**Determining appropriate arrangements Example 2 – AA Calendar including Pupil Interview**

**Background**

In their AA procedures, one school has included a pupil Interview form, where they record any information arising out of discussions between the Support for Learning staff (PT Inclusion) and the pupil about their AA. The second Appendix shows how this process fits into their annual cycle of quality assuring their AAs.

**Good practice**

* The Pupil Interview form shows that including the learner’s voice is an integral part of their AA process.
* The column headings in the Pupil Interview form show that this is an on-going process throughout the year and that there would potentially be two meetings with the pupil to check on how the strategies being used to meet their need are working.
* The QA of AA calendar shows how this embedded inclusion of the pupil in the AA process links to each of the SQA quality assurance of assessment arrangement criteria.

**How could you personalise this for your centre?**

* The timings of these meetings fit in with prelims which are held in December in this school. A separate meeting with the pupil is held before and after prelims. If you hold prelims - and if they are arranged for other times of the year - when would be the best time for you to hold your meetings with learners?
* Would you record your interviews with learners in a separate record as exemplified here, or would you incorporate the learner voice in other documents or digitally in some way?

***Please note: the use of these resources is not a mandatory SQA requirement.*** *They are provided here for your information only, as an example of how one school records evidence. If you would like to use this resource, please feel free to adapt it in any way that suits your school.*

**Appendix 1 Pupil Interview**

Pupil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of difficulty/ASN: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Subject  | Level  | Current support  | Evidence Provided  | Pupil View November  | Pupil View March  |
|   Maths   |  N5 |  Extra time | -suggested strategies (ILP)   | Using extra time allows me to take my time and carry over numbers and remember steps which I find difficult. My limited working memory makes these tasks a challenge. | I was originally given 15% ET but have needed 20% in my prelim which I am comfortable with. |
|       |   |  | -support timetable -suggested strategies (ILP) -classwork -assessments |   |   |
|   |   |   | -support timetable -suggested strategies (ILP) -classwork -assessments  |   |   |
|   |   |   | -support timetable -suggested strategies (ILP) -classwork -assessments  |   |   |
|  |  |  |  |  |  |

**Appendix 2 AA Quality Assurance calendar**

| Activity  | Aug  | Sept  | Oct  | Nov  | Dec  | Jan  | Feb  | Mar  | Apr  | May  | Jun  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **E.1** Evidence that the candidate has a disability or ASN and how this may affect learning and teaching. Including, current support and how it is met.  | Pupil ILPSEEMIS Data Check |   | Pre-Prelim Subject DM consultations with PT Inclusion. |   Learner Conversation |   |   | Post-Prelim Subject DM consultations with PT Inclusion. |  LearnerConversation. |   |   |   |
| **E.2** Evidence of the need for a particular assessment arrangement. Showing, varying needs across subjects is taken into account.    | S3 Exams (May 22)SQA AAR Spreadsheet started (PT Inclusion). |   | Pre-Prelim Subject DM consultations with PT Inclusion. |  Learner Conversation |  Prelim Timetable |   |  Post-Prelim Subject DM consultations with PT Inclusion | Learner Conversation. |  SQA 6 forms collated.SQA AAR Spreadsheet finalised and shared withSQA Co-Ord |   |   |
| **E.3** Evidence from the pupil/parent that agreed to the AA and intending to utilise. |  |  |  | Learner ConversationParent Consultation pre-prelim |  |  |  | Learner Conversation.Parent informed and feedback sought. | SQA 6 Form signed by pupil, parent, Education Support Manager, etc & collated. |  |  |
| **E.4** Evidence of a verification process    |   |   |   | AAR meeting pre-prelim with PT Inclusion and SQA Co-Ordinator. Updated AAR spreadsheet discussed. |   |   |   | AAR meeting with Education Support Manager and SQA Co-Ordinator. Minute taken and SQA 6 forms signed. |   |   |   |
| **E.5** Evidence of a whole school system for the management of SQA arrangements is supported by SLT  | SQA Co-Ordinator meeting with PT Inclusion to establish process. Whole staff presentation. |   | PT Inclusion Meeting with Head Teacher to discuss AAR process and review AAA results from previous year. |   |   |   |   | SQA Co-Ordinator meeting with PT Inclusion to review processes and cross check AAR requests. | Meeting with Chief Invigilator, SQA Co-Ord and Support Staff to discuss SQA expectations for Reader/Scribes etc. |   |   |
| **E.6** Recording of assessment support  | Support staff evidence form filled in after assessments throughout year and for prelims. | Subject teachers fill in Senior Phase Cover Sheet for each assessment where there is an AAR. Assessments marked and returned to PSC annotated with result.  |  | AAR Subject DM Consultation spreadsheet filled in after discussion with subject staff and kept up to date at with current/ evidenced assessment support. |   |   |  | Subject teachers - SQA 3 forms filled in and evidence provided to support AAR. Filed in Pupil Support Centre (PSC). |   |   |   |