



# ASDAN Policy

<b>Date of last review:</b>	2020	<b>Review period:</b>	Annually
<b>Date of next review:</b>	2021	<b>Written by:</b>	Exams Officer
<b>Type of policy:</b>	Non-statutory	<b>Committee:</b>	Curriculum & Standards
<b>Signature:</b>			

The ASDAN Award Programme provides a valuable scheme for pupils with more complex additional needs and who would be unable to access traditional subject based accreditation.

At Wyre Forest School we follow the ASDAN Entry 1 Personal Progress course. We have chosen this course because:

- ASDAN provides both breadth and depth of learning to suit a range of different learning needs.
- The course allows progression for both linear and lateral learners.
- The course can be tailored to suit the individual strengths and interests of the learner.
- It allows all of our pupils to leave with a recognised qualification.

The course comprises of units that carry credit ratings. Staff can choose units to build up a curriculum that is diverse and best meets the needs of the learners. These units build up over time to allow pupils to achieve a range of qualifications as shown below:

8 credits	Award
14 credits	Certificate
37 credits	Diploma

Using data at the end of Key Stage 3, staff will determine what accreditation path a pupil will be most suitable at Key Stage 4 and 5. We offer two pathways to ensure that pupils are meeting their fullest potential.

Pupils working at P Step 9 or below at the end of Key Stage 3 will follow one of the schools ASDAN pathways.

P Step	Key Stage 4	Key Stage 5
P Step 6-8	ASDAN Personal Progress Certificate (14 credits) Achievement Continuum 1-5	ASDAN Personal Progress Diploma (37 credits) Achievement Continuum 1-5
P Step 8-9	ASDAN Personal Progress Certificate (14 credits) Achievement Continuum 6-10	ASDAN Personal Progress Diploma (37 credits) Achievement Continuum 6-10

Progression in the ASDAN Personal Progress Qualification is measured using an Achievement Continuum. This is available to view at:

[www.asdan.org.uk/courses/qualifications/personal-progress](http://www.asdan.org.uk/courses/qualifications/personal-progress)

For those pupils who are making lateral progression, ASDAN gives the opportunity to build in more breadth and experiences with the curriculum on the same continuum. Where pupils are making progress at the higher end of the continuum, staff can extend and adapt unit criteria to provide more challenge.

When pupils come into Year 10, pupils following an ASDAN pathway will be registered with ASDAN by the schools Examinations Officer, Lotte Tvede.

## **ASDAN Evidence**

All pupils that follow the ASDAN pathway will have a folder that is used to collect evidence for units. Folders will be purple (in line with the schools subject colour coding) and will contain:

- a front cover with the pupils' name and photograph;
- a contents page;
- dividers for: introduction/Unit Progression Sheet/each year, e.g. 2019-2020/certificates;
- ASDAN Policy;
- a copy of the ASDAN Achievement Continuum;
- Wyre Forest School ASDAN Pupil Progression Sheet – this will be updated every term and kept in the folder for reference.

For each unit that is completed, the following information will be present:

- a Unit Transcript Sheet; and
- student evidence will be recorded on a Standardised Observation of Learning Record.

## **Moderation**

Staff teaching pupils ASDAN Personal Progress units will be required to moderate work internally. Work will be added to folders and moderated on a half-termly basis.

The model below shows the process of accreditation at Key Stage 4. This will be repeated in Key stage 5 if applicable.

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>▪ Establish number of pupils that will be accessing ASDAN courses</li> <li>▪ Identify course that candidates will work on</li> <li>▪ Register candidates with ASDAN</li> <li>▪ Ensure that all internal moderators have met if needed</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>▪ First round of formative internal moderation</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Copies of feedback sheets (Appendix 1) given to Phase Leader to be stored centrally in Centre Portfolio for audit purposes</li> <li>▪ Meeting held to discuss issues arising from first round of internal moderation</li> <li>▪ Minutes taken at meeting (Appendix 2) and copy given to Phase Leader for Centre Portfolio</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>▪ Second round of formative internal moderation</li> <li>▪ Copies of feedback sheets given to Phase Leader to be stored centrally in Centre Portfolio for audit purposes</li> <li>▪ Actions noted from previous meeting minutes to be signed off by Phase Leader</li> <li>▪ Meeting held to discuss issues arising from second round of internal moderation</li> <li>▪ Minutes taken at meeting and copy given to Phase Leader for Centre Portfolio</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>▪ Third round of formative internal moderation</li> <li>▪ Copies of feedback sheets given to Phase Leader to be stored centrally in Centre Portfolio for audit purposes</li> <li>▪ Actions noted from previous meeting minutes to be signed off by Phase Leader</li> <li>▪ Meeting held to discuss issues arising from third round of internal moderation</li> <li>▪ Minutes taken at meeting and copy given to Phase Leader for Centre Portfolio</li> <li>▪ Ensure that portfolios are ready for summative internal moderation</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>▪ Establish candidates and units to be put forward for external moderation</li> <li>▪ Summative internal moderation to be carried out and issues reported back to relevant tutors</li> <li>▪ Actions addressed and portfolios checked</li> <li>▪ Arrangements for external moderation made</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>▪ External moderation takes place</li> <li>▪ Meeting arranged with assessors/tutors and Phase Leader to discuss feedback from external moderation and action plan put in place to address any issues</li> <li>▪ Minutes to be kept and Phase Leader to have copy for Centre Portfolio</li> </ul>

### **ASDAN Personal Progress Planning**

The planning of ASDAN Personal Progress is the responsibility of class teams. Each group of pupils has different needs and abilities that staff aim to harness by the careful choosing of units.

It is expected that all pupils will cover Literacy, Numeracy, Science and some ICT/Technology through their curriculum. This is delivered in ways that meet the needs of individual learners.

Units are mapped out over two years on a long-term plan which can be found for each group on the schools' website.

Where possible, staff are encouraged to think creatively about how they deliver these units. Pupils should have opportunities to transfer skills across the curriculum to help develop their personal thinking skills.

Staff that teach ASDAN units are expected to complete ASDAN assessment plans for each unit that they teach. These will be kept in the ASDAN folder in the Upper Phase area on the shared drive.

### **Day to Day Recording**

All work that is completed to fulfil the ASDAN Personal Progress is recorded in Learning Journeys. This can be done in two ways:

#### ***By Subject***

Units can be taught discreetly. Work will be collated in separate books for Literacy and Numeracy or divided folders. These books should be yellow (Literacy) and blue (Numeracy) in line with the whole school subject colour coding. All other work will be recorded in purple books, again in line with the school subject colour coding or again in divided folders.

#### ***By Theme***

Units can be taught through a creative curriculum and work should be collated in A3 sketchbooks to show a Learning Journey.

In either teaching style, each pupils book should contain:

- A Wyre Forest School sticker with the pupils' name on it.
- A photograph of the pupil so that they can find their own books if they are able.
- A title, e.g. Numeracy, in symbol format.
- A copy of the Achievement Continuum.
- Copies of the units that are covered within the Learning Journey.
- A plan of how units are being covered if using sketchbooks.

## Observation of Learning Records

At Wyre Forest School we use Observation of Learning Record forms (OLRs) to record pupils learning in lessons and the next steps needed to be taken in order to make progress.

Staff at WFS have developed an OLR specifically to support the learning in classes that follow ASDAN Personal Progress (Appendix 3). The OLR has been designed so that staff can use these as evidence for accreditation.

It is expected that OLRs will be completed for the following:

- all Literacy and Numeracy lessons; and
- a minimum of 2 OLRs per 10 hours of learning for all other units, e.g. in a 30-hour unit, at least 6 OLRs should be evident within Learning Journals.

All OLRs should have the following information completed:

- date of completed work;
- unit title;
- assessment criteria;
- learning objective;
- skills – success criteria;
- comments made to evidence learning;
- next steps;
- written/symbol peer assessment (if appropriate);
- a series of photographs evidencing appropriate skills to cover assessment criteria; and
- pupils Achievement Continuum Level for the piece of work being marked.

Where pupils are working in the first 3 levels of the Achievement Continuum (or where appropriate for the learner) staff will also complete a Lateral Progress OLR that has been developed by our PMLD specialists.

## Appendix 1 – Feedback Sheet for Formative Internal Moderation



### Feedback Sheet for Formative Internal Moderation



Candidate name		Date:
Tutor name		
Moderator name		
Qualification title	ASDAN Personal Progress ASDAN CoPE level 1	
Unit(s) moderated		
Comments/ feedback on how assessment meets standards/ transcripts/unit assessment checklists		
Assessor signature		Date
Moderator signature		Date
Actions identified		
	Date to be completed by:	
Phase Leader signature to confirm action completed	Signature	Date

## Appendix 2 – Minutes from Internal Moderation Meeting



Minutes from Internal Moderation Meeting



Staff present:	Date:
Issues arising	Actions agreed/persons responsible
Date agreed for next meeting	



## Appendix 3 – ASDAN Personal Progress



### Key Stage 4 ASDAN Personal Progress Evidence



Lesson Objective:			
Unit/s :			
Assessment Criteria:			
Photograph 1		Photograph 2	
Teacher Comments:		Teacher Comments:	
Skills		OLR Support Symbols	Next Steps:
			Achievement Continuum:
OLR Support Codes			
I - Independent. VP - Verbal Support. GP - Gestural Support. M - Modelling PP- Physical Prompt			

## Evidence OLR