



BANNERMAN HIGH SCHOOL



PRESENTATION POLICY

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Every child has the right to an education: UNCRC Article 28

1. INTRODUCTION

This policy should provide a reference point for pupils, parents/carers and staff with regard to the various aspects related to presentation within courses at National (3, 4 and 5), Higher or Advanced Higher. The policy is based on the national advice, which has been received on the National qualifications, and on the good practice, which has been established in school. It is underpinned by Article 28 of the UN Convention of the Rights of the Child.

The overall aim of this policy is aspirational and is to enable pupils to be presented, and achieve success, at the highest appropriate level for them.

Further detail on the various sections of this policy is contained in **appendix 1 – Practical Implications of the policy.**

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2. AIMS OF THE POLICY

The rationale, aims and objectives of the policy sit fully with the aim of the school:-

- To provide a safe, happy, ordered and stimulating learning community in which each individual can achieve his or her potential, socially and intellectually in a caring climate of mutual respect.
- Working with parents/carers and the wider community we seek to develop successful learners, confident individuals, responsible citizens and effective contributors.

The specific aim of this policy is twofold:-

1. To ensure that all pupils are assigned to complete, to the best of their ability, courses of study which offer them appropriate challenge and the potential for success.
2. To ensure all pupils have the opportunity to build up a profile of attainment, which will allow them access to the next levels of study appropriate to their ability.

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3. PRESENTATION

All pupils are assigned to the appropriate level of course indicated initially by their performance throughout the S1 –S3 Broad General Education. The pathway of each pupil is confirmed at the end of S3 and takes account of performance particularly from their S3 course. Definitive presentation levels whether at National 5 or National 4 will be made as pupils progress through the S4 subject course and will be agreed between student, parent/carer and the school.

Pupils moving from S4 into S5 of the Senior Phase will seek to enhance their portfolios. At this point they may choose to make lateral progression, selecting courses at National 4 or National 5 level rather than the linear progression of moving from National 4 to National 5 etc. Lateral course pathways should only be undertaken where building on prior learning is not a viable option for the young person and will only be made after thorough discussion with the young person, parent/carer and Pastoral Care staff/DHT.

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3. ASSESSMENT

All assessment for regulated qualifications must be drawn up and administered in line with the SQA publication *“Assessment: A guide for Centres offering Regulated Qualifications”* (updated Sept 2016).

Assessment should as far as possible be a part of the normal teaching and learning process. The type of assessment varies by subject for example tests, assignments, experiments, projects etc. It may be a collation of a number of pieces of work. Where the unit assessments are a piece of work/test under exam conditions these will take place when the teacher, in consultation with the Principal Teacher/Faculty Head, considers that the pupils are ready for the assessment.

Formal assessments should not be used to discover whether a student is ready but to confirm the teacher’s judgement that the student has reached the required standard in the work concerned. This decision will be based on the department’s/Faculty’s policies for assessment and student performance and progress.

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4. QUALITY ASSURANCE/INTERVAL VERIFICATION

Verification is a crucial element of quality assurance. The purpose of internal verification is to ensure that all assessments that contribute to an SQA qualification are valid, reliable, practicable, equitable and fair and that assessment standards have been applied uniformly and consistently.

Faculties should have quality assurance procedures in place in line with the SQA publication *'Internal Verification: A Guide for Centres Offering Regulated Qualifications.'* (Aug 2017)

The method of quality assurance should be detailed e.g. size and type of sample if cross marking.

Every SQA centre is responsible for operating an effective and documented internal quality assurance system. There are many different ways of operating effective internal quality assurance processes. In Bannerman High School each department is responsible for ensuring accurate internal verification records are kept.

The SQA Co-ordinator and/or year head will act as an external verifier of internally enacted assessment. Records of candidate assessment should be retained for 6 years, as stipulated by SQA. Candidate assessment evidence is normally retained for 2 years after completion and certification.

Quality Assurance/External Verification

There are two rounds of external verification January (Units) and April (Value Added units/Coursework). SQA inform us the month before pickup of which courses are involved. In effect this means that any result is provisional subject to verification until the process is complete or it is clear the Units are not being verified.

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Reassessment and exceptional circumstances

For national qualifications where coursework is used for assessment this cannot be reassessed.

Approaches to re-assessment for unit tests will vary from subject to subject. Subject specific advice on the approaches to re-assessment is included within the SQA materials and it will be important for teachers to follow this advice if assessment is to be accepted as valid and reliable.

The timing of the re-assessment should be appropriate to the individual candidate and the unit/subject being undertaken. Candidates should be fully aware of the plans for re-assessment and have at **LEAST 7 days** notice of the date of any re-assessment, preferably more.

If the candidate fails the second attempt at assessment the teacher/Faculty concerned should discuss the reasons for the failure with the candidate and their Pastoral Care teacher who will provide the link to the parents/carers.

National guidelines are that one attempt at reassessment is permitted. A second re-test may be carried out if there are exceptional circumstances. This is the advice that the school works to. Where a retest under exceptional circumstances is being considered it should be discussed with the PT/Faculty Head and the Year Head and the SQA co-ordinator.

Arrangements for handling disputes in relation to entry levels and reassessment opportunities

Where there is disagreement over the decisions reached regarding entry level and reassessment these will be resolved by discussion between the young person/parents, Depute Head Teacher and the Principal Teacher/Faculty Head curriculum with reference to the National Guidelines. Where disagreement continues the Head teacher and/or the QIO service will be contacted.

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5. MALPRACTICE

All pupils are made aware of their responsibility in ensuring they do not participate in any malpractice through the Your Coursework booklet, issued and gone over, through Tutor-time and Personal Social Education. All staff are aware of their responsibility in ensuring no malpractice through SQA guidance on assessment issued for their specific subject and by adhering to those instructions.

Procedures to deal with suspected cases of malpractice by a young person or centre malpractice are in line with the SQA publication "*Malpractice: Information for Centres (January 2017)*". Such concerns will be dealt with as early as possible and any investigation of malpractice will be carried out as per the guidelines in SQA Standards for Devolved Investigations. SQA will be informed as required. The documentation relating to investigation of any malpractice will be retained by the SQA co-ordinator and will be available on request by SQA or the Local Authority.

6. REPORTING

All pupils will be issued with four/five tracking reports in S4, S5, S6 and a prelim results letter. This gives an early indication to pupils and their parents of pupil progress, particular success and any difficulties. The referral system provides an additional method of indicating particular success or difficulty on the part of pupils.

Principal teachers/Faculty Heads are encouraged to contact home at any point if they have concerns. This can be via a text message, phone call or letter.

Further information on senior phase reporting: -

<http://www.bannermanhigh.glasgow.sch.uk//Websites/SchSecBannerman/UserFiles/file/Senior%20Phase%20Reporting%20-%20%20Parent%20Guide.pdf>

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7. ACCREDITATION OF WIDER ACHIEVEMENT

The use of SQA certification to accredit wider achievement is available to all departments and staff. Where such presentation is being made the organising member of staff is responsible for carrying out the normal practices for registration and resulting of unit performance. Pupils should record their participation and result on their pupil profile.

8. POST RESULTS SERVICE

Where candidates do not achieve the level hoped for in the External Assessment they may qualify for the 'Post Results Service', **see appendix 2.**

Candidates, who do not attain a National 5 external assessment may still attain a National 4 award if they meet the requirements of the 'Recognising Positive Achievement' process.

9. MANAGEMENT AND DELIVERY OF THE POLICY

The delivery of the policy is dependent on all members of staff adhering to and following National Guidelines and therefore the practical guidelines given in this document. It is the responsibility of the Principal Teacher/Faculty Head (Subject) to ensure all departmental policies and practice related to National qualifications conform to these guidelines and to monitor departmental practice to ensure its guidelines are carried through. It is the responsibility of the Depute Headteacher - SQA Co-ordinator to monitor the application of this policy and its related practices. It is the responsibility of the PT/Faculty Head subject and the SQA Co-ordinator to ensure all pupils are registered for all SQA exams at the appropriate level and that all Internal Assessment Unit Test information is recorded and passed to SQA by the deadlines set. The policy will be reviewed on a regular basis.

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10. MONITORING AND EVALUATION

The policy and practice described will be monitored on an ongoing basis. Monitoring will be carried out by DHT - SQA Coordinator, SLT departmental links and PTs/Faculty Heads subject. Monitoring will be both formal and informal accessing exam statistics and published data, reviewing school data and personal response. The policy will be reviewed in line with current school practice and will take account of new guidance received from SQA.

11. DEVELOPMENT PLAN

Future development will focus on the implementation of the amended National qualifications National 5, Higher and Advanced Higher.

12. ASSOCIATED POLICIES

Post Results – Appendix 2

Curriculum

Learning and Teaching

Assessment Reporting

Equal Opportunities

Partnership Working

Quality Assurance

Education for Work, Life and Enterprise

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APPENDIX 1

Practical Implications of the Policy

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Presentation

The level of presentation will be determined by considering all the available information in consultation with student and parent/carer. Possible sources of information would be:

- Student progress
- Student application
- Course and Unit Assessment
- Student/Parent/Carer requests
- Teacher/Faculty advice

The Teacher/Faculty/School will recommend presentation for what is considered to be the best attainable outcome for each individual. This will be fully discussed with the young person/parent/carer and Pastoral Care teacher.

The changing of levels during the academic session

Where a pupil is not performing to the appropriate level, any change of presentation within both Nationals and Higher should be based on solid evidence to include performance in unit tests (where applicable), performance in graded or assessed class tasks/talks/productions or performances and homework records. Pupils should be counselled by PT/Faculty Head subject/PT Pastoral Care/Year Head and parents/carers **must** be involved in any discussions prior to a change in presentation level being made.

Arrangements to overtake internal unit tests at the “new” level should be explained and organised, giving pupils adequate time to revise for them. Where there is no hierarchy of units and a level change would necessitate too much additional alternative coursework to be completed, pupils should be advised to continue their present level and focus on obtaining individual unit awards.

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However, in all cases a **CHANGE OF LEVEL REQUEST FORM** must be completed and processed. No change of levels will take place without this – **see appendix 4**.

Assessment

In planning for assessment to the curriculum, reference should be made to SQA guidance contained in the publication: - 'Assessment: A guide for Centres offering Regulated Qualifications', to ensure assessment and assessment procedures and practice are valid.

Where unit assessment is required, it is important to keep in mind the purpose of any assessment and to try to minimise student stress and staff workload. For example, arranging a pre-test may be appropriate for some groups of students but not for all.

Coordination of Assessment

When considering the dates for assessment, faculties should:-

- Check the calendar for clashes/pressure points
- Choose a period indicated on the assessment co-ordination timetable
- Arrange AAR support at least two weeks in advance
- Inform students at LEAST 7 days in advance of assessment (preferably more)

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Selecting the instrument of assessment

Faculties should select an appropriate assessment for the course checking that it meets the latest specification and no changes have been made by the SQA since it was last used.

If the instrument of assessment is not an SQA assessment or the SQA assessment has been changed to a significant extent then prior moderation is recommended. Where only minor changes are made to the test prior moderation need not be sought but faculties should make careful note of the changes for passing to a verifier and inform the SQA co-ordinator. When selecting the test, faculties should also consider the instruments of assessment that will be used for re-assessment if required.

If departments are unsure they should consult the SQA co-ordinator for advice.

For pupils in S5 and S6, where no alternative presentation level is possible and withdrawal is advised, pupils and parents should be aware of this well in advance of the examination diet. For pupils in S4 where success at external assessment at National 5 is unlikely the young person may continue at National 5 and be presented for units only OR may be transferred to National 4 presentation. This will be fully discussed with the young person/parent/carer and Pastoral Care teacher/Year Head.

Carrying out the assessment

Department/Faculty conditions and arrangements for any SQA assessment should be as prescribed in the Course arrangement documents.

Where students have additional support needs the DHT of Learning Support and the SQA co-ordinator should be consulted on the appropriate support required

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Quality Assurance / Internal Verification

Faculties should have quality assurance procedures in place in line with the SQA publication 'Internal Verification: A Guide for Centres Offering Regulated Qualifications.'. The method of quality assurance should be detailed e.g. size and type of sample if cross marking.

In Bannerman High School each department is responsible for ensuring accurate internal verification records are kept. Each department should keep a record of internal verification activities undertaken. This record should include:

- reports of meetings with assessors to discuss assessment planning
- reports of meeting to agree the validity of assessment instruments
- reports of standardisation exercises
- records of observation of assessment
- records of all sampling activity

This record should record date, participants, verification activity and outcome for each internal verification event. This record can be backed up by minutes or other documents and should be readily available for external verifiers. Within departments verifiers should be identified and have appropriate awareness of the national standard.

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Record keeping policy for regulated qualifications

SQA recommends the following; any SQA Centre approved to offer regulated qualifications is required to keep records of candidate assessment for at least six years. This must include records showing:

- a list of candidates registered with SQA for each qualification offered
- details of candidate assessment, including the name of the assessor location, date and outcomes
- internal verification activity
- certificates claimed

SQA does not require centres to retain candidate portfolios or samples of work for this period of time. However, candidates' work must be retained until external verification has taken place and the outcome has been accepted by SQA and the centre. Usually SQA pupil assessment evidence should be kept for two years after course completion and certification.

Ensuring that internal verification decisions are consistent

It is the responsibility of the centre to ensure that all internal verifiers are competent in their role and they understand and apply the internal quality assurance system consistently.

Over time, the external verifier will sample the work of all assessors and internal verifiers for a particular assessment activity and so will highlight any issues with internal verification. The school will then ensure that these are addressed as any shortcomings in internal verification can prevent candidate certification.

In school the SQA coordinator/year head will sample the work of assessors and internal verifiers for a particular assessment activity as a quality assurance mechanism for verification of internal assessment practice.

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Preparing for external verification

The internal verifier (subject) has an important role in ensuring that the external verifier's selected sample of candidate evidence is available. SQA has a range of procedures and internal verifiers should make sure that they are aware of their requirements. Further information can be found in the publication: Internal Verification: A Guide for Centres Offering Regulated Qualifications

The external verifier will 'scrutinise' candidate evidence across as wide a range as possible and will sample the work of all assessors and internal verifiers.

The timing of assessment and re-assessment opportunities should be agreed with the SQA coordinator in advance.

The Internal verification log should contain detail of any support arrangement when the work of a pupil with additional support needs is verified internally.

Subject teachers should liaise with Support for Learning about the possible need for additional assessment arrangements if these are not already in place and they feel a young person has demonstrated a need for such support.

Re-assessment and Exceptional Circumstances

Approaches to re-assessment for unit tests will vary from subject to subject. For example where a candidate has failed to demonstrate a particular technique to the required standard in Art & Design, he/she might rework the original piece for re-assessment. Whereas in subjects where it is important that the candidate has not had prior sight of the problem to be solved (for example text to be interpreted) a completely new assessment instrument will be required. Subject specific advice on the approaches to re-assessment is included within the

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SQA materials and it will be important for teachers to follow this advice if assessment is to be accepted as valid and reliable.

The timing of the re-assessment should be appropriate to the individual candidate and the unit/subject being undertaken. This may be soon after the previous assessment or some time after. Whatever the timing the re-assessment should not take place until the: -

- Candidate clearly understands the reasons for not achieving the unit
- Candidate has had appropriate remediation and time to correct the areas of difficulty

Staff should consult the calendar and discuss the matter with the principal teacher/Faculty Head when deciding on a date for reassessment. Candidates should be fully aware of the plans for re-assessment and have at **LEAST 7 days'** notice of the date of any re-assessment, preferably more.

If the candidate fails the second attempt at assessment the teacher/Faculty concerned should discuss the reasons for the failure with the candidate and their Pastoral Care teacher who will provide the link to the parents/carers. It should be remembered that if a candidate fails the second assessment then this would normally be seen as indicating that the candidate is attempting a level that is too challenging.

National guidelines are that one attempt at reassessment is permitted. A second re-test may be carried out if there are exceptional circumstances. This is the advice that the school works to. Where a pupil appears to be trying to avoid this through non-attendance/non-completion of the test, the school referral system should be implemented.

Exceptional circumstances do not include a failure to prepare for a test, which a pupil has been adequately warned about, they would include, for example, a medical absence, usually of a few days duration, or bereavement. Where a retest under exceptional circumstances is

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being considered it should be discussed with the PT/Faculty Head and the Year Head and the SQA co-ordinator.

Malpractice

Procedures to deal with suspected cases of malpractice by a young person or centre malpractice are in line with the SQA publication “Malpractice: Information for Centres (2017)”. The Internal Verification procedures outlined above, together with adherence to the assessment guidance given in SQA’s ‘Assessment: A Guide for Centres offering Regulated Qualifications’, enable the identification of any concerns around assessment practice, both for internal unit tests and for internally completed external assessment candidate material.

Any such concerns will be dealt with as early as possible. Any investigation of malpractice will be carried out as per the guidelines in SQA ‘Standards for Devolved Investigations’. A record of the incident will be kept by the SQA co-ordinator. This will include information on the concern, detail of the investigation, outcome of the investigation and a record of action taken, including referral to SQA, as a result of the investigation. Evidence from the investigation will be retained, separately, for two years. SQA will be informed as relevant. Any disciplinary action will be within the existing arrangements for either pupils or staff. This documentation will be available on request by SQA or the Local Authority.

Post Results Services

On receipt of the results when a young person is considered to have under-achieved the guidelines for submitting a request will be adhered to. The decision whether to make a post-results request and of the particular service to be requested, whether a clerical check or a marking review will be made by the Subject Principal Teacher/Faculty Head who will take into account the concordancy of pupil estimates to actual pupil performance that year.

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Where there is a parental request for a post results review a decision on which, if any, service should be made will be reached following discussion between school staff, the young person and the parent. The decision to make a request will be made by the school and will be based on robust and valid evidence of pupil performance.

Young people and their parents will be alerted at an early stage in the process that in any post-results review a result may go down as well as up. This information will be placed on the school web-site for information.

On receiving the results of the final examinations departments will compare the grades attained with their estimate. Where faculties have concerns over results they should consult with the SQA coordinator on whether a clerical check or marking review should be requested (See www.sqa.org.uk/results services).

In both cases where a candidate or parent/carer requests a review either verbally or in writing then the appropriate Pastoral Care Teacher and the SQA co-ordinator **MUST** be informed. This should be done, either by the member of staff concerned or the PT/Faculty Head (subject), in writing along with a note of the departmental position with regard to a review. The SQA co-ordinator will consider the case and consult the head teacher for a decision. The outcome will be communicated to the candidate and parent in writing. If the candidate/parent/carer wishes to pursue the matter further, then this must be done in writing to the Head Teacher.

Exceptional Circumstances Consideration request

The prelims will continue to provide a strong baseline of evidence for any pupil who requires the school to make use of the exceptional circumstances consideration service. Such requests must be made prior to the results being published and depend on the school being able to evidence that a candidate has suffered as a result of exceptional circumstances (e.g. bereavement or illness). A broad range of evidence, including prelim performance and classwork, can be sent to support such

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a request. Subject staff will be responsible for providing the Principal Teacher/Faculty Head with the relevant evidence and marking schemes within the appropriate timescale. The SQA Co-ordinator has responsibility for ensuring the evidence is sent to SQA again within the relevant timescale.

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APPENDIX 2

Post Results Service – Staff Guide

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APPENDIX 3

Post Results Service Parent/Carer Guide

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APPENDIX 4

Change of Level Guide

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APPENDIX 5

Exemplars

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