



FARNEY CLOSE SCHOOL

Processing Applications for Examination Access Arrangements Policy

Date Published	October 2018
Review Due	October 2020

Statement

All our pupils at Farney Close are either on Statements or EHCPs.
The Assessor/SENC will ensure:

- All tests used are age appropriate, nationally standardised, up-to-date tests
- Only sign off her own assessments
- Follow the centre's reporting policy and use Form 8

What's in a name?

A 'Diagnostic Assessment' in the context of Access Arrangements is more limited as it does not require the conformation of a Specific Learning Difficulty- just that a difficulty in learning exists, specifically a difficulty that affects performance in examinations and assessments.

The Assessor must make student and/or parents aware that this is unlikely to constitute a diagnosis of an SpLD depending on the depth of the assessment made.

These two understandings of 'Diagnostic Assessment' are quite different things. In the case of Examination Access Arrangements, the professional: Assessor/SENCO selects only those tests felt necessary to show the difficulties experienced by the candidate.

When collated this specialist text information is referred to by the JCQ as the "Diagnostic Report"- and the JCQ suggest it is recorded in Section C of Form 8, or a Centre-devised equivalent (Farney School to use Form 8 at present).

What principles will the Assessor apply when considering what tests to use?

The JCQ does not publish a list of acceptable tests. Therefore the Assessor will evaluate tests to see if they match the needs of Students at Farney Close. As part of this, the Assessor will use the example from Figure 8.1 found in PATOSS publication "Assessing the need for access arrangements during examination" 4th Edition. (See Appendix 1 below).

At the beginning of each academic year the Assessor will check the JCQ guidance and note any changes.

Additional checks will made throughout the year to check this site for any amendments.

JCQ website: www.jcq.org.uk

It is the responsibility of the Examination Officer and the Assessor to maintain the integrity and validity of the examination process and day to day operation of Access Arrangements will remain the responsibility of the Examination Officer and the Assessor.

What are the requirements from the JCQ for Farney Close as an Examination Centre?

- The rigour of testing conditions is maintained.

- The quality of reports is such that all required evidence is provided to justify requests.
- Arrangements are recommended only for those with genuine and formally identified needs which reflect their normal way of working within the Centre.

The Assessor will evaluate tests every year in accordance with the JCQ recommendations.

The Assessor will only use up-to-date, age appropriate, nationally standardised tests.

The Assessor will check test catalogues each year in order to maintain best practise regarding assessment materials.

The Assessor will attend training whenever possible to keep up to date.

All testing for concessions to be to be carried out by the Assessor.

Each student will be tested according to their needs.

All tests to be carried out professionally in test conditions and marking and scoring done as recommended by each test.

The Assessor will advise on the full range of arrangements available so that the best approach is considered for each candidate.

What will the Examination Officer and the Assessor arrange throughout the year?

For Students in Year 11

The Form 8 must be dated and signed by hand by the Assessor once teachers have confirmed the students completing the final examination by subject.

In April

The assessor/SENCO will gather information from the centre to consider which students may need access arrangements.

In June

All year 9 pupils are tested by the Assessor/SENCO.

The DASH: Handwriting Test to be administered to all Year 9 by The Assessor in Year during an English lesson.

In July & August

The Assessor/SENCO will mark screening tests and set up a file of evidence and information for all students who may need access arrangements.

In September

The Assessor/SENCO will discuss findings with teachers and see what they think is best for our pupils.

The Assessor/SENCO will decide who to make the appropriate access arrangements for on the basis of:

1. Test results
2. The centre's knowledge of the student
3. His normal way of working
4. The requirements of the subjects he is taking

The Assessor/SENCO will sign their own assessments.

Following this the Assessor/SENCO will discuss with pupils what concessions will be most beneficial to them.

In September/October

All candidates given Access Arrangements will sign a 'Data Protection Notice' giving their permission for their data to be entered on (AAO) Access Arrangements Online.

The Examining Officer and the Assessor/SENCO will work together to gather all information to complete Section A of JCQ Form 8, giving history of need and provision.

The Examining Officer and Assessor/SENCO will complete Sections B & C of JCQ Form 8.

In October

Once all sufficient information is gathered and recorded, the Examining Officer and Assessor/SENCO will apply for Access Arrangements online for each pupil.

The Examining Officer and Assessor/SENCO will then consider any other arrangements which no longer require prior approval, but which can be allowed by the centre if they are the candidates normal way of working.

For example, following the 2016 regulations, no application through AAO is needed for:

- Amplification equipment
- Braille's
- Closed circuit TV/OCR Scanners
- Colour naming for colour blind candidates
- Colour overlays
- Low vision aids magnifier
- Prompter
- Read aloud
- Word processor

However, these arrangements will still have practical implications in terms of organisation and equipment even though no permission is required.

In October/November

The Examining Officer and Assessor/SENCO will inform students, parents and staff of the outcomes of online applications.

Students will need practise using their allocated Access Arrangements in mock exams, tests, and in the classroom.

Where a Scribe is used, guidance on this will be provided to the student and the Scribe by the Assessor/SENCO.

The Examining Officer and Assessor/SENCO will collaborate in arranging resources/ personnel/accommodation for each examination or controlled assessment.

The Examining Officer and Assessor/SENCO will also ensure staff acting as Readers, Scribes etc are trained by the Assessor/SENCO to ensure that they understand the requirements of their role.

Appendix 1

Principles of evaluating a Test

Is the test “a good fit” with my students?

<ul style="list-style-type: none">• Where was it published? Do I have the most up-to-date edition?	It is important to compare candidates against the most up-to-date information available, to give a fair representation of the population now. It is recommended that tests are less than 10 years old, although this presents a significant problem at present for some key areas of testing!
<ul style="list-style-type: none">• What age range does it cover?	The test should more than span the age of the candidate, as results at the very edges of test ranges are less reliable.
<ul style="list-style-type: none">• Has it been standardised using a large and diverse sample population?	A better and bigger sample will more likely include similar individuals to the candidate and thus give a fairer comparison.
<ul style="list-style-type: none">• Where was it developed?	A UK test will be preferable if one is available but USA tests are fully acceptable.

Is the test “a good fit” with the assessment needs?

<ul style="list-style-type: none">• Does the test measure what it claims to measure? Is it valid?	A valid test ensures the test activities are good tools to measure the target skills.
<ul style="list-style-type: none">• Does the manual give standard scores?	Standard scores based on a mean of 100 are most often, though not always, required by AAO so these are most useful. Other types of score can be converted.
<ul style="list-style-type: none">• Is it an individual and/or group test?	Group tests can help with the workload but do not allow close investigation of individual strengths and weaknesses.
<ul style="list-style-type: none">• Are parallel forms available?	These allow you to compare progress over a short period of time. Tests without parallel forms often require <i>at least</i> 6 months before you can re-use them.

Is the test statistically sound?

<ul style="list-style-type: none">• Does the manual include information about test reliability? Does it give consistent results?•	A reliable test does what it says on the tin: gives a reliable, reputable result.
<ul style="list-style-type: none">• Will the format of the test work for my students?	A good test needs to be accessible in terms of print, layout, paper quality and the provision of practise items. If online, do layouts or IT skill requirements influence the result?
<ul style="list-style-type: none">• Will this test fit into my work environment? What are the on-going costs?	The best test in the world is no good if it takes so long to administer, mark and score you could never fit it into your working day!