Tape/Digital Recording	
Bilingual dictionary		Other (please state):	
Enlarged Print		Technological aid that amplifies sound	
Paper in specific colour		Live presentation of recorded material to allow lip-reading	
Coloured overlays		Signing questions to the candidate	
Braille paper		Candidate signs response with translation or transcription	
Raised diagrams		Transcription	

Evaluation of Impact <u>Class Teacher</u> <u>Pupil</u>

Is the candidate placed at a substantial disadvantage without AAA? Yes/No

Class Teacher _____ Pupil Signature _____
 Date _____