



## A Guide for Pupils and Parents/Guardians Alternative Assessment Arrangements (AAAs)

The SQA (Scottish Qualification Authority) states that In order to meet the criteria for Alternative Assessment Arrangements (AAAs) in examinations, a pupil must have an identified learning need or disability. Teachers must be able to provide evidence that the arrangement can be justified, and that it accords with SQA guidance\* and relevant equality legislation. Alternative assessment arrangements must not give people unfair advantages and must not compensate for lack of knowledge, lack of ability, poor revision or poor exam technique.

A pupil must be capable of reaching the level required to pass the exam.

Subject teachers have observed and identified which of their pupils with recognised needs may require AAAs. These arrangements can include, for example, extra time, use of a computer, digital reader, human reader, scribe and others. (Information is available on the SQA website).

All AAAs should be a reflection of the pupil's normal way of working.

The most common AAA is **extra time**. If a pupil **consistently** runs out of time and cannot demonstrate subject knowledge to the full because of this, he or she **might** be eligible for more time in a particular exam. **Evidence must be gathered to establish that there is a positive impact to the learning and performance of the pupil when extra time is applied.**

Pupils who normally work on a **laptop/computer** within the classroom situation **may** be allowed to use a school computer for some exams. A pupil can have the spell-check facility enabled **only if** he or she has a recognised difficulty with spelling and his or her work displays evidence of this.

The use of a digital reader is recommended for pupils who have difficulties with reading and decoding text. In **exceptional** cases, a **reader and/or scribe** may be provided. The use of a **reader** is allowed

to meet the needs of candidates who have **substantial** difficulties with written communication, and who because of their difficulties/disability are not able to produce written communication by any other means, e.g. ICT.

The process:

- Staff consider who may need AAAs and begin the observation, trialling and recording of evidence process.
- Subject teachers are required to look at the evidence they have gathered and submit requests that candidates need particular alternative assessment arrangements in their subject.
- Once AAA requests have been submitted and collated, Learning Support Staff will meet with the pupils whose work shows clear evidence of a need for an AAA. A “record of interview” form will be completed and signed by the interviewer and interviewee.
- Decision to proceed to request – the Internal QA team will review all of the submissions. A decision will be made on whether there is sufficient evidence to submit each AAA request to the SQA. This submission must satisfy SQA guidance and disabilities legislation.
- Copies of the record of interview, the Prelim timetable (showing the AAAs) are sent home, along with a confirmation letter. One for signature and return to school – one for parents to keep.
- Post prelim review - any amendments made must be accompanied by evidence in all instances, except where an AAA is deemed by the class teacher and pupil to be no longer required.
- Copies of SQA exam timetables and letters are sent home confirming the AAA arrangements (for signature by parents) and these are put in place for the SQA exams.

\*<http://www.sqa.org.uk/sqa/14976.html>