



Efti Enterprise

Education for thinking individuals

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September 2021

Greetings and welcome to the new academic year of 2021/22. For some of you this is already underway, while for others you are warming up to opening for the new term in the next week or two.

I wish you all a safe and successful academic year!

2021 saw schools reopen in Kenya but close in Uganda; a work trip to Uganda prior to school closure and Rwanda, and online assessments for students in the UK, Netherlands, Tanzania, South Africa and Kenya. I also had the opportunity to assess a student online and then in person three months later as the parents were concerned the online assessment may not have been an accurate representation of their child's ability. In fact, the results were the same, confirming the validity of the online assessment. Clearly in person assessments are preferable, but at least the online assessment is a valid option.

As we settle into this new normal and continue with careful covid protocol, I wanted to bring you up to speed with the updated Exam Access Arrangements for those of you who follow the British curriculum and JCQ regulations. I also wanted to introduce you to a webinar I am presenting, together with the founder of PAGES® which is a great tool for educators, and the next course with Redefining Inclusion. Finally, I wanted to share my progress with my PhD, my goals for the next year and how this may impact my availability.

Please take a moment to look at the website. You will note that I have adjusted my prices for the first time in over three years. Licences, insurance, and so many costs have increased in that time, and I am unable to carry the extra costs any longer. I have explored ways of reducing the time I spend on a report, but realise that I am not prepared to compromise on the quality of my reports, so, I



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continue to commit to completing the report within a month from the assessment day and trust that you will find the quality, content and testing feedback continue to guide and inform you on how best to support the student. As I continue to improve my reports, you will see some changes that I hope will be helpful to you.

On the website you will also see a section on **PAGSProfile ®**. This is a great resource for school and home alike. Together with the founder Feliciea Jibson, I presented online at the **ISEC 2021** in London this summer, which was a great experience. Following this, we are offering a free webinar specifically for educators. If you or your staff are interested in joining us, please register through this link

<https://www.eventbrite.co.uk/e/167338402667>

Another section is labelled **Redefining Inclusion**. Please take a moment to look at the information on the website. This is an eight week module that Nazia Ansari of **Inclusivity Education** and I run three times a year. The focus is on guiding relevant parties through the creation of an informed and effective inclusion programme for a neurodiverse student. The participant requires access to a student they can use as a case study. The course also includes a one year PAGS® licence. The next intake is for **October 5th 2021**. We only accept a small number of students so that the involvement and participation is personal and effective. If you have any inclusion teachers, or parents that would be interested, please share the website details with them and encourage them to commit before we fill up!



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JCQ have released their updated **Exam Access Accommodations for 2021/2022** and I have just completed the update course requirement. The extended deadline to March 31st for applications will remain this year. I will simply mention the most important changes as this information is not relevant to all of you. Increasingly they trust the school to make a good judgement call but it is important that documentation is maintained by the school as evidence. This does not mean reams of paperwork, simply one or sometimes two pieces of evidence to support an accommodation. This can be an assessment, a sample of an exam in school showing evidence of the benefits of extra time (such as the student changing to a different colour pen for extra time to show how they have used it), recorded anecdotal feedback from teachers or a sample of work.

The most important change is that for 25% extra time to be allowed, they have increased the evidence of need to either two relevant scores below SS85 or one below SS85 and one below SS 89 together with two file notes of supporting evidence. These scores can be in a writing or reading fluency subtest and a cognitive processing subtest but cannot be two scores for the same skill. Remember to have a relevant file note to support your application. Approvals for exam access that were received before September 1st are valid, but please make sure that evidence of need that meets the new requirements are kept as a file note in case you are asked to show compliance. You also need to have on record evidence that supervised rest breaks will not suffice or meet the student's needs as an alternative to extra time.

Finally, please rest assured that my reports already carry enough data to meet the new regulations and as long as the student meets the need, the evidence is there to support it.



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My test battery is on the approved test list and you can check my Assessment Practicing Certificate is current by going onto the website www.sasc.org.uk and searching for my name and APC number which can be found under my signature on each report. Please contact me if you or your exam officer would like to clarify any details regarding Exam Access Arrangements.

And now to my PhD! This year, in consultation with my chair, I have changed direction slightly from a focus on anxiety to a focus on resilience. I was concerned that my focus was somewhat negative and as much can be done to support resilience, I am excited by the new direction. However, it has meant a great deal of extra work to get my research design back on track and my literature review up back up to speed. I plan to complete semi structured interviews to understand teacher experiences in building resilience in their students in the first two months of 2022. This change to a qualitative study has also increased my work load, but I do believe it is the right decision in the long run. My goal continues to be to finish by the end of 2022 but in order to achieve this, I may have to reduce my work load next year to allow for the data analysis and writing up. Therefore, I encourage you to plan for assessment visits ahead of time so I can accommodate your students.

Phew. That is more than enough from me. I look forward to working with you all this year. I am fully vaccinated and have a current police clearance certificate as well!

Thank you!

