**Gathering Evidence Example 1 – Gathering Evidence form with guidance and exemplar**

**Background**

This school recently revised its AA policy and procedures. They had identified that some teachers were unclear about how to fill out the gathering evidence form fully. Previously, some forms had been submitted with only ticks and no commentary, often attached to pieces of classwork that had no annotations, so the SfL, PT and the DHT at the verification meeting couldn’t see whether the evidence justified the AA requested or not. Therefore, they decided to revise their form and provide examples.

**Good practice**

* There is a lot of room for comments on the form in Appendix 1, and staff have been provided with guidelines in the other appendices to show what is expected in each question.
* In Appendix 2, Question 4, there is a very clear learner-centred explanation about WHY the teacher should gather the relevant information: ‘This is helpful to ensure consistency if the pupil is receiving AA support across several subjects.’
* In Appendix 2, question 6 there is a clear reason about WHY SfL need to know whether the AA worked and in what way.
* Two examples of a completed pro forma (Appendices 3 and 4) have been provided to show teachers the type of comments that would be appropriate.
* These appendices also show that teachers are actively involved in gathering evidence in BGE as well as the senior phase.

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

* Are there other questions you would use in your form?
* Would you provide a different rationale to your staff about how you wanted the questions answered and why?
* What examples of good practice from your own staff could you use to populate your version of Appendices 3 and 4?

***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 centre implements their AA policy or procedures. If you would like to use this resource, please feel free to adapt it in any way that suits your centre.*

**Appendix 1 AA evidence pro forma**

Pupil Name:

Year/House:

Subject and Level:

1. Description of Assessment carried out (e.g. end of unit test, prelim, quiz etc.)

2. Were any Assessment Arrangements used in this assessment?

Yes No

3. If yes, please highlight or fill in the AA used and provide details in the box:

Extra time Reader

Separate accommodation Scribe

Coloured Overlay Prompt

Adapted Papers (e.g. large font) ICT

Other

4. Please provide details (e.g. length of extra time, type of adapted paper…)

5. What is the young person’s barrier to learning in relation to this assessment?

6. Impact of AA on assessment outcome (e.g. was able to finish, reduced anxiety, difference in mark etc)

7. Location of Evidence (e.g. in department, department shared area, pupil support information folder etc.)

**FH Signature**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email this form along with any electronic evidence (photos, files etc.) to PT SfL, once FH has signed off.

**Appendix 2 AA evidence pro forma - Guidance**

Pupil Name: Pupil’s full name

Year/House: Please include year/ house

Subject and Level: For BGE give CFE level, for Senior Phase give National Qualification level

1. Description of Assessment Carried Out (e.g. end of unit test, prelim, quiz etc.)

Describe the type of assessment that took place – you may also include location of assessment and whether it was formative/summative

1. Were any Additional Assessment Arrangements used in this assessment?

Place an X in the appropriate box. Use 'N' if you are submitting a piece of evidence that shows the pupil's work without the AA in place, if that is necessary and appropriate. Please note: you should never remove a support from a pupil who routinely uses an assessment arrangement in class. There are other sections in this form where you can provide an explanation of why an AA is needed, without the need to provide baseline evidence.

1. If yes, please highlight or fill in the AAA used and provide details in the box:

Highlight the AAA used using the highlighter tool in Word – you can highlight as many as you need to and add any others used in the Other box.

1. Please provide details (e.g. length of extra time, type of adapted paper…)

Expand on the areas highlighted in question 3 – for example, what font size was used in the large font paper, how much extra time was given, where was the separate accommodation, who read/scribed for the pupil etc. This is helpful to ensure consistency if the pupil is receiving AAA across several subjects.

1. What is the young person’s barrier to learning in relation to this assessment?

This is the reason for the AAA in the first place – they do not have to have a formal diagnosis to receive AAA but if they do not you may wish to talk to FH LAD/PTPC before offering AAA. It can include anxiety in exam situations as well as barriers such as dyslexia, ASC, ADHD, visual impairment, physical impairment, and so on.

1. Impact of AAA on assessment outcome (e.g. was able to finish, reduced anxiety, difference in mark etc.)

Did the AAA help, and if so in what way? Sometimes it can make things worse (e.g. extra time leaves more time to second guess answers that were already correct) so it’s important to capture whether the AAA were helpful. If it did help, what improvement did you see? What are you comparing this to? If more than one AAA was used, can you comment on the impact of each ie. ICT enabled learner to write faster, so only 5 out of 20 mins ET was used.

1. Location of Evidence (e.g. in department, department shared area, pupil support information folder etc.

The evidence needs to be retained for AAA used in senior phase, and we would recommend retaining from S3 upwards. This could be in the form of jotter work, assessment papers, posters or other physical work retained in the classroom or department, or it may be electronic such as documents and files the pupil has created, or images/videos of work that are retained on the school system or online. It may also be notes in a teacher planner, pastoral notes, cause for concern etc. that indicate you have observed the pupil struggling and feel they need assistance.

**FH Signature**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email this form along with any electronic evidence (photos, files etc.) to PT SfL, once FH has signed off.

**Appendix 3 AAA evidence pro forma - Completed Exemplar 1**

Pupil Name: Annie Green Year/House: 2N Subject and Level: Maths, Second Level

1. Description of Assessment Carried Out (e.g. end of unit test, prelim, quiz etc.)

End of topic assessment

2. Were any Additional Assessment Arrangements used in this assessment

Yes No

X

3. If yes, please highlight or fill in the AAA used and provide details in the box:

Extra time Reader

Separate accommodation Scribe

Coloured Overlay Prompt

Adapted Papers (e.g. large font) ICT

Other

4. Please provide details (e.g. length of extra time, type of adapted paper…)

Carried out assessment in Maths base with a SFLW reading, and Annie writing her own answers.

5. What is the young person’s barrier to learning in relation to this assessment?

Dyslexia, Anxiety

6. Impact of AAA on assessment outcome (e.g. was able to finish, reduced anxiety, difference in mark etc)

Annie has not been able to sit the last 2 assessments as she becomes anxious and upset, then worries about her peers looking at her. Her dyslexia means that she muddles up the word problems if she tries to read them on her own, but manages to understand when the questions are read aloud to her. Due to the AAs provided, she was able to carry out the assessment to the best of her ability.

7. Location of Evidence (e.g. in department, department shared area, pupil support information folder etc.

**FH Signature**:\_\_\_\_\_*A N Other*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_*12 Nov 23*\_\_\_\_\_\_

Paper in class filing cabinet.

Email this form along with any electronic evidence (photos, files etc.) to PT SfL, once FH has signed off.

**Appendix 4 AAA evidence pro forma – Completed Exemplar 2**

Pupil Name: Andrew Grey Year/House: 4T Subject and Level: English, National 5

1. Description of Assessment Carried Out (e.g. end of unit test, prelim, quiz etc.)

Prelim Examination

2. Were any Additional Assessment Arrangements used in this assessment

Yes No

X

3. If yes, please highlight or fill in the AAA used and provide details in the box:

Extra time Reader

Separate accommodation Scribe

Coloured Overlay Prompt

Adapted Papers (e.g. large font) ICT

Other

4. Please provide details (e.g. length of extra time, type of adapted paper…)

PC with exam login provided. 10% extra time (9 minutes for each paper added).

5. What is the young person’s barrier to learning in relation to this assessment?

Andrew has illegible handwriting (he cannot read his own writing) but can type effectively, so was allowed to use a PC with an exam login. He has ASC and needs extra time to organise his ideas and plan his work, so was given 10% extra time.

6. Impact of AAA on assessment outcome (e.g. was able to finish, reduced anxiety, difference in mark etc)

Teacher was able to read and mark Andrew’s paper. Andrew was able to complete more of the paper than without the extra time being given.

7. Location of Evidence (e.g. in department, department shared area, pupil support information folder etc.

Paper with FH Languages

**FH Signature**:\_\_\_\_\_*A N Other*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_*12 Nov 23*\_\_\_\_\_\_

Email this form along with any electronic evidence (photos, files etc.) to PT SfL, once FH has signed off.