



Nether Hall School

Assessment Policies and Procedures Specific to ASDAN Qualifications and Awards

Policy Date:	September 2023	Policy Review Date:	September 2025
Responsible Person:	Helen Robinson		
Sarah Naylor Headteacher	Signature:	Date:	
Adrian Keene Chair of Governors	Signature:	Date:	

Assessment Policies and Procedures

Specific to

ASDAN Qualifications and Awards

Access to Fair Assessment Policy

Statement of Assessment

At Nether Hall, we aim to provide qualifications which provide students with the opportunity to achieve their full potential and celebrate their achievements.

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 fair and non-discriminatory way.

Students and parents are made aware of the existence of this policy and have open access to it.

All staff teaching qualifications 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 students, staff and external organisations.

What students can expect from us:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work 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 awarding body instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body.

Students can also expect:

- To be given information about courses on offer that can be shared with parents and carers.
- To have clear learning outcomes, performance criteria and other significant elements of learning and assessment from the start of the course and referred to throughout.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.

- To have all work assessed within two weeks of final submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own.

Therefore, students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation, following the guidance provided by ASDAN, as the awarding body. If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Internal Appeal Procedures.

Access Arrangements: Reasonable Adjustments and Special Consideration

A candidate's access arrangements requirement will be determined by the Phase Leader who is Appointed Assessor for Access Arrangements for Nether Hall School.

They are 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

Nether Hall School will adhere to the ASDAN guidance for access arrangements.

Reasonable adjustments may be made, for learners with specific requirements.

Arrangements made by the school, provided that such arrangements do not confer an unfair advantage, are:

- Low vision aids, including speaker/sounder devices, overlays and magnifiers
- Brailing / Moon / tactile resources, of non-secure assessment material
- Amplification, recording questions and responses
- Use of a Reader and or symbols
- Use of a scribe to write or type what a student dictate
- Use of a Practical Assistant where task adaption or assistive technology cannot
- Use of a Communication aid
- Use of assistive technology devices

- Bilingual dictionaries / translator
- Transcription of a learner's written responses
- Symbol processor / grid writer/ communication grid
- Entry 1 – a restricted range of possible responses, symbol/ objects

Equality Statement

Nether Hall promotes equality of opportunity for and between diverse members of the school community.

In order to do this, the School establishes with all staff an overall vision of the duty to promote equality of opportunity for students, staff and parents. We ensure that we will:

- Eliminate discrimination and harassment on the grounds of
 - a) gender
 - b) race
 - c) disability
 - d) religion or belief
 - e) sexual orientation
 - f) gender reassignment,
 - g) pregnancy or maternity
- And encourage participation of all students, parents, staff and carers.

For further details, please refer to the Nether Hall Equality Policy.

Withdrawal Statement

Reasons for withdrawing a qualification

There are a number of reasons why a qualification might be withdrawn including:

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

Nether Hall School qualification withdrawal process

Decision to withdraw

All current Nether Hall School qualifications will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires.

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 will be developed and signed off by the Head.

Managing the Withdrawal

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated by Ofqual and may include arrangements for students to complete programmes of work.

The plan will:

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

Candidate Malpractice Policy

Introduction

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.

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 students 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

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.

Appeals

If a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line with the Complaints & Appeals Policy.

Staff Malpractice and Maladministration Policy

Introduction

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.

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

- Plagiarism, copying from another learner (including using IT to do so)
- The inclusion of inappropriate or offensive material in assessment tasks
- Deliberate destruction of another's work

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.

Staff Malpractice Procedure

An example of staff malpractice may be:

- Assisting or prompting learners with the production of answers (except at Entry 1 and allowing for the reasonable adjustment arrangements above)

Investigations into allegations will be coordinated by the Head, 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 on paper.

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.

Maladministration

ASDAN policy states: maladministration is any unintentional activity or practice that leads to noncompliance 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.

To mitigate against errors in administration, or maladministration, the entry record will be created by the Teaching Assistant with Exams administration responsibility and checked by the relevant Phase Leader before and after entry of candidates to any specified award.

Examples of maladministration:

- Incorrect registering of units
- Incorrect candidate names (candidate names will be agreed with parents in advance)

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

Conflict of Interest

Any staff involved in the delivery of ASDAN qualifications who have a potential or actual conflict of interest either financial, contractual, family or personal interest in the outcome of assessment, standardisation or internal moderation, must declare this as soon as practical.

Any staff affected are required to complete the declaration of conflict of interest form as soon as a conflict is identified. The form is saved within the ASDAN policies folder, must be completed as fully as possible and returned to the Compliance Manager at ASDAN.

Staff Recruitment, Induction and Development Statement

Staff are recruited using Safer Recruitment guidelines, SLT are trained in the Safer Recruitment processes. See Nether Hall’s safer recruitment policy.

Staff at Nether Hall School, responsible for leading ASDAN qualifications will have had the appropriate training, will engage with regional meetings, and will keep their training up to date. Other staff teaching on the courses will receive cascade training from the ASDAN Coordinator.

Nether Hall Organisation Chart

Head Teacher - Sarah Naylor - DSL		
Deputy Head Teacher – Min Sanghera - Deputy DSL, primary phase leader with overview of Curriculum, Student Progress		
Business Manager – Rob Personnel Recruitment, Health & Safety lead Including pool, H&S,	Assistant Head Teacher – Jess Norman Secondary phase leader whole school lead for curriculum and assessment, (deputy DSL),	Assistant Head Teacher – Helen Robinson Sixth Form phase leader overview of Curriculum, Student Progress, (deputy DSL), Qualifications and accreditations
Wider Leadership Team		
Personal Development: Liz Jenkin Creativity: Amanda Harrison (temp)		

Understanding and Exploring the World: Karis Pegg Physical Development: Emily Mann Problem Solving and Thinking Skills: Julie Eden Complex and Sensory Needs: Rebekah Drewry Behaviour: Amanda Harrison		
ASDAN Assessors: <ul style="list-style-type: none"> • Amanda - SF9 class team • Becky - SF10 class team • Mikey - SF11 class team • Unis Naylor – SF9 class team 		
Head teacher Sarah Naylor	Quality assurance contact Helen Robinson	Finance contact Rob Baverstock
Exams officer Helen Robinson	Internal moderation: Helen Robinson	Designated safeguarding lead contact Sarah Naylor
Accreditation: candidate and unit registrations: Unis Naylor	Quality assurance registration checks: Helen Robinson	Policies and procedures, ASDAN: Helen Robinson
Appointed Assessor for Access Arrangements: Helen Robinson		Policies and procedures, Nether Hall: Sarah Naylor

Internal Moderation Policy

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 teaching staff and that outcomes are fair to all students.

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

It is the responsibility of all teaching 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.

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all teachers 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 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 teachers within planned 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.

Appeals

Should the centre or student feel that an error has occurred, following the release of the results, where either the centre or ASDAN has not implemented its procedures properly, fairly or consistently, an application for appeal may be submitted.

Centres may appeal on the grounds that:

- An assessment error was made when assessing and moderating the learner's evidence.
- ASDAN used the wrong information provided by the centre when reviewing the evidence of all, some or just one of a centre's candidates, including because the centre erroneously submitted the wrong data.
- A procedural error was made when assessments, internal moderation, external moderation was conducted.
- Agreed reasonable adjustments and approved special considerations were not considered when the final decision was made.
- The centre was biased or discriminatory when assessing the learner.

Appeals may also be made against other decisions affecting centres and individual candidates, such as:

- ASDAN's decision to reject an application for centre approval
- The contents of a centre moderation or visit report
- ASDAN's decision to decline a request for special arrangements or consideration
- ASDAN's sanction as a result of malpractice, misconduct or maladministration

In the event of an appeal being made, Nether Hall school will follow ASDANs two stage Appeals and Enquiries about results policy:

Stage 1: Student (or advocate) submits appeal to the centre – where Nether Hall School determines if there was a procedural or marking error before

Stage 2: Centre submits an appeal to ASDAN where they will undertake a review of the learner's achievement and reasons for appeal

Internal and External Moderation & Quality Assurance at Nether Hall

At Nether Hall our ongoing student progress quality assurance ensures students are discussed as a teaching team three weekly and with the Phase Leader approximately 6 weekly. The Pupil Progress meetings quickly identify students who need additional support or learning opportunities. Any additional support required would fall within the access arrangements agreed with the Phase leader (Appointed Assessor for Access Arrangement).

Students are required to develop a portfolio of evidence which demonstrates that they have successfully met all of the requirements of the relevant units at the appropriate level. The final work to be submitted within portfolios will be agreed with the student. Evidence of students work and their progress will be within portfolios as well as captured on the school's assessment system – Evidence for Learning. This portfolio should include not only the evidence but also the following mandatory recording documents:

Each portfolio must be clearly identified on the front page/cover with:

- candidate's name
- centre name and number
- centre co-ordinator's name

and include:

- Appropriate recording documents (e.g. Assessment Checklists) which record the location of evidence in the portfolio and facilitate on-going monitoring and assessment
- Completed Evidence Transcript for each unit submitted (Personal Progress Entry 1)
- Records of internal moderation, sampling and standardisation (all qualifications)

All work towards qualifications will be moderated across the teaching team. Each pupil portfolio of evidence is assessed internally and for a pass to be achieved it must demonstrate that the candidate has successfully met all assessment criteria in full. Internal Moderation of assessments must also take place and the External Quality Assurer will expect to see evidence of this in the form of internal centre records.

Internal moderation and Quality assurance specific to ASDAN will be completed in January 2024 and at the end of May 2024. This will be reviewed after this academic year and altered as required to give best practice within Nether Hall. Due to the small numbers of students completing qualifications this academic year, the sample will include all students who are completing ASDAN units.

Completed portfolios will include the mandatory assessments checklists as detailed in each ASDAN course specification. These documents enable candidates to record the exact location of evidence in the

portfolio against specific assessment criteria. In order to achieve a unit or qualification, an Assessment Checklist must be completed. The Checklist will be placed at the front of the candidate's portfolio of evidence. Assessors should check that the full range of requirements has been met and confirm that the evidence is sufficient, valid, reliable and authentic before completing, signing and dating the checklist. Assessment Checklists must also be signed and dated by the candidate (not PP) and school internal moderator.

Internal moderation, which ensures the quality of assessment of portfolios to be submitted, will be completed following the ASDAN guide to Internal Quality Assurance. Nether Hall school will use modified ASDAN templates to record Internal Moderation (IM). The process will prepare for external moderation. Each portfolio must include clear evidence of internal moderation, in the form of completed IM recording documents.

Completed moderated portfolios must be kept secure within school. This is a quality assurance requirement. Portfolios of evidence are externally moderated by ASDAN. This will be carried out by post unless the centre meets certain criteria for a moderation visit (for example, the centre is submitting a large number of candidates or is starting to deliver a new qualification for the first time).

At the end of the moderation process, feedback will be given to the centre via the Moderation Feedback Report.

Following ASDAN's External quality checks, the centre will also receive certificates for successful candidates, and a Moderation Feedback Report will be uploaded to the members area of the website. The purpose of the report is to provide a record of the outcomes of moderation and give examples of good practice/excellent work as well as work that is of a borderline nature and needs further development. Action points may be identified. (Failure by Nether Hall to address these in future submissions may jeopardise candidate achievement).

Review and Feedback Statement

In the first instance, feedback on 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 teaching staff and to candidates where necessary.

After external moderation has taken place, a review meeting will be held. Feedback will be given to teaching staff and an action plan will be put in place to further develop practice and address any issues arising.

At the end of each academic year, a curriculum review will be held by the teaching staff team.