Kelso High School Presentation Policy

Session 2026-27

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1. Purpose

This policy outlines **Kelso High School**'s approach to presentation for **Qualifications Scotland qualifications** in the Senior Phase. It aims to ensure that presentation decisions are fair, transparent, evidence-based and focused on securing the best possible outcomes for learners.

The policy supports high expectations, equity, learner wellbeing and positive destinations, providing a framework through which staff, learners and parents/carers can work collaboratively to maximise attainment whilst maintaining appropriate challenge and aspiration.

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2. Principles

Presentation decisions will be guided by the following principles:

Principle
Learners are entitled to high-quality learning experiences and appropriate challenge.
Learners should normally be presented at the highest level at which they can realistically achieve success.
Learners are expected to engage fully with and complete the courses they undertake wherever possible.
Decisions should support positive destinations and learner aspirations.
Decisions should be informed by a range of evidence gathered over time.
Equity, consistency and transparency underpin all decisions.
Learners and parents/carers should be involved in presentation discussions.
Appropriate interventions should be implemented before a change of level is considered.
No single assessment will be used in isolation to determine presentation level.
Presentation levels remain subject to ongoing review throughout the session.

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3. Initial Course and Presentation Level Placement

Initial presentation levels are determined using professional judgement and a range of evidence to ensure learners are appropriately challenged and supported.

Sources of Evidence

Evidence Source	S4	S5/S6
Prior attainment and achievement	✓	✓
Teacher professional judgement	✓	✓
Tracking and assessment information	✓	✓
Learner aspirations and pathways	✓	✓
Faculty recommendations	✓	✓
ASN information and agreed supports	✓	✓
Qualifications Scotland attainment		✓
Progression from previous course level		✓
Destination requirements		✓

Progression and Alternative Entry Routes

Progression will normally be based on successful completion of the preceding level.

Alternative progression routes may be considered where compelling evidence suggests a learner is likely to succeed. Decisions will be informed by attainment data, performance in related curricular areas, transferable skills, aspirations and professional judgement. No single assessment outcome will automatically determine progression or presentation level.

Initial course placement represents the school's best professional judgement based on the evidence available at the time of course choice and timetable construction. Presentation levels remain under review throughout the session.

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4. Course Completion Expectations

Learners are expected to engage fully with and complete all courses they undertake wherever possible.

Course choices are made following discussion between learners, parents/carers and staff and are designed to support attainment, progression and positive destinations.

Where concerns arise, appropriate intervention and support will be implemented. A change of presentation level may be considered where necessary, but this does not remove the expectation that learners continue to engage fully with learning and work towards successful course completion.

Key Principle: Presentation decisions are intended to maximise success whilst maintaining high expectations. Learners are therefore expected to complete any courses they start wherever possible.

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5. Roles and Responsibilities

Stakeholder	Responsibilities
Learners	Attend regularly, engage fully in learning, complete classwork, coursework and assessments, maintain Attainment Profiles, attend interventions and work towards successful completion of all courses.
Parents/Carers	Support attendance, engagement, effort, course completion, interventions and participation in review discussions.
Teachers	Deliver high-quality learning and teaching, monitor progress, maintain tracking information, update Attainment Profiles, implement interventions and provide professional recommendations.
Principal Teachers	Monitor attainment and presentation profiles, ensure consistency, quality assure recommendations and support communication with learners and families.
Senior Leadership Team	Provide strategic oversight, chair review meetings, quality assure decision-making and approve presentation amendments.

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6. Monitoring, Tracking and Intervention

Progress is monitored throughout the session through assessment evidence, coursework, tracking information, Attainment Profiles, learner learning conversations and professional dialogue.

Stage	Purpose	Evidence Used
Target Setting and Attainment Profiles (September)	Establish targets and learner profiles	Prior attainment, assessments, professional judgement
Ongoing Monitoring	Review learner progress	Classwork, coursework, teacher observations
Senior Phase Surgery Evening (October)	Provide support where concerns arise	Progress data, Attainment Profiles, parental feedback
Tracking Window 1 (6 Nov 2026)	Formal progress review	Tracking indicators, assessment evidence
Intervention Period (Nov-Jan)	Address barriers to attainment	Attendance, supported study, intervention records
Preliminary Examinations (11-27 Jan 2027)	Formal assessment evidence	Preliminary examination results
Tracking Window 2 (26 Feb 2027)	Post-prelim review	Tracking, assessments, coursework

Intervention Strategies

Where concerns arise regarding learner progress, engagement, attendance or successful course completion, interventions may include:

- Differentiated classroom support.
- Supported study.
- Mentoring and coaching.
- Study planning support.
- ASN interventions and support plans.
- Increased communication with parents/carers.
- Support for Learning consultation.
- Targeted departmental support.

For learners with identified Additional Support Needs, Support for Learning staff may contribute to intervention planning and review discussions.

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7. Preliminary Examinations

The Senior Phase Preliminary Examination Diet will run from:

Monday 11 January 2027 to Wednesday 27 January 2027

Preliminary examinations provide important assessment evidence and should be considered alongside:

- Class assessments
- Coursework
- Target grades
- Tracking information
- Attainment Profiles
- Professional judgement

Preliminary examination performance should never be considered in isolation when determining presentation levels.

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8. Considering a Change of Level or Dual Presentation

Presentation levels remain under review throughout the academic year.

A change of level or dual presentation may be considered where sustained evidence suggests that an alternative presentation pathway would better support attainment, achievement and positive destinations.

Requirements Prior to Recommendation

Requirement	Evidence Expected
Learner consultation	Learning conversations
Parent/carer engagement	Discussion and communication
Intervention	Appropriate support implemented
Attainment review	Tracking and Attainment Profile evidence
Aspirations review	Future pathways considered
ASN review	Consideration of support needs where appropriate

Evidence Considered

Evidence Source
Tracking data
Class assessments
Coursework
Attendance and engagement
Preliminary examinations
Professional judgement
Learner views
Parent/carer views

Where a change of level is agreed, learners are expected to continue engaging fully with learning, assessment and qualification requirements at the revised level.

A change of level should not be viewed as a failure but as a considered decision designed to maximise learner success.

Withdrawal from a qualification will only be considered in exceptional circumstances following consultation with the learner, parent/carer, Principal Teacher and Senior Leadership Team.

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9. Annual Presentation Timeline

Stage	Date/Timescale	Key Activity
Course Choice & Initial Placement	Jan-Mar (preceding session)	Initial course and level placement
Target Setting & Attainment Profiles	September 2026	Targets agreed and profiles established
Senior Phase Surgery Evening	October 2026	Support and intervention discussions
Tracking Window 1	6 November 2026	Formal progress review
Initial Review Meeting	12 November 2026	PT and SLT review of concerns and interventions
Intervention & Monitoring	November 2026-January 2027	Supported study and targeted support
Preliminary Examinations	11-27 January 2027	Formal assessment period
S4 Review Meeting	15 February 2027	Review of S4 presentation profiles
S5/S6 Review Meeting	18 February 2027	Review of S5/S6 presentation profiles
Tracking Window 2	26 February 2027	Updated tracking and recommendations
Final Presentation Decisions	February-March 2027	Presentation levels confirmed
Qualifications Scotland Entry Amendments	Prior to deadlines	Entries updated
Qualifications Scotland Examinations	April-June 2027	Final assessments
Learner Progression Review	August 2027	Evaluation of outcomes and destinations

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10. Recording, Quality Assurance and Communication

All proposed presentation changes must be recorded on the school's **Change of Level Tracking Spreadsheet**.

The record will include:

Information Recorded
Faculty recommendations
Learner consultations
Parent/carer engagement
Interventions implemented
Evidence considered
Agreed actions
SEEMIS amendments
Qualifications Scotland entry amendments

The Senior Leadership Team will quality assure all decisions to ensure consistency, equity and transparency.

Where a change of level or dual presentation is agreed:

1. Learners will be informed through a learning conversation.
2. Parents/carers will be consulted and informed.
3. Departmental records will be updated.
4. Attainment Profiles will be amended where appropriate.
5. SEEMIS records will be updated.
6. Qualifications Scotland entries will be amended.

Final presentation decisions rest with the Headteacher or delegated member of the Senior Leadership Team.

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11. Final Presentation Decisions

All changes to presentation levels and Qualifications Scotland entries must be completed before published Qualifications Scotland deadlines.

Presentation decisions should balance aspiration, challenge and the likelihood of success whilst maintaining the expectation that learners remain engaged in and work towards completion of their courses wherever possible.

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12. Review of Policy

Item	Detail
Review Date	August 2027
Responsibility for Review	Senior Leadership Team in consultation with Principal Teachers Curriculum and Support

The policy will be reviewed annually to ensure continued alignment with Qualifications Scotland requirements, Scottish Borders Council guidance, school improvement priorities and the needs of Kelso High School learners.

Key Principle

At every stage of the presentation process, decisions will be informed by a range of evidence including prior attainment, assessment evidence, coursework, tracking information, Attainment Profiles, learner learning conversations, parental engagement and professional judgement.

No single assessment event, including preliminary examinations, will be used in isolation to determine presentation level. Learners are expected to remain engaged in and work towards successful completion of all courses they undertake, regardless of whether presentation levels remain unchanged or are subsequently amended.