**Section 1: Centre details**

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| Centre name & number | Park Lane School 5545 |
| Centre QA contact name/e-mail | Andrée Barnard |
| Date of remote review | 17/11/22 |
| EQA name | Julie Cullen |

PP, PSD

**Section 2: Staff expertise**

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| Name | Role (e.g. assessor, IM) | Available on remote call | Experience, qualifications, CPD |
| Andrée Barnard | Qualification Coordinator  Lead Internal Moderator  Exams Officer | Yes | ASDAN PP and PSD training plus Internal Moderator and Assessor. |
| Beth Atherton | Assessor PP  Internal Moderator PP | No | ASDAN PP workshop 08/11/22  IM and Assessor 15/08/21 |
| Kieran Cook | Assessor PP  Assessor PSD | No | ASDAN PP workshop 08/11/22  IM and Assessor 15/08/21 |
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| **Section 3: General Administration** | | **Y/N** |
| 3.1 | Are centre staff aware of the centre policies and procedures relating to assessment and internal moderation and how to access them? | Y |
| 3.2 | Are effective systems in place for improving policies, processes and procedures? Are they subject to regular review? | Y |
| 3.3 | Are learner records stored in a secure location with access restricted to authorised personnel only? | Y |
| 3.4 | Is learner evidence retained in accordance with the centre’s and ASDAN requirements? | Y |
| 3.5 | How does the centre ensure that previous moderation reports (MFR) have been reviewed so that actions can be addressed? | Y |
| 3.6 | Is the centre delivering/assessing/ moderating across satellite sites/branches or in partnership? If so:-   * How does the main site ensure branches are following the same policies and procedures? * Is there policies in place to ensure effective communication between sites and/or staff involved in these qualifications? * How does standardisation take place across sites? | NA |
| **3.7** | **Related comments**  If the answer is no to any of the above questions, actions will be reflected in the Action Plan |  |
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| 3.1: The centre provided the Internal Moderation Policy and Procedures, the Assessment Policy (both of which directly relate to ASDAN), the whole school Moderation Policy, Appeals Procedure, Delivery of Sixth Form Qualifications procedure, Access to Fair Assessment Policy and Malpractice and Maladministration Policy. All policies are available in hard copy format in the departmental office in addition to electronically on the Shared Drive. All policies and procedures are also explained to all staff as part of the induction programme.  3.2: AB and BA review all ASDAN specific policies and procedures each summer and update them accordingly as required. KC is new to the centre but will be included in the review in the future.  All centre policies include the date of review on the front page in addition to the member of the SLT with responsibility for reviewing and updating the specific policy. AB has responsibility for reviewing the SEN policy and Accreditation policy. All reviews and updates are discussed with the SLT before ratified.  3.3: Learner records are stored digitally on the secure server including evidence transcripts and commentaries. All photographic evidence is stored by each individual tutor on encrypted external hard drives as there are multiple images which would take up a lot of space on the main server.  Hard copies of evidence and learner work is stored in a locked cupboard in the locked departmental office which has authorised access only.  3.4: All documentation, evidence, learner records and assessment materials are archived for 5 years on the main server. AB ensures annual review takes place and all records which have been stored for over 5 years are securely deleted / destroyed in confidential waste. Please see ASDAN Retention of Assessment Materials Policy - <https://www.asdan.org.uk/media/b2phdxsy/retention-of-assessment-materials-policy-sep-2021.pdf>  3.5: AB received the MFR report which they read and share by email with the Head of centre in addition to BA and KC. A meeting is then convened to discuss feedback, actions and recommendations and use the comments to plan future assessments and moderations.  AB also sits on the Quality Education Committee for the governors and reviews and discusses the MFR with the committee and at the full governors meeting.  3.6: NA | | |

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| **Section 4: Management and resources** | | **Y/N NA** |
| 4.1 | Are resources sufficient to support the qualification/s?   * How did the centre adapt to remote learning? | Y |
| 4.2 | Are sufficient and appropriately qualified and/or experienced staff members available to manage, deliver and assess the qualifications? Please refer to training, standardisation and CPD records. | Y |
| 4.3 | Are the roles and responsibilities of staff clearly defined and understood by all concerned? | Y |
| 4.4 | Are staff members able to carry out their designated responsibilities effectively?  **Is there a staff conflict of interest declaration/procedure?** | Y |
| **4.5** | **Related comments**  If the answer is no to any of the above questions, actions will be reflected in the Action Plan | |
| 4.1: The school is well equipped and resourced to deliver both PP and PSD. The school has recently opened a new Sixth Form Centre in which both qualifications are delivered. The centre is spacious with a large common room which can be used as an area for relaxation as well as a break-out area, space for breakfasts and for such sessions as music therapy.  The centre has a training flat which enables learners to learn and practice life-skills such as dusting, vacuuming, washing the floor, doing laundry and making the bed etc. There is a kitchen within the flat and students make their own snacks and refreshments each day and serve them in the café.  The centre has a Food Technology room with 5 fully equipped stations, three of which have height-adjustable worktops. Students menu plan and shop, cook and eat their meals each week. There is also a fully equipped art room and TAs have a variety of art specialisms including clay, printing and painting which enables them to inspire and support students.  As the centre is a Special School and all young people have EHCPs the centre was open throughout the pandemic other than the very first week. However, some parents kept their children at home but the majority attended the centre, particularly those with complex needs and those who benefited most from free school meals.  To maintain engagement with all young people the centre continued with the standard two week timetable and moved to some online teaching for those at home. The team maintained close and regular communication with parents and provided support and encouragement to enable them to support their children to ensure they maintained their level of ability. The centre gave an example of going for walks in the local community which some young people were reluctant to do from home so AB prepared scavenger hunts which gave an added level of interest and purpose and all participated.  The team also suggested to parents different drinks and snacks their child could prepare such as jacket potato and beans or beans on toast, whilst the parent recorded actions photographically. Several parents commented they were unaware of the ability of their child, such as being able to make tea and cook basic items such as omelettes and toast etc. Parents agreed it was a big yet positive learning curve for them.  Although photographs were sent by parents of different actions (eg cooking and cleaning) the centre did not use any of them as final evidence as they could not validate if the pictures were natural or staged, therefore all aspects were revisited and assessed when the young people returned to school.  4.2: The centre has two classes which undertake PP and PSD with a total of 14 students, aged from 16 to 19 years. Each class is supported by 3 or 4 TAs, depending on the need of the young people. BA, AB and KC all teach whilst BA and AB cross moderate the assessment decisions of the other.  Andrée Barnard (AB) has a degree in Special Educational Needs and has worked at Park Lane School since 1997 through key stages 1 to 4 in addition to the Sixth Form. AB worked in a mainstream infant school in a deprived area for 6 years before moving to Park Lane and has always focussed on special educational needs and child development.  Beth Atherton (BA) has a teaching degree and worked as a senior manager in a specialist college supporting children with special educational needs and epilepsy before joining Park Lane in 2011. Beth has worked with AB in the sixth form for over six years.  Kieran Cook (KC) joined the centre in September 2022 and is an experienced teacher of supporting young people with special educational needs. Both AB and BA closely support and monitor KC.  The centre has a comprehensive CPD programme which includes topics such as behaviour management, sinology, singalong, communication aides, PECS and standard sessions such as safeguarding. The centre also includes aspects such as reading pathways, evidence recording systems and how to use specific IT symbol software.  4.3: All roles and responsibilities of the team are clearly defined and understood. It is a small team and individual responsibilities are clear.  4.4: The centre has a comprehensive Conflict of Interest procedure which identifies potential conflicts (personal relationships in addition to business interests), how they should be declared and actions which will be taken to ensure they are managed and the conflict mitigated. The requirement to declare any actual or potential conflicts of interest is discussed at the start of each academic year and staff must sign a declaration if an issue is identified. | | |

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| **Section 5: Delivery, assessment and internal moderation** | | **Y/N NA** |
| 5.1 | Was access onto the qualification carried out in accordance with the centre’s policies and course requirements?   * Initial assessment and induction. * How was authentication of learners evidence/contribution validated during any remote learning? * Advice and guidance procedures for students and teachers | Y |
| 5.2 | Were candidates with specific learning and assessment requirements given the appropriate support?   * How was this ensured during any remote learning? | Y |
| 5.3 | Was candidates’ progress monitored and reviewed? | Y |
| 5.4 | Are the assessments set at an appropriate level and how were standards maintained if any adaptations were used (in 2021/2022)?   * Does the assessor assess formative or only summative assessments? * Who reviews and approves the assessment plans? * Were assessment plans provided for review and were these appropriate? * Are the assessments relevant to the qualification/unit learning outcomes? | Y |
| 5.5 | Does the centre keep a register of teaching to ensure that the recommended GLH are met? | Y |
| 5.6 | How does the centre manage credit transfer, exemption and Recognition of Prior Learning in relation to ASDAN Qualifications?   * How are these recorded at the centre? | Y |
| 5.7 | Is the centres internal moderation procedure in line with the submitted IM policy?  Was evidence of IM for current cohort available for review?  Was evidence provided at pre delivery as well as ongoing monitoring of assessment as opposed to end loaded?   * Does this centre have summary IM template used as the end of moderation? * Does the IM policy refer to standardisation? | Y |
| **5.8** | **Related comments**  If the answer is no to any of the above questions, actions will be reflected in the Action Plan | |
| 5.1: Processes for Introducing the Qualifications: Transition to the Sixth Form from the lower school and other schools: 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.  5.2: park Lance School is a Special School with a curriculum which suits the age and learning needs of individual pupils, focussing on developing communication skills and personal / Lifeskills development. Please see 4.1 re supporting young people during lockdown.  5.3: Any work completed by the students who home schooled during lockdown was used as a tool to maintain engagement but was not used as part of the assessment process due to the inability to clearly authenticate the submitted material. All areas of teaching, learning and assessment were revisited when the young people returned to the centre which also helped to reinforce learning.  There is continual assessment across the whole school to establish and monitor individual student progress. The Deputy Head meets with all teachers to discuss the progress of individual students and their individual personal learning goals, which are also linked to the assessment criteria of the courses they are undertaking, ie PP and PSD.  5.4: Assessment plans submitted: PP: Recognise Time Through Regular Events  Developing Independent Living Skills – Having Your Say  Developing Independent Living Skills – Being Healthy  PSD: Preparation for Work  Community Action  Making Most of Leisure Time  All assessment plans are clear and detailed with appropriate assessment activities, methods and evidence types.  BA and AB have jointly written assessment plans to date which have been approved by the Deputy Head. However, moving forward BA will write future plans which will be agreed by AB and approved by the Deputy Head.  The Assessment Policy confirms assessment is both formative and summative. AB explained that all evidence is recorded over the 3 year period of sixth form attendance, including repetitive activities such as shopping and cooking which helps to demonstrate consistent ability over a period of time and also demonstrates progress. All evidence is reviewed to identify and demonstrate the final ability of the young person at the end of the qualification.  5.5: The centre explained that due to the nature of the students and the repetitive reinforcement activities all GLH are exceeded. An example was given regarding Maths skills which are addressed during Maths lessons but also reinforced when shopping, following a recipe, setting a table etc.  The school operates a termly timetable which records all hours.  5.6: If a young person transitions to the school the school will link with the previous centre and review the pupil profile, ability and previous achievements. If a young person has previously completed some ASDAN units, for example within PP the school will require evidence of achievement, ie a certificate, which will enable the young person to progress from a certificate to a diploma etc. adhering to ASDAN recognition of prior learning requirements.  5.7: The centre Internal Moderation Policy directly relates to ASDAN and identifies both formative and summative internal moderation takes place and includes all learners, assessors and assessment activities. The policy also identifies standardisation activities take place across the school including standardising student work and assessment decisions to ensure the correct standards have been achieved, reviewing worksheets and three lesson observations of all teaching staff each year to ensure consistency of good practice standards. The centre Assessment Policy clearly identifies a number of assessment methods and ways in which evidence can be recorded including both electronic and photographic material. The policy specifically identifies ASDAN PP and PSD qualifications.  The centre submitted an Internal Moderation Report Form for each qualification (PP and PSD) which have been completed to date (from September 2022) and demonstrates full planning has taken place for assessment, moderation and standardisation activities. | | |

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| **Section 6: Malpractice & maladministration** | | **Y/N NA** |
| 6.1 | Are staff made aware of the potential for M&M occurring in relation to the ASDAN qualifications delivered? | Y |
| 6.2 | Have there been any M&M cases in the past year?  If yes, is there evidence of the staff following procedures in line with the centre policy? | Y |
| 6.3 | Is there a written procedure for checking the accuracy of candidate registration and certification claims (Candidate Registration and Submissions) against assessment and/or IM records, and accuracy of certificates once received?   * Are such checks recorded? How? | Y |
| **6.4** | **Related comments**  If the answer is no to any of the above questions, actions will be reflected in the Action Plan | |
| 6.1: The centre has a comprehensive Malpractice and Maladministration Policy which relates to staff actions. The policy gives examples of potential malpractice and maladministration, procedures which are in place to prevent their occurrence and sanctions if they do occur. However, the centre identified the following regarding student malpractice: ‘*The students at Park Lane School all have severe, profound or complex learning difficulties which include severe communication difficulties. All work carried out to complete units of work for the Personal Progress and PSD at Entry Level 1 qualifications is closely and continuously supervised by experienced, qualified staff. Therefore, there are no opportunities for students to participate in plagiarism or collusion, or to use inappropriate resources or alter any documents. The students who are entered for and work on these two qualifications wouldn’t be able to engage in any of the above activities without being guided by a member of staff.*  *If a teacher notices a student copying the actions of their classmates rather than demonstrating their own skills, the teacher will encourage the student to repeat the activity away from other students to gain a true reflection of their abilities.’*  6.2: There have not been any incidents of malpractice or maladministration during the last year.  6.3: The centre explained AB completes the registration documentation with all names and units and puts them forward to BA to check before submitting the form.  Once certificates are received both internal moderators check all details to ensure accuracy. | | |

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| **Section 7: External Quality Assurer comments and recommendations** |
| **Park Lane School is a Special School which aims to support pupils in their education journey at whatever point they join the school from nursery to sixth form through offering a curriculum to meet the age and learning needs of pupils. Throughout the curriculum there is a focus on developing communication and personal development. Communication is supported in a variety of ways including sign language, communication books and using technology through iPad and eye gaze alongside the use of speech to aid understanding and expression. The school supports pupils to gain in self-belief and independence and helps to build confidence to enable them to take the next step in their life when they leave Park Lane, either moving to a new school, college or learning in the community**  Andrée Barnard, the Qualification Co-ordinator, internal moderator and assessor was extremely positive and proactive when providing all information requested before the meeting. Andrée attended the meeting and I would like to thank Andrée for her positive approach and full engagement with all aspects of the meeting.  The centre is currently delivering ASDAN Personal Progress and Personal Social Development to a cohort of 14 young people across a range of units to meet individual needs and interests.  During the meeting the EQA discussed the Internal Moderation Report Form and the importance of using it as a planning document as well to monitor progress throughout completion of the qualification. Andrée subsequently accessed the document and completed it to date with their team as part of a standardisation activity. All information was appropriate and detailed, and the planning aspect was transferred from previous minuted team meetings.  Previous action points were reviewed during the meeting, which relate to ensuring explicit evidence is provided to demonstrate 10 hours of activity within MMLT and that internal moderation reports are submitted with each submission for external moderation. Andrée explained how each action has been addressed and will be met with the next external moderation sample.  It has been a pleasure to work with the centre during the Quality Assurance Review and all required standards have been evidenced. |

**Section 8 Centre Action plan**

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| Report reference | Action required | By whom | Target date | Evidence reviewed by the EQA | Action completed by - date |
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**Section 9 – Visit Outcome**

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| **Outcome of the Review** | | | **Tick box as appropriate** |
| Remote review complete (no actions) | | | Yes |
| **External QA Signature:** | Julie Cullen | **Date:** | 20/11/22 |
| **Centre QA signature:** | Sharon Taylor | **Date:** | 21/11/22 |
| The action points above must be addressed by the target date | | |  |
| **External QA signature:** |  | **Date:** |  |
| **Quality/Compliance signature:** |  | **Date:** |  |

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| **Action Plan Follow up** | | | |
| All action points have been addressed | | |  |
| Further dates for completion of action points have been set  Follow up date/s: | | |  |
| **External QA signature:** |  | **Date:** |  |
| **Quality/Compliance signature:** |  | **Date:** |  |
| **Centre QA signature:** |  | **Date:** |  |