



# IRVINE ROYAL ACADEMY

Ambition • Respect • Responsibility

## SQA Policy 2025

### (Presentations, Change of level, Estimates, AAA, SQA Appeals)

The aim of this policy is to enable pupils to be presented and to achieve success at the highest possible level.

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| <b>Our Commitment ...</b>                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Every pupil at Irvine Royal Academy will secure SCQF accreditation within each chosen subject area. The accreditation gained by each pupils will have purpose and relevance to support their future employability opportunities.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Initial Presentation Level</b>                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• Levels entered at course progression time will be determined by prior attainment.</li><li>• Pupils will progress with their 5 highest attaining subjects in S3 along with English and Mathematics.</li><li>• Pupils, Parents/Carers, Teachers, FHs/PTs and Integrated Support Staff will be involved in the progression process.</li><li>• Parents/Carers will support the course progression process through dialogue with their young person. They will be invited to attend an information session.</li><li>• Subjects will have their own entry requirements driven by data which can accurately predict pass rates. Prior attainment will be a driving factor.</li><li>• [Discretion can be applied, based on pupil prior attainment, in subjects which would highlight that they are capable of the subject e.g. choosing this subject in S6 as a new subject.]</li></ul> |
| <b>2 year presentation policy</b>                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• At the start of a learner journey, there should be no agreement with the pupil that they will be following a school based 2 year course. Picking a subject 2 years in a row with only be approved by the HT. If a pupil is not on track in a subject, the pupil will PIVOT to a level or subject they can attain in during that year of presentation.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Pupil performance is tracked and monitored to ensure that <b>all</b> pupils are presented at the correct level. Any change in performance will be highlighted to Parents/Carers with the expectation that interventions will be fully supported. This will be done on an on-going basis through regular communication from PTs/FHs.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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| <b>Change of Level</b>                                                                                                                                                                                                                                                                                                                          | <p>After September, <b>no</b> level changes will be made until after completion of the <b>Prelim</b> examinations.</p> <p><b>Process</b></p> <ol style="list-style-type: none"><li>1. Learner Conversation between the CT and Pupil.</li><li>2. Change of Level Form is generated by the CT to their FH/PT.</li><li>3. FH must inform HT if change of level impacts 5@5, 5@6 attainment. Agreement must be sought.</li><li>4. FH or CT – (directed by FH) phones home for consent from Parent/Carer.</li><li>5. FH passes copy of form to Guidance and to SQA Co-ordinator for processing.</li><li>6. Guidance collate forms for discussion at House meetings with HOH.</li><li>7. Change of level form signed by HoH and then passed to the SQA Coordinator for processing.</li><li>8. Parent/Carer disagreement with advised level change/ request to continue with level. Written agreement to be secured from Parent/Carer which acknowledges that their decision is against teacher professional judgement.</li></ol> |
| <ul style="list-style-type: none"><li>• All changes of levels are determined by the <b>holistic</b> performance of a pupil. This performance will be evidenced by tracking and monitoring throughout the academic session.</li><li>• SQA presentation levels will be confirmed by <b>March 19 2025</b>, as per whole school calendar.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Estimates</b>                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>• Estimates will be used under the 'Exceptional Circumstances' process. All estimates <b>must</b> be based on robust <b>evidence</b> across the academic session.</li><li>• SQA estimates will be lifted directly from the working grade entered at the <b>last</b> tracking and monitoring period. Deadline <b>March 26 2025</b>.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Parent/Carer Level Change Requests</b>                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Where requests are received by Parents/Carers to change pupil level, a meeting will be arranged with the HoH and the PTG. Each case will be considered on an individual basis.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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| <b>Alternative Assessment Arrangements</b> | <ul style="list-style-type: none"><li>• It is the responsibility of the class teacher to ascertain if AAA is required for any pupil.</li><li>• At the beginning of each session, class teachers should refer to the AAA arrangements from the previous year, and the confidential information spreadsheet to help identify <b>potential</b> AAA candidates.</li><li>• Learning conversations, classwork, assessments etc. should be used alongside the above to determine the AAA requirements of a young person.</li><li>• If the class teacher decides that AAA is required, it is their responsibility to complete the 'request for AAA' paperwork and provide appropriate evidence within the timescale noted on the school calendar.</li><li>• Separate accommodation (and in some instances extra time) due to health issues does not require evidence from the class teacher. However, a request form must be submitted, and if any other form of AAA is required i.e. reader, evidence must be collected to support this request.</li></ul>                                                                                  |
| <b>SQA Appeals</b>                         | <ul style="list-style-type: none"><li>• Class teachers should share component marks with pupils.</li><li>• CTs should inform individual Pupils of their right to appeal should they wish a recount of marks.</li><li>• CTs should have a dated record of the conversation around the Pupil's chances of an appeal if they have achieved below their estimated grade.</li><li>• CTs should submit an appeal for all pupils who are 1 mark off the grade boundary cut offs, if the Pupil/Parent/Carer is in agreement with this and they are eligible for an appeal.</li><li>• CTs should complete the appeal procedure paperwork to ensure that the Pupil and the Parent/Carer are aware that submitting an appeal may result in the grade going up or down when the paper is checked for accuracy of marks totalled.</li><li>• CTs should pass the appeals paperwork to FH and keep their own copy.</li><li>• FHs should QA the CT appeals procedure. The FH should ensure that all CTs have followed the procedures for submitting appeals as outlined in the list of CT responsibilities. They should keep a list of all</li></ul> |



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## SQA Appeals continued

pupils who submit an appeal and cross reference this with the list shared by the SQA Co-ordinator once all appeals have been submitted. FHs should send this list to the SQA Co-ordinator for cross referencing.