



# Moray Education

SQA - Session 2020/21  
Progress and Planning – Term 3

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To assist SQA planning and the Senior Phase return to school, please complete overview below of subject course delivery and evidence gathering, and aid planning for the opening of school for completion of practical work.

If you have completed this as part of a school based requirement, please bring along to your subject group meeting to support a collaborative discussion on authority working and next steps.

Please note the following:

- students can only attend school for subjects with course work that cannot be completed in any capacity at home, such as practical activities which require specialist equipment
- the return of students for practical coursework has not to be done under assessment conditions, it is an opportunity for completion of course content. Work completed may be used to make judgements on progress and levels
- we will use the information you provide regarding course coverage and evidence to inform our creation of our SQA assessment plans and timeframe

School –

| Subject | Level | % Course Covered to date | Evidence Gathered to Date | Evidence Outstanding |
|---------|-------|--------------------------|---------------------------|----------------------|
|         |       |                          |                           |                      |
|         |       |                          |                           |                      |
|         |       |                          |                           |                      |

**SQA Assessment Guidance**

Please indicate (copy and paste if preferred) the most up to date subject specific SQA assessment advice for N5/H/Adv.H:

|  |
|--|
|  |
|--|

**Practical Course Work Completion**

| Subject | Level | Coursework to Complete | Estimated Time Required | Number of Students |
|---------|-------|------------------------|-------------------------|--------------------|
|         |       |                        |                         |                    |
|         |       |                        |                         |                    |
|         |       |                        |                         |                    |
|         |       |                        |                         |                    |

### Moray SQA – ACM Timeline

|                          |   |
|--------------------------|---|
| w/b 8 February           | Learning and Teaching continues for all<br>Practical Subject 3 Tier List agreed   |
| w/b 15 Feb<br>w/b 22 Feb | Subject group meetings <ul style="list-style-type: none"> <li>• Completion of subject assessment frameworks, including agreed assessment and moderation approaches</li> <li>• Completion of SQA 2021 Planning document</li> <li>• Appointee role discussion</li> </ul>  |
| 22 February              | Potential senior pupil return for practical aspects of learning on rotation basis – agreed 3 tier approach  |
| From 22 February         | Learning and Teaching continues for all, including consolidation and preparation for assessment   |
| 8 March                  | Inservice <ul style="list-style-type: none"> <li>• Subject group meetings</li> <li>• In school collaborative working – moderation and sampling support</li> <li>• Subject assessment frameworks and SQA 2021 Planning documents discussed and agreed</li> <li>• Data analysis overview and planning<br/>– pre 2020, 2020, preparing for anomalies 2021</li> </ul> |
| From April – TBC         | Formal Assessment following consolidation of learning – Block 1   |
| From April – TBC         | Formal Assessment – Block 1<br>Sampling and Moderation – school and LA (subject groups)   |
| Ongoing                  | Learning and Teaching continues   |
| From May – TBC           | Formal Assessment – Block 2   |
| From May - TBC           | Formal Assessment – Block 2<br>Sampling and Moderation – school and LA (subject groups)   |
| w/b 3 May<br>w/b 10 May  | Subject group meetings  |
| During May               | SQA sampling – request, review and feedback assessment evidence in selected subjects<br>One or two pieces of key evidence submitted from small number of learners<br>Evidence can be partial/incomplete; practical subjects may be professional discussion  |
| 21 May                   | Provisional Grades – Submission 1<br>School level discussion and moderation<br>School SLT, PT and department including assessment framework   |
| From May – TBC           | Additional Assessment as required   |
| 4 June                   | Provisional Grades – Submission 2<br>School level discussion and moderation – with documentation<br>School SLT, PT and department, central staff if required  |
| w/b 7 June               | Quality Assurance at LA level 1<br>School SLT, central officers, peer SLT – previous datasets, current draft grades, department assessment frameworks and SQA 2021 Planning   |
| w/b 14 June              | School input and finalisation of grades following Moray QA processes  |
| w/b 14 June              | Quality Assurance at LA level 2 as required<br>School SLT, central officers, peer SLT – datasets, documentation   |
| 18 June                  | Final SQA Submission at Moray level   |
| 25 June                  | SQA Provisional Results Deadline  |



# Moray Education

SQA - Session 2020/21  
N5, Higher and Advanced Higher



## National Qualifications Quality Assurance Specification

*Completed for each subject/level prior to school and LA SQA Provisional Results Meetings*

|                |  |
|----------------|--|
| <b>School</b>  |  |
| <b>Subject</b> |  |
| <b>Level</b>   |  |

| <b>Name</b> | <b>Designation</b> | <b>Name</b> | <b>Designation</b> |
|-------------|--------------------|-------------|--------------------|
|             |                    |             |                    |
|             |                    |             |                    |
|             |                    |             |                    |

### Understanding Standards

Staff listed above have engaged in the following activities in national standards

| <b>Activity</b>   | <b>(✓)</b> |
|---|------------|
| Read current documentation available on SQA website in relation to Course Specification and Assessment. |            |
| Read current documentation available on SQA website in relation to Understanding Standards              |            |
| Attended SQA webinars or watched records of webinars in relation to Understanding Standards             |            |
| Completion of the 2020-21 Quality Assurance of Estimates course for NQs on SQA Academy                  |            |
| Discussion and clarification with subject group colleagues  |            |
| Staff are aware of LA and school's quality assurance procedures   |            |

### Moderation

| <b>Activity</b>   | <b>(✓)</b> |
|---|------------|
| Professional dialogue in department relating to standards - moderation undertaken and recorded <ul style="list-style-type: none"> <li>School level</li> <li>Subject group level</li> </ul>                |            |
| Moderation evidence and record of discussion is available   |            |
| Agreement and moderation of <ul style="list-style-type: none"> <li>Specific instruments of assessment</li> <li>Marking instructions used</li> <li>Candidate evidence</li> <li>Grade boundaries</li> </ul> |            |

## Verification

| <b>Activity</b>   | (✓) |
|---|-----|
| Sampling of learners' assessment evidence   |     |
| <ul style="list-style-type: none"> <li>Marking is consistent with national standards has been undertaken school level</li> <li>Marking is consistent with national standards has been undertaken subject group level</li> </ul> |     |
| Sampling of learners' assessment evidence submitted and accepted as SQA external verification   |     |
| Feedback received from SQA as part of SQA external verification was acted upon  |     |
| Records are available of the use of candidate evidence used in verification exercises   |     |

## Provisional Results Judgements

| <b>Activity</b>   | (✓) |
|---|-----|
| Agreed range of evidence used consistently in judgement of provisional result   |     |
| Multiple staff have been involved in marking assessments and grade judgements for each candidate. (No single candidate grade has been determined by a single teacher) |     |
| All provisional results are based on the candidate evidence collected during the course of session 2020-21 and no results are based on any inferred attainment        |     |
| All candidate evidence has been collected in accordance with the conditions specified by SQA  |     |

## Summary of Provisional Results Data for submission

|                   | <b>Entries</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>F</b> |
|-------------------|----------------|----------|----------|----------|----------|----------|
| <b>Number</b>     |                |          |          |          |          |          |
| <b>Percentage</b> |                |          |          |          |          |          |

| <b>Data Analysis</b>  | <b>Y/N</b> |
|---|------------|
| Review of SQA 2016-2019 attainment data in line with provisional results and grade distributions. o, please provide summary of any noted reasons for significant difference |            |
| <i>Any differences and reasons:</i>   |            |
|   |            |

## Sign off by department staff:

| <b>Name</b> | <b>Designation</b> | <b>Date</b> |
|-------------|--------------------|-------------|
|             |                    |             |

## Senior Management Quality Assurance

| <b>Activity</b>   | (✓) |
|---|-----|
| Review of performance data and any reasons for significant difference to historical data                |     |
| Provisional results judgements and quality assurance procedures is in accordance with agreed procedures |     |

## Final sign off by SLT :

| <b>Name</b> | <b>Designation</b> | <b>Date</b> |
|-------------|--------------------|-------------|
|             |                    |             |



# Moray Education

SQA Subject Group Meetings – Term 4  
May 2021



## National Qualifications – N5, Higher and Advanced Higher

Subject group meetings will take place during the weeks beginning 3 May and 10 May, with opportunities either side of these dates due to May day and Occasional days.

This document is designed to provide clarification and focus for meeting discussion and planning for next steps in assessment, moderation and sampling.

### **Meeting Agenda**

- **Review of assessment framework**
- **Moderation of question paper, marking instructions**
- **If assessment has been undertaken, review of script marking**
- **Grade boundary discussions**
- **Review of quality assurance proforma**
- **In-service planning – 13 May and 31 May**
- **AOCB**

### Alternative Certification Model Principles

- Pupil awards will be made using grade bands submitted by teachers to the SQA based on evidence of demonstrated attainment from high predictive value assessments completed under controlled conditions in school
- There will be no adjustment for inferred attainment
- There will be no 'algorithm' applied by SQA to the pupil grades submitted by centres
- As a result, pupil awards will be based solely on their demonstrated attainment subject with:
  - Internal centre-level moderation
  - Subject-level moderation
  - Review of summary data by centre senior leaders
  - Review of summary data by LA managers
- The review of summary data may lead to a further review of candidate evidence, including by SQA appointees.
- Once submitted to the SQA, grades will be subject to administrative checks to ensure that the grades held are as intended by the centre

### Assessment and Moderation

- Centres should adhere to the advice provided by SQA
- **Centres should plan for summative course assessment to take place during term 4 as a means of generating evidence for provisional awards**
- The focus should remain on quality and not quantity
- SQA has made full summative exam papers available for use by centres
- **The assessments undertaken in centres should reflect the courses and programmes as experienced by young people in individual centres, taking into consideration the changes requiring to be made in response to circumstance, and the revisions made to individual subjects by the SQA. It is noted in the SQA guidance that, "Not every topic in every area needs to be assessed exhaustively"**
- Should SQA assessments be used, they should be reviewed in this context, rather than viewed as an 'off the shelf' product. To retain their high predictive value, it would be anticipated that in some subject areas this may entail only minor revisions

- **Grade boundaries should be considered after the assessment has been completed in the usual way and should reflect the normal considerations given to the difficulty of the paper and the conditions for assessment if they impact on the difficulty of the paper. It is recognised that these may vary from school to school**
- It is expected that any or all teachers with a role in the process of determining candidate awards should have engaged in training activity relating to Understanding Standards
- Centres and individual subject departments should engage in quality assurance of summative assessment tools and in moderation of summative assessments eg validation of papers and marking instructions, cross marking
- **Centre staff should support and participate in subject network activity to moderate pupil evidence across the Local Authority**
- Particular attention should be paid to candidate evidence where the reported result may be, or has been, disputed eg candidate evidence which indicates a result just short of a grade boundary or where a candidate disagrees with the grade awarded
- SQA will sample candidate evidence from some subjects in each centre, and feedback to centres will be provided
- It is expected that centres will act on feedback provided by SQA
- **The outcome of summative assessments, once moderated, should be shared and discussed with candidates as part of ongoing learner conversation. This might also include an explanation for grade decisions and feedback to support improvement in any subsequent planned assessment**
- **Such an approach means that candidates will be aware of the provisional awards submitted by their centre and understand that they have been checked to ensure that they are fair and accurate. As such, there should be 'no surprises' for candidates**
- This approach allows for the views of candidates and their parents to be considered within the QA process and prior to submitting provisional awards. This may reduce the likelihood of disputed outcomes and therefore appeals
- If an agreement cannot be reached, candidates will be able to appeal the assessment decision. The appeals process is currently being considered

#### Recording and Reviewing Data

- Headteachers/Senior Leaders will have ongoing engagement with faculty leaders/principal teachers to discuss the outcomes of the provisional award process
- This should take place as early as possible and explore areas which may require additional layers of quality assurance of learner evidence
- This will include comparison with prior attainment levels and trends for each subject and level. However, this process will not lead to any automatic adjustment of grades
- Any potentially unexpected results or patterns may be further explored, and additional quality assurance of evidence undertaken around grade boundaries. This could include a review of the evidence by an SQA Appointee

#### SQA Sampling

- SQA will notify centres of the subjects and levels selected for the sampling exercise. The sample will be random in almost all cases, however any subject presented by a centre for the first time will be included in the sample
- Centres will be required to provide evidence from up to 5 learners, across a range of grades and, where possible, from different classes
- The assessment evidence provided for this exercise can be partial or incomplete
- Centres will be expected to review practice and/or provisional grades as required in response to SQA feedback



# Moray Education

## SQA - Quality Assurance and Processes in Moray Session 2020/21



Across Moray, there has been a collective approach towards ACM building on the successes from last year on quality assurance processes and rigour of data analysis and submission. As always, schools are able to take the broad, agreed principles and expectations and tailor them to fit with their school context.

- SQA Coordinator Meetings on a fortnightly basis with full attendance and agreed agenda
- Set up SQA Coordinator MS Team to share information, good practice and consult on documents prior to issue including AAA processes, FQAs, SQA Timeline etc
- SQA Timeline developed and agreed by all SQA coordinators, shared and adopted by all schools, taking into account feedback from Principal Teachers and practitioners; to provide a clear and consistent approach across Moray with emphasis on quality assurance at each stage
- SQA Timeline shared with LNCT and LA SQA Coordinator presented this and intended SQA processes with joint secretaries and wider LNCT group
- Letter to Parents/Carers developed and agreed by all schools to support parent understanding of the processes and timeline for SQA this session
- Subject group meetings – Term 3 with focus on Understanding Standards, subject assessment frameworks, agreed moderation approaches and completion of planning document to review course coverage and learning and teaching approaches to ensure preparation for formal assessments – allowed collaboration and quality assurance of this initial stages of planning – agenda provided to support processes; SQA coordinator support at selected meetings
- Revised Internal Verification guidance and proforma reissued (developed in session 2019/20) to support the process and evidence recording of moderation of the ACM process
- Agreed return of Senior Phase pupils in three broad groupings – subjects which require a considerable practical learning and teaching component to be able to provide robust evidence; subjects which require practical input and elements to support understanding and progress and in turn create reliable evidence and subjects which are mainly theory based where learning and progress can take place through remote learning with a readiness for assessment in school at a later date in order to ensure equitable opportunities.
- SQA FAQs issued in late February to support consistency of approaches and dispel myths and any confusions
- Agreed formal assessment blocks within Moray/schools to support sampling and moderation at a school and LA level in line with quality assurance requirements
- Sampling period across Moray to review and provide feedback on assessment evidence in line with Understanding standards and subject level agreed quality assurance requirements
- Subject group meetings – Term 4 with a focus on review of assessment framework, moderation of evidence, grade boundary discussion, review of quality assurance proforma and additional inservice day planning; this also includes a review of some finer aspects of the ACM process to ensure consistency of approach and support for all subject areas; SQA coordinator support at selected meeting
- Development of Moray NQ Quality Assurance Specification to be completed for each subject/level and use at LA provisional results meetings
- SQA School meetings 1 and 2 scheduled for mid/end June with SLT and also peer SLT support/challenge





# Moray Education

SQA - Session 2020/21  
SLT Meetings



In preparation for the final submission of SQA provisional grade, two meetings have been arranged to discuss and confirm datasets and processes as part of the quality assurance processes. The overview for both is noted below and opportunity for SLT from another school to attend for professional development and peer support and challenge. The HT and SQA coordinator should attend the meetings but all of SLT are welcome.

## SQA Meeting 1

The format of this meeting is to review provisional results submitted to date as well as processes undertaken regarding moderation, quality assurance and data analysis. Areas for discussion will be:

- N3/4, SfW, NPA results submitted
- Literacy and Numeracy attainment
- Quality assurance undertaken within each department
- Attainment at N5, H and AH level for each subject – percentage passes, grades A/B/C, school summary
- Breadth and depth measures for SCQF level 5/6/7 using SQA NQ attainment  
(*Datasheets for 2 points above are in SQA MS Team*)
- Trend discussion in line with attainment 2016-2019 as well as 2020 (using data tables from last session)
- Learner tracking and monitoring, awareness of progress and provisional grade, including internal appeal processes
- How confident are you that the quality and quantity of moderation within departments is consistent across the school?
- Outline the quality assurance processes which have been particularly successful and how these have impacted on reliable provisional grades. This will include local authority and RIC processes.

## SQA Meeting 2

Follow up meeting with aspects arising from Meeting 1 and preparation for final submission on 25 June. Discussion regarding any agreed adjustments following meeting 1 as well as the following:

- Final subject and level submissions, school summary and comparison with 2016-2019, 2020
- Final breadth and depth at SCQF level 5/6/7 with usual measures, school summary and comparison with 2016-2019, 2020
- Final overview of ACM process and Head of Centre sign off
- As an SLT, how have you quality assured assessment processes including moderation and data analysis
- How have you ensured equity across all departments and groups?

|                | Meeting 1  | Meeting 2   | Central Team                     | Peer           |
|----------------|--|---|----------------------------------|----------------|
| Buckie High    | 8 June 2021 - 9 am<br><a href="https://meet.google.com/qfh-xivg-nhb?hs=122&amp;authuser=0">https://meet.google.com/qfh-xivg-nhb?hs=122&amp;authuser=0</a>    | 17 June 2021 - 10 am<br><a href="https://meet.google.com/zpu-hzgs-ojh?hs=122&amp;authuser=0">https://meet.google.com/zpu-hzgs-ojh?hs=122&amp;authuser=0</a>   | Karen Lees<br>Vivienne Cross     | Forres Academy |
| Elgin Academy  | 8 June 2021 - 11 am<br><a href="https://meet.google.com/ewp-wsyp-dkh?hs=122&amp;authuser=0">https://meet.google.com/ewp-wsyp-dkh?hs=122&amp;authuser=0</a>   | 17 June 2021 – 2 pm<br><a href="https://meet.google.com/gyj-pvwr-wac?hs=122&amp;authuser=0">https://meet.google.com/gyj-pvwr-wac?hs=122&amp;authuser=0</a>    | Karen Lees<br>Stewart McLauchlan | Keith Grammar  |
| Elgin High     | 9 June 2021 - 10 am<br><a href="https://meet.google.com/zed-afqa-kpj?hs=122&amp;authuser=0">https://meet.google.com/zed-afqa-kpj?hs=122&amp;authuser=0</a>   | 18 June 2021 - 11 am<br><a href="https://meet.google.com/fec-ggdo-bxk?hs=122&amp;authuser=0">https://meet.google.com/fec-ggdo-bxk?hs=122&amp;authuser=0</a>   | Karen Lees<br>Susanne Campbell   | Lossie High    |
| Forres Academy | 9 June 2021 - 12 noon<br><a href="https://meet.google.com/pbq-demr-agm?hs=122&amp;authuser=0">https://meet.google.com/pbq-demr-agm?hs=122&amp;authuser=0</a> | 18 June 2021 - 12 noon<br><a href="https://meet.google.com/ino-ujuc-ccy?hs=122&amp;authuser=0">https://meet.google.com/ino-ujuc-ccy?hs=122&amp;authuser=0</a> | Karen Lees<br>Willem Smit        | Speyside High  |
| Keith Grammar  | 9 June 2021 - 2 pm<br><a href="https://meet.google.com/ono-kwum-atr?hs=122&amp;authuser=0">https://meet.google.com/ono-kwum-atr?hs=122&amp;authuser=0</a>    | 21 June 2021 - 10 am<br><a href="https://meet.google.com/cau-zdta-kcf?hs=122&amp;authuser=0">https://meet.google.com/cau-zdta-kcf?hs=122&amp;authuser=0</a>   | Karen Lees<br>Vivienne Cross     | Elgin High     |
| Lossie High    | 10 June 2021 - 9 am<br><a href="https://meet.google.com/rge-edfo-baj?hs=122&amp;authuser=0">https://meet.google.com/rge-edfo-baj?hs=122&amp;authuser=0</a>   | 22 June 2021 - 10 am<br><a href="https://meet.google.com/zwn-rdvy-bym?hs=122&amp;authuser=0">https://meet.google.com/zwn-rdvy-bym?hs=122&amp;authuser=0</a>   | Karen Lees<br>Stewart McLauchlan | Elgin Academy  |
| Milne's High   | 11 June 2021 - 11 am<br><a href="https://meet.google.com/czu-mvuv-qje?hs=122&amp;authuser=0">https://meet.google.com/czu-mvuv-qje?hs=122&amp;authuser=0</a>  | 22 June 2021 - 12 noon<br><a href="https://meet.google.com/ozz-imie-byq?hs=122&amp;authuser=0">https://meet.google.com/ozz-imie-byq?hs=122&amp;authuser=0</a> | Karen Lees<br>Lynne Riddoch      | Buckie High    |
| Speyside High  | 10 June 2021 - 1 pm<br><a href="https://meet.google.com/ckh-mvdd-gms?hs=122&amp;authuser=0">https://meet.google.com/ckh-mvdd-gms?hs=122&amp;authuser=0</a>   | 22 June 2021 - 2 pm<br><a href="https://meet.google.com/bus-quake-ufs?hs=122&amp;authuser=0">https://meet.google.com/bus-quake-ufs?hs=122&amp;authuser=0</a>  | Karen Lees<br>Kevin Pirie        | Milne's High   |