



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

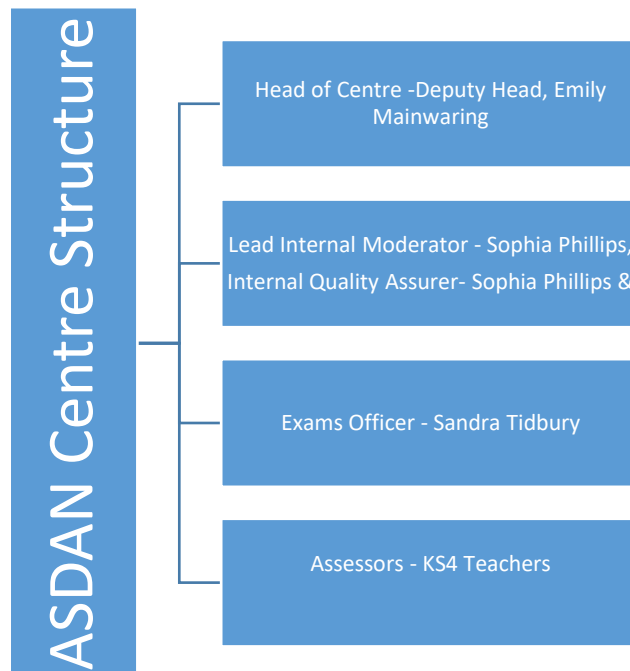
To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members.

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 2027
Date approved and signed in governing body meeting (if Applicable)	N/A



Our ASDAN Centre Structure 2025-2026



ACCESS TO FAIR ASSESSMENT

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.

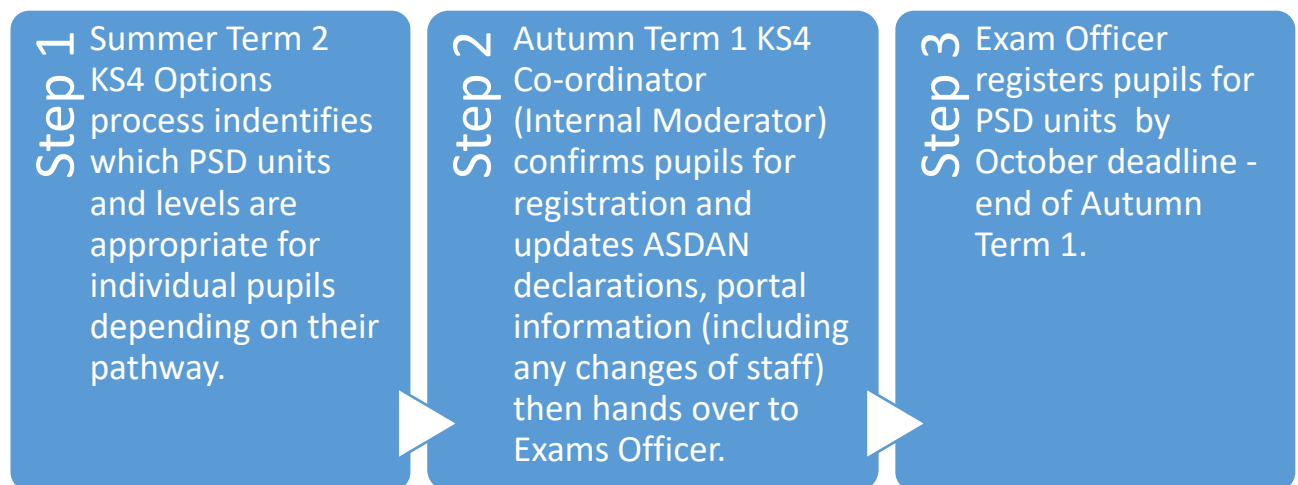
ASDAN REGISTRATION AND CERTIFICATION PROCEDURES

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.

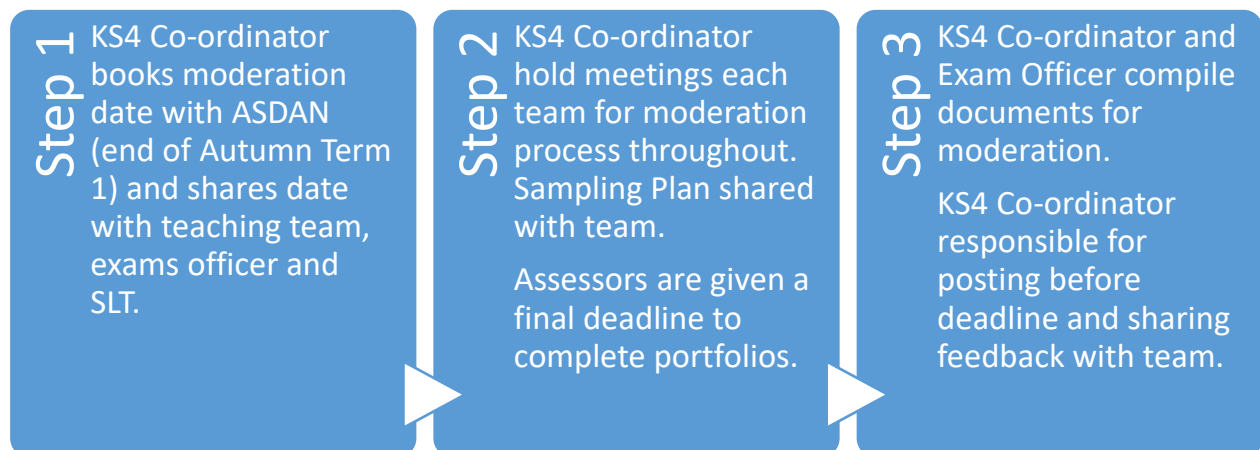
Gosden House ASDAN Centre will;

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

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.

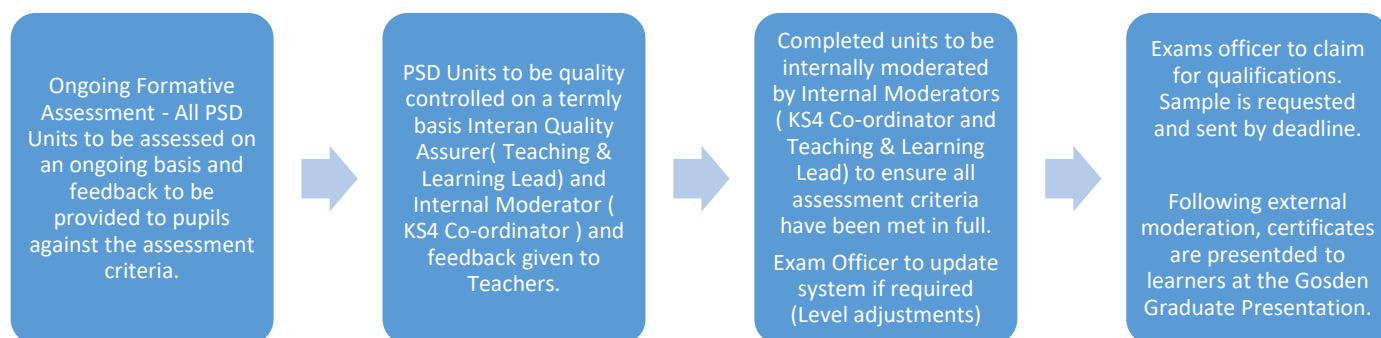
Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.

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

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



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.

LINK POLICIES

Malpractice and Maladministration Policy

Conflict of Interest Policy

IQA Policy

ASDAN Communications Statement