

ALVA ACADEMY PRESENTATION POLICY

October 2015



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PRESENTATION POLICY

Rationale

- ✓ increasing standards and expectations of all candidates in relation to subject and wider achievement presentations.
- ✓ increasing levels of quality assurance and monitoring.
- ✓ providing more robust procedures for changing presentation levels/withdrawing from a subject
- ✓ increasing parental engagement and understanding
- ✓ clarifying roles and responsibilities of all persons involved

Deadlines relating to all administrative procedures are provided to support staff with the planning, collation and submission of all relevant presentation information.

Purposes

Raise attainment and achievement across the senior phase (S4-S6)

Develop a consistent and effective approach.

Ensuring that learners are correctly coursed based on needs, abilities and aspirations.

Principles

At the heart of this policy is the principle of effective communication with relevant parties and flexibility which should ensure that our learners have the appropriate opportunities to become successful learners, confident individuals, responsible citizens and effective contributors.

Coursing

Parents and pupils must have clear and strong guidance in all Pupil Options Booklets. These booklets must be informative and demonstrate clear progression for pupils. These should be made available on the school website.

Individual pupil's choices and classes are subject to change in August following publication of SQA results.

Roles and Responsibilities

Staff have a vital role in ensuring pupils progress to the best of their ability. The main roles, though not an exclusive or exhaustive list, in line with raising attainment and this policy are outlined below.

Class Teacher

- Set, monitor and record appropriate Homework / Tasks / Assessments and address barriers to participation and progress
- Refer to FPT/PTPS/AWO concerns over homework / attendance / attainment / attitude and effort.
- Implement strategies to motivate and support pupils thereafter.
- Analysis of assessment results informing detailed target setting which is recorded
- Ensure all deadlines are met and highlight any issues to FPT
- Ensure that all SQA presentation levels are correct.

Faculty Principal Teacher

- Quality assurance of class teachers' responsibilities
- Act on teacher concerns
- Gather evidence at faculty level to inform decision making
- Analysis of assessment results informing detailed target setting which is recorded
- Attend parental meetings if required.
- Sustain open lines of communication with parents and record as required
- Ensure all SQA co-ordinator's deadlines are met
- Ensure that all SQA presentation levels are correct to avoid incurring financial penalties for late entry.
- Target pupils with consistent low effort and/or performance

Principal Teacher Pupil Support

- Following up concerns with pupils and parents if necessary.
- Link effectively with parents/carers, staff, SQA Co-ordinator, AWO, and partner agencies.
- Update pastoral notes as required
- Attend parental meetings.

Principal Teacher ASN

- Following up concerns with pupils and parents if necessary.
- Link effectively with parents/carers, staff, SQA Co-ordinator, AWO, and partner agencies
- Update pastoral notes as required
- Attend parental meetings.
- Collate subject evidence supporting claims for Alternative Assessment Arrangements
- Arrange support for individual students in internal and external assessments
- Organise a programme of support in ongoing assessment, prelims and external examinations where appropriate
- Prepare pupils with additional needs to enable them to utilise the support offered

- Provide a key role in ensuring pupils are suitably coused based on needs, abilities and aspirations

SMT/SQA Coordinator

- To attend parental meetings if required.
- SQA Coordinator to ensure that all SQA presentation levels are correct.
- SQA Coordinator to ensure that all SQA key dates are met.
- Liaise with school/college link to exchange relevant information relating to all unit assessments and information for reporting
- Support FPT's with all aspects of engaging with parents/carers
- Target pupils with consistent low effort and/or behaviour and/or performance based on whole school Tracking and Monitoring
- Quality assurance of link faculties in regards to following the procedures consistently

Procedures

Procedure	Date	Who
Gather Evidence from Departments for S4/5/6 pupils	Aug-October	ALL
Internal verification process following assessments	November	FACULTIES
Individual teacher/pupil dialogue to agree targets	November	ALL
Attainment review based on whole school Tracking & Monitoring spreadsheet	November	HT/DHT/FPT
Implement appropriate interventions	Nov – Jan	ALL
S4/5/6 Prelim diet	Jan	
Internal verification process following assessment	Jan/Feb	FACULTIES
Individual teacher/pupil dialogue to agree targets	Feb	ALL
Attainment review based on whole school Tracking & Monitoring spreadsheet	Feb	HT/DHT/FPT
Change of presentation levels in *exceptional circumstances	Feb	SMT
Implement appropriate interventions	Feb - Apr	ALL
Input of final presentation level into SEEMiS	Mar	FPT/SMT
SQA Exam Diet	April/May/June	

Following discussions with the Wider Achievement School Improvement Group further deadlines may be required

***Exceptional circumstances**

Withdrawing from a subject

- **Bereavement which results in long term absence**
- **Serious Illness which result in long term absence**
- **Medical Issues which result in long term absence**

Level change/units only

- **Bereavement which results in long term absence**
- **Serious Illness which result in long term absence**
- **Medical Issues which result in long term absence**
- **All reasonable and appropriate avenues have been exhausted**

Resources

- Pupils should not be dual presented with the exception of Literacy and Numeracy units in conjunction with National 4/5 English and Maths
- Late Entry
It is the duty of all staff to ensure that entry lists are as accurate as possible at every stage to avoid incurring financial penalties for late entry.

Monitoring, Evaluating and Reporting

All staff are responsible for following procedures in line with the school quality assurance calendar

Recognising positive achievement in National 4 and National 5 Courses – ‘Fallback’.

Provisions that SQA will put in place to support candidates who don't achieve a National 5 Course external assessment, but who may be able to achieve the Course at National 4 instead are highlighted in the document 'Recognising Positive Achievement' (SQA, December 2012). This can be found at www.sqa.org.uk.

Staff are encouraged to familiarise themselves with the arrangements described in this guide and pass on the relevant information to candidates. This guide will form the basis of Alva Academy's policy in this area.

Please note that this document covers arrangements to recognise positive achievement at National 4 and National 5 only. They do not apply at any other qualification levels.

There is an expectation that candidates who are being presented for National 5 should therefore have passed the Added Value Unit at National 4 to allow recognition of positive achievement to take place. It is recognised that pupils who have chosen a subject at National 5 level as a “crash subject” may not fall into this category.

Evidence required in the event of 'fallback' must be available for submission by the deadline stated by SQA and will be the responsibility of both the class teacher and Faculty PT.

EMA

For the pupils who will receive the Education Maintenance Allowance within Alva Academy they must meet the criteria stated in Clackmannanshire Council EMA Handbook.

Criteria:

- 100% Attendance
- Excellent Timekeeping
- Cooperation with the rules of Alva Academy
- A commitment to work to the best of their ability

All pupils who are eligible for EMA must sign the Clackmannanshire Council Learning Agreement which defines the above criteria: this is also countersigned by parents/carers.

According to Clackmannanshire Council EMA Guidelines “a failure to keep to the terms of the Learning Agreement by not cooperating with the school will lead to the suspension of the EMA” and “exclusion in the school will result in non-payment of EMA.”

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