SQA Policy

Rationale

To ensure that all procedures in relation to presentation for examinations and courses changes are clear and consistently followed, this document shares information to ensure, as a school, we are offering an **inclusive** learning experience where we develop young people's **resilience** and ensure they achieve **excellence**.

When embarking on a national qualification in S4/5/6 our expectation is that all learners will complete the course, to achieve this we should:

- Ensure all learners have an opportunity to gain qualifications at the appropriate level
- Contribute to effective communication with, and involve parents, carers and learners in the decision-making process
- Establish procedures to ensure learners have every opportunity to meet course requirements and inform parents/carers if there are any changes to presentation levels.
- Ensure any assessment arrangement requests (AAR) are submitted and the needs of the learner is met.

SQA information

SQA Centre News will be shared with all teaching staff when received (usually a weekly bulletin). Staff are encouraged to sign-up for SQA alerts for their subject areas to ensure they are up to date with any changes/information. Attendance at Understanding Standards events will be supported by the school.

SQA Courses

Any new national qualifications/awards planned for delivery should be flagged to the SQA co-ordinator in May of each year. The SQA co-ordinator will confirm if SQA course approval is required and will advise on the procedure to gain approval if needed.

It is the class teacher/Curriculum Leader's responsibility to check presentations lists are accurate in relation to the units/national qualifications learners are presented for; any anomalies should be raised with the SQA co-ordinator and SQA Admin assistant as soon as possible. Changes after the end of March results in a charge to the school, which can be passed onto the faculty.

Change of course presentation for National Qualifications

To ensure all learners have an opportunity to gain qualifications at the appropriate level and the school effectively communicates with parents, carers in the decision-making process a change of presentation form must be completed. However, the content of the form will inform the discussion with the parent/carer, the form itself will not be shared. (Appendix 1)

The forms will then allow PSLs/SfL/DHT links/House Heads to have a strategic overview of what is best for the pupil going forward with decisions being made by this team along with CLs.

Step 1:

To be completed by the class teacher

- Form is available on Change of presentation level channel on BAL-Staff
- Note assessment result and/or working grade (WG to include all aspects of coursework including the key formal assessments)
- Give recommendation – proposed presentation change or withdrawal
- Using the table provided on the form, indicate the support provided with any detail which may be relevant or beneficial to share
- Sign and date form and pass to CL – This form can be digital/paper at this stage

Step 2:

To be completed by the Curriculum Leader:

- CL will undertake an interview if this hasn't already taken place by class teacher or if appropriate
- Establish what previous contact has been made with home to share concerns. E-mails/phone calls/ referrals, noting details on the form
- Note freestanding unit codes already achieved
- Discussion at consultation evening if it has taken place
- Recommend for mentoring if appropriate
- CL to bring forms to DHT link meeting for discussion
- CL to sign and date step 2

Step 3:

To be completed by the CLs

- CL to complete section 3 of form:

  - ➢ Level of presentation/units
  - ➢ Subject/unit codes
  - ➢ Withdrawal

- CL to contact home to discuss changes after joint decision by CL and DHT link or/
- Arrange for class teacher to discuss agreement from parent/carer at Consultation evening if appropriate
- CL to contact SflL to alert any AA changes
- CL to sign and date form pass to DHT link

respect inclusion excellence resilience honesty

Step 4:

To be completed by DHT link:

- Once approval has been agreed DHT link should log the change on the spreadsheet
- Sign and date the form and pass to SQA co-ordinator – must be paper copy

Step 5:

To be completed by the SQA Co-ordinator and SQA Admin Support:

- SEEMiS will be updated
- Dated and signed copies of the form will be returned to:
- ➢ CL
- ➢ PSL
- ➢ SQA Admin Support

S6 Pupils with unconditional offers

Pupils who receive an unconditional offer/s from university will be encouraged to continue with all courses. If a pupil still wishes to be withdrawn from a subject, they must contact the university to confirm they are in agreement with the withdrawal and bring in a letter/email signed by a parent/carer stating the university has agreed to this change. Only then can a withdrawal form be completed.

Until a withdrawal form has been completed, staff must assume the pupil is continuing with the course. If a pupil appears on a teacher's SEEMiS register, they should be attending classes. If they are not attending class for an extended period, a referral must be completed and sent to the CL to establish the reason for absence.

SQA Internal Verification

All teaching staff delivering SQA qualifications must be aware of and follow internal verification procedures.

Faculties may have their own policy, however this must reflect the whole school policy.

A separate SQA Internal Verification Policy is available on Bal-Staff TEAM.

SQA Whole School Calendar

The SQA Coordinator will share a whole school calendar highlighting key dates (each September). This should be a Faculty meeting agenda item once a month to ensure all staff are aware of important upcoming deadlines.

SQA Internal Assessment Marks

Internally assessed marks must be shared with pupils.
Prior to sharing the marks ensure all internal verification procedures have taken place and explain that external verification by SQA could result in a change to the mark.

SQA AAR Information

Pupils **must** have an identification or diagnosis on the SfL database to be eligible for consideration. If they are eligible, staff should collect evidence which shows a positive benefit for the arrangement put in place. The process below shows how this evidence is gathered and submitted:

1. **Check for pupils and the suggested arrangements on**   **the SfL database:**

Explain t**Balerno High School**

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     o pupil you will be gathering evidence for AA over time. This should be their normal way of working.

2. **Put suggested arrangements in place for any tasks/assessments/tests:** For extra time, change colour of pen and note the extra marks in the additional time on the paper.

If the suggested arrangement is not suitable, please see SfLL to discuss alternative **before** putting in place.

If you think that an arrangement is not required for your subject, **please let SfLL know.** Arrangements can vary from subject to subject, and level to level.

3. **Complete a request for AA (Form 2):**

Include commentary on the back showing stating why the arrangement is in place (the need) and the benefit (extra marks gained because of reduction in stress/ extra time to write response/process info/ reduces impact of medical issue/ time used to strategies to support ASD/ADHD etc).

Please sign and date the form.

4. **Attach evidence *if required* :**

A copy of the assessment/s with annotation to show use of extra time, ICT, reader/scribe etc.

In a few cases, it is hard to produce physical evidence of use of extra time eg for anxiety/ASD. In this situation your commentary on the completed Form 2 should explain the need even if the pupil has not used the extra time to write more in assessments so far.

There are some examples of good practice on the **Shared Drive (Support for Learning – Teaching Staff)**

SQA Staff

Balerno SQA Admin
Donna McKean

Balerno SQA Co-ordinator
Maree Anderson DHT

SQA School Liaison Officer:
Donna Gray
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Balerno High School
CHANGE OF PRESENTATION / WITHDRAWAL FORM S4 - S6

Step 1 – to be completed by Class Teacher:

Pupil's Name		Class		Withdraw	Yes/No
Subject		Current Level		Proposed Level	
Assessment re		Estimate			

s u l t						

Class teacher must indicate which of the following processes have been undertaken at class level:

PROCESSES UNDERTAKEN (✓ as appropriate or applicable)				DETAIL/ DATES
Homework specifically for supporting this pupil				
Study Support				
Individual target setting				
Pupil interview				
Referrals raising cause for concern to CL				

and or PSL/SfL				

Signed: Date:

Step 2 – to be completed by Curriculum Leader:

Processes undertaken (ü *as appropriate*)	YES	NO	N/A	Details/dates
Pupil Interview				
Letter/email of concern sent home				
Referrals raising cause for concern to PSL/SfL/House Head				
CL Comment:	Please include any unit passes if applicable: Recommended for mentoring . Signed: Date:			

Step 3 – to be completed by CLs:

Processes undertaken	Subject	Proposed level/withdrawn
Proposed changes (include Course Code		

and unit codes)		
Any changes to AAR?	Changes are - ☐ I have communicated with the SfL Leader	

Contact home to be made by:	☐ CL	☐ PSL/SFL	House Head ☐
Method of communication:	☐ Telephone	e-mail ☐	Meeting with ☐ parents/carers
Date when communication made			
Agreement from parent/carer	Yes/No Date:		

Step 4 – to be completed by DHT link:

Approval by DHT link: **details of the arrangements made with/for pupil**	Change of presentation approved Yes/No Withdrawal Approved Yes/No Units approved Yes/No Deferral Approved Yes/No
Signed:	Date:

Step 5:

DHT link passes to SQA coordinator for information and distribution.	
SEEMIS changes updated by office.	
Signed:	Date:

Copies of completed form to:

Copy of form to CL subject– for information	
Copy of form to PSL – for attainment records	
Copy to SEEMIS OPERATOR (D McKean)	
Copy to SQA CO-ORDINATOR (M Anderson)	