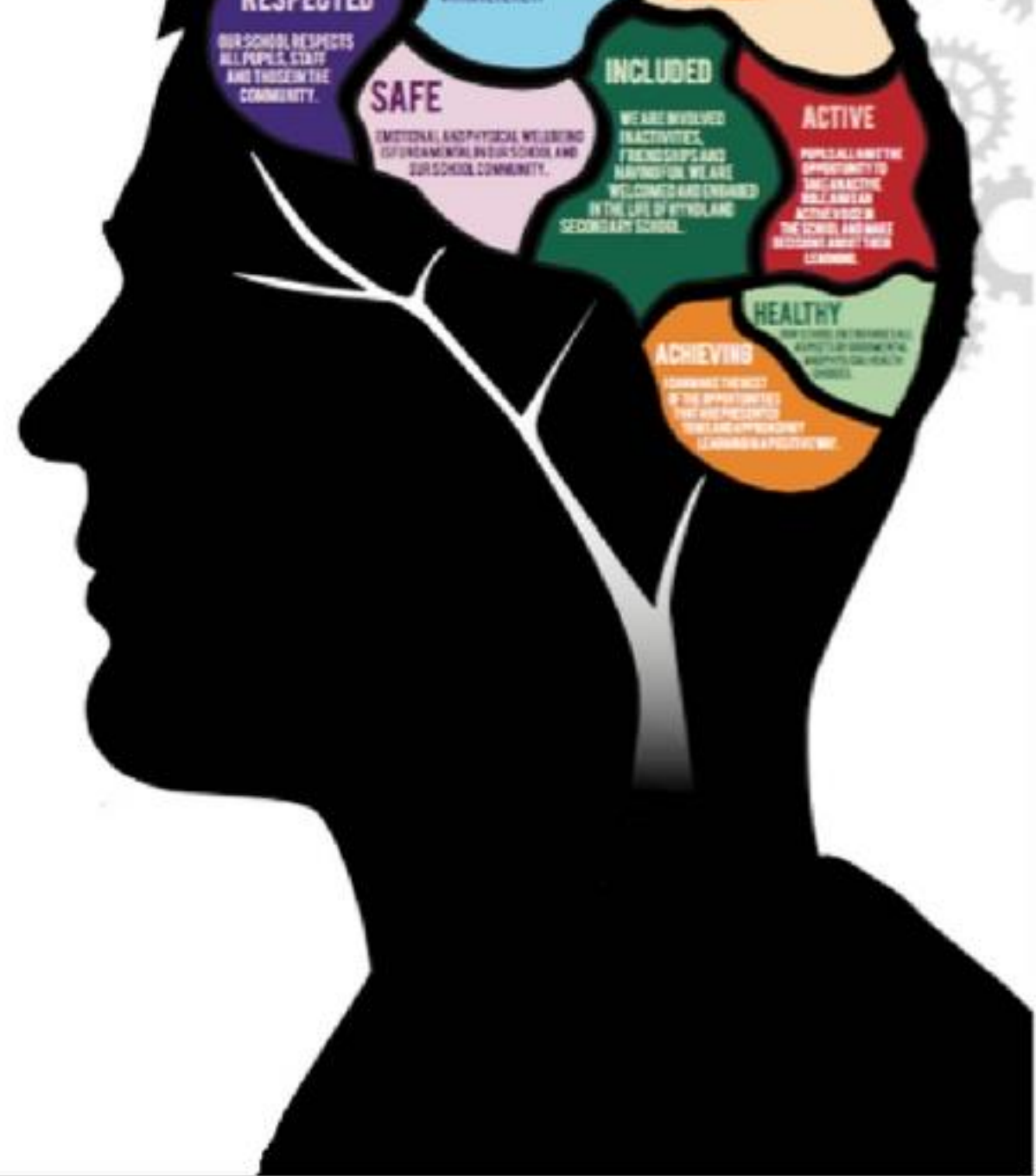


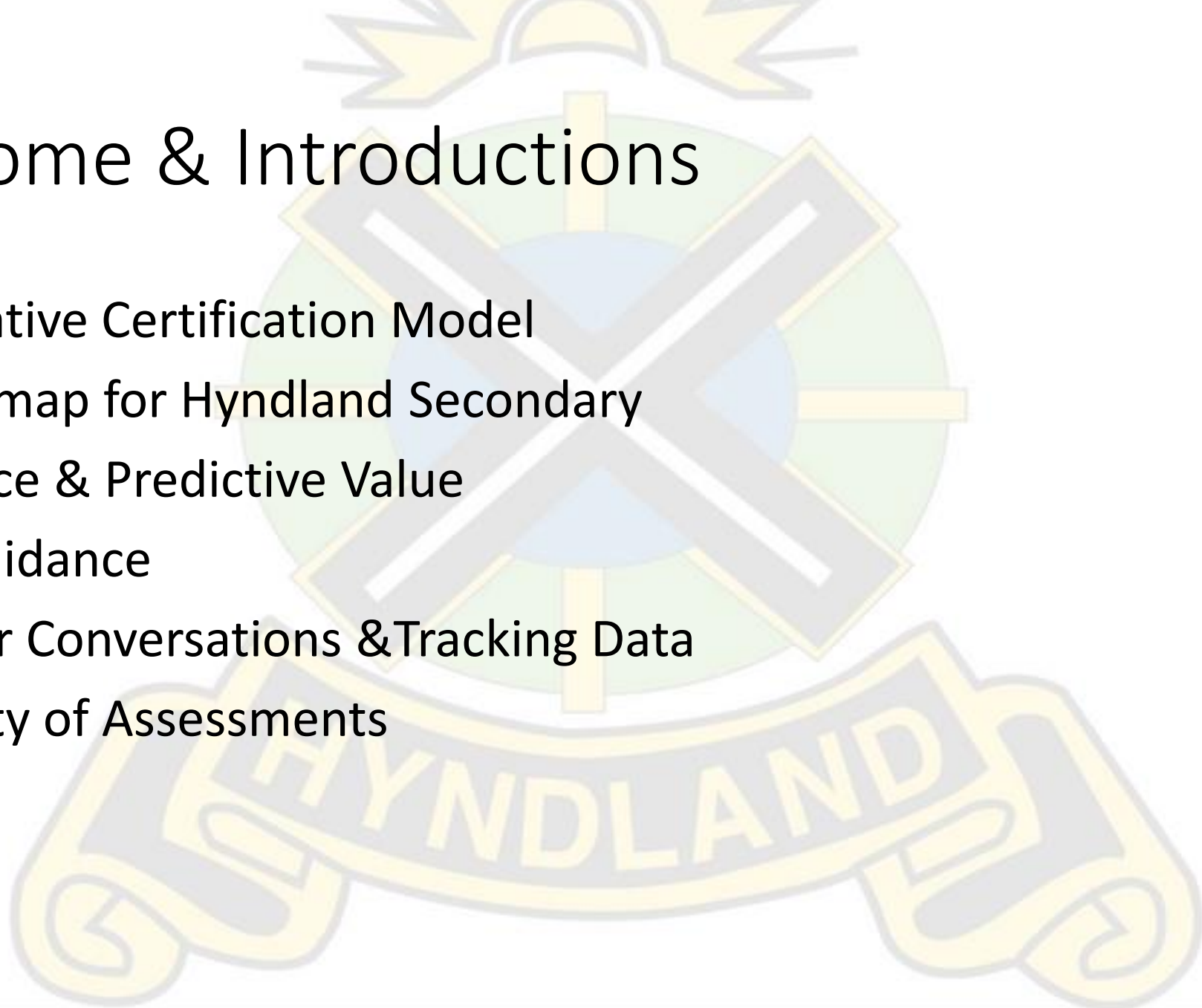
# SQA Information Evening

31.3.21



# Welcome & Introductions

- Alternative Certification Model
- Route-map for Hyndland Secondary
- Evidence & Predictive Value
- SQA guidance
- Learner Conversations & Tracking Data
- Integrity of Assessments



# Alternative Certification Model

- **Stage 1: ongoing until April 2021** - Teachers and lecturers access subject specific guidance, assessment resources and Understanding Standards materials and webinars from SQA.
- **Stage 2: April - May 2021** - School and local authority quality assurance continues. During May, SQA requests, reviews and provides feedback on assessment evidence from each school.
- **Stage 3: end May to 25 June 2021** - Schools, local authorities and SQA work through final stages of local and national quality assurance and feedback, to reach provisional results that are consistent, equitable and fair.
- **Stage 4: by 25 June 2021** - Schools submit quality assured provisional results to SQA.
- **Stage 5: Appeals process for 2020-21** - to be advised following consultation.

# Role of teachers

- teaching and learning ongoing - planning opportunities for assessment, in line with subject-specific guidance from SQA
- engage with Understanding Standards activities
- participate, as appropriate, in local and/or national subject networks
- develop assessment plans and assess learners' assessment evidence when appropriate
- ensure familiarity with centre and local internal quality assurance arrangements on learner assessments (this includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that marking is consistent with national standards)

# Timeline

## **15<sup>th</sup> March – 1<sup>st</sup> April**

- Consolidation of learning online
- Target groups of young people completing practical assessment in school

## **Spring Break: 2<sup>nd</sup> April – 19<sup>th</sup> April inclusive**

- Spring revision Classes – Higher offered in-person
- Spring Revision Classes – National 5 on Teams

## **20<sup>th</sup> April – 30<sup>th</sup> April**

- S4/5/6 'prelim' style assessment by column

# Assessment conditions

- Content will be as described in the Assessment Overviews – these were emailed and available on Teams
- Recovery Assessments undertaken in class time as per the timetable
- Timing and standard of assessment follows SQA guidance.
- You have access to Alternative Assessment Arrangements, AAA such as extra time, access to ICT etc, This must have been agreed with Mrs J McFarlane, PT Support for Learning in advance of any assessment.



Recovery Assessment Plan					Recovery Assessment Plan		
Date	S5/6				Date	S4	
19.4.21	No Assessments - Inset Day				19.4.21	No Assessments - Inset Day	
20.4.21	No Assessments - normal timetable					Column	Periods
	Column	Periods			20.4.21	H	5&6
21.4.21	B	1&2			21.4.21	D	5&6
22.4.21	A	1&2			22.4.21	C	3&4
23.4.21	C	1&2			23.4.21	B - Maths	1&2, 3&4
26.4.21	E	1&2	5,6 & 7 - AH Maths of Mechanics only		26.4.21	No Assessments - Normal Timetable	
27.4.21	D	1&2			27.4.21	F	3&4
28.4.21	No Assessments - normal timetable				28.4.21	E	1&2
29.4.21	B/C	1&2, 5&6 AH Maths only	N5 & Higher Maths only 3&4, 5&6		29.4.21	G	1&2
30.4.21		1&2 MS - Ms Lake only	3&4 Higher Politics only	30.4.21	A - English	5&6	

The background of the slide features a large, faded crest of Hyndland School. The crest is circular with a green outer ring and a blue inner circle. A white saltire (X-shape) is superimposed on the blue circle. The crest is topped with a yellow sunburst and a banner at the bottom that reads "HYNDLAND" in yellow capital letters.

## **28<sup>th</sup>/29<sup>th</sup> April – 3<sup>rd</sup> June**

- Feedback on progress
- Next steps
- Revision and consolidation

## **10<sup>th</sup> May – 4<sup>th</sup> June**

- Final Assessments
- Marking/Cross-marking
- Departmental Moderation
- PT analysis of previous years data
- Estimate Grades entered on departmental master and collated onto whole school master



The background of the slide features a large, semi-transparent watermark of the Hyndland School crest. The crest is circular with a green outer ring, a blue inner circle, and a white cross. Above the cross is a yellow sunburst, and below it is a banner with the word 'HYNDLAND' in yellow capital letters. The crest is centered on the slide.

**10<sup>th</sup> June – Provisional results to GCC**

**7<sup>th</sup> June – 18<sup>th</sup> June**

- PT/Department check by subject
- PT/Link DHT Quality Assurance checks by Faculty
- PTPC/SLT Quality Assurance checks by House

**21<sup>st</sup> June – Provisional Results posted to Senior Phase Pupils**

# Evidence & Predictive Value

- Young people have been issued with a Course Assessment Overview – emailed to parents & carers and posted in Teams
- This gives information about the type of assessment and the content which will be assessed.
- Teachers will gather ‘whole course’ evidence over the two assessment periods.
- Evidence used for determining provisional results must have complete course coverage

# Extracts from the SQA Doc on gathering evidence

- *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....*
  - *Classwork: This may consist of a variety of naturally-occurring evidence types, produced under different conditions than those set for course assessment. Evidence of this kind is unlikely to form a strong evidence base on its own, but may supplement other evidence types.*
- *You should exercise caution where candidates have completed work outside of a controlled school/college environment. In many cases, it is likely to reflect the circumstances and context in which the work was done.*

# You must base your estimates on demonstrated attainment.

Component 1: question paper

For Physics, the key pieces of evidence are:

- an examination, covering as much of the course as possible
- a second, top-up examination or an extended test, that includes those areas not assessed in the first examination
- end-of-topic tests, including grade A marks, which you may use as supplementary evidence only, as they are not as reliable for estimating grades

You must gather key evidence in closed-book conditions and conducted under a high degree of supervision and control. The National 5 Physics course specification details what is meant by a high degree of supervision and control.

# English – guidance to teachers

## Question paper components

Candidates do not need to produce evidence for question paper components on a single occasion, but it is important that assessment tasks are unseen. It would be best to use internally assessed question papers towards the end of the academic year when all or the majority of the course has been delivered.

## Component 1: Reading for Understanding, Analysis and Evaluation

This component has a relative weighting of 30% of the overall course assessment. Candidates read and answer questions on an unseen passage of detailed non-fiction text of approximately 1,000 words.

## Component 2: Critical Reading

This component has a relative weighting of 40% of the overall course assessment.

### Section 1 - Scottish texts

Candidates read and answer questions demonstrating understanding and analysis of a poem or extract from a short story, prose fiction text or drama text. They should also show understanding and analysis of the remainder of the text or other texts on the prescribed list. The text(s) will have been previously studied, but the assessment text (or extract) and questions should not be signalled, and candidates should not have access to the texts and/or notes.

## Section 2 - Critical essay

Candidates apply their understanding, analysis and evaluation skills to previously studied texts from the following genres: drama, prose, poetry, film and TV drama, and language, by writing a critical essay.

## Coursework components

### Component 3: portfolio–writing

This component has a relative weighting of 30% of the overall course assessment. Although writing remains a central focus of the National 5 English course, for session 2020–21 it is not necessary to take evidence from two pieces of writing. High predictive value can come from one piece of writing, either broadly creative or broadly discursive, which you must conduct under some supervision and control.

# Learner conversations

- Young people will have the opportunity to discuss their progress with each of their teachers
- Teachers will give a clear indication of progress and next steps in learning
- Key elements of the conversation will be recorded.....
- Young people should use their feedback to inform their revision plan for the next assessment block.



# Tracking, Grades & Communication

- Young people will be informed of their progress at each stage of the evidence gathering process.
- Provisional Grades will be subject to layers of QA – at subject level, departmental level, with Pastoral Care Staff & SLT and at Authority level before being finalised.
- Provisional Grades will be sent to young people on 21<sup>st</sup> June 2021
- SQA will publish results on 10<sup>th</sup> August 2021

# Integrity of the Evidence we hold

Each young person in S4-6 should have completed the SQA Declaration!

## **Sources.**

It is important to know that you cannot copy material from other sources and include it as if it were our own work.

## **Plagiarism.**

You must not pretend that other people's work is your own. Passing off other peoples work as your own is call 'plagiarism' and is cheating.

## **Collusion**

Working with others when you should be working on your own is called 'collusion'. Everyone involved in collusion is breaking the rules – not just the person who has asked for help. Collusion is cheating.

# Exam Conditions

When you sit an assessment under exam conditions this means:

- You should not talk or communicate with any person in the room except the teacher.
- If you need to speak to the teacher, raise your hand and wait for the teacher to respond.
- You should be responding to 'unseen' questions and not have any knowledge of the paper in advance.
- Do not ask friends about the content of the assessment – especially those who have completed the assessment before you – this is Collusion.
- You must not access your phone, iPad, smart watch or other device with storage or internet access.
- The only items on your desk should be stationary associated with the assessment e.g. pen, pencil, question/answer paper, ruler, calculator etc.
- You have access to Alternative Assessment Arrangements, AAA such as extra time, access to ICT etc, This must have been agreed with Mrs J McFarlane, PT Support for Learning in advance of any assessment.

# S4 and S5 Options Timeline

- All S4 and S5 students will receive final input during PSE during the first two weeks back in school following the Easter break.
- Students will then complete an option form remotely online - this will be emailed to families along with final advice and guidance on choosing the right subjects.
- Final Options forms must be submitted electronically by **Wednesday 28th April**
- Individual interviews will take place during April/May for targeted students only to support appropriate course choices.
- All information regarding options including presentations from Principal Teachers is available in the S4 and S5 Year Group teams

# Further Information

Young people have received the document:

‘What you need to know for 2021’

directly from SQA – there is a link on the school website

SQA are regularly updating their website.

We will share key information as it becomes available.