

Senior Phase Assessment



↑ awareness

↓ drive

↑ aspiration

↑ purpose

↑ trust

adapt

succeed

aim high



What is the approach to assessment in the Senior Phase in Craigmount High School?

Learning, teaching and assessment is our core business. We are committed to ensuring that we fully prepare our pupils for their final SQA exams whilst providing opportunities for staff to gather evidence that allows a pupil to demonstrate their attainment throughout the year. We will have one Formal Assessment window in late November into December, where most subjects will do an assessment.

All other assessments during the year are organised by column. This will avoid more than one assessment on any given day for S5/6 and ensure a maximum of two assessments in a day for S4. These can happen at any point in the year, aligned with coursework to inform teaching and learning. Details of the assessment will be communicated in advance on the class Team.

When will pupils know when assessments are taking place in each of their subjects?

To manage assessment throughout the assessment window, teachers will decide the most suitable time(s) for assessments to take place. The assessment schedule has been designed to allow only one assessment in a day and allow for a spread of assessments throughout the assessment window.

The SQA published the Examination Timetable in September for the following year which can be found [here](#).

The Formal Assessment schedules are published following the October break and can be found [here](#).

This is a live version of assessments which contains the subject, teacher and column (the time in the week the assessment takes place). Not all subjects will assess during the Formal Assessments window. Although the calendar indicates the periods during which the assessment will take place, this is not an indication of the length of the assessment. Teams posts from teachers posted on individual class Teams pages will give further information about the specifics of assessments.

What does the colour coding for the columns mean in the assessment schedule?

A pupil timetable is split into different 'columns' which determines when they attend the subject each week, for example, a Monday periods 1 and 2 may be column A. Each column has been allocated a specific time for assessments to manage the number of assessments which can take place in day or week. It may be that an assessment extends beyond the normal class or finishing time.

How will the assessments be conducted if pupils are sitting them in class and at different times in the week?

All assessments will be conducted in a controlled way where bags, phones and non-essential items will be paced at the front of the room. The assessments will be kept securely prior to



and following completion. Pupils cannot remove them from the room or photograph them. Pupils should not discuss the content of the assessment with other pupils.

Will pupils be signposted to the topics covered in each assessment?

The assessment in subjects reflects the SQA subject-specific guidance and assessments often cover a range of knowledge and skills and are not always organised into topics. Teams posts from teachers posted on individual class teams pages will give further information about the specifics of assessments.

Will there be exam leave during formal assessments?

To maximise time in class with teachers a focus on learning, teaching and assessment, means there will be no exam until the actual SQA exams. Pupils should follow their timetable as normal. There may be a requirement for class time to be extended to accommodate longer papers this is noted on the schedule. This is in line with guidance from The City of Edinburgh Council on exam leave.

What will be the focus of the time in class during the assessment window?

Teachers will continue to work with pupils during class time when an assessment is not taking place. This may involve (but is not limited to) consolidating parts of the course, developing a particular skill, working on folio, assignment or practical work, supporting individuals or giving feedback on aspects of the course and/or assessments. Our approach focuses on assessment as part of learning and teaching and aims to help pupils progress in their learning.

Will assessments take place in larger assessment venues?

The majority of assessments will take place in the classroom during planned class time. However, our aim is to give every pupil at least one experience of sitting an assessment in a larger assessment venue. These conditions will mirror the experience of the SQA exam diet. During the formal assessment window pupils studying English, Maths and Application of Maths will experience sitting an assessment in a larger assessment venue.

When will feedback be provided on the assessments?

The assessments have to be marked and moderated before feedback can be provided. The timescales for this process can vary depending on the nature of the subject and also the number of pupils sitting that particular subject. Teachers will advise pupils of the timescales involved for each of their subjects and feedback at an appropriate time in class once the marking and moderation process has taken place. The results will be indicated in the January Tracking Report.

If, by chance, a pupil has a lot of assessments close together will there be an opportunity for a review of the timetable?

Pupils will be given time during PSE to create an assessment calendar and study plan so that they have an overview of their assessments this term. This approach is no different



to other approaches to formal assessments which take place in a concentrated period of time to minimise any disruption to learning and teaching. It may also reflect the sequence of exams during the SQA diet.

What happens if a pupil is absent from a planned assessment?

If a pupil is unable to undertake an assessment due to absence teachers will work with them to rearrange this assessment. Our assessment strategy has been carefully planned to optimise the time available for pupils so it is important that pupils are only absent where absolutely necessary.

Will there be enough time to study for each subject?

Our approach to assessment this term has been designed to provide the maximum amount of time for pupils to consolidate their understanding prior to assessment. In addition, the model ensures that assessments are spread out across the course of the week to give pupils the opportunity to plan their revision accordingly. Our approach focuses on assessment as part of learning and teaching and aims to help pupils progress in their learning.

If a pupil has alternative assessment arrangements, how will parents know what support is being provided?

All pupils will be supported in class in the normal way by their class teacher and/or a pupil support assistant. Alternative assessment arrangements are put in place by the Support for Learning Faculty for an identified need and pupils will be made aware of these arrangements ahead of the assessments taking place.

How does this approach to assessment compare to other schools in The City of Edinburgh Council?

Our teachers know their learners best and as such, have most control about when, what and how assessments are conducted aligned with progress in each course.

Each school has the autonomy to design an approach to assessment which they feel will best support the pupils taking into account their context. It is common practice for schools to assess pupils in a range of ways, including regularly throughout the year.

We have taken the time to consider different approaches to assessment and had discussions with other schools about their approach as well as sharing our approach to assessment with them. We feel that this is a both a robust and proportionate approach to assessment which will support the pupils at Craigmount High School to demonstrate their attainment throughout the year in preparation for the SQA exams in April to June 2023.



Can any coursework or classwork be considered by SQA in the event of an appeal or marking review?

No, SQA do not consider work produced throughout the year to determine results. They will conduct a marking review of the exam paper completed in the SQA diet only. This is an administration check where results can stay the same, go up or go down. Pupils should speak to the Curriculum Leader of the subject they are considering a marking review in.

If a significant situation arises and my child is unable to complete an exam or attend an exam what happens?

The SQA have an Exceptional Circumstances Consideration Service for pupils who have a valid exceptional circumstance, have completed all compulsory components throughout the year and have evidence of achievement at the level they have been estimated. If you think you are in this situation please contact your child's pupil support leader.

