



ASDAN Policies & Procedures

This plan is reviewed annually to ensure compliance with current regulations



Approved by
Name: Ms S Dangerfield
Title: Head of Centre 18324

Date of next review	09/11/26
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Key staff involved in ASDAN policies and procedures

Role	Name(s)
Head Teacher and Centre Manager	Samantha Dangerfield
Exams officer & Senior Leader	Karla King
SENCo & Senior Leader	Nicky Austin
Assessor (s)	Melissa Martin & Nicky Austin

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ASDAN Declarations & Portal information:

In order to achieve a full approval status, All Saints School must provide ASDAN with the following documents prior to teaching ASDAN courses.

1. Centre Agreement
2. Stateline & Partnership Agreements, if applicable.
3. Staffing & Conflict of Interest

All centre documents are reviewed and completed online annually, using the guidance documents supplied via the 'Centre Approval' page on our account. This expires on **annually in December.**

Our centre contacts page is reviewed and updated annually giving information for the following:

1. Head teacher / Centre Manager
2. Exams Officer
3. Finance Contact
4. Internal Moderator
5. Quality Assurance Contact
6. Designated Safeguarding Lead Contact
7. Current centre contacts (teaching staff) requiring access to a ASDAN portal

*Logins are added/removed if an employee joins/leaves All Saints during academic year.

ASDAN Fair Assessment

Statement of Assessment:

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Equality

All Saints School promotes equality of opportunity for and between diverse members of the school community, including, disabled students, staff, parents/carers, women, men and different racial groups within the school. In order to do this, the school establishes with all staff an overall vision of the duty to promote equality of opportunity for students, staff and parents/carers. We ensure that we will:

- a. Eliminate discrimination and harassment on the grounds of
 - sex, • race, • disability, • religion or belief • sexual orientation • gender reassignment, • pregnancy or maternity
- b. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- d. Promote positive attitudes towards disabled people.
- e. Encourage participation of disabled students, parents/carers and staff.

The school's stance on equality is further outlined in the "Equality and Diversity" Policy and objectives document, which can be found on the school website.

Assessment

Assessment will be carried out using objective methods. Assessors will use clear marking schemes and assessment criteria to determine the students' achievement. Assessors will use marking schemes and assessment criteria provided by ASDAN. The students' work will be further internally verified to double check that the assessors have assessed the student's work fairly and accurately.

Access

Students and parents/carers are made aware of the existence of this policy and have open access to it. It can be found on the school network drive and paper copies will be given upon request.

All assessors are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from students, assessors and external organisations.

What students can expect from us

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All teachers involved will be trained to deliver the qualification to a high standard.
- Internal assessments will be carried out fairly and according to awarding body instructions.

Students can also expect:

- To be fully inducted when beginning ASDAN qualification and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own, unless otherwise stated to the guidance from the awarding body. Therefore, students work may be discredited if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They copy another student's answers to complete assigned work.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body in accordance with All Saints School's Malpractice Policy.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Appeals Policy.

ASDAN Internal Moderation Policy

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open
- accurate and detailed records are kept of internal moderation decisions

The centre will:

- ensure that all assessment activities are valid, appropriate and fit for purpose
- create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised documentation to support internal moderation activity and record-keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures

All Saints School's Internal moderation and Internal Verification (I.V.) process

At the beginning of the Academic year, a meeting will be held for all ASDAN assessors to attend. The meeting will cover the expectations for the delivery of ASDAN qualifications during the academic year. Feedback from the previous year's submission will be shared and action points will be highlighted. Samples of outstanding practice will be shared so that new assessors can see what they need to work towards. Deadlines for internal verification will be set and "I.V. checklist" that will be used to verify work will be shared.

During the year, there are three instances of internal verification during which the I.V. will be carried out by the ASDAN Coordinator and staff who have completed external ASDAN training.

The first I.V. happens within the first term of the school year. The purpose of this I.V. is to make sure that the assessors choose suitable units for their students before they start to work towards the completion of the units. The chosen units are recorded.

The second I.V. happens half way through the school year. Assessors are expected to have completed at least one unit per student at this point. The units are scrutinised using the I.V. checklist. Feedback is given and amendments may need to be made. The purpose of this I.V. is to check that assessors are completing their chosen units and that they are of a sufficient standard. It also helps to identify assessors who may need extra support.

The third I.V. happens in advance of our submission for external moderation. The purpose is to ensure that all units are complete and of a sufficient standard to be submitted. The units are again scrutinised using the I.V. checklist.

Internal Moderation Policy

Additional information:

The sampling strategy is to take a risk-based approach, with an increase in sampling where potential risks may occur. In the first year the requirement is for 100% of all assessments to be moderated.

In the following year, the sampling strategy is usually reduced*, and will be developed to include all variables: Candidates at different stages of assessment, all assessors (new or inexperienced assessors require a higher sample), all methods of assessment (eg review of learner work, observation of learner performance), all units, all locations where assessment takes place, units or qualifications that are new or updated, demographics of the cohorts, candidates who have reasonable adjustments or different ways of working, an increase in sampling based on previous IM or EM feedback, especially where this has identified improvements needed.

***As a centre we intend to moderate 100% of the candidates work throughout the duration of the course. Reason behind this is due to the very low numbers in each cohort.**

Standardisation & Verification of assessment plans:

Standardisation is on-going throughout the length of the course, with feedback being given to the assessors that is actioned and reviewed at the next meeting. The first meeting takes place prior to delivery of the course to enable all staff involved in the delivery of assessment to check each other's understanding of the qualification specification. Further standardisation meetings will take place, after a certain proportion of assessments have been completed, in order to come to a common understanding of the way in which the evidence is to be assessed. Sampling students work will also take place during a meeting to ensure assessors have the chance to identify any inconsistencies in the standards applied,

there is identification of an inconsistency in the standards applied, the assessment judgements made, or a mismatch between assessor expectations and marking, remedial actions will be undertaken immediately.

Records are kept of any standardisation activities (e.g. minutes of meetings) using the suggested formats in Appendix 3 of the ASDAN 'Internal Standardisation – Centre Guidance'.

Verification of assessment plans are initially verified by the IQA and then sent directly to compliance@asdan.org.uk. This happens three times a year 'C Challenges only'

Support and training of staff:

Support and Training for staff is discussed during performance management meetings that happen twice a year (once after the first term to allow set targets to be met and then reviewed at the end of the academic year to ensure all targets have been met, actioning additional support where required. ASDAN teaching staff receive regular emails and are able to review what training if available in order to keep up to date with current guidance and support. Continued Professional Development (CPD) is supported highly at All Saints School, staff will book time off timetable to allow for any training to be completed. This is fully supported by our Head of Centre.

Throughout the year ASDAN staff are supported by the lead coordinator, regular fortnightly meetings are in place to review any concerns raised. Any additional support required for our lead coordinator is supported by our head of centre and Exams Officer.

All Saints School: ASDAN Appeals Policy

Introduction

This policy addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found on the school's shared drive and paper copies are available from the exams officer. All assessors are made aware of these policies and how to access them in order for students to be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents/carers and external organisations.

Policy Statement

All students at All Saints School have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the following procedure.

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
3. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
4. The student will be informed of the outcome of the re-marking by letter.
5. If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. Please note: a student must have the support of the centre to be able to appeal against a result.

Appeals Procedure

If a student or their parent/ carer would like to appeal against an assessment decision a meeting will be held at the school with all parties concerned and evidence of work and moderation decision will be made clear.

All Saints School: ASDAN Quality Assurance

Procedures and processes outlined in each section below to ensure that any student completing a ASDAN qualification are issued a fair grade based on their performance. This also reduces any administration errors.

Registration

Students identify preferred options in year 9. Option areas discussed with the Head teacher/head of centre, SLT, subject leaders, students, parents and carers to identified appropriate route (for example entry level, ASDAN or GCSE). Class groups identified and registration completed via the ASDAN portal, submitted by ASDAN co-coordinator and reviewed by Exams Officer.

Results

Students are given clear deadlines to meet, work/credits submitted by class assessor via the ASDAN portal which is overseen by ASDAN co-coordinator and Exams Officer.

Certification

Certificates are downloaded/printed by class assessor and sent directly to the Exams Officer.

Official certificates are received via post and locked away until results day (August) in the exams office. Students work is also held, locked away, within the exams office, until the end of the appeals process (October half term). Certificates are posted home to the student, via secure signed delivery, for any student who fails to collect their certificates. Prior to results day, home addresses are confirmed and parents/carers are aware to update the school of any changes.