



**Wallace Hall Nursery, Primary and  
Secondary School  
Assessment Arrangements Policy  
March 2026**

## **Introduction**

Some pupils may have a physical health, mental health, behavioural or learning need which could impact on their ability to reach their potential in Qualifications Scotland qualifications. To avoid this Qualifications Scotland and the school employ a system of Assessment Arrangements (AA) where pupils can be supported to complete Qualifications Scotland qualifications without the additional barriers some may face. However, it is important to note that the system must be fair to all pupils. This means that pupils cannot be granted AA unless we have evidence of a physical health, mental health, behavioural or learning need. It is the case that where pupils are granted AA it should also be fair to them. For example, if an AA involved giving a pupil additional time, would it be fair to make them complete an assessment over 4 or 5 hours?

Qualifications Scotland provide clear guidelines to all schools in relation to the process of applying for AA and quality assuring the AA process and this can be found at the link show below.

[Assessment arrangements explained: information for centres](#)

Where we have evidence that a pupil may require AA we will keep pupils, parents and carers fully informed. Teaching staff will use an online Microsoft Form to request AA for each individual pupil. All aspects of the AA process are closely monitored to ensure fairness to all pupils and Qualifications Scotland give clear guidelines on how to quality assure the AA process which is shown in the guide below.

[guidance on quality assurance of assessment arrangements](#)

This policy is split into the following sections.

- 1. Four principles of Qualifications Scotland and WHA approach to AA.**
- 2. Deciding on who should get AA and what AA is appropriate.**
- 3. Key contacts and responsibilities.**
- 4. Timeline.**
- 5. Other aspects of AA.**
- 6. Challenge questions.**

**Appendices**

## **1. Four principles of Qualifications Scotland and WHA approach to AA**

AA applied at Wallace Hall Academy will follow the following four principles as outlined by Qualifications Scotland.

### **I. AA should enable pupils to demonstrate their attainment not to compensate for lack of attainment.**

AA must be implemented to ensure pupils with additional support needs are able to access the assessment and demonstrate the skill, knowledge and understanding they have acquired rather than offering an advantage to make up for a lack of attainment.

### **II. AA must not compromise the integrity of the qualification.**

Any AA which is implemented must not impact on the integrity of the qualification and still allow a pupil to demonstrate their skills, knowledge and understanding and the competence of the pupil at that Level.

### **III. AA should be tailored to meet a pupil's individual needs.**

Each individual subject should apply for AA separately for each pupil who needs AA. This is because the assessment needs across subjects vary so much. Just because a pupil needs an AA in one subject, it does not mean they need it in another subject. However, you would expect similar subjects (English and History or Maths and Physics for example) to have similar AA requests.

### **IV. AA should reflect, as far as possible, the pupil's normal way of working and producing work.**

There should be continuity between any AA requested and how a pupil works on a day-to-day basis. This ongoing support during learning is evidence for the AA need while also giving the pupil the opportunity to practise working using the AA.

## 2. Deciding on who should get AA and what AA is appropriate.

At Wallace Hall Academy when determining who should get AA and what the nature of that AA is we will follow a simple 3 stage process of **Identify**, **Determine** and **Verify**.

### I. **Identify** – who do we think is eligible for AA?

In many cases our pupils will have diagnosed difficulties such as ADHD, ASD or dyslexia which would indicate an AA may be suitable. This information can be found in the Pupil Info Team. In some cases there may be other pupils with undiagnosed literacy difficulties or slow processing speeds. **Just because a pupil does have an official diagnosis doesn't mean they definitely should be eligible for AA. However, the converse is also true, and if a pupil does not have an official diagnosis they are not excluded from receiving AA.**

It is likely that pupils for whom AA would be appropriate will be identified during the BGE and will already have AA in place for in-school assessments. The PT ASfL will provide a list of these pupils in the Pupil Info Team at the start of each academic session to help inform the AA process.

An additional, often unseen aspect, of the identification process are the professional discussions that happen regularly between teachers, PTs, ASfL Assistants, parents or external agencies about pupils. It is a vital part of a robust AA process that discussions about how to best meet the pupils take place.

### II. **Determine** – what AA do we think would be appropriate for the pupil and can we provide evidence for this?

Qualifications Scotland provide centres with detailed guidance on determining suitable AA for individual pupils. The link to their policy is given below.

[Assessment arrangements explained: information for centres](#)

There are a range of AA mentioned in the policy above which can be used, many of which are summarised below.

**Extra time** – In many cases an additional 25% extra-time will be enough to compensate for any learning difficulty a pupil may have. In some cases 33% or even 50% may be appropriate.

**Adapted question paper** – Question papers can be adapted in a variety of ways including the colour of the paper, the size or style of font and the line spacing.

**Prompt** – A Learning Assistant will be alongside the pupil to ensure they are on task and their mind doesn't wander.

**Reader** – A Learning Assistant will be alongside the pupil to read out the question paper to them. They will not be able to explain or provide further clarification on any aspect of the assessment.

**Scribe** – A Learning Assistant will be alongside the pupil to write down all of their responses. In many cases the use of ICT or a transcription with/without correction may be a more suitable alternative.

**Use of ICT** – Use of ICT could involve a pupil typing their responses on a Word document with or without the use of spellcheck. It could also involve the use of a digital question paper where pupils type their responses onto a digital copy of the paper.

**Transcription with/without correction** – After the exam a subject specialist will transcribe the answer paper. This can be with corrections for those pupils with significant dyslexia or

without corrections for those pupils whose handwriting is very poor and the use of ICT is not appropriate.

**Supervised breaks/rest periods** – Some pupils may have specific medical or health needs which mean they need breaks or rest periods during assessments.

**Small group accommodation** – All pupils at Wallace Hall Academy who make use of any of the above AA are placed in small group accommodation. This makes it easier to meet their needs rather than in a busy exam hall. In addition, some pupils suffering from significant anxiety may also benefit from small group accommodation.

When determining what AA to provide for a pupil in most cases this will involve practising an assessment with and without the AA applied. However, it should be noted that this should be done with a very light touch.

- For example, if a pupil has illegible handwriting then any piece of written work demonstrating this would be evidence enough of an ICT AA. It may even be the case that the one piece of written work could be evidence that the pupil should get an AA of ICT in English, History and Modern Studies.
- Another example could be where a pupil has a diagnosis of ADHD and slow processing. There would be no need for this pupil to sit an assessment without additional time as this could cause them stress. In this situation the best thing to do would be to give them a different coloured pen to use during their additional time. In some cases they may not use the second coloured pen as they are finished but using the additional time to check over their work. In this instance the teacher should note this when submitting an AA request form.

Where a teacher has identified a pupil for whom they think AA would be appropriate they should gather evidence and complete an AA request Microsoft Form. The physical evidence should then be passed to their PTC. In some instances where the evidence is a very extended piece or is required for next steps then it may be appropriate to photocopy relevant parts of the evidence. However, wherever possible the original evidence should be sent as it is easier to identify where different coloured pens have been used etc.

When applying for AA for a pupil an important form of evidence that is required is a statement from the teacher identifying the **barrier** a pupil needs to overcome, what **support** you are requesting and the **impact** of this support. You will be prompted to identify the **barrier**, **support** and **impact** when applying for AA.

**Barrier** – this section will identify what the barrier is. For some pupils this will be a formal diagnosis of dyslexia or ADHD while for others it may be a barrier you have noticed such as a consistent slow pace of work due to literacy difficulties or significant mental health worries around assessments.

**Support** – this section will identify what support you are requesting. This could be the use of ICT due to poor handwriting or additional time due to a diagnosed or undiagnosed learning need. In almost all cases, the support you are requesting will be a support the pupil has during normal lessons and is their normal way of working.

**Impact** – this section will allow you to exercise your professional judgement alongside the evidence of what you have seen from the pupil. For example, this could be where you have noticed that a combination of consistent slow pace of work alongside significant mental health worries around assessments means extra-time of 25% allows the pupil time to read the questions fully and check their work at the end. This would be important for you to note as this may not be evidenced by an increase in marks in the physical AA evidence.

**III. Verify** – is the AA appropriate for the pupil and is there evidence for this?

Verification will be done using a number of layers. The initial verification will involve the PT ASfL meeting with PTCs to review teacher requests for AA. Once this layer of verification has been completed the Qualifications Scotland Co-ordinator, PT ASfL and the DHTs will then meet and verify a sample of the S4 AA requests. This will be done using an intelligence led sampling approach focussing on requests which are of interest.

Intelligence led sampling will follow these key steps.

- Gathering intelligence – underpins the system and ensures the final decisions are fair and robust.
- Analyse and assess risk – patterns, trends and anomalies are used to intelligently identify a sample to be verified. This could be because of inexperienced teachers in a department, a type of evidence is not providing the required insight into the level of need or a process is not achieving a desired outcome.
- Targetted sampling – sampling focusses on areas of greater risk which may include departments with inexperienced teachers or new processes in place. Targetted sampling may also focus on a specific type of AA such as Extra-time or use of ICT.
- Continuous improvement – the outcome of the intelligent sampling is fed back into the process so good practice can be shared and the overall system improved.

During the prelims we will then review how effectively the pupils made use of their AA. All teachers who invigilate any pupil with an AA will complete a Microsoft Form outlining any changes they would recommend to the AA. The PT ASfL will collate all of the details and liaise with PTCs, teachers and pupils about the adapting or removing of AA. Once this layer of verification has been completed the Qualifications Scotland Co-ordinator, PT ASfL and the DHTs will then meet and verify a sample of the S5/6 AA requests. This will be done using an intelligence led sampling approach focussing on requests which are of interest.

### 3. Key contacts and responsibilities.

The list shown below highlights the key roles and responsibilities of staff within Wallace Hall Academy.

Staff involved	Areas of responsibility
<b>Head of Centre (Barry Graham)</b>	<ul style="list-style-type: none"> <li>• Will not be involved in day-to-day AA process to preserve impartiality.</li> <li>• Will investigate where conflicts arise and based on investigation will decide on appropriate actions to be taken.</li> <li>• Will make the final decision on all AA matters.</li> </ul>
<b>Qualifications Scotland Co-ordinator (Ray Fulton)</b>	<ul style="list-style-type: none"> <li>• Will oversee the AA policy and processes and ensure they are carried out correctly.</li> <li>• Will arrange training for all staff with regard to AA procedures on an annual basis.</li> <li>• Prepare a letter detailing the AA plans for each pupil and get all pupils involved to sign that they consent to their information being shared with Qualifications Scotland.</li> <li>• Alongside the PT ASfL, they will input all of the AA requirements onto the Qualifications Scotland AAR system in a timely manner.</li> <li>• Will liaise with the college and SWEIC regarding any pupils who may require AA.</li> <li>• Will liaise with Qualifications Scotland around the implementing of AA in practical components of Drama and Music assessments.</li> <li>• Will provide a Microsoft Form for teachers to complete during the January prelim diet to evaluate the effectiveness of each pupil's AA.</li> <li>• Will keep a record of adaptations to AA after Christmas which fall outside the normal identify, determine and verify window. This record will be used as part of the intelligence led sampling verification approach in February.</li> </ul>
<b>Principal Teacher of Additional Support for Learning</b>	<ul style="list-style-type: none"> <li>• Will co-ordinate the sharing of Additional Support Needs information across the school.</li> <li>• Will support teachers and PTCs with gathering AA evidence in September and October.</li> <li>• Will arrange meetings with individual PTCs to verify AA requests in November.</li> <li>• Will collate all AA requests and keep a hard copy record of evidence.</li> <li>• Alongside the Qualifications Scotland Co-ordinator they will input all of the AA requirements onto the Qualifications Scotland AAR system in a timely manner.</li> <li>• Will collate AA feedback from January prelim diet to evaluate the effectiveness of each pupil's AA.</li> <li>• Will liaise with pupils and parents to ensure everyone is clear about the AA provision.</li> <li>• Will collate minutes of all meetings with PTCs, PTPS and DHTs regarding AA.</li> <li>• Will ensure evidence from the previous academic session is stored securely for 1 year to meet the requirements of retrospective verification by Qualifications Scotland.</li> <li>• Will forward any AA evidence and information to the PT ASfL in a pupil's new school should they move school during the Senior Phase.</li> </ul>

<b>School Support Manager</b>	<ul style="list-style-type: none"> <li>• Will ensure that all additional timing and rooming aspects of AA are accounted for when creating the Qualifications Scotland Exam diet.</li> </ul>
<b>Depute Head Teachers</b>	<ul style="list-style-type: none"> <li>• Will support PTCs in overseeing AA provision within their faculties.</li> <li>• Will meet with Qualifications Co-ordinator and PT ASfL in November for S4 and February for S5/6 to verify all AA decisions using an intelligence led sampling approach.</li> </ul>
<b>Principal Teachers of Pupil Support</b>	<ul style="list-style-type: none"> <li>• Will complete AA Microsoft Forms for pupils who would benefit from separate accommodation due to mental health needs and provide evidence as required.</li> <li>• Where extra time is requested robust evidence will be provided. This <u>may</u> include some of the following: CAMHS referrals, ongoing pastoral notes, specific diagnosis, taking medication for stress.</li> </ul>
<b>Principal Teachers of Curriculum</b>	<ul style="list-style-type: none"> <li>• Will support staff with the collection of AA evidence in September and October.</li> <li>• Will ensure AA Microsoft Forms are completed by teachers fully and in a timely manner before meeting with the PT ASfL.</li> <li>• Will attend meetings with PT ASfL in November to agree AA requests from their faculty.</li> <li>• Will support teachers to provide additional evidence and detail of AA requests as required during the AA application process.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Will ensure equality and fairness for all pupils in assessments.</li> <li>• Will access Additional Support Information for the pupils in their classes.</li> <li>• Will follow guidance from Qualifications Scotland Co-ordinator with respect to procedures around gathering AA evidence.</li> <li>• Will gather AA evidence for pupils in September and October.</li> <li>• Will fill out appropriate AA request Microsoft Form alongside AA evidence for each pupil.</li> <li>• Will liaise with their PTC and/or PT ASfL where they have questions about the AA process.</li> <li>• Will complete AA feedback Microsoft Forms during the January prelim diet and feed them back to the PT ASfL.</li> <li>• Will ensure each pupil has several opportunities to complete assessments using the AA planned for the final exam.</li> </ul>

#### 4. Timeline

<b>Date</b>	<b>Activity</b>	<b>Staff responsible</b>
September <b>(identify)</b>	Presentation to all staff about Qualifications Scotland policy, procedures and expectations.	QSC and PT ASfL to present. All staff to attend.
September <b>(identify)</b>	PTCs to liaise with teachers regarding evidence gathering procedures and about individual pupils.	PTCs to support. All staff to complete.
September <b>(identify)</b>	Qualifications Scotland Co-ordinator to investigate college or SWEIC pupils who may be in need of AA.	QSC, PT ASfL and college/SWEIC link DHT
October <b>(determine)</b>	Teachers to gather AA evidence from ongoing classwork or assessments. AA request Microsoft Forms to be completed and evidence gathered. In a minority of subjects it may be suitable to complete the AA request Microsoft Form and provide the evidence at a later date.	All staff
November <b>(determine &amp; verify)</b>	PT ASfL to meet with each of the 7 PTCs to determine the validity of their AA requests and evidence.	PT ASfL and PTCs
November <b>(determine)</b>	Qualifications Scotland Co-ordinator to liaise with PTCs of AA requirements for practical components of assessments. Qualifications Scotland Co-ordinator to liaise with Qualifications Scotland about requirements.	QSC and PTCs
November <b>(determine &amp; verify)</b>	PT ASfL and Qualifications Scotland Co-ordinator to meet and verify the validity of their AA requests and evidence.	QSC and PT ASfL
November <b>(verify)</b>	PT ASfL, Qualifications Scotland Co-ordinator and DHT to meet and verify S4 AA requests using an intelligence led sampling approach. PT ASfL to provide feedback to PTCs, teachers and pupils as required.	QSC, PT ASfL and DHT.
November <b>(determine)</b>	Qualifications Scotland Co-ordinator and PT ASfL to liaise with pupils, parents and carers to ensure everyone is fully informed with AA in place for the prelim diet. This communication will also include pupils signing a form indicating they are happy for their details to be shared with Qualifications Scotland.	QSC and PT ASfL
December <b>(determine)</b>	Qualifications Scotland Co-ordinator and PT ASfL to put AA requests into the Qualifications Scotland AAR system and create the prelim diet incorporating the AA requests. Deadline of the end of January for digital question paper or adapted question paper requests.	QSC and PT ASfL
January <b>(verify)</b>	Teachers who are invigilating to complete Microsoft Form detailing how effectively each pupil made use of any AA. PT ASfL to collate this feedback.	PT ASfL and all staff
January <b>(identify, determine &amp; verify)</b>	Qualifications Scotland Co-ordinator to collate list of additions and adaptations to the AA requests occurring outwith September to December timeline. All changes discussed and agreed with PT ASfL and will form part of intelligence led sampling review with DHT in February.	QSC and PT ASfL.
February <b>(verify)</b>	PT ASfL, Qualifications Scotland Co-ordinator and DHT to meet and verify S5/6 AA requests using an intelligence led sampling approach. PT ASfL to	QSC, PT ASfL and DHT.

	provide feedback to PTCs, teachers and pupils as required.	
March <b>(verify)</b>	Qualifications Scotland Co-ordinator and PT ASfL to liaise with pupils, parents and carers to ensure everyone is fully informed with AA in place for the exam diet.	QSC and PT ASfL
March <b>(verify)</b>	Qualifications Scotland Co-ordinator and PT ASfL to update Qualifications Scotland AAR system to ensure everything is up to date based on verification meeting. Deadline of the end of March for all AA requests on the Qualifications Scotland AAR system.	QSC and PT ASfL
March <b>(verify)</b>	PT ASfL and SSM to create Qualifications Scotland exam diet ensuring rooming and staffing in place to account for AA.	PT ASfL and SSM.
May <b>(verify)</b>	PT ASfL and Qualifications Scotland to evaluate use of the AA on a daily basis to inform future planning and procedures.	QSC and PT ASfL

## **5. Other aspects of AA**

### **Internally assessed components**

Where an AA has been requested for a National 5, Higher or Advanced Higher exam it is expected that the pupil will also be in receipt of the AA for any internally assessed or coursework component. We should ensure that the AA does not compromise the integrity of the assessment. Examples of this could include an additional 25% extra-time to complete a National 5 Chemistry Assignment or the use of ICT when completing a Higher Modern Studies Assignment.

### **BGE, National 3 or National 4 pupils**

As BGE, National 3 and National 4 assessments are all internally assessed there is no need for us to notify Qualifications Scotland of their implementation. However, there is still the expectation that suitable and fair AA are implemented for BGE, National 3 and National 4 assessments. The same identify, determine and verify procedures that are used for National 5, Higher and Advanced Higher pupils should be applied, without the need for AA request Microsoft Forms or evidence. As many BGE, National 3 and National 4 assessments do not have a time limit applied it is possible that extra-time need not be measured and the pupil is given an appropriate length of time to complete an assessment. Similarly, where a pupils writing is illegible then the use of ICT would be sensible. The use of readers, prompts or scribes would also be available to support pupils.

### **College or SWEIC pupils**

Pupils who are sitting Qualifications Scotland qualifications through the college or in collaboration with SWEIC may also be eligible for AA. With regard to the college the pupil will sit their assessment through the college and they will have their own Qualifications Scotland AA procedures. However, the school will liaise with the college about the possible AA requirements of each pupil. With regard to the SWEIC pupils WHA will be the presenting centre so we will be responsible for identifying, determining and verifying AA needs. This will be done in the same way as for all other subjects at WHA with the additional need for the Qualifications Scotland Co-ordinator to liaise with the SWEIC Co-ordinator. The majority of pupils working with SWEIC will be in S5 or S6 so we will already be aware of their likely AA requirements.

### **Refusal of AA**

If a pupil refuses an AA that a teacher thinks should be applied, then the AA request Microsoft Form should be completed in the usual way. However, in the box for **Impact** the teacher should indicate that the pupil has refused the AA even though it has had a demonstrated impact..

### **Right to appeal AA decision**

Should a pupil, parent or carer wish to appeal any aspect of a decision around AA then they should contact the Qualifications Scotland Co-ordinator. The Qualifications Scotland Co-ordinator will then facilitate gathering all of the evidence and pass it to the Head of Centre. The Head of Centre will then use the evidence and, if required, have further discussion with stakeholders before deciding on the outcome of the appeal.

## **6. Challenge questions**

The challenge questions below were selected from HGIOS 4. They have been selected for users of this policy to consider when applying aspects of the policy with pupils at Wallace Hall Academy.

### **1.1 Self-evaluation for self-improvement**

How well do we take action to remove barriers to success?

### **1.5 Management of resources to promote equity**

How effectively do we use our resources to meet the learning needs of all and ensure equity?

### **2.3 Learning, teaching and assessment**

How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people?

How well do we record, analyse and use assessment information to identify development needs for individual pupils and specific groups?

### **2.4 Personalised support**

Does the school have effective assessment systems in place to identify the ever-increasing diverse needs of children?

Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse pupils?

To what extent is our school an inclusive learning environment?

### **3.1 Ensuring wellbeing, equality and inclusion**

How well do we take account of local and national documents and guidance?

***If you have reflected on the challenge questions above and have ideas around improving our practice or have any ideas or suggestions about adapting any aspect of this policy please contact the Qualifications Scotland Co-ordinator.***

**Appendix 1: AA policy – Meeting pro-forma between PT ASfL and PTC**

**Qualifications Scotland AA - Wallace Hall Academy - Record of verification meeting**

**Name of PT ASfL:** \_\_\_\_\_ **Date of meeting:** \_\_\_\_\_

**Name of faculty:** \_\_\_\_\_ **Name of PTC:** \_\_\_\_\_

In advance of the meeting the PT ASfL will share details of any AA requests from the faculty. During the meeting the PTC will present evidence for AA from their faculty for each individual pupil who requires it. The PT ASfL will review the evidence in line with both WHA and Qualifications Scotland policies on the provision of AA.

**In the box below please record examples of good practice from the evidence provided.**

**In the box below please record actions to be completed by the PTC along with agreed timescales.**

**In the box below please record actions to be completed by the PT ASfL along with agreed timescales.**

**PT ASfL to retain record of meeting forms once all agreed actions have been done.**

**Appendix 2: AA policy – Meeting pro-forma between PT ASfL and PTPS**

**Qualifications Scotland AA - Wallace Hall Academy - Record of verification meeting**

**Name of PT ASfL:** \_\_\_\_\_

**Date of meeting:** \_\_\_\_\_

**Name of house:** \_\_\_\_\_

**Name of PTPS:** \_\_\_\_\_

In advance of the meeting the PT ASfL will share details of any AA requests from the PTPS. During the meeting the PTPS will present evidence for AA from the pupils in their house for each individual pupil who requires it. The PT ASfL will review the evidence in line with both WHA and Qualifications Scotland policies on the provision of AA.

**In the box below please record examples of good practice from the evidence provided.**

**In the box below please record actions to be completed by the PTPS along with agreed timescales.**

**In the box below please record actions to be completed by the PT ASfL along with agreed timescales.**

**PT ASfL to retain record of meeting forms once all agreed actions have been done.**

**Appendix 3: AA policy – Pupil agreement to be signed by pupils before submitting AA to Qualifications Scotland.**



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 Email: gw08office@wallace@ea.dumgal.sch.uk (Academy)  
 Email: gw08office@wallacehal@ea.dumgal.sch.uk (Primary)  
 Website: [www.wallacehall.co.uk](http://www.wallacehall.co.uk) Facebook: Wallace Hall Academy, Primary and ELC  
 Twitter: <https://twitter.com/WallaceHallSch> Instagram (WHA only): [wallacehallsch](https://www.instagram.com/wallacehallsch)



Wallace Hall Academy, Primary and ELC  
*"Together we grow; learn and achieve!"*

Head Teacher: Barry Graham

**Assessment Arrangements Learner Agreement Form**

Learner's name:

Subject(s) and requested assessment arrangements:

Subject and <u>Level</u>	Extra-time	Accommodation	Additional AA

As part of the process of requesting your assessment arrangements, we need to share the following information about you with Qualifications Scotland:

- your name, SCN, date of birth, and the name of the school you attend (Wallace Hall Academy)
- an indication of your disability or identified difficulty
- details of the assessment arrangement(s) you need

Qualifications Scotland will only use this information to process your request for assessment arrangements. This information is not shared with anyone outside of Qualifications Scotland, and is only kept for as long as it is needed to support your request.

**Learner's agreement**

I confirm that I have been involved in discussions about and agree to the assessment arrangements being requested.

Print name:

Signature:

Date:

**Parent or carer confirmation (if applicable)**

I confirm that I have been involved in discussions about the assessment arrangements requested for my child.

Print name:

Signature:

Date:

There's more information about how SQA uses your information in their Privacy Statement

<https://www.sqa.org.uk/sqa/45397.html>

Winner of  
 Gold Rights Respecting Schools Awareness Award 2025  
 Silver Rights Respecting Schools Awareness Award 2023  
 D&G Rural Award Smarter Scotland  
 The SQA Star Award  
~~WHA~~ School Project Award – 2013/2018/2020/2022/2025  
 Green Flag Award 2016/2018/2021/2023/2025

Scottish Education Award – Enterprise and Employability  
 World Teamwork Award Winners – World Robotics Festival  
 First Lego League Robotics Scottish/UK & Ireland Champions  
 School Sport Award 2025-2027 Primary – Gold Award  
 School Sport Award 2025-2027 Secondary – Silver Award  
 LEAF Award 2025



**Appendix 4: AA policy – Meeting pro-forma between PT ASfL and Qualifications Scotland Co-ordinator**  
**Qualifications Scotland AA - Wallace Hall Academy - Record of initial verification meeting**

**Name of PT ASfL:** \_\_\_\_\_ **Date of meeting:** \_\_\_\_\_

**Name of Qualifications Scotland Co-ordinator:** \_\_\_\_\_

- All of the AA evidence will be brought to the meeting by the PT ASfL.
- The PT ASfL and Qualifications Scotland Co-ordinator will review the evidence in line with both WHA and Qualifications Scotland policies on the provision of AA.
- Where there is agreement this will be noted on the Qualifications Scotland AAR system.

**In the box below please record examples of good practice from the evidence provided.**

**In the box below please record actions to be completed by the Qualifications Scotland Co-ordinator along with agreed timescales.**

**In the box below please record actions to be completed by the PT ASfL along with agreed timescales.**

**Date for follow up meeting to clarify agreed actions noted above:** \_\_\_\_\_

**PT ASfL to retain record of meeting forms once all agreed actions have been done.**

**Appendix 5: AA policy – Meeting pro-forma between PT ASfL, Qualifications Scotland Co-ordinator and DHT**

**Qualifications Scotland AA - Wallace Hall Academy - Record of final verification meeting**

**Name of PT ASfL:** \_\_\_\_\_ **Date of meeting:** \_\_\_\_\_

**Name of Qualifications Scotland Co-ordinator:** \_\_\_\_\_

**Name of DHT:** \_\_\_\_\_

- An intelligence led sampling approach will be used.
- Relevant AA evidence will be brought to the meeting by the PT ASfL.
- The PT ASfL, Qualifications Scotland Co-ordinator and DHT will review the evidence in line with both WHA and Qualifications Scotland policies on the provision of AA.

Approach to selection of pupils selected for sampling.

\_\_\_\_\_  
 \_\_\_\_\_

Name of pupil	Review of provision	Next steps	Completed

**Date for follow up meeting to clarify agreed actions noted above:** \_\_\_\_\_

**Agreed actions completed (signature of DHT):** \_\_\_\_\_

**PT ASfL to retain record of meeting forms once all agreed actions have been done.**