



SQA Presentation Policy Gracemount High School 2017/18

PURPOSE

To ensure that procedures relating to course choice, presentation for examinations and course/level changes are clear and consistently followed. The presentation policy is designed to ensure that we have the highest expectations and aspirations for our learners. Presentation in the Senior Phase should build on the secure foundations of the Broad General Education.

AIMS

- To ensure that learners have the opportunity to gain qualifications at an appropriate level.
- To contribute to effective communication with, and involvement of, parents, carers and learners in the decision making processes.
- To establish procedures to ensure learners have every opportunity to meet course requirements and inform parents/carers timeously if there are changes in presentation levels.
- To ensure that the school and authority frameworks will deliver the above aims.

BROAD GENERAL EDUCATION

Gracemount High School provides breadth of experience across all curricular areas in S1 and S2. Pupils identified of being “*at risk*” in S1 will be identified by September of S1 and evidence gathering will immediately begin to plan for the future and ensure all pupils leave school with the minimum of 5 qualifications at level 3 or above.

Ahead of S3, a learning review takes place which provides all our learners with the opportunity to build-in greater depth during the S3 experience. During S3, learners will experience level 3/4 experiences and outcomes, and many will begin to experience learning opportunities in-line with national 4/5 courses.

During the S3 learner review, which takes place in February, pupils will have the opportunity to select a change of subject although it is recognised that in most cases this will not happen. If pupils do select a change of course then, where possible, pupils will then move into their new classes from after the Easter holidays.

Reliable judgments during the Broad General Education through use of national benchmarks will provide learners, teachers and parents/carers with assessment information which will enable them to plan for the senior phase. Evidence gathering should begin, for most, at the beginning of S3, and evidence can be used to support assessment in units should there be a requirement to apply for a Recognising Positive Achievement (RPA) at the end of S4 (portfolio assessment approach).

Recognising Positive Achievement (RPA) means that those pupils who pass units at N5 and the AVU unit and fail the exam will automatically achieve a N4 award.

An S3 formal assessment period will take place in April to establish progress and suitability for National courses. In this way our learners are best prepared for the for the national qualifications that they wish to study in the senior phase.

SENIOR PHASE –

Please also refer to the Assessment and National Qualification group – Changes to National Qualification paper. <http://www.gov.scot/Resource/0051/00516166.pdf>

The coursing process for the senior phase begins from January onwards.

S4/5/6 - National 3-5 Courses - Timeline

Ongoing	<p>Using our monitoring & tracking system and in line with Education Scotland guidelines “Reporting to parents and carers”, reports are issued 3 times per year in:</p> <ul style="list-style-type: none"> • October • December • March <p>Reports highlight the target grade, whether the pupil is on or off track and next steps for improvement.</p> <p>The target grade is set in consultation with the class teacher by the second week in September and is shared with parents/carers in the October report – this is reviewed in the March report, after Formal Assessment week 3.</p>
November	<p>Formal Assessment week 1 is scheduled for week beginning 20th November and will involve Higher pupils only. This is to protect time in National 5 courses and reduce the burden of assessment.</p> <p>A focus on high quality feedback enables teachers to engage with all students regarding progress in their learning. Key intervention strategies are discussed at a 1-1 level, and continually reinforced through reporting.</p> <p>Although no formal assessment for N4/5 will take place in November, ongoing formative assessment practice and evidence gathering (portfolio approach) ensures pupils are making progress in their learning and interventions are planned.</p> <p><i>Centres will need to provide SQA with an accurate indication of their presentation patterns for the upcoming exam diet by November, as is currently the case.” (ANQ: Changes to National Qualifications P5)</i></p>
Mid-January	<p>Senior phase parents evening is held to provide parents/carers with an opportunity for a 1-1 discussion with subject specialists.</p>
Late January – Early February	<p>Formal Assessment weeks 2 and 3 (scheduled to start last week in January) will take place – please note the hall will only be in use for 1 week and faculties are encouraged to use time within their double periods to complete assessments.</p> <p>All Higher and National 5 pupils are presented at appropriate levels during formal assessment weeks 2 and 3. A focus on high quality feedback enables teachers to engage with all students regarding progress in their learning. Key intervention strategies are discussed at a 1-1 level and continually reinforced through reporting.</p> <p>After assessments weeks 2 and 3, pupils are considered for changes of level or moved to ‘units only’.</p>

February	<p>Class teachers inform the Curricular Leader (CL) of request for a change of level, or move to 'unit only'. The cut-off date is normally the 2nd Friday of the week after the February break. Pupils who achieve less than 30% in the Formal Assessment weeks 2 and 3 may be recommended for change of level or 'units only' unless there are exceptional circumstances.</p> <p>CL's request changes of level or switch to 'unit only' by completing the level changes spreadsheet informing the SLT faculty link who reviews the request and confirms to the CL.</p> <p><i>Please note - extension to the National 5 course has been confirmed. National 5 grade D banding has been extended to between 40% and 50%. It has also been confirmed that RPA will remain in place for session 2017-18.</i></p> <p>DHT (Curriculum) prepares a standard letter to send to parents/carers (by 5th March), detailing recommended changes, with copies being sent to the appropriate Pupil Support Leader (PSL). Parents/carers have until two weeks after cut-off date to contact DHT (Curriculum) if they do not agree with the recommended changes (12th March).</p> <p><i>It is important to note that for National 5 in session 17/18, the approach can be units-only or full course assessments – whilst it <u>can</u> be both, this is not recommend for full cohorts.</i></p> <p>Two weeks after cut-off date DHT (Curriculum) will ask Office staff to make the recommended changes in SEEMIS and inform the appropriate CL & PSL.</p> <p><i>Schools are responsible for the financial cost of any changes to entries after 31st March each presenting year, as has always been the case. This cost will come from department allocations.</i></p>
Early March	<p>CLs are contacted by the SQA Coordinator and asked to input estimate details into SEEMIS.</p> <p>Those being presented for a National 5 course in one year, with robust evidence of appropriate prior learning, are not entered for units. It is advised that where there may be doubts about performance at N5 pupils should sit units as well as the National 4 AVU. Through the portfolio approach evidence may have been gathered and could be used to support presentation (professional judgement is central to this process). It is recognised that a number of learners may have sat the National 4 AVU during their S3 course.</p> <p><i>Please note that 3 units at National 5 and a National 4 AVU does NOT lead to a National 4 overall course award. However, 3 National 4 units and a National 4 AVU DOES lead to a National 4 overall course award.</i></p> <p><i>Recognising Positive Achievement (RPA) means that those pupils who pass units at N5 and the AVU unit and fail the exam will automatically achieve a N4 award.</i></p> <p>For some learners, gaining a full course award at National 4 will support</p>

	<p>their entry into their desired positive destination.</p> <p>Within hierarchical courses a unit at National 5 can be marked at National 4. For courses that are not hierarchical, teachers would have to provide pupils who are not estimated at National 5 Grade A with the opportunity to sit units at National 4 and National 5 (evidence gathered from S3 onwards should support this).</p>
Late March	Estimates are transmitted to SQA by the SQA Coordinator and copies will be provided to the DHT (Curriculum) and the Head Teacher.
May	Time in May will be used to target achievement of units at National 4/National 5 where appropriate.

- If units are used in a formative way to assess progress, then they must remain confidential.
- Free-standing units will be subject to external verification.

S5/6 Higher/Advanced Higher Courses - Timeline

Ongoing	<p>Using our monitoring & tracking system and in line with Education Scotland guidelines “Reporting to parents and carers”, reports are issued 3 times per year in:</p> <ul style="list-style-type: none"> • October • December • March <p>Reports highlight the target grade, whether the pupil is on or off track and next steps for improvement.</p> <p>The target grade is set in consultation with the class teacher by the second week in September and is shared with parents/carers in the October report – this is reviewed in the March report, after Formal Assessment week 3.</p> <p>For session 17/18 units at Higher & Advanced Higher will remain. Staff are therefore required to ensure that appropriate communication is made with parents/carers regarding unit fails. Standard letters should be issued in accordance with school arrangements. Information should include remediation strategies with specific pupil-focused feedback, and a suggested date for re-assessment. Advance notice must be given.</p>
November	<p>Formal Assessment week 1 is scheduled for week beginning 20th November and will involve Higher pupils only. This is to protect time in National 5 courses and reduce the burden of assessment.</p> <p>A focus on high quality feedback enables teachers to engage with all students regarding progress in their learning. Key intervention strategies are discussed at a 1-1 level, and continually reinforced through reporting.</p> <p><i>Centres will need to provide SQA with an accurate indication of their presentation patterns for the upcoming exam diet by November, as is currently the case.” (ANQ: Changes to National Qualifications P5)</i></p>
Mid-January	Senior phase parents evening is held to provide parents/carers with an opportunity for a 1-1 discussion with subject specialists.
Late January -	please note the hall will only be in use for 1 week and faculties are

February	<p>encouraged to use time within their double periods to complete assessments.</p> <p>All pupils are presented at appropriate levels during formal assessments. A focus on high quality feedback enables teachers to engage with all students regarding progress in their learning. Key intervention strategies are discussed at a 1-1 level and continually reinforced through reporting.</p> <p>At this stage, pupils are considered for changes of level or moved to 'units only'.</p>
February	<p>Class teachers inform the Curricular Leader (CL) of request for a change of level, or move to 'unit only'. The cut-off date is normally the 2nd Friday of the week after the February break. Pupils who achieve less than 30% in the Formal Assessment weeks 2 and 3 may be recommended for change of level or 'units only' unless there are exceptional circumstances.</p> <p>CL's request changes of level or switch to 'unit only' by completing the level changes spreadsheet informing the SLT faculty link, who reviews the request and confirms to the CL.</p> <p>DHT (Curriculum) prepares a standard letter to send to parents/carers (by 5th March), detailing recommended changes, with copies being sent to the appropriate Pupil Support Leader (PSL). Parents/carers have until two weeks after cut-off date to contact DHT (Curriculum) if they do not agree with the recommended changes (12th March).</p> <p>Two weeks after cut-off date DHT (Curriculum) will ask Office staff to make the recommended changes in SEEMIS and inform the appropriate CL & PSL.</p> <p><i>It is important to note that, for Higher in session 2017/18, there are no changes, however mandatory units will be removed from 2018.</i></p> <p><i>Schools are responsible for the financial cost of any changes to entries after 31st March each presenting year, as has always been the case. This cost will come from department allocations.</i></p>
Early March	<p>CLs are contacted by the SQA Coordinator and asked to input estimate details into SEEMIS.</p>
Late March	<p>Estimates are transmitted to SQA by the SQA Coordinator and copies provided to the DHT (Curriculum) & Head Teacher.</p>
May	<p>Time in May will be used to target achievement of units at National 4/National 5 where appropriate.</p>

S4 PRESENTATION AT HIGHER

In exceptional circumstances, a pupil in S3 who has demonstrated a particular strength in a subject area may be recommended to progress straight to Higher. This would be in consultation with the appropriate PSL, CL and parent/carer.

TWO-YEAR APPROACH

Careful consideration will need to be given where students are potentially borderline National 5. If this is recommended, then the CL should liaise with the SLT faculty link. At all times contact will be made with home to confirm this arrangement. Where a pupil is presumed to be borderline, then in most cases our approach will be to initially to encourage presentation at National 5. Through our regular tracking we will be able to identify pupils who are off-track, and decisions regarding future presentation will be made.

PROVIDING ESTIMATES

CLs will need to give careful consideration to the evidence that they will gather in order to provide a robust estimate. Details of assessment approaches should be confirmed with the link-SLT by end of October 2017. Examples of assessment approaches are:

- Evidence gathered from S3 onwards (portfolio approach).
- Information from ongoing formative assessment within the class.
- Summative assessments (this may include the use of stand-alone units).
- Formal Assessment opportunities within the school calendar.

QUALITY ASSURANCE

Internal quality assurance will still be required for National 4, as units remain in place. If departments are not using units within National 5, then internal quality assurance procedures will need to be carefully considered to ensure that there are robust assessment arrangements.

BUDGET ISSUES

Late Entry Withdrawals. It is the duty of all staff to ensure that entry lists are as accurate as possible at every stage to avoid incurring financial penalties for late entry (in-school deadline is set each year). Individual departmental accounts may be debited for any incurred expenses arising from negligence in an area supported by devolved funding.

Possible Progression Routes

The following table should support discussion and decision making. It represents possible progression routes in learning for groups of learners, while respecting that individual learners may be on alternative pathways in accordance with a flexibly approved programme of study.

	S3	S4	S5	S6
Pathway 1	Not yet achieved 3 rd level	National 3	National 4	Further National 4 course awards
Pathway 2	Not yet achieved 3 rd level	National 3	National 4	SCQF Level 5 units
Pathway 3	Achieved 3 rd level	National 4	SCQF Level 5 units	National 5 course awards
Pathway 4	Achieved 4 th level	SCQF Level 5 units	National 5 course awards	Higher units or course awards
Pathway 5	Achieved 4 th level	National 5 course awards	SCQF Level 6 units	Higher course awards
Pathway 6	Achieved 4 th level	National 5 course awards	Higher course awards	Further Higher course awards
Pathway 6	Achieved 4 th level	National 5 course awards	Higher course awards	Advanced Higher course awards
Pathway 7	Achieved 4 th level	Higher course awards over 2 years	Higher course awards Year 2	Advanced Higher course awards

References

'Assessment and National Qualifications Group (ANQ) – Changes to National Qualifications.'

<http://www.gov.scot/Resource/0051/00516166.pdf>

SQA INFORMATION

The SQA website has current information on all its operations with which all staff should be familiar. The website address is www.sqa.org.uk.

Subject specific pages exist to assist subject specialists. See link below:

<http://www.sqa.org.uk/sqa/78398.7831.html>

Appendix 1 - TIMELINES – INDICATIVE/GENERAL OVERVIEW

August	Results issued to schools and pupils Results Services opens
September	Applications submitted for courses which require approval Candidate entry process opens Requests for return of coursework to be submitted
October	Submission of Course entries (including units and completion dates)
December	Round 1 verification selections sent to schools
January	Round 1 verification materials uplifted
February	Round 1 visiting verification period All entries correct to avoid charging
March	Round 2 visiting verification period Round 2 verification selections sent to schools Uplift of externally assessed coursework
March/April	Exceptional circumstances consideration requests can be submitted Assessment arrangements to be submitted Uplift of Round 2 verification materials Uplift of externally assessed coursework IAMF's (green assessment forms) to be submitted Estimates to be submitted
May	Outstanding unit results to be submitted

DOCUMENT MANAGEMENT

Date created	2 February 2017
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SQA Liaison Officer

Susan Gibb – susan.gibb@sqa.org.uk (07748225949)