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| **Person responsible for policy:** | Andrée Barnard |
| **Date approved:** | September 2022 |
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# Aims:

The school aims to ensure that there are robust procedures in place to assess, plan, deliver and moderate work in order for all pupils within the Sixth Form to achieve the best qualification they can. It is recognised whilst it is essential that these procedures and practices must be compliant with the requirements of the awarding body who are accountable to Ofqual, they must also be workable and appropriate for the wide variety of needs and learning difficulties the students at Park lane have.

**Roles and Responsibilities:**

**The Head teacher** has overall responsibility for ensuring the planning, delivery, assessment, internal moderation and submission of the qualifications in the Sixth Form are compliant.

The Qualification Co-ordinator, Lead Internal Moderator and Examinations Officer reports to the Head teacher.

**The Qualification Co-ordinator/Examinations Officer** is responsible for the smooth running of the whole qualification process. She is responsible for ensuring the school is compliant with the awarding body, ASDAN’s requirements for the delivery of the Personal Progress and Personal and Social development qualifications. She is also the Head of the Sixth Form.

She ensures the Sixth Form teachers (tutors) have completed statutory training and are confident and able to deliver the qualifications appropriate to the learners’ needs. She is responsible for registering learners for the appropriate qualification, overseeing the baseline assessments of learners and the planning and delivery of the courses.

The Head of Sixth Form supports the teachers in selecting appropriate units for learners as well as being part of the senior leadership team who monitor all curriculum processes. She is also the lead internal moderator and is responsible for all internal moderation procedures as well as submitting leaners for their external moderation once she is confident internal moderation has been correctly carried out and all portfolios are ready for moderation by the awarding body.

**Qualification Assessors/Tutors** plan and deliver the curriculum, including the units for both qualifications. They assess the learners’ responses and achievements, collect evidence and present it ready to be included in the learners’ portfolios. They liaise over what units are being delivered and meet termly with the lead internal moderator to internally moderate the portfolio evidence. These teachers set learners’ personal learning goals, linked to the assessment criteria of the units and share these with parents. They write annual review reports, attend EHCP review meetings with parents and organise parents’ evening meetings. They involve the learners as much as possible in the setting of personal learning goals and regular reviews of their achievements towards their own targets and attendance at their own annual review meetings in order to give their opinions about their achievements and feelings about their progress towards their qualifications.

**Processes for Introducing the Qualifictaions:**

**Transition to the Sixth Form** (these follow the transition arrangements for the rest of school)

Teachers liaise with the learner’s previous teachers (both in school and from other schools when learners are moving schools) at the beginning of the summer term, to discuss new learners. The learners’ pupil profiles are shared. Teachers share learners’ levels of abilities in all areas, any behaviour management plans, input from other agencies (speech & language therapists, physiotherapists, occupational therapists etc) and the best way to liaise with parents. Wherever possible, teaching assistants from both classes are also involved in these meetings. For learners moving from another school, these meetings may take place partly through email and partly during learner visits and involve conversations/meetings with parents as well.

There are a series of planned transition visits for learners to spend time in the Sixth Form, supported by a familiar member of staff from their current class. This applies to learners moving from other schools as well. The dates of transition visits are shared with their staff/parents and they are encouraged to support the learners to attend as many transition visits as possible during the latter half of the summer term. During these visits information about the curriculum and the qualifications are shared with the learners (where appropriate) and their staff/parents. They also experience some of the possible activities they will be doing and teachers present some simple assessment activities to begin to baseline the new learners. The transition visits allow new learners to become familiar with the Sixth Form facilities, meet the staff who will be working with them as well as the other learners in their class. In some cases, transition booklets are completed for the learners to take home and share with parents over the summer holidays.

**The Start of a New Academic Year**

Teachers spend the first week inducting learners into the Sixth Form. They become familiar with the facilities they will be using, the weekly timetable and how the daily routine works. Teachers meet to plan what units will be the focus for the learners’ personal learning goals within the first term. Timetables and information about the qualifications and the Sixth Form curriculum is shared with parents within the first week of the a new learner starting at Park Lane School.

**Planning:**

Teachers plan a series of lessons to deliver each unit per half term. These plans are working documents and change according to how learners are progressing through the lessons and their levels of understanding. The overall objectives and specific end points are also included in this planning. Teachers create a simpler overview of the planning to share with parents through the school’s website. The planning is scrutinised by the senior leadership team which includes the Head of Sixth Form.

**Baseline Assessment:**

Leaners who come into the Sixth Form from different schools, will be asked to provide any qualifications they have already achieved at KS4. Their parents are also consulted about this. For learners who have transitioned from the KS4 classes in school, their achievements in the ASDAN Preparing for Adulthood awards will be taken into consideration as well as their achievements on the schools assessment system. For the Personal Progress qualification, new learners are assessed against the achievement continuum during their first half term in their new class. Teachers will assign new learners to the appropriate level on the achievement continuum based on observation, basic assessment tasks and feedback from teaching assistants. If learners are assessed at Application Level, they automatically considered for the Personal and Social Development qualification. They will begin working on units within Entry Level 1 and over time teachers will assess them to see if they are ready to progress to Entry Level 2.

**Targets:**

As with the rest of school, the learners’ personal learning goals are set termly by teachers. The targets are linked to the assessment criteria of the units being delivered. These are shared with the learners and the shared with parents at parents’ evenings and in annual review meetings. Leaners read their targets before each lesson and are very aware of what they are working towards. They are involved in discussing and setting new targets at the beginning of each term as well as evaluating their progress towards these targets at the end of each lesson. Depending on the number of guided learning hours and the number of credits the units being taught have, the targets may continue over two terms. Teachers evaluate overall progress towards these targets termly.

**Delivery:**

The units are delivered through the life skills curriculum the Sixth Form learners follow. The teachers deliver their planning through a timetable which includes lessons such as daily living skills, vocational studies, key skills, personal, social, health and citizenship education, community participation and recreation and leisure. The lessons consist of a mixture of whole class input, small group sessions and one to one teaching. Teaching is monitored by the senior leadership team and teachers are formally observed teaching once a term. Feedback is given in written form. The focus of some of the observations are linked to whole school development targets but the feedback still gives the Head of Sixth Form feedback on how the units are being delivered. The observations comment on the learning environment, differentiation and challenge, marking and assessment, behaviour and any work scrutiny. There is also the option to record conversations with learners. The Head of Sixth Form is appraisal lead for both Sixth Form teachers and will observe them teaching at least once a year. She can also see observations carried out on these teachers by other senior leaders so is able to monitor and support them. Alongside the formal observations, there are also periodic learning walks by senior leaders and occasional peer observations.

**Evidence:**

Evidence of achievement against the assessment criteria is collected by teachers from the lessons they deliver. This evidence includes photographs showing the learners taking part in specific activities. These are often a series of photos showing a process the learner is completing. There are also examples of learners work, showing their recording of ideas and thoughts. Photos are also taken of the learners completing these recording sheets to evidence that it is the learner’s work going into their portfolio. Staff annotate the learners work, noting levels of support required, achievements and any problems with learners’ understanding of the key concepts. In some instances there may be witness statements collected to support portfolio evidence, for example, from the swimming instructor to witness learner’s participation in swimming lessons over a period of time.

**Assessment:**

Assessment towards targets is ongoing through annotation of work and/or recording engagement, understanding and achievement on individual recording sheets. These will feed into the teachers planning for the following session, informing whether the lesson may need to be repeated or presented in a different way to address any misconceptions/reinforce concepts, or whether the next planned lesson can be delivered.

At the end of a unit of work, teachers assess a leaner’s performance towards their target, taking into account all the evidence for the portfolio plus other evidence gained from teaching around the subject. This will inform the teacher of the level the leaners has achieved in this unit either on the achievement continuum or Entry Levels. The teacher will create a commentary along with photographs and work to show achievement of each learner within a unit.

**Moderation:**

The work of the learners is moderated in two different ways. In line with the school’s moderation policy, pupil work across school is moderated termly at professional development meetings. Teachers provide samples of work for pupils of differing abilities alongside relevant assessment systems and teachers moderate the work against the assessment system to confirm or challenge the levels attributed by the class teacher. Sixth Form teachers participate in these sessions and provide the achievement continuum and/or assessment criteria alongside completed evidence sheets/learner’s work. The work discussed and compared by the Sixth Form teachers and Head of Sixth Form to ascertain whether it shows achievement at the same level it has been presented as and whether there is sufficient evidence of a high enough quality to show completion of an aspect of a unit of work. The Sixth Form staff present their discussions and conclusions to the rest of the teachers.

The work is also moderated at the end of a unit, usually termly. The Sixth Form staff meet and sample completed units of learners’ work. They scrutinise evidence towards the assessment criteria and read the teacher commentary, level of achievement and where appropriate, unit transcript. The lead internal moderator will mark the leaner’s unit as sampled on the appropriate form and record any adjustments or errors on an internal standardised feedback record. If the lead internal moderator is presenting work she has planned and delivered, another Sixth Form teacher will act as internal moderator for her samples. A note will be made of any actions to be completed before the unit is agreed as complete and agreed dates for these to be completed will be noted. The internal moderator will follow up on these actions after the appropriate time has passed.

Before the Head of Sixth Form submits the leaners units and levels the completed portfolios are checked for all correct documents and signatures as well as evidence. The completed portfolios are shared with the Head Teacher.

**Reporting:**

The Head of Sixth Form shares the Moderation Feedback reports from ASDAN with the Sixth Form teachers, making sure any actions are worked on and addressed for the next round of moderation.

These reports are also shared with the Head teacher and Governors. The Head of Sixth Form reports the feedback through the Quality of Education committee, sharing the feedback reports with the committee members. This is then reported in the Head Teachers report to Governors which is shared with the full Governing body.

**Review:**

This policy will be reviewed annually and revised with any changes to the school’s main assessment and planning procedures or updates due to the awarding body’s requirements.