**Gathering Evidence Example 6 – Extra Time Form**

**Background**

One centre 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 centres 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 centre is reminding staff in Questions 1 and 2 that there are different contexts in which teachers might observe that the learner needs extra time eg during normal classwork or in timed assessments
* The centre provides a choice for how many pieces of work a teacher might submit as evidence for extra time. This allows teachers flexibility in the way they gather the most appropriate evidence for each learner and between different subjects. For instance, if a pupil 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?
* There is a large box provided for comments about why extra time is required, showing the importance of teacher/lecturer observation and professional judgement.
* There is a requirement that the extra time is discussed with the pupil, who must sign the form to show that this has happened. This is a good way of actively involving the pupil in the discussion about the arrangement. The conversation with the pupil 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 centre?**

* What guidance would you give about the number of pieces of evidence that teachers/lecturers 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/lecturer? ie 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 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.*

**Assessment Arrangements: Extra time**

**Pupil Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**If yes,** please submit evidence which show how extra time **provides equity of** **attainment** for this pupil in your subject (e.g. one with extra time and one without OR one piece indicating any work completed after ‘normal’ time i.e. using different colour pen) by *<insert deadline>*

3. Does the evidence show that the pupil requires extra time in external assessments? **YES/NO** (please circle)

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

|  |
| --- |
|  |

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

Pupil signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Pupils 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>*