



Bracken Hill School

ASDAN Policy

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Policy Type: Whole School

This policy is reviewed biennially to ensure compliance with current regulations

The Governors of the school recognise that all staff play a vital role in the achievement of high standards and in providing our pupils with the best opportunities matched to their needs.

1. Introduction

ASDAN stands for 'The Award scheme, development and accreditation and is a nationally recognised awarding body. It offers a wide range of curriculum programmes for students of all abilities.

This policy is a working document which reflects the ethos and practice within the school in relation to ASDAN qualifications and courses.

Intent:

Our aim is to provide our students with accredited courses and qualifications that are suited to their abilities and interests. The ASDAN courses provide the opportunity for students to develop skills and understanding in a practical and learner focused way. Courses are selected based on learner ability and units are chosen to enrich the taught curriculum, widen learners' experiences of the world around them and give opportunity to develop new skills and increase independence both in the classroom and in day to day living. Bracken Hill School is a registered ASDAN centre.

The ASDAN courses chosen will:

- Develop the student's skills at levels appropriate to them
- Be relevant to their everyday lives and promote their awareness and understanding of this for the future.
- Provide experiences for students to work together and interact with each other.
- Be fully accessible to each student.
- Increase self-confidence and self-esteem.
- Encourage respect and consideration for others.
- Work towards developing skills for independence.
- Promote routines in the classroom that encourage students to work using their initiative and develop their personal and social skills.
- Support the use to safe use of technology including using the internet for research purposes and developing presentation skills using a variety of software.

Implementation.

Students gain access to the programmes beginning in KS3. Courses are selected based on learner ability and are chosen to allow progression across the three phases of KS3/KS4 and KS5.

ASDAN courses summary across the phases:

KEY STAGE	KS3	KS4	KS5
Explorers Adventurers	Exploring Aspirations.	Transforming Aspirations	Towards Independence
Adventurers Pioneers	Key Steps	Personal Development Programme: Bronze /Silver	Personal Development programme Silver/Gold Completion and certification at Gold level is aligned with a GCSE grade 5-9

Planning:

Exploring and Transforming Aspirations are planned by the class teachers delivering the course in line with the format shown in the learner record. Progress is tracked in the learner record along with opportunities for students to use photographic evidence and be supported to achieve at what ever level they need.

Towards Independence Units are planned on a two-year rolling programme where teachers are able to select units that they feel best support the learning and independence skills that their students require so this gives some flexibility and also allows for units to be collected in other areas of the curriculum if the opportunity arises.

Key Steps is planned by the class teacher delivering the course selecting a range of units across the 10 challenge categories of Identity, Community, Health, Citizenship, Environment, Personal, Finance, Enterprise, Values and International. Students must complete 30 hours of work in any one academic year to achieve a certificate. A portfolio of evidence is collected. A further 30 hours is completed in consecutive years allowing students in KS3 to be awarded 3 certificates if they have consistently attended school.

The Personal Development Programme is planned across KS4 and KS5 to allow students to develop their skills and to encourage new experience and knowledge. Units are chosen from the twelve modules of Communication, The Community, Sport and Leisure, Home Management, The Environment, Number Handling, Health and Survival, World of Work, Science and technology, The Wider World, Expressive Arts, and Beliefs and Values. Alongside the units in the long-term plans for KS4 and KS5 there is also opportunity for students to gain additional units from other areas of the curriculum like their work experience placements.

Assessment

Units for Key Steps in KS3 will be assessed by the class teacher against the standards and guidance for the specific unit. The completed portfolios will then be submitted to the subject co-ordinator for internal moderation and certification. Students will have individual portfolios that will stay with them throughout KS3.

Units for Exploring Aspirations and Transforming Aspirations will be assessed by the class teacher against the standards and guidance for the specific unit. The completed portfolios will then be submitted to the subject co-ordinator for internal moderation and certification. Where required programmes will then be submitted for external moderation by the subject co-ordinator.

Units for the Personal Development Programme will be assessed by the class teacher against the standards and guidance for the specific unit. The completed portfolios will then be submitted to the subject co-ordinator for internal moderation and then taken for external moderation at the end of KS4 and KS5. Students will have individual portfolios that will stay with them throughout KS4 and KS5. Once externally moderated and certificated, students can retain their port folios to give evidence to support them in future job or college applications.

The subject co-ordinator will:

- Seek to ensure a consistent approach to the teaching of ASDAN courses throughout the school.
- Ensure that courses and qualifications are reviewed and discussed with SLT.
- Ensure a common approach to assessment including internal moderation.
- Monitor record keeping
- Liaise with outside agencies where necessary.
- Ensure the school is kept up to date with ASDAN via the ASDAN area co-ordinator (currently Melanie Connoly).
- Support staff with any training needs and forward these to SLT.
- Update ASDAN policies when required to ensure the schools moderation status is maintained.

Impact:

The subject co-ordinator will monitor progress across the schools ASDAN courses, through internal moderation of student portfolios, scrutiny of long-term plans, discussion and meetings with staff teaching the courses, pupil interviews, learning walks and teaching observations.

The Head Teacher and Deputy Head Teacher will be kept up to date with progress and achieved certificates.

All students will benefit from a wide range of experiences which will support them to understand their strengths and qualities and areas of interest. This in turn will help them to be able to communicate with confidence and talk about these experiences in situations like job or college interviews. Students will be able to draw on activities they have done, places they have visited and people they have met to show a wide knowledge of the world around them and help them to thrive as independently and confidently as possible.

Person responsible for monitoring the current status of this Document for ASDAN is Mrs Swain - March 2025