**Determining appropriate arrangements Example 3 – Extra Time Form**

**Background**

One school has created a document specifically for informing Support for Learning of the need for Extra Time. Extra Time is the most commonly requested Assessment Arrangement, and many schools are exploring ways in which to make their guidance to staff about this as clear as possible so that there is a clear and shared understanding of what is required.

**Good practice**

* The school is reminding staff in Questions 1 and 2 that there are different contexts in which teachers might observe that the learner needs extra time e.g. during normal classwork or in timed assessments
* The school provides flexibility in the evidence a teacher might submit for extra time. This allows flexibility in the way they gather the most appropriate evidence for each learner and between different subjects. For instance, if a learner was not in class for a timed assessment, is there other evidence that might have been gathered that is still robust enough to provide a rationale for why the learner needs extra time, and how much extra time that might be? A commentary could be enough in many cases.
* There is a large box provided for comments about why extra time is required or not, showing the importance of teacher observation and professional judgement.
* There is a requirement that the extra time is discussed with the learner, who must sign the form to show that this has happened. This is a good way of actively involving the learner in the discussion about the arrangement. The conversation with the learner about how they used the extra time and what impact they felt it had will also inform the content in the comments box.

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

* What guidance would you give about the quality of evidence that teachers should submit in order to support the request for Extra Time? This may vary depending on the type of need that is being explored, and whether it is being explored for the first time or whether the need is already well-established.
* Would you add guidance about the quality of the work provided by the teacher? i.e. would the work need to be of a certain length or include a certain amount of course coverage in order to be a robust indicator of how much extra time the learner needs?

***Please note: the use of this resource is not a mandatory SQA requirement.*** *It is provided here for your information only, as an example of the way one school implements this step in their AA procedures. If you would like to use this resource, please feel free to adapt it in any way that suits your school.*

**Assessment Arrangements: Extra time**

**Learner Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Subject**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Level**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (indicate any change of level)

1. Does the above learner use extra time in class? **YES/NO** (please highlight)
2. Does the above learner use extra time in assessments? **YES/NO** (please highlight)

1. Is classwork evidence required to support decision? **YES/NO** (please highlight)
2. Does the evidence show that the learner requires extra time in external assessments?

**YES/NO** (please highlight)

Please annotate the evidence and provide comments in the box below explaining why you believe that it shows that the learner requires extra time in external assessments.

|  |
| --- |
|  |

Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner signature: ￼ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Learners MUST sign to show that they agree with the assessment arrangements for this subject)**

**This document (and any classwork evidence) should be submitted to Support for Learning by:**

*<RE-INSERT DEADLINE IN CAPS>*

**Assessment Arrangements: Extra time**

**Learner Name**: \_\_\_\_\_\_Learner one\_\_\_\_\_\_\_\_ **Teacher Name:** \_Teacher one\_\_\_\_\_\_\_\_\_\_

**Subject**: \_\_RMPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Level**: \_\_\_\_N5\_\_\_\_\_ (indicate any change of level)

1. Does the above learner use extra time in class? **YES/NO** (please highlight)
2. Does the above learner use extra time in assessments? **YES/NO** (please highlight)
3. Is classwork evidence required to support decision? **YES/NO** (please highlight)
4. Does the evidence show that the learner requires extra time in external assessments? **YES/NO** (please highlight)

Please annotate the evidence and provide comments in the box below explaining why you believe that it shows that the learner requires extra time in external assessments.

|  |
| --- |
| In our end of topic test, no marks were gained in extra time due to I’s misunderstanding about what the last couple of questions were asking – this may have been because he was rushing. However, he had written something in extra time, so given more practice at understanding the question prompts, I think he would still benefit from having additional time for the prelim.  This does not give him an advantage because he is often anxious in my class and normally receives extra time for class work and tests to allow him to settle and focus. He may require a little more extra time for the external exam. I will discuss with I and use the prelim to gauge appropriate amount of time required. |

Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Learners MUST sign to show that they agree with the assessment arrangements for this subject)**

**This document (and any classwork evidence) should be submitted to Support for Learning by:**

*<RE-INSERT DEADLINE IN CAPS>*

**Assessment Arrangements: Extra time**

**Learner Name**: \_\_\_\_\_Learner two\_\_\_\_\_\_\_ **Teacher Name:** \_Teacher two\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Subject**: \_\_\_\_\_\_English\_\_\_\_\_\_\_\_\_\_\_\_\_ **Level**: \_\_\_\_N5\_\_\_\_\_\_\_\_\_\_ (indicate any change of level)

1. Does the above learner use extra time in class? **YES/NO** (please highlight)
2. Does the above learner use extra time in assessments? **YES/NO** (please highlight)
3. Is classwork evidence required to support decision? **YES/NO** (please highlight)
4. Does the evidence show that the learner requires extra time in external assessments? **YES/NO** (please highlight)

Please annotate the evidence and provide comments in the box below explaining why you believe that it shows that the learner requires extra time in external assessments.

|  |
| --- |
| Learner two does not require extra time in my class, not during normal classwork or end of unit tests. Learners’ mother presented a letter from the doctor saying that due to anxiety they should have extra time, but I cannot work out how much because they do not actually need it in my opinion.  I have attached a record of Learner Two’s pass marks, and I think you will see that extra time is not required.  Learner Two has requested that she gets 25% extra time. |

Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Learners MUST sign to show that they agree with the assessment arrangements for this subject)**

**This document (and any classwork evidence) should be submitted to Support for Learning by:**

*<RE-INSERT DEADLINE IN CAPS>*