

Policies and Procedures relating to the ASDAN qualification route

Date: March 2024 **Review:** March 2025

Procedure for Internal Moderation

The ASDAN coordinator specifies a date regarding the completion of Units for Internal Moderation during May of each year. The expectations regarding this are made clear to assessors. This clarity includes the expectation that Units are chosen, Assessment Plans are completed, Portfolios contain both images and annotations to be submitted in an agreed format. The date for internal moderation is set. Work to be submitted by the ASDAN coordinator is given to the Deputy Headteacher to internally moderate. Work from other assessors is passed to the ASDAN coordinator to internally moderate.

The moderation template at the foot of each Unit Transcript is used to record the moderation outcome. Where necessary recommendations to follow up would be made.

The outcome of the Internal Moderation is then passed, with all other aspects of work, including Assessment Plans, Unit Transcripts and the Portfolio of Evidence to the External Assessor as requested for the purposes of External Moderation.

Procedure for Assessment

All students have either Profound and Multiple Learning Difficulties (PMLD), or Severe Learning Difficulties (SLD). The students are situated in very small class groups with a very high staff ratio. As such they are very well known to the staff. A judgement is made by the staff as to which units the students are likely to experience success with.

Once units have been chosen, and an ASDAN specific Assessment Plan has been drawn up, the staff collate formative assessments, consisting of images of work, together with written commentaries exemplifying possible evidence. When assembling the final evidence for submission, the staff team select pieces, in collaboration with the students where possible, which most clearly exemplify the required outcomes of the given ASDAN Unit. However, given the nature of PMLD and SLD, it is understood that such collaboration is not generally possible as many students are in the earliest phases of cognitive development.

Assessment Planning

The students work towards their ASDAN qualification in Personal Progress during their final year in the Sixth Form of Springhead School. During the first half term of the year, the ASDAN Coordinator confirms that the staff are aware of the assessment planning cycle, together with any changes to the specification. During the initial seven weeks of the school year, commencing in September, each member of staff working with a given pupil confirms via email the units that a given student will attempt. During the 2nd seven weeks (2nd half term of the school year), the member of staff acting as the assessor makes available the assessment plan to the ASDAN Coordinator, such that the effectiveness of the plan can be approved in principle. There is an understanding that a certain amount of endeavour by the pupils is pupil led. As such

the plan is flexible to change, should an area of work arise which may add valuable evidence. It must be considered that some students may have an awareness that a qualification is being attempted, and discussion regarding this may be possible, However, for students with PMLD, a global understanding regarding the plan of the qualification will not be possible. The ASDAN Coordinator makes enquiry to assessors as to progress during each half term cycle, to ensure that progress is being made towards suggested outcomes / accreditation Units.

Procedure for dealing with staff training and evidence

As the provision is very small, typically producing no more than a handful of entries per cycle, the number of staff involved is similarly small. Typically, this is restricted to:

The ASDAN Coordinator (Lee Patrick)

One or possibly one additional assessors (Sam Holdsworth)

The Deputy Head (Paul Wilson), who will moderate the work of the ASDAN Coordinator.

Staff are briefed individually by the ASDAN Coordinator as to the requirements of their individual role. Samples of work from the previous successful cycle are handed to the staff team, and feedback regarding supporting students and producing assessable work, based upon feedback from the previous moderation is given.

Procedure for dealing with Candidate Enquiries and appeals against Assessment decisions

Given that students attempting the Personal Progress Specification at Springhead School have Special Educational Needs and Disabilities, PMLD and SLD, it is highly unlikely that they will make an appeal against an assessment decision. Students at the school are typically within the initial months of cognitive development.

As such, parents / guardians, the local authority, together with student specific agencies are informed during the local authority EHCP review as to the nature of qualifications, together with likely outcomes which the students are on track to attain. This provides a platform where suitable outcomes-based challenges can be analysed.

In the event that a student, parent / guardian raised a complaint regarding assessment and outcomes we would discuss this with care and rectify where possible. Such feedback would then contribute towards implementation decisions during the next cycle of assessment.

Procedure for dealing with Malpractice / Maladministration

The administrative and assessment cycle is tightly monitored by the ASDAN Coordinator. Given the size of the provision and the number of candidates to be entered, the coordinator is very aware, using the general assessment background of the school, of the aptitudes and evolving abilities of the students. If a given student was significantly misrepresented in terms of attainment, such an anomaly would have a level of clear transparency during the moderation cycle.

In the event that an anomaly relating to malpractice / maladministration arose, this would give rise to a conversation regarding the anomaly, together with a formal meeting, such that expectations are re-established swiftly.

If a significant example of malpractice or maladministration arose this would be reported to the awarding body (ASDAN). Significant examples of malpractice would include deliberate cheating. Significant examples of maladministration would include errors such as incorrect Units entered on the ASDAN platform.

Statement on Candidate Support

Initial assessment and induction

The school internally assesses the nature of student needs. As such there exists clarity as to which students are located within PMLD and SLD. This correlates with the Engagement Continuum, and allows assessors to appropriately pitch Units from the specification to be chosen.

Students at the school attempting the ASDAN (Personal Progress) have Special Educational Needs including PMLD and SLD. As such, formal conversations relating to Induction into the qualification are not possible. During the EHCP / Annual Review Cycle, it is explained to parents / guardians that the qualification route will be attempted.

Advice and Guidance Procedures

Given the nature of PMLD and SLD, technical advice and guidance is not possible. However, the Assessment Plan does record the procedure for implementing and assessing the requirements of the given Unit. This allows for signed and verbal guidance to be given at the point of intervention, during the relevant learning sequence, as required by each unit.

Credit transfer, exemption and Recognition of Prior Learning

As students at the school are commencing the qualification (ASDAN) as they arrive in the Sixth Form of Springhead School, credit transfer does not apply. Units, from the ASDAN qualification, are chosen which the students are likely to attain. As the students have PMLD / SLD, these are chosen such that the students would be able to complete all aspects of the given area. As such the students would not be exempt from aspects of completion.

The awarding body have been very understanding during the COVID pandemic, that students may not complete certain areas. As such a level of exemption would have been / would be permissible. However, given that Springhead School is a school for students with the most serious category of special educational needs, the school was open during every day of the pandemic. As such, students completed their learning, and this consideration did not apply.

Monitoring Candidate Progress

Monitoring of candidate progress is supported during the administrative cycle. The school year is divided into six half terms. The ASDAN Coordinator has established that:

During the initial half term of the school year, each assessor must inform the ASDAN Coordinator as to which Units from the ASDAN handbook, relating to Personal Progress, the students are intending to complete.

During the second half term of the school year, each assessor must ensure that Assessment Plans for each unit are completed such that the ASDAN Coordinator can make a formative assessment as to the appropriateness of content, approach and timing of implementation.

As the staff group of assessors, typically only one or two, other than the ASDAN Coordinator, informal conversations regarding Summative Assessment and Completion take place throughout the year.

The final date for moderation is set during May. During this time moderation occurs, and recommendations are fed back using the agreed template for moderation suggested by the awarding body (ASDAN).

Procedure for Quality Assurance Review of the Qualification

Procedure for candidate registration (level, units and qualification size)

Prior to the Internal Moderation, Candidate Names, names of Units submitted and the qualification route attempted (Personal Progress) are recorded on the relevant secure area of the ASDAN on-line platform. This then triggers a date for the External Moderation process.

Procedure for certification checks (level, units and qualification size)

As the certification is received in school, preparations are made to present certificates during the school achievement assembly.

The certificates are addressed to and opened by the ASDAN Coordinator. These are then checked to ensure that:

Student names contain the correct spelling.

The correct Units are recorded as completed.

The correct level of accreditation Certificate / Award had been credited.

Procedure for reviewing ASDAN moderation feedback reports and resulting actions.

Following the internal moderation cycle, student work is submitted to the awarding body (ASDAN), for assessment during the external moderation cycle. As there are very few students entered, typically no more than a handful, the combination of training offered by the awarding body and student numbers tends to ensure that feedback from the awarding body is very positive.

However, the feedback report, which is brief is read carefully by the ASDAN Coordinator, and feedback regarding possible improvements is made prior to the next administrative cycle.

Conflict of Interest Policy

The school is a very small community. It would be very apparent if an assessor was related to a given student. This would be clearly recorded in the School Information Management System. If a possible Conflict of Interest arose, the given student would be allocated to an alternative assessor. The ASDAN Coordinator would be mindful of this during the Assessment Planning and Moderation Cycle.

Statement on working with Satellites and 3rd Party Partnership Arrangements.

Springhead School does not work with Satellites and 3rd Party Partnership Arrangements. As such this is not applicable.

The above Statements, Policies and Procedures have been written by:

Lee Patrick (ASDAN Coordinator, Springhead School)