

# Alfreton Park School



Happiness and Wellbeing at Our Roots

## Assessment Policy Specific to ASDAN

Date	Review Date	Headteacher's Signature
October 2024	October 2025	J O'Donnell

Chair of Governors: John Glasby  
Headteacher: Josie O'Donnell  
Deputy Headteacher: Emma Durham

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## **Overview**

All of our pupils are entered for the ASDAN qualification in year 14. It is an opportunity to recognise their achievements and provides a formal qualification for them. This is a celebration of their work, and does not normally support their transition to a different placement, e.g., college.

Pupils are entered for the different level of certification depending on which area of the curriculum they follow, for example those on a semi-formal curriculum will not complete the same number of units as those following the formal pathway.

The units that the pupils are entered for are embedded in our curriculum and can be completed within the classroom setting alongside their peers.

## **Fair Assessment Policy (formative and summative assessment)**

ASDAN provides all pupils with the opportunity to reach their full potential and recognise their achievements. We will endeavour to ensure that the programme is implemented in a way which is fair and non-discriminatory. This policy will be reviewed annually and may be revised in response to feedback from students, staff and external organisations.

What pupils 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 portfolios will be assessed fairly against the assessment continuum
- Teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Their work, if selected, will be externally moderated by ASDAN

## **Internal Moderation Policy**

Internal moderation is carried out within school, to ensure that assessment methods are consistent across all classes and that outcomes are fair to all students.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested. All assessment evidence that has been internally moderated must be kept on site until after the external moderation. After the portfolios are completed and have been both internally and externally moderated the pupil portfolios must be kept for 6 months. After this time has lapsed the portfolios may be returned to pupils.

Internal moderation is carried out by a member of the leadership team or a qualified ASDAN moderator, ensuring that the standard of work provided for the portfolios is consistent across the different classes and relevant to the needs of the individual pupils. A sample of work needs to be moderated - there must be 3 pupils' work moderated for each unit of ASDAN that has been completed (or the maximum number of pupils that have completed the unit if less than 3).

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open

- accurate records are kept of internal moderation decisions
- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all assessors
- create a plan of internal moderation in relation to all assessment activities
- provide standardised documentation to support internal moderation activity and recordkeeping
- 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 procedure

### **Staff training (roles and responsibilities)**

Staff at school responsible for leading ASDAN qualifications will have the appropriate training through the ASDAN training programme and will keep their training up to date. Other staff teaching on the courses will receive cascade training from the ASDAN Coordinator.

**Head Teacher and DSL:** Josie O'Donnell

**Deputy Headteacher and DSL:** Emma Durham (internal moderator)

**Assistant Headteachers and DSL:** Marie McCuaig, Clare Charlesworth and Leanne Squires

**Post-14 Lead:** Amy Naylor (ASDAN coordinator, assessor, internal moderator and QA contact)

**Post-14 Teachers:** Robert Baines, Amy Naylor, Katie Henson, Katy Morley, Chanise Gregory and Christine Frost

### **Candidate Support**

The level of support that pupils are given is very much dependent on their individual needs. Pupils are identified by the Co-ordinator to be entered on the ASDAN programme and staff knowledge of the pupil informs which number of units the pupils are entered for. Our pupils are taught in small classes (usually a maximum of 13) with a high staff: pupil ratio (we currently have a minimum of 3 staff in each classroom). This means that staff have a really good knowledge of what pupils can do and are able to place them on the relevant programmes without any formal assessment tools.

The number of credits the pupils are entered for is based on their levels. Pupils with PMLD may be entered for those units that are specifically suited to their needs (as identified with a \* on the list of available units).

The units are identified collaboratively by the coordinator and class teacher to identify those units that are already embedded within the post-14 curriculum to ensure the correct number of GLH are met. Assessors also use the assessment plans to ensure they are collecting appropriate evidence for each unit.

Pupil progress is mainly recorded on the school online recording software, Earwig, although other evidence may be submitted, including photos that have not been uploaded to Earwig, pupil worksheets and staff transcripts. This evidence is then printed off to create the pupils' portfolios. Portfolios are created by the assessors, with the support of class TAs.

### **Credit transfer, exemption and recognition of prior learning**

If pupils come to Alfreton Park from a different school or college, they may have already carried out some ASDAN units. If these have already been externally moderated by ASDAN then they do not need to be moderated again. If they have not been externally moderated then they will need to be internally moderated at Alfreton Park.

ASDAN must be informed of this so that the pupils' credits may be transferred. This will recognise any learning that the pupils have done previously.

### **Candidate Enquiries and Appeals**

The pupils at Alfreton Park have the right to appeal against their ASDAN qualification but would need the support of parents/carers or teaching staff to do this. All staff are made aware of this policy and how to access it in order that students can be supported.

The ASDAN qualification is a celebration of their achievements, and does not support their transition to further education.

If any student wishes to appeal a decision, they should follow the following procedure within 10 working days of receiving the disputed decision.

- If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
- The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
- 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.
- The student will be informed of the outcome of the re-marking by letter within 2 weeks of their original appeal.

If the student wants to continue the appeal, he/she needs to contact the ASDAN Coordinator, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The ASDAN coordinator will assist with the completion of any forms and will correspond with the awarding body on behalf of the student. Please note: a student must have the support of the centre to be able to appeal against a result.

### **Malpractice Policy**

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications. This also covers maladministration.

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance

- Fabricating assessment and/or internal verification records or authentication statements

#### Staff Malpractice Procedure

Investigations into allegations will be coordinated by the Head, who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed in writing of the allegation made against him or her informed what evidence there is to support the allegation
  - informed of the possible consequences, should malpractice be proven given the opportunity to consider their response to the allegations
  - given the opportunity to submit a written statement
  - given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
  - informed of the applicable appeals procedure, should a decision be made against him/her
  - informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies
- If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

#### Maladministration

According to ASDAN, maladministration is any unintentional activity or practice that leads to noncompliance with ASDAN requirements. In most cases, maladministration will relate to administrative or quality assurance procedures, and may involve any or all of the following: candidates, centre staff, awarding organisation staff.

To mitigate against errors in administration, or maladministration, the entry record will be created by the exams officer and checked by the relevant Head of Faculty before and after entry of candidates to any specified award.

Examples of maladministration:

- Incorrect registering of units
- Incorrect candidate names

In the event of an error occurring, the awarding body will be notified immediately

As our portfolios are mainly completed by staff it is extremely unlikely that there could be any candidate malpractice.

The following sets out what we would do in the event of any coming to light.

Attempted Candidate Malpractice or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing of as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate has been specifically told not to use

- The alteration of any results document.

If a member of staff suspects a candidate of malpractice, the candidate will be informed, and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

**Staff Malpractice Sanctions** Where a member of staff is found guilty of malpractice, the following sanctions may be imposed:

- **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
- **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff
- **Suspension:** Bar the member of staff in all involvement in the administration of assessments for a set period of time
- **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct the member of staff could face dismissal from his/her post
- **Appeals** The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the organisations Appeals Policy.

## **Conflict of Interest Policy**

A conflict of interest in this context can be defined as a situation that has the potential to undermine the impartiality of a tutor, assessor, and internal moderator because of a person's self-interest, professional interest or public interest. ASDAN is required under its Conditions of Recognition to be aware of any potential conflicts of interest that may impact on the outcomes of internal assessment and ultimately the award of a qualification.

All staff will be made aware of the following examples of potential conflicts of interest, though this list is not exhaustive:

- A member of staff works for a centre and a family member takes a qualification at the same centre
- A member of staff at the centre is completing a qualification delivered and assessed by the centre
- Tutor, assessor or internal moderator working with more than one centre or private training provider
- Tutor, assessor or internal moderator partaking in the appointment, promotion, supervision or evaluation of a person with whom they have family connections with
- A member of centre staff involved in the delivery or outcome of an ASDAN qualification having a family connection with an ASDAN registered learner or learner's family

If aware of a conflict of interest, or the potential for there to be one, staff must make this known as soon as possible to the Headteacher or ASDAN coordinator. This will be dealt with on an individual basis, seeking to remove the conflict of interest and to ensure fair assessment for all candidates.

## **Review and Feedback**

In the first instance, feedback is on ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN award. Following each round of internal moderation, a review meeting may be held by the ASDAN coordinator and class staff, and to candidates where necessary.

After external moderation has taken place, a review meeting will be held. Feedback will be given to assessors and an action plan will be put in place to further develop practice and address any issues arising.



### Conflict of Interests Declaration Form

I hereby declare that I am not aware of any potential conflicts that would undermine ability to fairly to participate in the delivery, assessment or moderation of the ASDAN qualification.

This may include, but is not exhaustive list:

- Working for a centre and a family member taking a qualification at the same centre
- Completing a qualification delivered and assessed by the centre
- Working with more than one centre or private training provider
- Partaking in the appointment, promotion, supervision or evaluation of a person with whom they have family connections with
- Having a family connection with an ASDAN registered learner or learner's family

If aware of a conflict of interest, or the potential for there to be one, staff must make this known as soon as possible to the Headteacher or Amy Naylor, Post-14 Curriculum and Accreditation Lead. This will be dealt with on an individual basis, seeking to remove the conflict of interest and to ensure fair assessment for all candidates.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### Appendix ii: Internal Moderation Timeline and delivery of staff training

Autumn 1	▪ Establish numbers of students that will be accessing ASDAN courses
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	<ul style="list-style-type: none"> <li>▪ Coordinator to host an initial meeting with class teachers/assessors who have year 14 pupils in their class</li> <li>▪ Identify which level of Personal Progress the pupils will be entered for</li> <li>▪ Buy sufficient Registrations for all candidates identified</li> <li>▪ Book Moderations with ASDAN</li> <li>▪ Identify course that candidates will work on</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>▪ Coordinator to meet with class teams to ensure recording is well underway and iron out any issues</li> <li>▪ Review assessment plans and ensure they are relevant to all pupils</li> <li>▪ Meeting held to discuss what will happen in the first internal moderation</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>▪ First internal moderation</li> <li>▪ Feedback given to assessors regarding first moderation and any actions identified</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>▪ Coordinator to check in with class teams on progress and troubleshoot any issues</li> <li>▪ Ensure that portfolios are ready for second internal moderation</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>▪ second internal moderation</li> <li>▪ Establish candidates and units to be put forward for external moderation</li> <li>▪ Actions addressed and portfolios checked</li> <li>▪ Arrangements for external moderation made</li> </ul>
Summer 2	<p>External moderation takes place</p> <ul style="list-style-type: none"> <li>▪ Meeting arranged with assessors to discuss feedback from external moderation and action plan put in place to address any issues</li> </ul>