

14 - 19 Learning Pathways Accreditation and Internal Verification Policy



*Learning together in a changing
world, creating success for all.*



TRINITY FIELDS SCHOOL and RESOURCE CENTRE

Policy for the 14-19 Learning Pathways Accreditation and Internal Verification

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils’ ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Trinity Fields School and Resource Centre is committed to delivering accredited programmes to all pupils within the 14-19 learning pathways department which provide opportunities for learning and

assessment to meet the standards of its internal quality assurance policies and the requirements of the relevant awarding bodies.

Trinity Fields monitors course programmes, assessments and internal verification decisions.

Glossary of terms used in this policy document

Assessor: the person responsible for assessing pupils' work against the set assessment criteria.

Internal Verifier: the person responsible within Trinity Fields for internally verifying assessment materials, tasks and assessment decisions.

External Verification: the quality assurance process set out by the awarding body to monitor the internal verification, approve a centre's assessment approach and assessment judgements.

Rationale

All pupils are given a broad range of opportunities to gain accreditation which records their progress and achievement in recognised programmes of study from awarding bodies, such as ASDAN and Agored Cymru. The accredited schemes enrich pupils' experiences and extend their learning.

Our core purpose is to give all pupils within the 14-19 learning pathways classes opportunities for personalised approaches to learning which reinforce pupils' choices and differentiated learning. The accredited programmes support the transfer of skills across a range of environments and situations and develop skills which prepare the individual for independence and life in the community.

Aims

Trinity Fields School and Resource Centre strives to promote the educational, moral, spiritual and social development of each pupil and to prepare them for life beyond school through a broad, balanced, relevant and coherent curriculum. The school will promote and ensure quality in the Key Stage 4 and post 16 curriculum by means of external accreditation by national awarding bodies.

We aim to:

- deliver high quality accredited programmes of study validated by recognised awarding bodies such as ASDAN, Agored Cymru and the Duke of Edinburgh Award;
- recognise and record achievements and seek to offer external accreditation at Key Stage 4 and post 16 for all pupils;
- monitor and evaluate accredited courses on a regular basis and seek to extend the opportunities for accreditation of the Key Stage 4 and post 16 curriculum;
- provide opportunities for personalised approaches to learning, via the use of accredited modules;
- reinforce pupil choice and differentiated learning;
- build on prior learning and provide opportunities for progression;
- provide meaningful and appropriate ways for pupils to meet the requirements of awarding bodies;
- develop and apply Key Skills, wherever appropriate;
- involve pupils in evaluating their own learning (as far as possible) and give them the right to appeal any assessment decision.

Arrangements for planning

Teachers will produce half-termly plans to ensure that the content of the accredited course/s is appropriately delivered to pupils. Following their weekly plans, teachers will work through specific aspects of the accreditation course/s. Work will be differentiated as necessary to help pupils reach their full potential. Their work will be evaluated daily, weekly or half termly as appropriate and in

addition to contributing to the accreditation course/s this work will also contribute to their Annual Review and end of year reports.

Purpose of internal verifying

The internal verification procedures are intended to provide an internal quality monitoring system to ensure the standard of assessment meets the requirements of the relevant awarding body.

The internal verification procedures are designed to:

- Define the school's organisation for supporting assessment of candidates in accordance with the qualification assessment and grading criteria;
- Identify the roles and responsibilities of those involved with internal verification;
- Provide documentation and support information which can be used with those procedures required by the awarding body.

Assessment, recording and reporting

Teachers will record, collate and cross-reference evidence of each pupil's progress, against stated criteria, using standardised proformas. This evidence will be presented for internal and external moderation. Internal moderation will take place prior to the pupil's work being submitted and/or called for external moderation.

For ASDAN courses, the ASDAN Centre Coordinator will complete all required forms and guarantee that portfolios of evidence are of an appropriate standard, prior to submission for external moderation.

Both ASDAN and Agored Cymru programmes are internally moderated. Internal moderation provides an important mechanism for staff development and for supporting colleagues and, as such, is more than just an administrative process. The purpose of internal moderation is to ensure that every assessor in the centre is assessing candidate portfolio evidence consistently and to the national standards.

Internal moderation processes and procedures should address the following:

- Providing opportunities for staff development e.g. internal support meetings, and/or external training opportunities, meetings to discuss feedback from External Moderation reports.
- Monitoring portfolios to verify that all work is being checked by the assessor.
- Checking that assessment documentation is fully completed, and signed and dated by the candidate and the assessor.
- Sampling the evidence for individual units across candidates, and across assessors, to monitor accuracy and consistency.
- Continuous review of all related processes from course development to the application/recommendation for the award of credit(s)/accreditation(s).
- Providing feedback to assessors.
- Promote good practice.

The team leader for the 14-19 learning pathways will co-ordinate internal moderation meetings, where relevant, ensuring that the assessment of student portfolios is consistent and unbiased. A calendar of key accreditation dates and deadlines will be distributed to all teachers.

ASDAN will request to see a sample of pupil's work at a moderation meeting once the internal verification process has been completed. The moderation meeting aims to recognise, celebrate and reward the achievements of learners. They also provide a relevant Professional Development opportunity.

Agored Cymru external quality assurance (EQA) will verify that the necessary processes, resources and staffing are in place to effectively manage and support the valid award of units. It also checks

that learners have presented sufficient, valid evidence at the appropriate level to be awarded credit for units.

Pupils and/or their advocates will have the right to appeal against assessment decisions if they are considered to be inaccurate or unfair. If necessary, the independent judgement of a member of School Leadership Team or a governor will be sought. The advice of an awarding body's regional co-ordinator will also be consulted.

Full details of our whole school processes for assessment, recording and reporting will be found in the ARR policy.

14 -19 learning pathways

Learning pathways will provide pupils with options and opportunities. It will do so by extending choice and flexibility; securing individually tailored learning pathways that meet pupils' needs, and providing richer opportunities and experiences which will help learners develop the wider skills they need for life and work.

Learning Coach support is delivered through a team approach enabling pupils to access support in a variety of ways. The main role of the Learning Coach is to help the pupils identify goals and develop a learning pathway to meet their individual needs. Learning coaching is the support that learners can expect with the learning related aspects of their individual pathway, and focuses on maximising the young person's ability to learn and to achieve accreditations in either or both academic and vocational areas.

Partnership

The school values its partnership with many agencies that support and enhance our provision.

Parent/carer involvement is seen as an integral part of our programmes, with parents/carers and school staff taking on the role of pupil advocates in some circumstances. Wherever possible pupils are encouraged to attend all Annual Reviews and a Person Centred Planning approach is adopted. Pupil involvement in the process is encouraged and self-advocacy and decision making developed as far as practicable.

Arrangements for monitoring the delivery of the curriculum

The headteacher in conjunction with the team leader for 14-19 learning pathways are responsible for maintaining an overview of the whole curriculum and for monitoring the delivery of curriculum through discussion with teachers. Monitoring and evaluating the quality of teaching and learning will take place on a termly basis.

The Accreditation and Internal Verification policy and related documentation is reviewed annually to ensure that:

- there is consistency of assessment practice across the department;
- all staff understand the procedures and documentation for recording assessment decisions;
- staff within the 14-19 learning pathways department access any relevant training and support for assessors and internal verifiers;
- in the unlikely event of a dispute between assessors and internal verifiers then this is handled swiftly and appropriately.

Role of the headteacher

The headteacher will:

- To discuss future developments for accreditation with the team leader for 14-19 learning pathways.
- To help motivate staff to create a rich and stimulating learning environment.

- To ensure budget provision for current resources and materials.
- To ensure budget provision for staff training.
- To ratify and review policy documentation
- To establish a process for developing and/or reviewing policies

Role of the 14-19 learning pathways team leader

The 14-19 Learning Pathways team leader will:

- To complete an annual audit of resources and make this information available to staff.
- To manage an annual budget for accreditations and place orders to keep resources up to date and in good condition.
- To liaise with the other supporting agencies.
- To read current articles and share those which are highly relevant with staff.
- To draft curriculum documentation.
- To monitor and evaluate curriculum policy implementation.
- To ensure all staff teach within a multi-modal approach.
- Keep colleagues informed of updates from awarding bodies

Role of the teacher and assessor

The teacher will:

- Complete medium and short-term planning for all accredited courses.
- Plan learning activities which meet the requirements of awarding bodies.
- Keep evidence of achievement in the relevant accreditation files for each student.
- Ensure progression when planning for each child on an individual basis.
- Make any teaching resources necessary to assist with class teaching.

The assessor will:

- Ensure that the pupils (in line with their ages and learning needs) know about grading/assessment guidelines, assessment methods and procedures;
- Involve pupils in the assessment planning process and agreement of assessment occasions, prepare detailed assessment plans;
- Identify evidence which is valid, reliable and sufficient and current from which competence can be ascertained;
- Assess any evidence presented from prior achievements;
- Adhere to the awarding body's assessment specification in any assessor's guidance issued in the judgement of evidence towards an award;
- Ensure the use of school procedures in the setting and presentation of pupils' work;
- Giving constructive feedback using appropriate documentation which is recorded to the pupil on formative and summative assessment;
- Assist pupils in the presentation of evidence for portfolio final assessment and verification;
- Ensure pupils have a clear accreditation route/plan;
- Meet regularly as part of the 14-19 learning pathways team to discuss issues relating to assessment, including attendance at standardisation meetings;
- Arrange additional assessment where appropriate;
- Explain and agree assessments with internal verifier;
- Liaise with internal verifier and agree actions to be taken to ensure an appropriate level of continued professional development is maintained;
- Assist the internal verifier in the completion of any actions set by the external verifier.

The role of the internal verifier (IV)

The internal verifier has the key role in assuring quality of assessment arrangements and assessment decisions both to pupils and to various awarding bodies.

The objectives will be achieved by:

- Ensuring that verification guidelines are disseminated to staff within the 14-19 learning pathways department;
- Reporting on internal verification to the Headteacher/Deputy Headteacher, as appropriate;
- Attending assessment appeals meetings when and if required;
- Supporting and guiding the work of assessors.

Maintaining quality and rigor of assessment the IV will:

- Provide advice and support to assessors;
- Monitor the type, content and presentation of pupils' work for assessment and accreditation;
- Confirm assessor judgements and record on appropriate internal verification documentation.
- Ensure that all records of assessments meet the awarding bodies requirements prior to certificate claims being made;
- Liaise where necessary with the Headteacher/Deputy Headteacher;
- Liaise with the external verifier and monitor any actions necessary as agreed with EV.
- Resolve, where possible any disputes with the assessors;
- Participate, where necessary, in the appeals procedure;
- Endorse and countersign assessments and pupils' work to be accredited;
- Meet regularly with assessors to ensure they are provided with any awarding body updates and other qualification specific assessor guidance; and identify any development needs;
- Ensure that the units match pupils' skills and plans post 19;
- Ensure coursework units are submitted using correct forms and format.

The role of the external verifier

The External Verifier is employed by the awarding body to undertake the following:

- promote and improve quality;
- provide information, advice and support;
- talk to the school's assessment team;
- examine representative samples of both assessed and internally verified work.

External verification procedure

The procedure for the external verification of pupils' assessed work includes the following:

- designated member of staff will liaise with the awarding body regarding allocation of external verifier;
- external verifier (EV) will receive details of pupils and their work through the internal verifier (IV);
- the internal verifier is responsible for ensuring all necessary paperwork, portfolios and access to assessors and pupils are arranged in line with EV requirements;
- the internal verifier will submit all coursework and associated paperwork to external verifier.

External verification reports

- The EV report will be forwarded to 14-19 learning pathways team leader and to the Headteacher. The internal verifier will circulate copies of the report to course IV and assessors.
- External verification reports will be included as an item on the agenda for 14-19 learning pathways team meetings to ensure all staff are aware of any actions necessary and the deadline involved.

Strategies for teaching

- Use of the local environment and educational visits to both initiate and reinforce areas of study.
- Specific skills will be directly taught.
- Pupils will be given real opportunities to perform and develop their own skills.
- Staff will foster positive interactions, taking into account any constraints compounding the two-way process, e.g. encouraging eye contact.
- Appropriate time will be given to enable all pupils to achieve and reach their own potential.
- Staff will ensure language and materials are appropriate to aid understanding and promote good learning habits.
- Pupils will be encouraged to make their own choices and be involved in their own learning.
- Pupils will be given the opportunity to work as a class, in small groups, in pairs and on their own with or without adult help.
- Staff will reinforce speech and key ideas with signing, visual demonstrations and other communication aids appropriate to the individual pupil e.g. Big Macs, objects of reference etc.
- Teaching assistants will be deployed to support individuals or small groups developing skills where needs dictate.
- Teachers will provide opportunities for pupils to evaluate their own and other pupils work.
- Various stimuli will be used to enhance the teaching of accredited programmes. These will be, where possible, age appropriate and relevant to the needs of the pupil.
- Efforts will be made to ensure pupils gain confidence and develop skills to enable them to work independently.

Key skills

Teachers will provide opportunities, where appropriate for pupils to develop their key skills. These skills will be intrinsic and are specifically noted within the plans for each accreditation.

Allocation of resources

Staff resources

Staff attend courses relevant to their personal and school needs. An attendance record is kept by our CPD co-ordinator.

Staff are our most valuable resource. The number of support staff in each class base is calculated on the total number of children, combined with the complexity of each pupil's learning needs.

Teaching resources

Each class is equipped with suitable materials to match the range of pupils' ages and abilities.

Parents/carers

Parents/carers are informed of all aspects of their child's progress and future progression routes at post 14 and post 16. Parents/carers are invited to termly parents' evenings, annual review meetings and transition reviews.

Additional learning needs (ALN) provision

This policy document stresses the need for pupils to be able to show what they have achieved, by whatever means appropriate. There is a need to look at alternative means of providing access to the accredited programmes through, for example, the use of computers, physical aids or the provision of additional staff. To ensure the safe handling of tools, materials and equipment, the adaptation of workspaces and equipment may need to be considered.

A range of opportunities commensurate with pupils' needs, ages and abilities should be on offer to all pupils rather than their disability becoming the basis for limitation or restriction of experience. All

pupils are individuals and as such can be seen as having additional learning needs, gifts or talents that all have to be met in order that they realise their full potential.

See ALN policy for further details.

Health and safety

It is the responsibility of all staff and whenever possible pupils, to be aware of the Health and Safety issues.

See Health and Safety policy for further details.

Equal opportunities

All pupils will be given equal access to accredited programmes, resources and lessons regardless of gender, race or sexual orientation.

See Equalities Policy for further details.

Appeals and disputes

Any disputes and appeals by candidates, assessors and verifiers to be addressed to the 14-19 learning pathways team leader for consideration.

See Complaints Procedure, Appeals Procedure and the Fair Assessment Policy.

Criteria for evaluating the success of the policy

All aspects of the provision are evaluated through various methods. The work of the department is discussed at meetings on both a formal and informal basis and changes and improvements are made as necessary.

Parents are asked during reviews, parents' evenings and transition meetings, how they feel the various accredited programme have served their children's needs.

The Senior Leadership Team monitors the effectiveness of the delivery of accredited programmes within the school and report back on a formal basis.

Related school policy documents

- Teaching, Learning and Curriculum
- Assessment, Recording and Reporting
- Additional Learning Needs
- Access to Fair Assessment Policy
- Appeals and Complaints Policy

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.