

# ASDAN Specific Policies and Statements

December 2020

Policy/Statement: <b>ASDAN Specific Policies and Statements</b>	Responsibility: MMO	Date Agreed: December 2020 Review Date: December 2021
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<b>To be used with the following policies:</b> As detailed under point 2 of this document	<b>Named Responsibilities:</b>
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## 1. Introduction and Context

North East Derbyshire Support Centre (also referred to as NEDSC), an AP Academy, is part of the Esteem Multi-Academy Trust. NEDSC is primarily a school for pupils who have been excluded from mainstream school, or who are at risk of exclusion from mainstream school. The school serves the north of Derbyshire across three sites.

NEDSC offers a broad and balanced curriculum that includes a range of qualifications, suited to the needs of individual pupils. At the core of the curriculum is the school's commitment to skill and personal development, and the preparation for working life.

## 2. Policies and Statements Contents

The following policies and/or statements are contained within this document:

- Access to Fair Assessment Policy
- Equality Statement
- Withdrawal Statement
- Candidate Malpractice Policy
- Pupil Appeals Policy
- Conflicts of Interest Statement
- Staff Recruitment, Induction and Development Statement
- Partnership Working Statement
- Internal Moderation Policy

## 3. Access to Fair Assessment Policy

### 3.1 Statement of Assessment

We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route. 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.

### 3.2 Access

Pupils are made aware of the contents of this policy and have access to it via the school website. All staff 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 pupils and their parents, staff and external organisations.

### 3.2 We will:

- ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements
- ensure that all portfolio-based work will be assessed fairly against the qualification standards. Teachers involved with assessment will be fully trained
- ensure that internal assessments are carried out fairly, in accordance with the awarding body's instructions.
- Ensure that externally marked tests and exams will be conducted in accordance with the requirements of the awarding body.

### 3.3 Pupils can expect:

- to be fully inducted onto any new course and access information that can be shared with parents and carers via the school's online portal
- to be given appropriate assessment opportunities during a course, with feedback from teachers regarding the quality of the work
- that learning outcomes, performance criteria and expectations for learning and assessment are made clear at the start of the course. Such criteria will also be established with each assignment
- that all work will be marked within the time period stated when set

Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

### 3.4 Cheating and Plagiarism

A fair assessment of a pupil's work can only be made if that work is entirely the pupil's own. Therefore, pupils can expect an awarding body to be informed if:

- they are found guilty of copying or sharing information and answers (unless they are working jointly as part of a group project)
- they use an unauthorised aid during a test or examination
- they copy another pupil's answers during a test or examination
- they attempt to communicate with other pupils during a test or examination

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a pupil feels that they have been wrongly accused of cheating or plagiarism, they should be referred to the Internal Appeals Procedures Policy.

### 3.5 Access Arrangement: Reasonable Adjustments and Special Consideration

A candidate's access arrangements requirement will be determined by the school's SENCO in conjunction with external professionals and following consultation with a pupil's current mainstream school (where a pupil may be dual-registered).

The exams officer is responsible for:

- Ensuring there is appropriate evidence for access arrangements
- Submitting access arrangement applications to the awarding bodies
- Rooming for candidates with access arrangements
- Organising invigilation and support for access arrangements

## 4. Equality Statement

NEDSC promotes equality of opportunity for diverse members of the school community, including, disabled pupils, staff, parents, women, men, and different racial groups within the school. All staff understand the school's commitment to the promotion of equality of opportunity for all pupils, parents and staff.

NEDSC will:

- eliminate discrimination and harassment on the grounds of:
  - sex
  - race
  - disability
  - religion or belief
  - sexual orientation
  - gender reassignment
  - pregnancy or maternity
- have a policy of zero tolerance towards discrimination and harassment
- have an embedded equalities curriculum, delivered to all pupils
- promote positive attitudes towards disabilities and those with disabilities
- encourage participation of disabled pupils, parents, staff and carers within the context of the school's admission s policy

## 5. Withdrawal Statement

### 5.1 Reasons for withdrawing a qualification

There are a number of reasons why a qualification might be withdrawn by the school. These include:

- lack of demand for the qualification
- qualification no longer meets the needs of the student population
- qualification subject matter is no longer relevant
- units and qualifications are owned by other awarding organisations who have decided to withdraw
- lack of funding

## 5.2 Decision to withdraw

The curriculum is regularly reviewed by the school's senior leadership team. All qualifications are considered on their own merit, and with regard to their demand and suitability. The Assistant Headteacher (Curriculum and Progress) holds the remit for curriculum development and review, and will make recommendations to the senior leadership team. They will consider entry data, attainment levels, qualification relevance and regulatory changes.

In the event that a decision is made to withdraw a qualification, a report outlining the rationale for withdrawal will be provided, signed by the Headteacher.

## 5.3 The process of withdrawal

Upon the decision being made to withdraw a qualification, a withdrawal schedule will be drawn up. The schedule will comply with any requirements as stated by Ofqual and may include arrangements for pupils to complete programmes of work at an alternative school, centre or AP provider.

The schedule will:

- specify how the interests of learners will be protected
- detail how the withdrawal will be communicated to the awarding organisation, regulatory authorities, centres and learners providing details of all deadlines including the last date for accepting entries and the last date for certification.

## 5.4 Protection of pupil interest

In some cases, it may be possible that the school withdraws delivery of a qualification whilst there are still active learners, as defined by the awarding body. Should this be the case, and where the qualifications and awarding body allow, the school will co-ordinate with the awarding body to find the next local provider to allow the active learners to complete the qualification.

# 6. Candidate Malpractice Policy

6.1 This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and regarding examinations marked externally.

## 6.2 Examples of Candidate Malpractice

Attempted 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

## 6.3 Suspicion of Malpractice

If a teacher 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 a teacher suspects a candidate of malpractice during an examination, 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 is found guilty of malpractice, the Awarding Body will be informed and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

#### 6.4 Appeals

If a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal to the Assistant Headteacher (Curriculum and Progress) under the Pupil Appeals Policy.

#### 6.5 Staff Malpractice and Maladministration 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 and also regarding examinations invigilated by staff at the school and marked externally. This also covers maladministration.

### 6.6 Examples of Staff Malpractice

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

The following are examples of malpractice by staff with regard to examinations:

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

#### 6.7 Staff Malpractice Procedure

Investigations into allegations will be coordinated by the Headteacher, 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.

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.

## 6.8 Staff Malpractice Sanctions

Should the suspicion of staff malpractice arise, the school will investigate under its disciplinary policy. Should an allegation of malpractice against a member of staff be proven under the school's disciplinary policy, the disciplinary panel may impose a sanction as set out in the policy. For matters of gross professional misconduct, the panel will have the option to dismiss a member of staff from their post..

Training and other special conditions, including supervision and additional moderation, may be considered as suitable actions to support staff, and to ensure their future involvement in the delivery of course content, internal and external assessments,

## 6.9 Appeals

The member of staff may appeal any decision made against them, as set out in the disciplinary policy.

## 6.10 Maladministration

To mitigate against errors in administration, or maladministration, the entry record will be created by the exams officer and checked by the Assistant Headteacher (Curriculum and Progress) before and after entry of candidates to any specified award.

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

# 7. Student Appeals Policy

This policy addresses the situation(s) where pupils may wish to appeal against a grade they have received for a qualification.

## 7.1 Policy Statement

All pupils at NEDSC 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 within 10 working days of receiving the disputed decision:

- 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 they received the grade/mark
- if the pupil 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 pupil will be informed of the outcome of the re-marking by letter within 2 weeks of their original appeal.

If the pupil wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved.

The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student. Note that a student must have the support of the centre to be able to appeal against a result.

## 7.2 Conflicts of Interest Statement

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 Assistant Headteacher (Curriculum and Progress). Issues will be dealt with on an individual basis, seeking to remove the conflict of interest and to ensure fair assessment for all candidates.

## **8. Staff Recruitment, Induction and Development Statement**

North East Derbyshire Support Centre is an AP Academy, and part of the Esteem Multi-Academy Trust. As such, school policies and practice regarding the recruitment and development of staff are rigorous and are reinforced by Trust policy.

The school only employs qualified teachers, and all teaching assistants are HLTAs with the skill and expertise to work independently with small groups and individuals. Owing to the nature of our work as a provider of alternative provision, all staff are highly skilled and are experts in working with challenging behaviours. All recruitment is conducted under the Trust's safer recruitment practice and all recruitment processes are supported by a member of staff trained in safer recruitment.

All staff receive a significant induction experience, which covers curriculum, teaching and learning, behaviour and safeguarding in depth. All staff new to ASDAN will have the appropriate level of training as detailed below.

Staff at NEDSC with a responsible for leading ASDAN qualifications will have had the appropriate training, will engage with regional meetings, and will keep their knowledge and development up to date. Other staff teaching on the courses will receive training and support from the ASDAN Coordinator.

## **9. Partnership Working Statement**

NEDSC works closely with local mainstream schools to provide dual-registered placements to young people at risk of exclusion. We will therefore liaise with local schools on the needs of pupils, and for the purposes of support and moderation, where said schools also offer ASDAN qualifications.

The organisation, delivery, and assessment of ASDAN programmes and qualifications will remain the individual responsibility of the candidates' main registered school. Staff with responsibility for coordinating ASDAN programmes at each school may attend meetings jointly, for example with the regional lead, or will report back to other schools if only one representative is in attendance.

## **10. Internal Moderation Policy**

- 10.1 Internal moderation is carried out to ensure that assessment methods are consistent across staff and qualifications, and that outcomes are fair to all students.

Evidence of a robust internal moderation system will be required at external moderation and for audit purposes, therefore, there must be reliable and auditable record-keeping systems in place.

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 and to set deadlines.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

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 school will:

- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutor/assessors
- 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

## 10.2 Internal Moderation Process

### 10.2.1 Term 1

- First round of formative internal moderation to be conducted with colleagues across the school
- All student work will be moderated if numbers < 5
- One copy of feedback sheet to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes
- Meeting held to discuss issues arising from first round of internal moderation. Minutes taken

### 10.2.2 Term 2

- Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in centre portfolio
- Any action noted by IM on first round to be checked and signed off. Meeting held to discuss issues arising

### 10.2.3 Term 3a

- Co-ordinator to establish candidates and units to be put forward for external moderation (as required)
- Summative internal moderation to be conducted Arrangements to be made for External Moderation

### 10.2.4 Term 3b

- External moderation takes place
- Meeting to be arranged to discuss feedback from External Moderation and plan put in place to address any issues arising

## 10.3 Review and Feedback Statement

In the first instance, feedback of 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 will be held, and feedback will be given to tutors and assessors, and to candidates where necessary.



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

At the end of each academic year, a curriculum review will be held involving staff and students. Responses will be gathered via questionnaire and used to continually improve standards and outcomes.