



Asdan Internal Moderation policy at Ickburgh School for Personal Progress, Towards Independence and Transition Challenge.

February 2018

To be reviewed February 2020

Introduction

Ickburgh School is an inner city community school for children with Severe Learning Difficulties and Profound and Multiple Learning Difficulties. There are currently 70 pupils on role who range in age from 2 to 19 years. The Asdan scheme has been in use for many years in the secondary and post 16 phase of our school. We have found it to be a flexible and inclusive scheme which allows for even the smallest achievement of an individual to be recognised and accredited.

Personal Progress, Transition Challenge and Towards Independence will be essential tools for the students in our secondary and post 16 departments in developing their independence skills and self assessment (supported in most cases by the class teacher acting as advocate). Planned work will be reflected in Individual Education Plans and Parents will be shown the scheme their children are working on and their progress on it, at Annual review meetings and/ or parents' evenings.

1.

Role of the centre coordinator

The centre coordinator will always be a member of the senior management team and will report to them regularly on how the scheme is running,

negotiating levels of funding and supporting resources with the Head teacher.

The first meeting of each new academic year with the teachers and assistant staff who are delivering the scheme will have on its agenda the issue of The Standards. Any new teacher will be issued with a printed set of the standards and we will discuss the salient points. It will be the responsibility of the centre coordinator to ensure that all teachers involved in the delivery of Personal Progress have read and are familiar with the standards

Meetings to monitor progress of pupils in all Asdan programmes will be held once every 3 weeks after school- usually on a Thursday. The centre coordinator will minute these meetings. Feedback on how work is progressing will be given to teachers verbally and a note of required actions made.

Meetings will continue throughout the year with the summative moderation taking place in early June each year prior to the submission of student's work for external moderation. The centre coordinator will maintain a centrally held file which will include this policy, staff attendance at meetings, minutes of meetings to include records of all moderation and feedback

2.

Each student in the post 16 department will be registered for **The Diploma in Personal Progress**. This work will take place over a period of three years i.e. years 12,13 and 14 with the full 37 units being completed and moderated prior to the students leaving school at the end of year 14 .

3.

All students in the post 16 department will do a variety of modules on the **Towards Independence Scheme** which will link into and accredit lessons on our three year rolling curriculum. All Asdan work will be presented as a discreet support to curriculum areas although each class will have one timetabled period per week specifically allocated to Asdan.

4.

All pupils in years 7-11 inclusively will work on **Transition Challenge**. They will complete one section per year, completing the whole programme in 5 years.

5 **Training**

All teachers and managers involved in the delivery of the schemes will have attended the relevant training course. Records of training will be kept. The centre co-ordinator will take responsibility for ensuring that all teaching staff involved have up to date training and fully understand all processes.

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We feel that it is very important that we celebrate children and young peoples' achievements . To this end Asdan certificates will be given out at especially organised assemblies led by the Head teacher, when available and the centre coordinator.

Summary of process to be followed

1st half of Autumn term

- Confirm numbers of students on each scheme and distribute supporting materials accordingly.
- Register candidates for Personal Progress (CANa)
- Revisit the Standards with all members of staff involved
- IM to approve work schedules with assessors.

2nd half of Autumn term

- Pattern of meetings between IM and assessors firmly established once every three weeks .
- Formative moderation proceeding with feedback forms in operation.

1st half of Spring Term

- Further round of formative moderation with documentation kept centrally
- Any issues arising to be resolved

2nd half of Spring Term

- Further round of moderation with documentation Kept centrally
- Any issues arising to be resolved.

1st Half of Summer term

- Final round of formative moderation.
- Summative internal moderation to be conducted
- Arrangements made for external moderation

2nd Half of Summer Term

- External Moderations take place
- Meetings held regarding external moderations and plans set in motion to deal with any matters arising
- Celebration of achievement assemblies.

The process is then repeated year on year.

S. Canney

Asdan Centre Coordinator.

February 2020