



St Anne's School and Sixth Form College

ASDAN Qualification Policy

This policy was adopted in the Summer term 2013, and updated September 2018

1. INTRODUCTION

This policy document is written after consultation with the teaching staff and Governor with responsibility for safeguarding and is presented to the Local Education Authority and the Governing Body in the Spring term 2013, and reviewed by the Curriculum Co-ordinator in September 2018.

It is a working document, which reflects the ethos and practice within the school in relation to ASDAN qualifications. It has been written with due regard to providing pupils and students access to accredited qualifications and is evaluated according to changes within these guidelines as and when they arise.

The ASDAN qualifications aim to support the development of the life-long learning skills identified at St. Anne's: Communication, Taking part, Choosing, Keep on trying, Working with others and By myself.

Outdoor learning opportunities are embedded in the ASDAN curriculum and evident in planning. Outdoor learning aims to enhance the delivery of lessons and supports the life-long learning skills identified at St. Anne's.

The Curriculum Co-ordinator: Hendi Longman

2. FUNDAMENTAL PRINCIPLES

ASDAN qualifications provide pupils and students with the opportunity to gain accreditation recognised nationally by the QCA. Towards Independence, Employability, Expressive Arts and Workright all aim to develop life-long learning skills, essential in adult life. The school's policy on child protection will apply throughout.

The ASDAN curriculum will:

- Develop the pupil's and student's skills at levels appropriate to each pupil/student.
- Be relevant to everyday life and promote increased awareness and understanding of it.
- Provide enriching experiences which encourage the pupil/student to interact.
- Be fully accessible to each pupil/student.

Through a well-designed curriculum the pupil/student will:

- Increase their self- esteem and confidence.
- Be encouraged to have respect and consideration for others.
- Be encouraged to reach their maximum potential for independence and quality of life.
- Gain skills to act with competence, safety and confidence at home.

- Engage in routines within the classroom to encourage them to act independently and to use their initiative.
- Develop personal and social skills leading to appropriate and socially acceptable behaviour.
- Develop work habit and attention skills.
- Begin to learn how to organise and produce a portfolio of work.

3. ROLES AND RESPONSIBILITIES

The governing body with the head teacher will determine the school's approach to ASDAN.

The co-ordinator will:-

- ensure a consistent approach throughout the school
- ensure units of work are regularly reviewed
- ensure continuity and progression
- use a common approach to assessment, including internal moderation
- monitor record keeping
- Liaise with Senior Management to attend in-service training courses and disseminate relevant information to staff.
- Support staff and ascertain their training needs in consultation with Senior Management.
- encourage parental involvement
- collate visual aids relating to units of work
- manage, maintain and up-grade resources
- represent the school in any suitable curriculum leader meetings
- ensure the policy is updated when necessary

4. PRACTICE

The Delivery of ASDAN

We will provide access to a wide range of resources; encourage pupils to develop positive feelings and a sense of achievement so giving each one a sense of their own worth. Pupils will be offered opportunities to communicate, gain confidence, explore feelings and emotions and develop personal and social skills.

The delivery of ASDAN should reflect the whole school approach to learning in which the pupils are encouraged to be active participants in their learning experiences, develop independence and self advocacy; and make full use of the resources available.

The method of delivery should be appropriate to the objectives of the learning experience and have sufficient variety to maximise the pupil's interest. It should reflect the pupil's need in terms of level, methods of communication and pace of progress. Pupils must be given time to interact with materials, respond to experiences and answer questions for themselves.

The pupils should be taught in an environment in which they are comfortable, where they know what is expected of them and they can be led to find out for themselves. They must be put in a situation where they can fail safely and have the confidence to try again.

Pupils should be allowed to progress by building on and extending previous experiences. New experiences must be introduced at the point appropriate to the pupil.

Equal opportunities, gender, multicultural, environmental, health, personal and social issues should be considered when planning work in ASDAN. Work should make use of the pupil's acquired skills particularly mathematical and linguistic ability.

The use of ICT should be encouraged, where appropriate.

Parents will be encouraged to take part in their child's learning by the setting of shared tasks as home learning as appropriate.

The pupils will follow a programme with regard to their personal capabilities. This will be through an individual programme featuring small group and 1:1 work.

Work is differentiated to suit the individual at the short-term planning stage so that all pupils have parallel but appropriate learning experiences within the current programme.

Materials, particularly pupil's methods of recording are differentiated to enable the pupil to get the most out of the content without causing confusion over putting down on paper and at the same time allowing maximum independence. This is done by using recording charts supported by symbols. While pupils are encouraged to produce neat work for ease of reading back too much emphasis put on this will mean that the impact of the content of work is diminished.

Employability

This qualification will be offered from Entry 1 through to Level 2 and accessed by students in the high P Scales through to National Curriculum levels, who also have an off-site work placement.

Workright

An award related to the pupil's offsite work experience placement.

Expressive Arts

Key Stage 4 will be offered Expressive Arts to experience a range of artistic challenges over a 2 year period.

Towards Independence

This is offered to some pupil's in Key Stage 5 .

Planning, Recording and Assessment.

Key Stage 4 / 5

Planning is completed within the guidelines set by Asdan for all the qualifications and Awards.

Assessment

Units for each qualification will be assessed by the class teacher against the standards and guidance for the specific unit. Units of work will then be submitted to the appointed internal moderator, who will repeat this process. Units of work will then be submitted to the external moderator. All moderation for these qualifications is via the post.

Some Asdan Awards are internally moderated. The completed folders are kept on site as they may be audited for Quality Control.

Regular standardisation meetings will take place involving all teaching staff who are delivering the qualifications in order to ensure standards are being met. This will also be an opportunity to share good practice and resources.

5. RESOURCES

Because of the needs of students with learning difficulties, many resources will need to be explicit and visual material will need to be clear and unambiguous. All students are entitled to have a variety of motivating resources to encourage a broad and balanced curriculum.

Resources include:

ASDAN student books

Official ASDAN worksheets

Photo packs

DVD's and CD's

Educational visits

IPads

6. DOCUMENTATION .

Staff will record progress for pupils and students and continually update their records. Pupils and Students will use relevant materials to update their own ASDAN books and/or worksheets.

7. INSET

We review how and when we will deliver in-service training to staff and to the school population.

The CPD co-ordinator advise staff on suitable courses and they will feedback to staff and evaluate the course they attended. All staff delivering an ASDAN qualification will have attended a workshop provided by the awarding body.

8. LIAISON WITH OTHER SCHOOLS

St Anne's School and Sixth Form College is part of the Hunsley Partnership of schools, and Heads meet on a regular basis to discuss ways forward e.g. Inclusion.

Liaison between the Head and Curriculum co-ordinator from other partnerships.