



MONIFIETH HIGH SCHOOL ASSESSMENT ARRANGEMENTS (AA) POLICY

Respect, Fairness, Kindness

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1. Context

These guidelines set out our approach to identifying, delivering and quality assuring Assessment Arrangements (AA). These guidelines align with the following QS documents:

- Quality Assurance of Assessment Arrangements in Internal and External Assessments: Information for Schools
- Quality Assurance of Assessment Arrangements: Additional Guidance for Schools.
- Assessment Arrangements Explained: Information for Centres.

Our AA approach and procedures are outlined in these guidelines with the intention of demonstrating how we will support candidates, parents and carers throughout the academic year and at different stages of secondary school in both Broad General Education and Senior Phase. Our guidelines are designed to assist all members of our school community as well as illustrating how we will support and safeguard our learners and quality assure our AA approach.

QS and the school have a responsibility to ensure that assessment, including that leading to certification, is rigorous and fair for all candidates, enabling them to demonstrate the skills, knowledge and understanding required for progression in learning or national qualification award. It is therefore important that AA are only provided to those candidates identified as having a physical (including medical or sensory), behavioural, mental health or additional support need that prevents them from accessing learning, an assessment and demonstrating their attainment for example, extra time could allow many candidates to improve performance, but if they are not disabled or have an identified difficulty they are not entitled and should not be given extra time. Our guidelines will help ensure that all learners have equitable access to the curriculum and assessment by providing support and solutions to remove barriers to learning.

Our guidelines link to the features of highly effective practice exemplified in [HGIOS 4 \(Education Scotland, 2015\) How good is our school? \(4th edition\)\(education.gov. scot\)](#), specifically:

QI 2.3 Learning, Teaching and Assessment

QI 2.4 Personalised Support

QI 2.6 Transitions

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

QI 3.2 Raising Attainment & Achievement

2. Key Contacts

Supporting and delivering AA entitlements are responsibilities of all teaching staff. In addition, the following staff have specific and whole school AA responsibilities:

- QS Coordinator – Derek Farrell
- PT ASN – Olive Wainwright
- Teacher of ASN – Liam Brown
- SPSA – Ashley Greenhill

Relevant school staff are required to identify candidates who are eligible for AA, verify the need for particular AA and quality assure the AA process to ensure that no candidate is disadvantaged or unfairly advantaged.

It may also involve multi-agency input and support from partner agencies and other professionals. Importantly, it will also involve parents/carers and the candidate.

3. Access to assessment: the principles

1. Assessment arrangements are intended to enable candidates to demonstrate their attainment, not to compensate for lack of attainment.
2. Assessment arrangements must not compromise the integrity of the qualification.
3. Assessment arrangements must be tailored to meet a candidate's individual needs.
4. Assessment arrangements should reflect, as far as possible, the candidate's normal way of learning and producing work.

4. Evidence to support the provision of assessment arrangements

1. Evidence of verification meeting.
2. Evidence of confirmation from the candidate that they have agreed to the AA they will use.
3. Evidence of disability/additional support needs and how this generally affects the learning and teaching.
4. Evidence that varying needs across subjects have been taken into account.
5. Evidence for particular arrangements.
6. Evidence of need for current support, how it is met and how it relates to the proposed arrangements.
7. Evidence of a system for the management of QS assessment arrangements, which is supported by the Senior Leadership Team.

5. Assessment Arrangements

- Reader
- Scribe
- Extra Time – specific to individual needs
- Separate Accommodation (Small Group or Individual Accommodation)
- ICT – with or without spellcheck
- Digital Paper (Ivona Mini-Reader)
- Prompter
- Adapted Paper – colour and font size specific to individual need (QS have a limited offer of colour and size available)
- Basic four function calculator for those with an identified difficulty with numbers. (avoid Square root function)
- Transcription – with or without correction

Assessment arrangements are to ensure the young person can access an assessment as fully as they can. It is not about improving the grade, it could be that they just turn up, which they would not without the AA, or that without AA they would not be able to demonstrate their attainment.

6. Roles and Responsibilities for gathering evidence



ASN has to have sufficient evidence to agree to an AA.

QS Auditors need to be able to access evidence and understand our system.

What kind of evidence:

ASN staff:

Identification of need; administer diagnostic tests; review evidence from health and other professionals.
Ongoing discussions with staff, pupils and parent

Teacher:

Observations/commentary of the impact of the need in their subject e.g. for a prompter
Robust examples of relevant classwork evidence to support specific AA requests e.g. for extra time
A cover slip, clearly annotated to be completed for each piece of evidence.

Storage:

Faculties will collect photocopied evidence for verification and audit purposes. This should be stored within the faculty and be accessible to ASN staff. Dates for collection are in the Quality Assurance calendar.

7. Identifying, Delivering and Managing AA for BGE

S1 pupils and new to the school:

- ASN Staff check PPR and EPPR for additional information from primary school or previous secondary; any AA previously in place will be carried forward and monitored.
- Feedback from PC&S regarding primary school pupils (primary proforma)
- Review meetings with PT ASN and primary school
- Liaise with primary school/previous school/parents/carers
- Create profiles which are accessible to all staff
- Monitor highlighted pupils from S1 (or subsequent year groups if moved from another school) for term 1; discussions regarding pupils at ASN DM's
- Feedback from ASN staff, mainstream staff and any other agencies
- Trial S1 AA for the first year and continue to monitor where necessary
- AA is documented on a spreadsheet, which is accessible to all staff. Staff use this to plan and submit AA requests to support pupils' needs. (See Appendix Two)
- AA requests and refusals are emailed to the a.requests@angusschools.org.uk account and are stored for evidence. (See Appendix Three)
- When pupils use extra time, they should change colour of font (if on pc) or ink colour to indicate where extra time begins. If pupils continuously do not use their extra time, e.g. 3 times in succession within a subject, parents and carers will be contacted to confirm if this should be removed or if they wish to discuss with their young person.

S2 and S3 Pupils:

- Any pupils highlighted to ASN staff (by mainstream staff, parents or outside agencies) will have their PPR and EPPR checked and a “trawl” completed to obtain whole school feedback on progress, difficulties etc. If required ASN staff will complete diagnostic tests with pupils. For example: Visual Stress, Lucid and Neale Analysis.
- Outcome dependent: A profile for pupil is completed / updated and all staff informed. AA spreadsheet update, pastoral notes, all pupil documents and contact with home to update
- on progress. Any strategies required are put in place and monitored. For example: Additional Literacy Input, use of coloured overlays.
- AA is documented on a spreadsheet, which is accessible to all staff. Staff use this to plan and submit AA requests to support pupils’ needs. (See Appendix Two)
- AA requests and refusals are emailed to a.requests@angusschools.org.uk and are stored for evidence. (See Appendix Three)
- When pupils use extra time, they should change colour of font (if on pc) or ink colour to indicate where extra time begins. If pupils continuously do not use their extra time e.g. 3 times in succession within a subject, parents and carers will be contacted to confirm if this should be removed or if they wish to discuss with their young person.

8. Identifying, Delivering and Managing AA for Senior Phase

S4 to S6 Pupils:

- AA from previous years will carry forward if evidence of need is still relevant, with consent from pupil. (as per QS guidance)
- Teacher Agreement for AA is obtained annually
- Feedback obtained from pupils regarding the appropriateness of AA during prelims / QS exam diets.
- ASN Staff meet with pupils to discuss the suitability of AA for each subject.
- ASN Staff discuss pupils' requirements with parents/carers during parents evening.
- AA is documented on a spreadsheet, which is accessible to all staff. Staff use this to plan and submit AA requests to support pupils' needs. (See Appendix Two)
- AA requests and refusals are emailed to a.requests@angusschools.org.uk account and are stored for evidence. (See Appendix Three)
- After prelims, ASN Staff obtain updates from subject staff (curriculum link meetings) in order to ascertain which subject level the pupil will be entered at. The young people will be expected to further confirm their arrangements, according to QS guidance and for information to be forwarded in support of their requirements.
- Verification: O. Wainwright, L Brown, A. Greenhill and QS Coordinator carried out in November and March.
- A list of pupils who we require evidence of AA for will be produced and sent to PT's of each curriculum group at the beginning of each academic year. With and without support is not always required where alternative forms of evidence are available such as results of a recent diagnostic assessment, ongoing use of reader and scribe for support in class, which is noted in support records etc. Documented feedback from subject teachers should also provide supporting evidence in some cases. Our guidance states that evidence might include records of consultation and negotiation and teacher comments and observations, which take into account the assessment demands of different subjects.
- When pupils use extra time, they should change colour of font (if on pc) or ink colour to indicate where extra time begins. If pupils continuously do not use their extra time e.g. 3 times in succession within a subject, parents and carers will be contacted to confirm if this should be removed or if they wish to discuss with their young person.
- Senior phase pupils completing courses at D&A College who require AA will have their pupil profile and AA requirements passed onto the relevant person at the beginning of the academic year. If a young person is identified as requiring AA by the college, they will pass this information to the ASN department in order for AA to be implemented for final QS exams, which are held in school.

9. Procedure for late decisions:

Should a pupil who previously has had no AA approach the ASN department and state they cannot write in their exam / have difficulty in completing exam, the following procedure applies:

- Any Arrangement Request should be submitted in writing to the Head teacher
- Any letters will be passed onto the QS co-ordinator and they will alert ASN to any request. They will file the letters. (ASN will need a copy)
- ASN may already be aware of a pre-existing condition. Check with PC&S to confirm. If this is the case the letter will suffice and Alternative Arrangements can be put into place

Inevitably, there will be occasions when professional judgement will need to be exercised.

ALL PUPILS AND PARENTS ARE INVITED TO MEET WITH ASN STAFF TO DISCUSS OUR AA PROCEDURES

Appendices

Appendix One - AA Excel Spreadsheet Example of S5

Appendix Two – Example of AA Refusal Slips

Appendix Three – AA Request

Appendix Four - Teacher Agreement form

Appendix Five – Verification Slip of Evidence with and without AA

Appendix Six – QS Procedures Annual Timeline

Appendix One : AA Excel Spreadsheet

Example

[illegible]

Appendix Two – Example of AA Refusal Slips

Subject:	
Pupil:	
Alternative Assessment Arrangement Refused:	
Date:	

Teacher Name: _____

Appendix Three – AA Request

Alternative Assessment Request

Master – copy to department file

- Please email requests to **a.requests@angusschools.org.uk** - Remember to add a 'read receipt' request. This will ensure you know it has been received.
- Requests for scribes must be submitted at least **ONE week** in advance of assessment. Late requests will be forwarded to the following week.
- Please make sure you have given ASN a copy of the assessment, lined paper, access information to the digital paper, any equipment etc. in advance. Two copies of the assessment will be required per pupil.
- Send the pupils down to ASN at the due time.
- *Logins for Digital papers can only be used at the requested time otherwise a pupil's work may be lost.*

Thank you

Pupil Name	Class	RS/DP/ICT/SA/ET <i>Delete as necessary</i>	Add the support teacher or assistant you have that period/s	Room <i>Please indicate if you have a room available</i>	Name of Digital Paper
			Support teacher or assistant may vary		

RS - Reader Scribe DP - Digital Paper ICT – Access to PC or netbook P - Prompt

SA - Separate Accommodation ET - Extra Time (25% unless stated otherwise in AA Excel Sheet)

Member of Staff: Subject:

Assessment day: = Period/s: =

Length of Assessment: 1 Period (50 minutes)

Amount of Extra Time Required: _____

Appendix Four - Teacher Agreement form

[illegible]

Appendix Five - Verification Slip of Evidence with and without AA

AA Verification Slip – Evidence of class work / assessment with and without AA

Candidate Name: _____

Date: _____

Subject: _____

Level: _____

AA: _____

Teacher Signature: _____

Appendix Six – QS Procedures Annual Timeline

Revised June 2026

August

- Update AA lists e.g. take out leavers and change year groups.
- ASN pupil's exam results evaluation for QS Co-ordinator.
- Categorise young people with an entitlement to AA with their PC&S teacher for ease of contact and communication.
- During ASN Input Evening, whole staff are given a refresher session on AA evidence procedures. This ensures new members of staff are made aware of MHS AA processes.

September

- Print out S4 – S6 timetables. Column and level checks can be ascertained. Evidence requirements can be identified.
- Meet with the young people and agree upon AA for the academic year, which they subsequently sign to confirm.
- Check for alterations to AA requirements depending on subject.
- Faculties are provided with a teacher agreement form, which must be signed by the appropriate teacher.

October – December

- 1st verification meeting.
- Create timetable for prelims (pupils, AA requirements, room allocations)
- Remind departments to collate evidence of without AA for S4-S6.
- N5 Prelims
- Papers to be placed in poly pockets and labelled by departments before being placed in QS filing cabinet in Room 1.093. Key is accessible by a security lock box.

January

- H and AH Prelims
- Papers to be placed in poly pockets and labelled by departments before being placed in QS filing cabinet in Room 1.093. Key is accessible by a security lock box.
- Meet with pupils to fill in feedback questionnaire on AA, by liaison with PC&S. This is for QS evidence.
- Enter pupils requiring Digital Papers and Adapted Papers on to the QS AA server.

February

- Check for any level changes.
- Start to create Summer exam timetable.
- Create ICT and Digital Paper spell-check list.
- Fill in Accommodation Arrangements QS booklet highlighting how many pupils' rooms and invigilators we require.
- Remind departments to collate evidence of with AA for S4-S6.

March

- All pupils requiring AA entered on to the QS AA server, reason for AA and arrangements required. EAL and non-AA ICT spreadsheets are emailed to QS.
- 2nd Verification meetings with Olive Wainwright PT ASN, Liam Brown and Ashley Greenhill, SPSA. QS Co-ordinator to sign off on all arrangements.
- The young people will be expected to further confirm their arrangements, according to QS guidance and for information to be forwarded in support of their requirements.
- Digital QS evidence to be stored onto the ASN T Drive. Any hard-copy evidence, e.g. signed slips will be stored in a secure folder. This evidence will include verifications, medical notes if required, teacher agreements, young person agreements and any other evidence to support arrangements.
- Complete summer exam timetable, finalise rooms and number of invigilators required.
- Arrange mainstream staff to support with reading and scribing during the QS exam diet.
- Pupils receive individual timetables

April – May (QS Diet)

- Meet with chief invigilator with their copy of the daily timetable for AA pupils to discuss arrangements.
- Subsequently meet with the wider invigilating team to highlight any young person with significant needs that they must be made aware of.
- Ensure QS Co-ordinator has a copy of daily timetable.
- Give PT's a timetable of all pupils in their subject receiving AA for their information.
- Create seating plans for AA rooms as per needs of the young people.
- A. Greenhill, L. Brown or O. Wainwright sets up any ICT/Digital Papers; they are responsible for printing these off and ensuring that these are submitted along with candidate's hard copy of exam paper.
- ASN staff to complete transcription, where necessary, during exam diet and submit to chief invigilator along with hard copy of candidate's exam paper.
- A. Greenhill, L. Brown or O. Wainwright to be available in the room if required or by mobile phone to help facilitate AA exam diet.
- Maintain a record of any additions to AA since close of AAR.

June

- Temporary AA in place for S5/6 until official leavers and exam results are published in August.
- Subject specific AA in place for new S4. Each young person in S4 met individually by Miss. A Greenhill and Mr. L Brown



MONIFIETH HIGH SCHOOL

Respect, Fairness, Kindness

Helping everyone to be happy, healthy,
resilient and responsible