

Aberdeen City Council Guidance on the Alternative Certification Model



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1. CONTEXT AND PURPOSE

The [Deputy First Minister's announcement on 8 December 2020](#) outlined the decision to cancel examinations for National 5, Higher and Advanced Higher courses. An Alternative Certification Model is in place where young people receive awards based on teacher judgement of demonstrated attainment.

On 16 February, the National Qualifications Group 2021 (NQ21) published [revised arrangements for the Alternative Certification Model and the timeline for delivering National 5, Higher and Advanced Higher results in session 2020-21](#). This document outlines the 5 key stages the Alternative Certification Model is based on. The Local Authority moderation strategy and procedures is designed to meet the requirements contained within the Alternative Certification Model.

The following guidance outlines the strategy and processes in place to support the moderation of provisional results across Aberdeen City's 11 secondary schools. Our key purpose is to provide the SQA with robust, quality assured provisional results by June 25. These results will stand up to external scrutiny by the SQA.

Staff, parent/carers, and young people will have confidence that the provisional results submitted have been through a thorough moderation process at a local and national level.

2. MODERATION STRATEGY

ACC's Moderation Strategy is based on the expectations contained within the five key stages of the revised alternative certification model:

Date/Stage	Events/Focus
<p>Stage 1: Ongoing until April 2021</p> <p>Teachers and lecturers can access subject specific guidance, assessment resources and Understanding Standards materials</p>	<ul style="list-style-type: none"> • learning and teaching ongoing. • Schools and colleges are supported by local and national subject networks. • SQA provides ongoing Understanding Standards support for schools and colleges. • Schools and colleges gather evidence and support learners, providing feedback. • School, college and local authority quality assurance takes place.
<p>Stage 2: April to May 2021</p> <p>SQA requests, reviews, and provides feedback on assessment evidence from each school and college.</p>	<ul style="list-style-type: none"> • Learning, teaching and consolidation ongoing. • Schools and colleges continue to gather evidence and support learners, providing feedback on progress as supported by existing evidence. • School, college and local authority quality assurance continues. • SQA samples candidate evidence from all schools and colleges, and provides feedback. • Schools and colleges start to develop provisional results based on the available evidence and feedback from SQA sampling. • Schools, colleges or local authorities can engage in dialogue with SQA where further support is required.

Date/Stage	Events/Focus
<p>Stage 3: end of May to 25 June Schools, colleges and local authorities work through feedback and implement their own quality assurance of the provisional results.</p>	<ul style="list-style-type: none"> • Learning and teaching ongoing. • Schools and colleges continue to gather evidence and support learners, providing feedback on progress as supported by available evidence. • Schools and colleges take actions in relation to SQA feedback. • Schools and colleges carry out quality assurance checks. Heads of centre endorse the process and outcomes per subject. • Local authorities (where applicable) engage with schools to carry out quality assurance checks. • Schools, colleges or local authorities can speak with SQA where further support is required.
<p>Stage 4: by 25 June 2021 Schools and colleges submit quality assured provisional results to the SQA.</p>	<ul style="list-style-type: none"> • Further information on how to submit the provisional results to SQA will be issued to schools and colleges.
<p>Stage 5: June 2021 SQA carries out national check of provisional results and discusses any issues with schools, colleges and local authorities.</p>	<ul style="list-style-type: none"> • SQA undertakes post-submission data checks (administrative). • If SQA identifies issues with the provisional results, these will be checked with schools and colleges and, if appropriate, local authorities. This should be by exception.
<p>Results for learners will be awarded on 10 August 2021.</p>	

2.1 Authority analysis

At an Authority level, the approach to moderation will include support and challenge discussions; analysis of prior attainment and trend data by subject and level; and the utilisation of existing subject expertise including SQA appointees to support an understanding of the standard. Through trio peer moderation meetings, gathering of data and school reports the Authority will be clear on:

- The processes implemented by each school.
- The outcome of those processes.
- The rationale, including any specific circumstances, to account for any significant variances in performance.

2.2 Whole School analysis

Using Power BI and Insight, senior leaders will be able to:

- Identify if there is a significant disparity with the whole school breadth and depth measures from the previous three-year trend,
- Analyse each subject area and check for any major differences. Caution is required where there is a smaller number of entries in any subject area.

- Check each subject area to identify if there is any over or under estimation of performance.
- Check 2021 working grades against the previous three-year trend, to see if 2021 data is mainly in line with previous trends.
- This process will help to establish a baseline from which to check the provisional results being entered for National 5, Higher and Advanced Higher. Consideration of the breadth and depth measures for individual year groups will also be considered.

2.3 Faculty/Subject analysis

Data sets via Power BI and Insight will help to inform an analysis and dialogue at a Faculty/Subject level. The Power BI reports will compare estimate results (by band) submitted for each subject (Nat 5, Higher, AH) and the actual result which was awarded.

This can be helpful when considering how concordant a subject has been over time. Data can be used to identify any trends, such as a consistent pattern of over or under estimation of grades. Senior Leadership Teams and Faculty Heads will be best placed to provide the attainment story sitting behind the data. There may be a range of factors as to why there is a change in subject performance and each school will be able to detail these.

2.4 Individual Pupil analysis

Schools will provide working grades to the Business Intelligence and Performance Team. This data will then be uploaded into Power BI in a format which allows for an analysis at an individual pupil level.

The following Power BI reports will be provided and support whole school, faculty and individual attainment analysis:

- Summary on individual pupil level (stage, registration class, SCN, name, surname, subject, level, band & grade).
- Summary at a school level (stage, subject, level & grade).
- Breadth and depth information (by stage based on S4 roll).

Subject	National 5	Higher
Chemistry	A	
Computing Science	A	
Engineering Science	A	
English	A	
Mathematics	A	
Physics	A	
Biology	C	
Business Management	B	
English	B	
Geography	D	
Modern Studies	A	
Chemistry	B	
Engineering Science	A	
English	A	
Graphic Communication	C	
Mathematics	B	
Physics	A	
Art & Design	A	
English	A	
History	A	

**Aberdeen City: Historic SQA Examination Results (August Data) & Current Data for Moderation
SCQF Level 5 - 7 (National 5, Higher and Advanced Higher)**

Schools

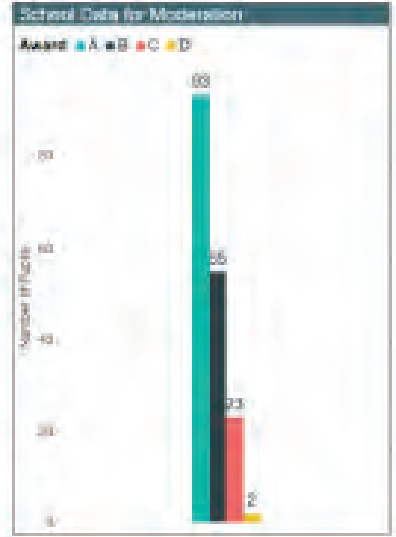
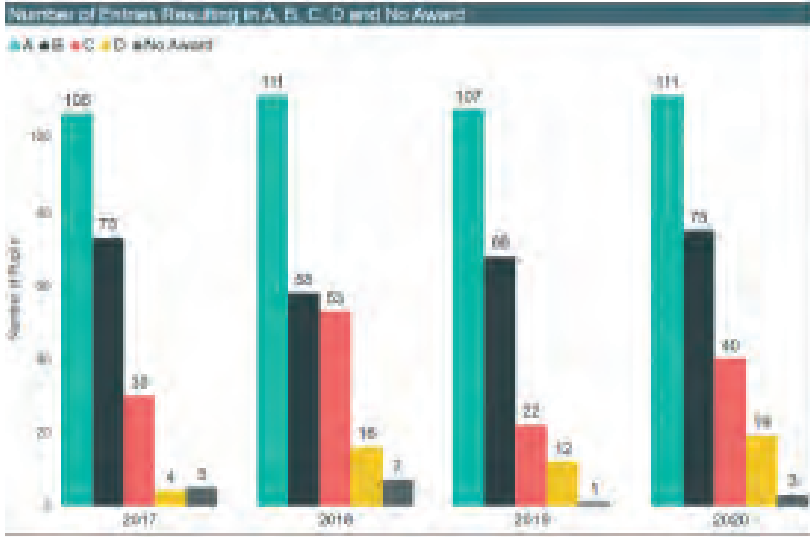
Year
Multiple selections

Level
National 5

Subject
English

Stage
94

HOME



**SQA 2020 Data for Moderation
Breadth and Depth
84 Based Roll**

Stage

HOME

SCQF Level 5

A-D	% A-D	A-C	A-B	A-B	A-B	A	A
1 or more 20	5.1 or more 55.19%	1 or more A-C 18	1 or more A-C 20.2%	1 or more A-B 100	1 or more A-B 10.2%	1 or more A 0	1 or more A 0.0%
2 or more 128	62.0 or more 62.00%	2 or more A-C 787	2 or more A-C 79.0%	2 or more A-B 79	2 or more A-B 8.0%	2 or more A 0	2 or more A 0.0%
3 or more 151	71.0 or more 71.19%	3 or more A-C 71	3 or more A-C 7.1%	3 or more A-B 132	3 or more A-B 13.5%	3 or more A 0	3 or more A 0.0%
4 or more 188	84.4 or more 84.28%	4 or more A-C 188	4 or more A-C 19.0%	4 or more A-B 130	4 or more A-B 13.3%	4 or more A 0	4 or more A 0.0%
5 or more 147	64.0 or more 70.00%	5 or more A-C 104	5 or more A-C 10.4%	5 or more A-B 5	5 or more A-B 0.5%	5 or more A 0	5 or more A 0.0%
6 or more 95	41.8 or more 48.20%	6 or more A-C 37	6 or more A-C 3.7%	6 or more A-B 1	6 or more A-B 0.1%	6 or more A 0	6 or more A 0.0%
7 or more 3	1.3 or more 1.55%	7 or more A-C 0	7 or more A-C 0.0%	7 or more A-B 0	7 or more A-B 0.0%	7 or more A 0	7 or more A 0.0%
8 or more 0	0.0 or more 0.00%	8 or more A-C 0	8 or more A-C 0.0%	8 or more A-B 0	8 or more A-B 0.0%	8 or more A 0	8 or more A 0.0%

SCQF Level 6

A-D	% A-D	A-B	A-C	A-B	A-B	A	A
1 or more 10	11.1 or more 10.9%	1 or more A-B 10	1 or more A-C 0.9%	1 or more A-B 10	1 or more A-B 10.9%	1 or more A 0	1 or more A 0.0%
2 or more 40	44.4 or more 43.9%	2 or more A-B 40	2 or more A-C 3.6%	2 or more A-B 0	2 or more A-B 0.0%	2 or more A 0	2 or more A 0.0%
3 or more 50	55.6 or more 55.1%	3 or more A-B 50	3 or more A-C 4.5%	3 or more A-B 0	3 or more A-B 0.0%	3 or more A 0	3 or more A 0.0%
4 or more 60	66.7 or more 66.2%	4 or more A-B 60	4 or more A-C 5.5%	4 or more A-B 0	4 or more A-B 0.0%	4 or more A 0	4 or more A 0.0%
5 or more 70	77.8 or more 77.3%	5 or more A-B 70	5 or more A-C 6.5%	5 or more A-B 0	5 or more A-B 0.0%	5 or more A 0	5 or more A 0.0%
6 or more 80	88.9 or more 88.4%	6 or more A-B 80	6 or more A-C 7.5%	6 or more A-B 0	6 or more A-B 0.0%	6 or more A 0	6 or more A 0.0%
7 or more 90	100.0 or more 100.0%	7 or more A-B 90	7 or more A-C 8.5%	7 or more A-B 0	7 or more A-B 0.0%	7 or more A 0	7 or more A 0.0%
8 or more 100	111.1 or more 110.6%	8 or more A-B 100	8 or more A-C 9.5%	8 or more A-B 0	8 or more A-B 0.0%	8 or more A 0	8 or more A 0.0%
9 or more 110	122.2 or more 121.7%	9 or more A-B 110	9 or more A-C 10.5%	9 or more A-B 0	9 or more A-B 0.0%	9 or more A 0	9 or more A 0.0%

SCQF Level 7

A-D	% A-D	A-B	A-C	A-B	A-B	A	A
1 or more 3	3.3 or more 3.3%	1 or more A-B 3	1 or more A-C 0.3%	1 or more A-B 3	1 or more A-B 3.3%	1 or more A 0	1 or more A 0.0%
2 or more 12	13.3 or more 13.3%	2 or more A-B 12	2 or more A-C 1.3%	2 or more A-B 12	2 or more A-B 13.3%	2 or more A 0	2 or more A 0.0%
3 or more 21	23.3 or more 23.3%	3 or more A-B 21	3 or more A-C 2.3%	3 or more A-B 21	3 or more A-B 23.3%	3 or more A 0	3 or more A 0.0%
4 or more 30	33.3 or more 33.3%	4 or more A-B 30	4 or more A-C 3.3%	4 or more A-B 30	4 or more A-B 33.3%	4 or more A 0	4 or more A 0.0%
5 or more 39	43.3 or more 43.3%	5 or more A-B 39	5 or more A-C 4.3%	5 or more A-B 39	5 or more A-B 43.3%	5 or more A 0	5 or more A 0.0%
6 or more 48	53.3 or more 53.3%	6 or more A-B 48	6 or more A-C 5.3%	6 or more A-B 48	6 or more A-B 53.3%	6 or more A 0	6 or more A 0.0%
7 or more 57	63.3 or more 63.3%	7 or more A-B 57	7 or more A-C 6.3%	7 or more A-B 57	7 or more A-B 63.3%	7 or more A 0	7 or more A 0.0%
8 or more 66	73.3 or more 73.3%	8 or more A-B 66	8 or more A-C 7.3%	8 or more A-B 66	8 or more A-B 73.3%	8 or more A 0	8 or more A 0.0%
9 or more 75	83.3 or more 83.3%	9 or more A-B 75	9 or more A-C 8.3%	9 or more A-B 75	9 or more A-B 83.3%	9 or more A 0	9 or more A 0.0%
10 or more 84	93.3 or more 93.3%	10 or more A-B 84	10 or more A-C 9.3%	10 or more A-B 84	10 or more A-B 93.3%	10 or more A 0	10 or more A 0.0%

3. MODERATION TIMELINE

Date/Stage	Events/Focus
10 August – 7 June	<ul style="list-style-type: none"> • Focus on learning and teaching to consolidate understanding • Formative assessment to help inform teacher judgement and provide pupils with valuable feedback to secure improvement. • Approach to capturing assessment evidence will adapt in response to the pandemic and any associated mitigations (e.g. lockdown, L4 restrictions). • Phased return of subjects with a high level of practical activity will allow for capturing assessment evidence from 22 February. Any assessment will only take place if sufficient learning and teaching has taken place. • There will be a dual process whereby learning and teaching will continue, and assessments will run as and when appropriate to capture demonstrated attainment when young people are ready. • SQA has emphasised the importance of splitting assessment pieces to allow greater flexibility in capturing assessment evidence to demonstrate attainment. Faculty PTs will follow this advice when planning opportunities for capturing assessment evidence. • In school moderation including cross marking and sampling of pupil evidence. • In school analysis and input of data.
February In Service February Senior Leader Peer Moderation	N5/H/AH School and LA Moderation: <ul style="list-style-type: none"> • Understanding the Standard In Service events for all class teachers. • Senior Leader Peer Moderation explore meetings to approaches to the effective use of data to support moderation of provisional results.
4th May In Service SQA guidance on producing provisional results has been shared, understood and used by all teaching colleagues. All teaching staff to complete Determining provisional results at National 5, Higher and Advanced Higher.	In school moderation including cross marking and sampling of pupil evidence. Where a subject area requires support, the LA makes appropriate arrangements in partnership with Head Teacher. There may be instances where there is one subject specialist within the school who would appreciate working with a colleague in another school.
Moderation Days 28th May 4th June	On 28th May, teaching staff led by the Faculty PT will continue with marking and moderation of pupil work to support decision-making regarding provisional results. On 4th June, final provisional results will be submitted to the Business Intelligence Team.

Date/Stage	Events/Focus
7 - 14 June	<ul style="list-style-type: none"> • Schools submit faculty and whole school data and report to LA. This is a live document which will allow schools to continue moderation activities at the same time as the Business Intelligence Team. • School is then provided with individual pupil data on PowerBI. Schools will use this to pick up on any individual anomalies. For example, schools may ask House Teams to review data for individual pupils and report back any anomalies. • Schools receive feedback on data submitted from LA. For example, the LA may spot a significant drop in a whole school measure or a significant increase in a subject specific measure. • Following feedback received, the HT may decide to revise the provisional results. This is the responsibility of the HT based on their knowledge of subjects and cohorts. Any such decision will be made in partnership with the Faculty PT and Senior Leadership Team. • It may also be the case that schools continue to assess and gather demonstrated attainment for pupils where they have missed learning, teaching and assessment opportunities (e.g. self-isolation).
By 25 June	<ul style="list-style-type: none"> • Final Submission of provisional results to SQA • Individual schools will agree their own internal administration dates to allow for the final deadline to be met.
*Dates can be subject to change by the Scottish Government.	

4. FEBRUARY DATA MEETINGS AND INSET DAY

• Data Meetings

In February, each school's approach to data analysis will be validated by peer senior leaders within their trio/quad schools, a central officer, and a member of the Business Intelligence Team. This will take place via Teams.

The following reflective questions will be used to support and facilitate this professional dialogue and each school will complete and submit a report to the central team prior to the meeting (completed exemplar Appendix B):

<p>On a whole school basis:</p>	<ul style="list-style-type: none"> • How do you plan to measure the previous trend data (3 years minimum and excluding 2020) for the national qualifications being presented? • How will you use this data to help inform the whole school picture for 2021? • How will this help you establish a baseline to check the predicted grades being entered for National 5, Higher and Advanced Higher? Consideration of the breadth and depth measures for individual year groups may be beneficial here. • Power BI points to where there is an over and under estimation in terms of estimate grades entered and final SQA awards. Any clear issues emerging?
<p>On a subject specific basis:</p>	<ul style="list-style-type: none"> • How do you plan to use previous trend data in conversations with Faculty PTs? • Any issues that you can share at this point which may impact on 2021 attainment? • Any reasons why any whole school measures or subject attainment may be out of line with previous trends? Examples: staffing, improvement due to attainment action plan, new school.
<p>On an individual pupil basis:</p>	<ul style="list-style-type: none"> • How do you intend to check if there are any attainment discrepancies? Example: attaining highly across all subjects except for one and it is in the same curricular area.
<p>Any support required? If so, please outline what would be helpful.</p>	

• Inset Days

Each member of staff presenting a pupil for a national qualification will engage with [SQA Understanding the Standards resources](#) on 16/17 February. For those subjects with an identified lead in the city, Google Meet sessions will be in place to facilitate collegiate and professional dialogue around the standard.

SQA is adding to the broad range of subject-specific materials which are already available. This includes a programme of new webinars as well as the creation of other materials for subjects that have identified the need for additional support. Additional webinars and materials may be added depending on teacher and lecturer needs. Recordings are made available on SQA's website for anyone who is unable to attend the live webinar.

Understanding Standards materials are available from SQA's NQ subject pages and Understanding Standards website.

In preparation for the Inservice Days, an up-to-date list of SQA markers in the Authority was created. This was done in consultation with schools to ensure accuracy. From this list, volunteers were identified to support and facilitate a professional dialogue based around the SQA Understanding Standards. A drop-in session for these subject leads took place on Monday 8th February to allow for a discussion around the format of the subject meetings. This session was led by an experienced SQA Assessor.

A suggested outline of the Inservice Days was shared with leads for discussion ([Appendix B](#))

Leading on from the In-Service day there will be an opportunity for further collaboration with colleague/s. Over 45 colleagues in the City have come forward to support this, with varying levels of experience and roles within the SQA.

5. JUNE DATA COLLECTION AND REPORT

Between February and June, schools will continue to gather evidence and populate their internal tracking systems (update working grades). Schools will continue to share working grades with pupils and parent/carer's in line with the whole school reporting calendar.

In June, the data the school intends to submit to SQA will be checked by the Business Intelligence and Performance Team. To ensure a full understanding of the school's attainment story, the HT/DHT will complete a report which will sit alongside the data and explain any variance from previous attainment trends.

Data and Reports for all schools will be held centrally and can be used in any dialogue with the SQA should they question central officers about any variance in a school's data.

6. APPENDICES

A. [Power BI Guidance](#)

B. February Inservice Days

Time	Tuesday 16th February National 5 - Focus
9:00am-10:30am	Access Understanding Standards + Subject Webinars. Preferably using the 2019 paper which is an answered script (where available or closest available year), blind mark the paper. This means do not activate the comments on the paper.
10:30am-11:00am	Break
11:00am-1:00pm	<p>N5 Lead groups-break into Subject specific groups accessed via the Google meet link. (to be shared via Headteachers prior to the inset days)</p> <ul style="list-style-type: none"> • Welcome and outline of the session. • Work through script providing marks awarded using the comments that are provided by the SQA. • Opportunity for questions in each section/open discussion. • Discussion on common themes coming through or other issues raised. Discussion on assessment aspects that offer most challenge to learners. • Summary of main points and end of session.

Time	Wednesday 17th February Higher - Focus
9:00am-10:30am	Access Understanding Standards + Subject Webinars. Preferably using the 2019 script which is an answered script where available or closest available year), blind mark the paper. This means do not activate the comments on the paper.
10:30am-11:00am	Break
11:00am-1:00 pm	<p>Higher Lead groups - break into Subject specific groups accessed via the shared Google meet link.</p> <ul style="list-style-type: none"> • Welcome and outline of the session. • Work through script providing marks awarded using the comments that are provided by the SQA. • Opportunity for questions in each section/open discussion. • Discussion on common themes coming through or other issues raised. Discussion on assessment aspects that offer most challenge to learners. • Summary of main points and end of session.

C. February Data Meeting - Reflective Questions Template/Exemplar

ASSESSMENT AND MODERATION MEETING FEBRUARY 2021

School: Aberdeen City School

Please refer to the paper Senior Phase - use of data and professional learning 2020/21 previously issued.

The purpose of data analysis is to support the submission of fair predicted awards for each candidate to the SQA by 18 June. Each school's approach to the use of data will be discussed and validated at a meeting with peer senior leaders within trio/quad groupings, a central officer and a member of the Business Intelligence Team.

Please complete the following template to illustrate your school's approach to data analysis and share this with colleagues at least two days prior to your agreed meeting time. A few bullet points within each heading will suffice.

WHOLE SCHOOL ANALYSIS	
<p>How do you plan to measure the previous trend data for the NQ being presented? (3 years minimum excluding 2020).</p> <p>How will you use this data to help inform the whole school picture for 2021?</p> <p>How will this help you to establish a baseline to check the predicted grades being entered for National 5, Higher and Advanced Higher? (Consider the breadth and depth measures for individual year groups.)</p>	<ul style="list-style-type: none"> • Review Insight data and Power Bi data • Make use of data already captured for use in 2020. This provided a clear picture of how concordant the school was in terms of breadth and depth measures. • For 2020, the analysis gave an overview that N5 seemed lower than previous years, Higher and Advanced Higher showed a slight increase. • Input 2021 working grades and check these against previous three year trend, check and see if 2021 data is mainly in line with previous trends. • Accept that there may be an increase due to changed assessment methods. • If there is a significant disparity with the whole school measures from the previous three year trend, look in particular at subjects with a larger pupil uptake, Maths and English and check for any major differences. Then, go through the other subject areas as well.
<p>Power Bi indicates where there is an over and under estimation of estimate grades entered and final SQA awards. Are there any clear issues emerging? Please give details.</p>	<ul style="list-style-type: none"> • N5 = 1141 presentations, differential is -0.18 • Higher = 838 presentations, differential is -0.16 <p>Power Bi generated the averages for N5 and Higher from all subjects in the school. The rating indicates the percentage difference between the predicted grade and the final grade for the number of young people finally presented. If it is negative, the final grade was on average lower. If 0 it is, on average, 100% accurate. If positive, it means, on average, pupils did better than expected.</p> <p>The data shows the school was largely in line. Check for subject specific detail for any over or under estimation. Discuss this data with PTs and raise awareness.</p> <p>Subject specific under estimation:</p> <p>Subject specific over estimation:</p>

<p>Are there any issues to be shared at this point which may impact on 2021 attainment at whole school level? For example: staffing, new school.</p>	<ul style="list-style-type: none"> • Attainment Action Plan – introduction of N5 Application of Maths for S5 pupils, this is showing improved engagement and improved pass rate for S5 pupils at SCQF Level 5. This may push up SCQF Level 5 measure. • Staffing issue in Modern Languages may impact on Higher French results. • Covid related engagement issues with identified learners. Tracking of engagement and cause for concerns identify the pupils concerned and action has been taken on an individual basis. Practical subjects – but this will be a national issue and may be overtaken by national decisions. • May be less No Awards. Allowing Change of Level but no withdrawal from courses. Pupils have longer to demonstrate attainment with 18 June date.
SUBJECT ANALYSIS	
<p>How do you plan to use previous trend data in conversations with PTs?</p>	<ul style="list-style-type: none"> • Subject staff have the three year trend data already. PTs already know where each subject and level should sit in % terms – No of As, Bs, Cs, Ds, NA. • Check working grades for 2021 presentation against previous trend. Challenge if grades falling below e.g. significantly fewer As. Seek justification and ask for evidence base if too high.
<p>Are there any issues to be shared at this point which may impact on 2021 attainment in a specific subject? For example: staffing, impact of attainment action plan? Is there any subject/level of concern?</p>	<ul style="list-style-type: none"> • Attainment Action Plan – introduction of N5 Application of Maths for S5 pupils, this is showing improved engagement and improved pass rate for S5 pupils at SCQF Level 5. • Staffing issue in Modern Languages may impact on Higher Mandarin results.
INDIVIDUAL PUPIL ANALYSIS	
<p>How will you check for any attainment discrepancies for individual pupils? For example: where a pupil is attaining highly in all courses except one and it is in the same curricular area.</p>	<ul style="list-style-type: none"> • Check each candidate's WG, any obvious errors? • Ask House teams to complete a check across subjects and spot any issues/anomalies • Take back any individual issues to subject PTs and ask for a double check against the evidence.
OTHER	
<p>Do you require any support in this moderation process? Please outline.</p>	<p>Last year, pivot tables were produced which allowed data to be sorted to analyse whole school measures, subject/level and individual grades. The data was extracted from the SQA spreadsheet. The SQA is likely to upload the WG from SEEMIS as the predicted grade this session. The downloading of this data from SEEMIS for analysis is not as straightforward. Conversations have taken place with the Business Intelligence team and if schools provide the WG, it may be possible for PowerBi to do this analysis without the school creating pivot tables.</p>

D. June HT Report Template

Final Head Teacher Moderation Report on Provisional Results June 2020
The following report should be read in conjunction with the data submitted to the Local Authority. The report points to any anomalies in the data submitted. An explanation is provided where there is a variation in a whole school or subject specific trend. There is an opportunity at the end of the report to note any other relevant points.
School:
Whole School Analysis
Faculty/Subject Analysis
Other comments

E. [NQ2021-head-of-centre-statement-of-assurance](#)

F. LA data spreadsheet

To be added after receipt of information from the SQA on the process for collection of the provisional results.

G. [Parent and Carer Guide](#)

H. [NQ-2021 - What you need to know for 2021](#)

H. Assessment Arrangements for 2020-21

Centres do not need to submit assessment arrangement requests to SQA for National Qualifications in 2020-21. You should use the same assessment arrangements processes already in place and:

- Comply with up to date guidance on COVID-19 both from Aberdeen City and Scottish government
- Where an arrangement is not possible, try an alternative. The candidate may need to practice.
- Where candidates are unable to come into the centre, internal assessments can be conducted [remotely](#) provided appropriate authentication measures are in place.
- If you are in any doubt about whether a candidate is eligible for a particular assessment arrangement, or whether the assessment arrangement compromises the assessment or competence standards, your SQA co-ordinator should [contact us](#) as soon as possible

	Action
Assessment arrangement spreadsheet: already verified work	<ul style="list-style-type: none"> • Create and share with staff overview of arrangements already used by learners. • Staff re-familiarise themselves with the arrangements/learner needs and check individual arrangements for their learners/faculty. • Consider if arrangements remain appropriate. • Any new emerging arrangement needs: • Follow normal procedures in gathering evidence as quickly as possible • le any emerging health issues that can be evidenced to support additional assessment arrangements.
IT arrangements: Learners requiring IT to use their chrome-books or faculty device in the classroom.	<ul style="list-style-type: none"> • Those requiring text to speech will need to use headphones unless in a room by themselves. If a learner is using a chromebook they will have to open read & write texthelp and access the playback feature. If using a class PC they will need to use an appropriate reader. This should be set up prior and not included in the exam timings. • Arrangements for speech to text/reader/scribe, are in place well in advance • Digital papers to be organised for learners who require them • Chromebooks - it is not possible to disable internet access, ensure invigilator is able to view screen and learner to avoid compromising assessment. Ensure distancing in accordance with COVID guidance. • School computers - exam logins which prevent internet access may be created by technicians/those with access.
Small room accommodation	<ul style="list-style-type: none"> • Assessments all within appropriate class area/ size of cohort, where possible accommodate within the classroom. • Previous accommodation arrangements should be continued. • In exceptional cases small room accommodation may still be required • Consider size of room to enable distancing guidance and ventilation

All assessments must be logged	<ul style="list-style-type: none"> • All arrangements must be recorded with when they were used. • Consider: Learner is issued with a cover sheet with their assessment. Learner completes this, ticking the arrangements used, signs and teacher/invigilator signs and if used kept with assessment
Learner/Parent Communication	<ul style="list-style-type: none"> • Learners should be issued with a letter which details their assessment arrangement (parent copied in) as soon as practicable prior to the assessment date.
Adapted papers	<ul style="list-style-type: none"> • Faculty to adapt papers. Eg. size 14 font/green paper
Extra time	<ul style="list-style-type: none"> • Where appropriate, extra time is factored in to class/period times. Assessments can be split to accommodate this, including SQA Papers. • Extra time is normally up to 25% depending on need. Where extra time above 25% is required this must be evidenced in partnership.
English as an additional language	<ul style="list-style-type: none"> • Where a learner has English as an additional language and whose knowledge of English makes it difficult to communicate their attainment, may be allowed the use of a bilingual translation dictionary in their SQA assessments. Candidates are allowed up to 10 minutes per hour extra time to use the dictionary in the external examination • Record as above.

