**Verifying your decisions Example 2: Paper-based record for a whole cohort**

**Background**

This example from a large school is a clear record of the decision making for a whole cohort at the first verification of AA meeting, grouping learners into:

* those for whom all evidence was appropriate and
* those for whom further evidence, or further investigation, is required.

Decisions are reported on a learner-by-learner basis in this meeting and a paper-based record is kept.

This excerpt from the verification meeting is a note of the S4 cohort only, as the meeting was held before the S4 prelims. A similar meeting is held to verify the evidence for learners in S5 and S6 before their prelims. Further meetings are held post prelim to follow up the actions raised at these initial meetings: see the notes from Meeting 2. These are discussed at the meeting and reported on in a subject-by-subject basis for efficiency. A check is also carried out where the evidence is cross referenced back to the original learner-by-learner actions to ensure that all appropriate evidence has been gathered.

**Good practice**

* This record of the meeting shows that decision-making is a process that happens throughout the year – in this case before and after prelims – indicating the on-going process of exploring the most appropriate assessment arrangement for each learner.
* The notes in the final column explain the reason that an assessment arrangement requires further investigation or was not given, which is important should the school be challenged on any decision.
* Although learner numbers in the minutes have been reduced to provide clarity in this example, the original document showed that every learner eligible for an assessment arrangement is noted in one of the categories in this minute. This shows that the Senior Manager present, who signed and dated the minutes, has had an overview of all relevant assessment arrangement information.

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

* Could you amend this in any way to suit the size of your school, the number of learners you have who require an assessment arrangement, and the way that you process your assessment arrangement requests, make decisions and follow up actions?
* Rather than typing up all notes from meeting 2 on the form, some schools handwrite notes from subsequent meetings on the printed minutes of Meeting 1, using them as a working document that gets added to throughout the assessment arrangement process. Would that system suit your way of working better?

***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.*

**SQA AA Verification Meeting 1 – Review of S4 Evidence**

Date: xx.xx.xx

Focus: Review of S4 Evidence

Present: X – SQA Co-ordinator (Name and *Signature*)

Y – PT Support for Learning Name (and S*ignature*)

Evidence was discussed and the following was agreed.

**AA accepted: evidence is clear and appropriate**

|  |  |
| --- | --- |
| **Learner Name** | **Evidence submitted** |
| A N | Bus Man, Chemistry, English, History, RMPS |
| R F | Art, Chemistry, French |
| G H | Chemistry |
| R I | Admin & IT, French |
| L W | English – size 16 font only (all subjects) |
| W E | Modern Studies – Polish dictionary + 10 minutes per hour |

**AA accepted for Prelim only: further evidence required for SQA**

|  |  |  |
| --- | --- | --- |
| **Name** | **Prelim evidence required** | **Appropriate evidence already supplied** |
| E B | History, English | RMPS |
| E N | Bus Man, French | Modern Studies, Drama |
| R T | French | Geography |
| S B | Drama, Art | All other |
| H N | Chemistry, Biology | Modern Studies, Maths, French, Bus Man |
| E P | Drama | Geography, English |

**AA accepted for Prelim only: further investigation into ASN required**

|  |  |  |
| --- | --- | --- |
| **Name** | **ASN** | **Comment** |
| C B | Literacy issues  No specific identification yet | Modern Studies – teacher indicates change of level is more appropriate rather than providing ET; struggling with course content is the barrier, not time  Art & Design – no evidence yet to support ET. CB manages assessments well within standard time |
| A L | Medical  Supported by PST in some classes | Bus Man – comment acknowledges ET is usual support, allowing Al to complete the assessment |
| K I | Literacy difficulties | Check PPR for evidence of impact on reading speed/ processing |
| D M | SEBD | Geography – comment refers to learner’s need for processing time, more written in ET, but also was able to review answers; PST confirms need for support |

**AA request to be addressed by Learner Support Teacher: reasons below**

|  |  |
| --- | --- |
| **Name** | **Reason** |
| K L | F&TT and English – unclear how ASN (medical condition –\**details provided\**) impacts on assessment |
| D B | RMPS – teacher indicates change of level is more appropriate than ET; course content is the barrier  Maths – teacher doesn’t have any evidence that ET is required |
| J F | MH reason given for Psychology only; learner confirmed EAL dictionary not required in any subject |

**AA request not accepted: reasons below**

|  |  |  |
| --- | --- | --- |
| **Name** | **Subjects** | **Reason** |
| H O | Art & Design | No ASN identified |
| E C | English | Stammer unlikely to impact on assessment; teacher confirmed no AA required. |
| H S | Bus Man, Geography | Visual stress – tinted glasses should be sufficient support |
| M L | Chemistry | Learner states on form that ET is not required. |

**SQA AA Verification Meeting 2: Review of S4 prelim**

Date: xx.xx.xx

Focus: Review of S4 Prelim Evidence

Present: X – SQA Co-ordinator (Name and *Signature*)

Y – PT Support for Learning Name (and S*ignature*)

Evidence was discussed and the following was agreed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | | Year | Subject(s) | Comments |
|  |  | S4 | Geography | Move to N4 |
|  |  | S4 | Geography | ET confirmed – 25 % |
|  |  | S4 | Geography | ET confirmed – 33% |
|  |  | S4 | French | ET confirmed – 25% |
|  |  | S4 | French | Teacher confirmed ET not required |
|  |  | S4 | French | Teacher confirmed ET not required |
|  |  | S4 | French | Teacher confirmed ET not required |
|  |  | S4 | Maths | ET confirmed – 25% |
|  |  | S4 | Maths | ET confirmed – 25% |
|  |  | S4 | Maths | ET confirmed – 33 % |
|  |  | S4 | Maths | Move to N4 |
|  |  | S4 | Maths | Teacher confirmed ET not required |
|  |  | S4 | Maths | ET confirmed – 10% |
|  |  | S4 | Maths | ET confirmed – 25% |
|  |  | S4 | Maths | Teacher confirmed ET not required |
|  |  | S4 | Maths | ET confirmed – 25% |
|  |  | S4 | Modern Studies | Move to N4 |
|  |  | S4 | Modern Studies | ET confirmed – 33% |
|  |  | S4 | Modern Studies | Move to N4 |
|  |  | S4 | Modern Studies | ET confirmed – 25% |
|  |  | S4 | Admin & IT | No evidence supplied yet: follow up with teacher |
|  |  | S4 | Art | Teacher confirmed ET not required |
|  |  | S4 | Art | ET confirmed – 25% |
|  |  | S4 | Fashion & Textile | ET confirmed – 25% |