

How have the courses been altered in light of lockdown?

Yes the course content has been modified to take account of the learning time.

For reassurance there are modifications / adjustments on every course content to allow for acknowledgement of the circumstances which alleviates pressure naturally.

The alterations to courses are detailed in the SQA website and are bespoke for each subject and level.

For example, in Science subjects at National 5, Higher and Advanced Higher, Assignments/Projects have been removed for this session.

In Maths, schools were given a choice about the element of the course being removed – this meant that schools were not disadvantaged by the teaching order in which the course was delivered.

Can you explain the columns concept for assessment for April, that was unclear.

Each subject represents a column on the timetable. This determines when a young person will go to that subject in the week.

Every subject in this column will go to that department at the same time across the school.

For example, in column F in S4, young people attend Spanish, Chemistry, Physics, Biology, engineering Science or Computer Games.

The column F assessment is scheduled to take place during Periods 3 & 4 on Tuesday 27th April 2021. Young people will undertake an assessment in the subject they attend at that time.

In S5/6, all assessments will take place P1 & 2 between 21.4.21 and 27.4.21 Young people will undertake assessment in the subject they would normally attend on those days

The column concept means that no young person will experience more than one assessment in the day.

Is every secondary school working in this arrangement of sharing and agreeing the marking schemes?

Every secondary school will require to work and align to the SQA standards of marking schemes.

Every Secondary school in Glasgow City Council is under the same moderation policy and levels of quality assurance

As mentioned in the presentation, "The closer that the evidence is to the standard, format, and duration of the course assessment, and the more closely the marking follows the national standard and the General Marking Principles, the more realistic and reliable your provisional results should be."

There is some variation in subjects for example, English have completed the Folio evidence and this represents 30% of the course assessment.

All Glasgow schools will moderate each others assessment standard and verify the marking of assessments.

This will be conducted in Trios – three schools working together.

If the end result is an exam to assess the student, then why not just have an exam across the board?

Surely you have missed the whole point that this year has been on and off and to assess a child on one exam result is unfair and assessments must form part of the overall performance?

Whilst we are responsible for providing provisional results, the SQA remain the awarding body. To ensure that there is a consistency of approach in gathering evidence, the final piece of evidence should be of high predictive value and replicate as far as is possible the final course assessment, We have been tasked with providing Provisional results which are based on assessment of the whole course.

“It is important that you focus on gathering high-quality predictive evidence that clearly demonstrates a candidate’s attainment...”

Estimates that are based on performance in tasks that are similar to those used for course assessment are much more likely to give an accurate prediction of a candidate’s final attainment in the course assessment”

What schools are part of this assessment?

All schools in Glasgow will follow the same model of guidance and recommendations from authority and SQA, all schools in Scotland will follow SQA Guidance and recommendations and their own local authority advice.

How will you reflect the fact that additional support for learning has not been made available in the classroom, and throughout lockdown, in your assessment and grading of ASN pupils?

Additional assessment arrangements will be secured for future assessments, any young person with an additional support need would already be open to general strategies of support

Are you saying that all assessments that count for final grades are still to happen, so any child still has a chance to get any grade?

We have an understanding of young people’s learning through their journey of attainment so far so they have an idea of their next stages.

The national advice says the closer the internal evidence is to the standard format and duration of the course assessments, the more reliable it should be.

Young people’s grades will be based on all the evidence we gather. It is still possible for every young person to improve in their performance.

The SQA can call explain collusion and have sign-offs etc but seriously, how do you expect to monitor

such a case where someone sitting a later exam has discussed what's in a paper? This has worried me more rather than be reassuring that this is going to be "fair".

For recovery assessments in April, young people will sit under assessment conditions.

For May assessments all young people in our school will sit the same level of assessment at the same time.

Young people will sign an agreement / SQA declaration.

Discussing the paper only disadvantages the people who have already completed it. If we have evidence of collusion, then we will not use the evidence to inform the provisional grade.

Whilst our school is being stringent, too stringent, I feel we will be disadvantaged against other schools who will not have the same level of scrutiny. You may well be confident in how you assess the children of this school but how do we maintain that same level playing field, up and down Scotland. I am absolutely worried about this approach.

The national advice is very clear with recommendations that all schools and local authorities need to adhere to SQA will sample the evidence from each school.

For pupils with communication challenges, is it possible for a parent to attend their Learner Conversations to ensure feedback is fully understood and taken on board? (either in person or on Teams?)

Learner conversations and next stages can be recorded by the young person on their I-pad to support processing, any individual support required can be sent to Ms McFarlane, our Principal Teacher of Support for Learning.
