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SQA Assessment Arrangements

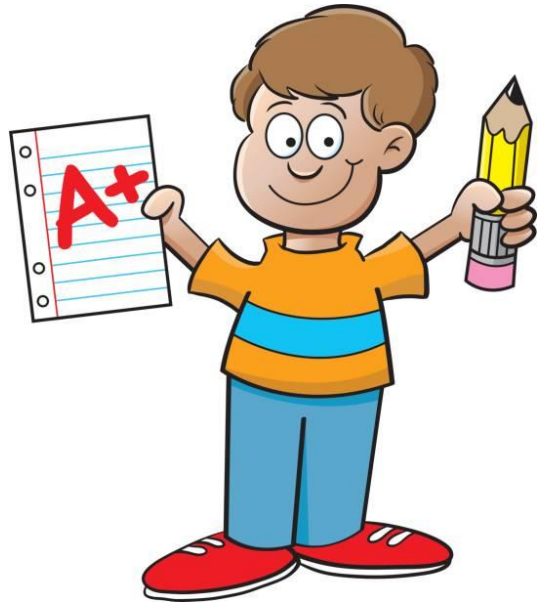
A Guide for S3 Parents

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S3...looking ahead to the Senior Phase

Principles of Assessment Arrangements

Assessment Arrangements allow candidates who are disabled and/or who have been identified as having additional support needs appropriate arrangements to access the assessment without compromising its integrity

Assessment Arrangements should be tailored to meet a candidate's individual needs

Assessment Arrangements should reflect, as far as possible, the candidate's normal way of learning and producing work

Assessment Arrangements may differ from subject to subject

Qualifications Scotland

Assessment Arrangements Available to Pupils

Reader	Text can be read to the pupil
Scribe	Pupil can dictate their answers, rather than write themselves. Must draw their own graphs, diagrams etc.
Extra time	Pupils can have extra time to complete their assessment. 25% is usually offered in the first instance but this can be extended up to 50% if needed. Pupils using a reader/scribe automatically get extra time.
IT	Use of a computer (with or without spellcheck depending on pupil need)
Separate Accommodation	Pupil will sit the assessment in a separate space from the main exam usually with a small number of peers
Single Accommodation	Pupil will sit the assessment in a room on their own
Prompt	A learning assistant will prompt the pupil to keep them on task and remind them of the passage of time
Rest Breaks	Often due to a medical condition, pupil should be allowed to have a movement break/rest. Whilst this happens the clock should be stopped
EAL Support	Pupil who has English as an additional language can have 10 mins per hour extra time if they make use of a bi-lingual dictionary. This "dictionary time" is not allowed in exams in English or in their own language (eg a Spanish speaker would not get extra time in Nat 5 Spanish).
Adapted Papers	Pupils who are visually impaired may require papers in a larger font. Some dyslexic learners prefer exam papers printed on different colours

The Assessment Arrangement Process



From S1 we use Class Charts to ensure all staff know a student's additional support needs.



Throughout S2 and S3 we consider whether a student might benefit from an assessment arrangement because of their ASN eg a dyslexic learner might benefit from extra time and use of ICT with spellcheck and an EAL learner might use extra time to access a dictionary



In S3 teachers will be trialling assessment arrangements for class tests and will begin to gather evidence of whether the assessment arrangement makes a difference for the student



Prior to the Formal Assessments (Nov of S4) parents will be contacted to explain the assessment arrangement that is being used for the formal assessments. We will explain that we are still gathering evidence at this stage



In February of S4 teachers will let SfL know whether they have evidence that the AA has made a difference for the young person in their subject. Without evidence of impact the AA cannot be requested from QS.



Early March of S4, moderation of evidence takes place.



End of March, SfL will make requests for AA to QS

In Summary

We will work with your child and their teachers throughout S3 and into S4 to ensure the correct support is in place for assessments.

Any questions please contact Support for Learning

moira.jack@craigmount.edin.sch.uk

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