



GOSDEN HOUSE SCHOOL ACCESSIBILITY POLICY

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

GOSDEN ETHOS

At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour because we know that all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future

Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested.

Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text.

Adequate prior notice would be required through the school office.

Accessibility to premises

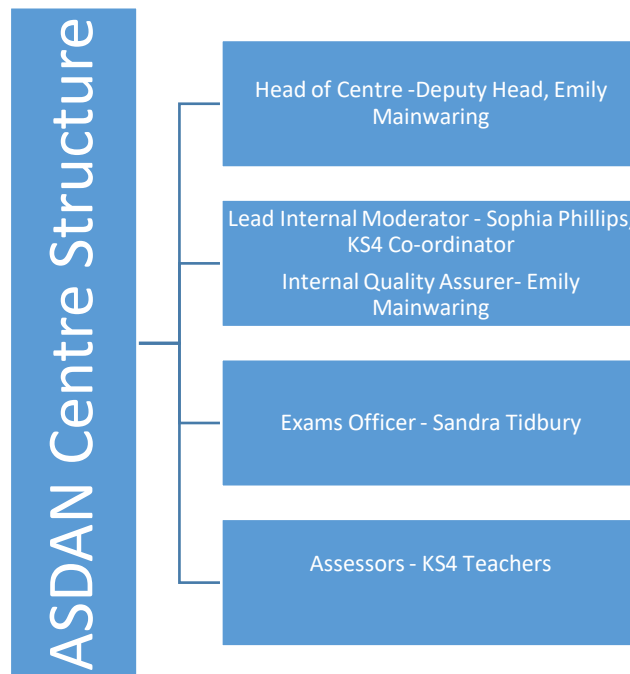
To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members.

ASDAN POLICY

Date of original policies ACCESS TO FAIR ASSESSMENT POLICY MALPRACTISE AND MALADMINISTRATION POLICY ASDAN REGISTRATION AND CERTIFICATION POLICY INTERNAL MODERATION POLICY APPEALS POLICY Arrangements for Withdrawal Policy CONFLICT OF INTEREST FORM	June 2022
Original school author	E Mainwaring
Review date and SLT initial	October 2024 EW
Next review date	October 2025
Date approved and signed in governing body meeting (if Applicable)	N/A



Our ASDAN Centre Structure 2023-2024



ACCESS TO FAIR ASSESSMENT POLICY

Our Aim

To provide a variety of purposeful and relevant qualifications that provide our learners with opportunities to develop their functional life skills, reward their achievements and prepare them for their Post 16 routes.

We are committed to ensuring that our assessment processes ensure that every pupils can have reach their individual potential and achieve through processes that are fair, thorough and non-discriminatory.

Students are made aware of the existence of this policy and have open access to it. It can be found in the KS4 Exams Options booklet which is handed out at the beginning of each academic year. All ASDAN teachers are made aware of the contents and purpose of this policy through line management meetings. This policy is reviewed annually and may be updated in response to feedback from students, tutors, internal moderators and external organisations.

What can pupils expect from us:

- All coursework will be assessed fairly against the qualification standards and teachers involved will be fully trained.



- Internal assessments will be carried out fairly and according to the awarding body's instructions.
- Externally marked units will also be carried out according to the awarding body's requirements.
- To be fully inducted onto a new course and given information that can be shared with parents through our Pupil and Parent information evening and KS4 Exam Options guide.
- Performance criteria and other significant elements of learning and assessment are to be made clear at the beginning of the course and when assignments are set.
- To be given ongoing feedback on the quality of the work and necessary next learning steps.

MALPRACTISE AND MALADMINISTRATION POLICY

It is our responsibility as an ASDAN centre ensure that all our learning staff having a role in the delivery, assessment, moderation/verification and administration of ASDAN qualifications, and all candidates and their families undertaking ASDAN qualifications have access to this policy and understand their responsibilities in relation to it. This policy is accessible on the school website.

This policy covers ASDAN PSD qualifications and related procedures and activities to ensure robust measures are in place to prevent, investigate and deal with cases of maladministration and suspected malpractice

Definition of malpractice and maladministration

Malpractice is any illegal or unethical activity or practice that deliberately breaches regulations, or might compromise quality assurance or control, or undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification, or could otherwise compromise the reputation of ASDAN, the centre, or the wider qualifications community

Candidate Malpractice could be plagiarism of any kind; collusion or copying of another candidate's work; assuming the identity of another person for the purposes of assessment; providing false information in relation to exemption from assessment.

Staff Malpractice could be contravention of, or continued failure to meet centre approval, or any of ASDAN's administration or quality assurance requirements; providing improper assistance to candidates in the production of work for assessment; allowing evidence which is known by the staff member not to be the candidate's own to be included; or making claims for certification prior to the candidate completing all the requirements of the assessment.

Maladministration is any unintentional activity or practice that leads to non-compliance 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. Maladministration, if serious enough, may be treated as malpractice.

Our Centre's responsibilities (as laid out as outlined in their 'Malpractice and Maladministration' Policy 2021 <https://www.asdan.org.uk/media/gv2ciosx/malpractice-and-maladministration-policy-and-procedures-july-2021.pdf>)

Guidance for preventing malpractice and maladministration



Gosden House ASDAN Centre will;

- promptly report to ASDAN all suspected (alleged) and actual incidents of malpractice or maladministration
- inform the person suspected of malpractice that an investigation will take place and that they have a right to reply or appeal against any sanction imposed on them
- comply fully with ASDAN's requests for information in relation to the allegation
- co-operate with ASDAN during the investigation, including carrying out internal investigations in line with ASDAN's requests, using people who are not involved in the alleged maladministration or malpractice
- provide ASDAN with a report of the outcome any such investigation
- implement agreed actions as a result of the investigation, and take appropriate measures to mitigate the effect and prevent any recurrence of the maladministration or suspected or actual malpractice
- notify ASDAN if any person involved in the malpractice or maladministration or in completing any actions as a result of the investigation leaves the centre
- respect the confidentiality of information handled
- retain records and documentation relating to the investigation for a period of time

We are aware that any failure to report malpractice or maladministration, suspected or actual, once candidates have been registered, may affect the issue of certificates, and a failure to co-operate might affect the future registration of candidates.

Guidance for preventing malpractice and maladministration

Gosden House ASDAN Centre will;

- Provide clear information for staff: all staff involved must be aware of the assessment requirements, the relevant Standards with Guidance, administrative procedures and the terminology and definitions of malpractice and maladministration. They must be aware of the procedures to follow should they become aware of either centre staff or candidate malpractice or maladministration occurring.
- Identify the key roles of staff: Identify roles and responsibilities for the various aspects of the management, delivery and administration of assessments (assessors/teachers, internal moderators and exams officer).
- Only assist candidates where permitted: Assessors (Teachers) must be clear over how they may "assist candidates" in relation to assessments/portfolios. Candidates with access arrangements must not be assisted beyond what is permitted by the regulations.
- Deal with centre staff and candidate malpractice in the correct and appropriate manner: If centre staff or candidates are suspected of engaging in any of the behaviour/actions detailed above then this needs to be dealt with in the appropriate manner.
- SLT must ensure that they are clear over what ASDAN expects when dealing with such instances. They must be aware of the processes related to dealing with malpractice and how to investigate and report instances accordingly.



- Provide clear information for candidates: Candidates should be clear over the consequences of collusion, copying or allowing their work to be copied.

Identifying cases of alleged or actual malpractice or maladministration

Suspected cases of malpractice or maladministration could be identified by centre staff, examiners, moderators and assessors, candidates, external agencies or individuals, whistleblowers or anonymous informants.

When ASDAN receives an allegation from someone other than the head of a centre (including anonymous reports), ASDAN will evaluate the allegation in the light of any other available information, to see if there is cause to investigate further

Reporting suspected or actual malpractice or maladministration

Gosden House ASDAN Centre will;

- Submit the full details of the case at the earliest opportunity to ASDAN, using the Notification of malpractice or maladministration form using the *Notification of malpractice or maladministration form*. Copies can be found on the ASDAN website, (www.asdan.org.uk) or obtained by contacting ASDAN's Compliance team by email (compliance@asdan.org.uk) or phone (0117 954 8316). Any additional evidence to support the allegation should be included with the form.

Storage Procedures

All exam coursework remains onsite at all times. Assessors are responsible for safely storing individual work within teacher storage space.



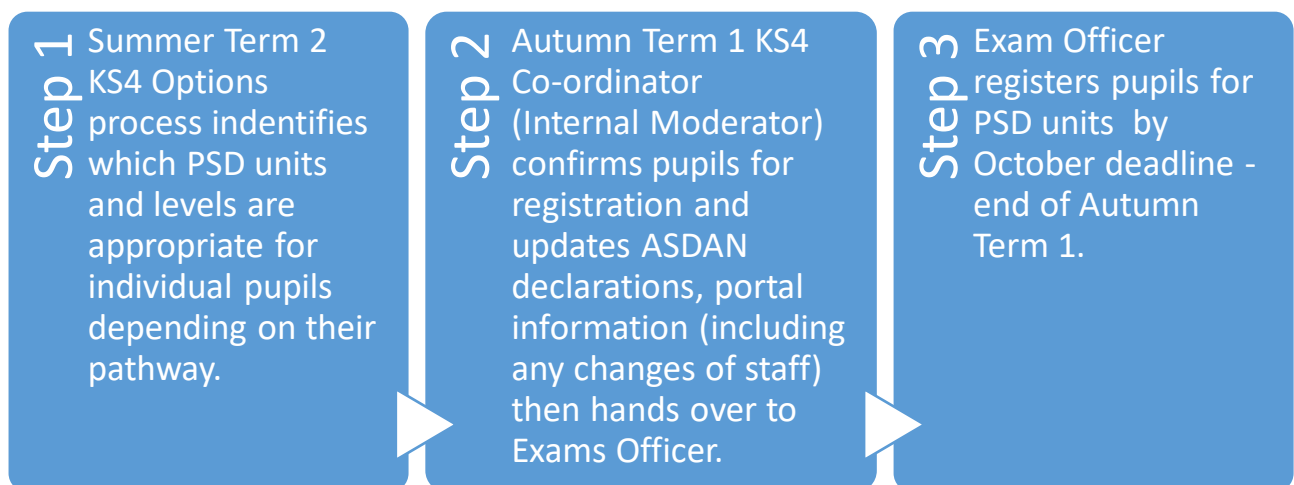
ASDAN REGISTRATION AND CERTIFICATION POLICY AND PROCEDURES

Aim: To ensure that individual students are registered on the correct programme within agreed timescales. To ensure valid student certificates are claimed within the timescales specified by the awarding body. To construct a secure, accurate and accessible audit trail to ensure that student's registration and certification claims can be tracked to the certificate, which is issued for each student.

Gosden House ASDAN Centre will;

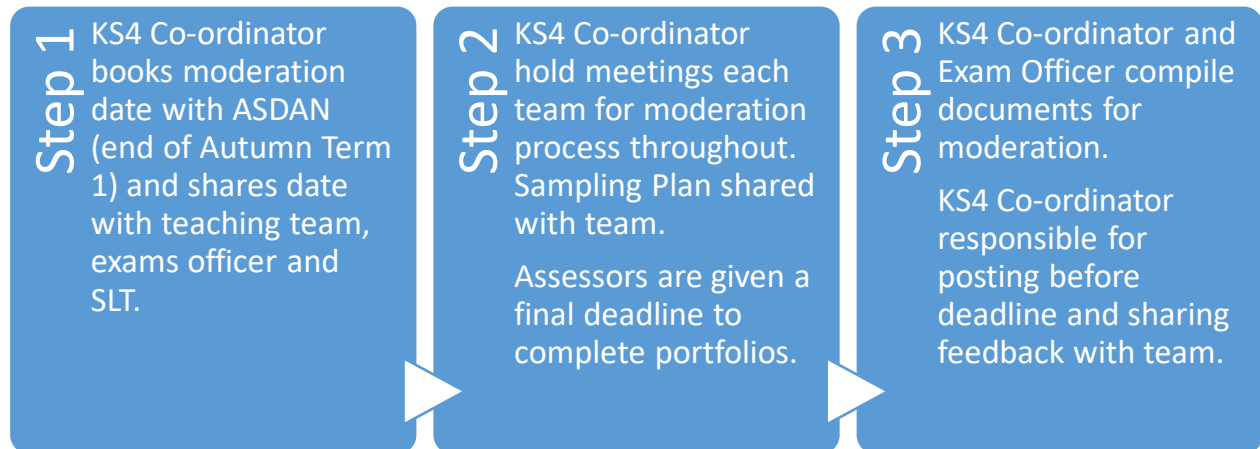
1. Register each student within the awarding body requirements.
2. Provide a mechanism for programme teams to check the accuracy of the student registration.
3. Make each student aware of their registration status.
4. Inform the awarding body of withdrawals, transfers or changes to student's details.
5. Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students.
6. Ensure that certificate claims are timely and based solely on internally verified assessment records.
7. Audit certificate claims made to the awarding body.
8. Audit the certificates received from the awarding body to ensure accuracy and completeness.
9. Keep all records safely and securely for three years post certificate.

Registration Process for Entries





Registration Process for External Moderation



INTERNAL MODERATION POLICY

Guidance for Centres on Internal Moderation

Internal moderation is a key process carried out by centres, throughout the delivery of a Qualification, to ensure that assessment methods are consistent across all teachers/Assessors and that outcomes are fair to all learners. 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. 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.

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

Gosden House ASDAN Centre 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

General Internal Moderation Principles

It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded. Internal moderation should be on-going throughout the course, with feedback being given to the assessors. There should be evidence of feedback being actioned where necessary.

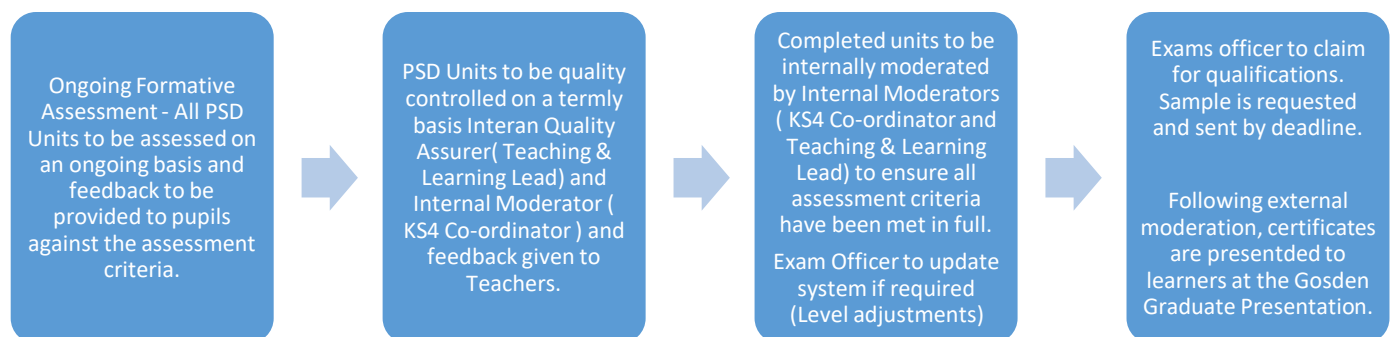
Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation.

Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.

All assessment evidence, which has been internally moderated, must be kept onsite 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 body.

Moderation and Completion Process



- All certificates are stored in the safe, prior to learners receiving them.



Role of the Internal Moderator and Quality Assurer

- Liaise with external moderators
- Ensure that unit activities enable all candidates to produce evidence that will meet the required standards at the proposed level, and that they are fit for purpose.
- Check on the quality of delivery of provision
- Support and advise staff on the delivery of provision
- Support and advise staff on assessment
- Meet regularly to standardise assessment across the centre
- Check assessments at interim points in the delivery of the qualification (these points will be allocated in the Secondary meetings schedule)
- Comment on the quality of assessment and feedback
- Provide effective feedback to the assessor
- Select and request an appropriate sample for portfolios
- Check assessment standards when portfolios are completed.
- Monitor implementation of any action or advice following external moderation
- Disseminate good practise.

In the absence of:

Assessors- qualified and appropriate teachers would support learners in completing the course, guided by KS4 Co-ordinator.

Lead Internal Moderator- all responsibilities of the lead internal moderator would be passed on to the exams officer, who has substantial knowledge of the exam board and works closely with the current lead internal moderator.

Exams Officer- all responsibilities of the exams officer would be passed on to the lead internal moderator, who has substantial knowledge of the exam board and works closely with the current exams officer.

Internal Quality Assurer- all responsibilities would be passed onto another member of SLT.

In the event of long term absence, the school will recruit.

ASDAN Feedback and Actions

Following external moderation, all feedback and actions are shared with the team through staff meeting and completion of 'ASDAN Feedback and Action' document. Action log completed to identify next steps and those named with responsibility are made aware. This document is shared with SLT and shared on staff portal.

APPEALS POLICY

Aim

This policy addresses the situation where students may wish to appeal against a decision which has been made concerning a qualification which has been awarded through ASDAN

Access



Pupils and their families/carers are made aware of the existence of this policy and have open access to it. It can be found on the Gosden House School website within the policies section.

Teachers are made aware of this policy and how to access it in order that pupils can be supported.

All pupils with appropriate support from parents/carers have the right to make an appeal about any of the levels received for the qualifications they are undertaking.

If any student/parent/carer 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 why they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the level
3. If the student/parent/carer is not satisfied with the explanation, the piece of work will be re-moderated by another member of staff also involved with that qualification
4. The student will be informed of the outcome of the re-moderation by letter
5. If the student wants to continue their appeal, he/she needs to contact the deputy head (Teaching & Learning Lead), who will provide the student with information about the appeals procedure for ASDAN and explain what is involved. The deputy head 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.

Arrangements for Withdrawal of ASDAN Qualifications Policy

In the event of the school ceasing to operate as an ASDAN centre, the school will take all reasonable steps to protect the interests of the candidates.

We will inform ASDAN of any intention to cease to be a provider or withdraw provision of any of ASDAN's regulated qualifications.

We will ensure that candidates are not disadvantaged through such a decision and are allowed to claim unit/credit certification to which they may be entitled.

We will ensure all candidates and potential candidates are informed in a timely fashion

We will ensure the interests of candidates already entered for the qualification have been provided with support to find alternative options for them to complete the qualification.



ASDAN Conflict of Interest Policy

What is a potential 'Conflict of Interest'?

A Person who has a personal interest in the result of the assessment (eg where student is family or friend of assessor).

Yearly declaration will be complete by all staff involved in the delivery of any ASDAN qualifications

Gosden House staff will report such conflicts of interest in order that the school can make arrangements for the relevant part of the assessment to be subject to scrutiny by another person.

Where there is a perceived conflict of interest, the following procedure will apply in order to avoid Adverse Effects

Gosden House will report perceived conflict of interest, at the earliest opportunity, to ASDAN Head of Quality Assurance

Identified conflict of interest will be investigated by Emily Mainwaring, Head of Centre.

Next steps will vary according to the nature of the perceived conflict.

3. The individual(s) involved in the conflict will be contacted to provide further details, along with any independent "witnesses", and an assessment is made of the situation, in particular any actions that need to be taken to mitigate the Adverse Effects that might occur

4. A full record of the investigation and decisions will be made and kept, and a report provided to the centre.

5. Where Adverse Effects are thought to have occurred ASDAN will be informed at the earliest opportunity.

ASDAN CONFLICT OF INTEREST FORM

Moderation and Conflict of interest within ASDAN procedures

Conflict of Interest is defined by Ofqual (General Conditions of Recognition, June 2016). In particular in relation to assessment and internal moderation it is important that, as part of the Centre Approval Process:

- all centres declare their awareness of the potential for conflict of interest, and take reasonable steps to ensure that the assessment of a learner is not undertaken by any person who has a personal interest in the result of the assessment (eg where student is family or friend of assessor)
- all centres are required to report such conflicts of interest in order that ASDAN can make arrangements for the relevant part of the assessment to be subject to scrutiny by another person



Staff Signatures

Name	Signature	Date

Quality Assurance Flow Chart ASDAN

Units chosen by Deputy Head and KS4 Co-Ordinator



Assessment Planners created by KS4 Co-Ordinator and Assessors (teachers). This includes any additional worksheets that may need to be created to match criteria.



Moderation activity to take place with all assessors, to enable us to check standardisation when marking. Use an example from the Training Portfolio this year (as we are new).



Internal Moderation Sampling Plan created by KS4 Co-Ordinator (Lead Internal Moderator). Allocated time slots throughout the academic year for moderations to take place (interim sampling).



ASDAN Internal Moderation Checklist document to be used during moderations. A minimum of one per unit, per teacher. Internal Standardisation Meeting Template to be completed at each meeting. Internal Moderation Report Template to be completed by IQA after a minimum of three meetings.



Summative Sampling to take place after units have been completed.



External Moderation. Feedback to be shared with the team.

