**Verifying your decisions Example 3 – Paper based record: class-by-class**

**Background**

This is a clearly laid out learner-by-learner record of the decision making, ordered on a class-by-class basis. The number of classes and learners included in the form have been reduced for the purposes of clarity.

**Good practice**

* This record of the meeting shows that decision-making is a process which happens throughout the year, as the number of the meeting and the date is part of the header.
* There is a straightforward colour code of green for assessment arrangements/learners who are still being monitored and black for ones that have been confirmed. Looking at the record of each meeting, the senior manager who is verifying would be able to easily track the decision-making for each learner and see whether all follow up actions had been completed.
* It shows that the school is reviewing and discussing assessment arrangements for learners throughout their school journey, starting at S2, not just at senior phase. This shows that they are applying AAs, where appropriate to internal, as well as external assessments.
* It includes a note of non-AA requests such as EAL, so it is a comprehensive record of the needs of all learners.
* It includes observations about what the learner thinks about the proposed assessment arrangement.

**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?

***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.*

**Record of Assessment Arrangements Meeting (mtg number: date)**

**Confidential**

**For learners who are being monitored, please observe during assessments and if you think they are not showing their true ability, let me know. Also, let me *(SfL PT)* know about any other learner who is not on this list but who you think may require an AA.**

**Please keep this in a safe place and destroy earlier versions. PTs: please ensure there is a copy in your department’s SFL File.**

**Class 2M**

|  |  |
| --- | --- |
| FR | May need a scribe…. See what work is like with ICT first |
| MA | Overlay yellow, Reader |

**Class 3F**

|  |  |
| --- | --- |
| GS | Monitor use of ET (and/or would she benefit from a reader?) |
| PN | Pink overlay; monitor for using a reader, but P says she doesn’t want to use one at the moment |
| JW | R&S |

**Class 4F**

|  |  |
| --- | --- |
| KJ | R&S, ET 25%; trying ICT and reader for Geog |
| AY | Reader ET 25%; Scribe for English and Geog only |
| RM | Reader and scribe |
| FS | EAL (fluent listening/reading….writing pending) |

**Class 4M**

|  |  |
| --- | --- |
| ZF | Monitor ET |
| CA | R&S provided but C has not found these easy to work with; monitor ET as an alternative |
| IB | Quiet room, ET 25%; possible rest breaks |

**Class 5F**

|  |  |
| --- | --- |
| BL | Medical ET for writing  |
| SB | Looking at a scribe for Science subjects or ICT for written assessments in non-science subjects; monitor possible ET for Maths as unable to scribe |

**Class 6M**

|  |  |
| --- | --- |
| BH | Reader  |
| HN | Promote use of ICT for assessments (handwriting)/scribe |
| AJ | Prompt/scribe |
| FB | Yellow overlay R&S |
| WE | ET: 25% for all (except History – 33%) |