

White Trees  
independent school



## ASDAN POLICY

***Related documents: Teaching and Learning Policy, Safeguarding policy, What we do & how we do it policy, RSE Policy***

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve, and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

**W**onderful  
**E**xcellent  
**L**ovely  
**C**lever  
**O**utstanding  
**M**agnificent  
**E**nthusiastic

(Acronym created by White Trees pupils)

## INTRODUCTION

White Trees Independent School is an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative, and physical potential. Its success is the result of the recognition of the unique worth and importance of each child. The school makes provision for children and young people in Key Stage 3 to Key Stage 4 inclusively. The school will provide an environment in which all its members feel safe, valued, and respected. Every pupil will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership.

The school will celebrate achievement and promote pupils' achievement through praise whenever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted. By knowing every pupil socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each pupil to flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults. At Whitetrees School we support each one of our pupils and no effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Our detailed knowledge of every pupils' social, emotional and mental health/wellbeing enables us to monitor their progress very attentively and help them cope successfully with the educational and personal challenges of schooling. Our school offers a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

## VALUES

Our school curriculum is underpinned by the values of Excellence, Respect, Courage and Perseverance that we hold dear at White Trees Independent School. The curriculum is how the school achieves its objective of educating Pupils in the knowledge, skills and understanding that they need to lead fulfilling lives, underpinned by these values. The curriculum seeks to promote the reputation of as a school that prepares pupils for further education and life-long involvement in learning, contributing confidently to an ethnically pluralistic society.

- We value the way in which all Pupils are unique, and our curriculum promotes respect for the views of each individual Pupil, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each Pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the Pupils at White Trees Independent School
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

## PUPIL PROFILE

Our school provides for those with Social, Emotional and Mental Health difficulties (SEMH), as well as other needs or diagnoses, including but not limited to, ADHD, ADD, ASD, PDA. Most of our pupils are referred to us and funded through the local authorities. Our age range may vary depending on specific cases;

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## White Trees School Curriculum – ASDAN Policy

however, most of our pupils will range between 11 and 18 years of age. Most of our pupils will have an Education Health Care Plan. Others may be undergoing assessment. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. Many of the pupils who arrive at White Trees Independent school are disengaged and have significant gaps in their education due to prolonged periods of absence and multiple educational placement breakdowns. They present several barriers to learning which are reflected in weak literacy and numeracy skills, poor organisation, low aspirations, inability to tackle things independently, low self-esteem and limited cultural and life experiences. All this has a direct bearing on our curriculum design.

To meet the needs of our pupils the curriculum at White Trees Independent School is delivered through a thematic approach which views learning and teaching in a holistic way, encompassing a wide range of different subjects. Providing a purpose and relevance to learning which in turn promotes positive attitudes in pupils, as they are more engaged, motivated, and successful. This approach is run through the use of focus themed weeks, which happen three times throughout the year and align with the curriculum. It often involves practical investigations and contributes to pupil's social as well as academic development. This is supported by some discrete subject teaching and successfully reinforces learning in core subjects such as Maths and English, enabling pupils to consolidate and apply the skills they have gained and to understand their wider relevance and usefulness.

In our school the most important role of teaching is to promote inclusivity and to raise pupils' achievements. For us, teaching includes intent (planning a sequence of lessons and adaptations), the implementation of lessons and reflections of the impact teaching is having through lesson reviews, as well as marking, assessment, and feedback. It also includes support and intervention strategies. In assessing the quality of teaching in our school we take into account the evidence of pupils' learning, achievements, and progress over time – all of which are tracked using Evidence for Learning. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress, and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time.
- enabling pupils to develop skills in reading, writing, communication and mathematics.
- enthusing, engaging, and motivating pupils to learn.
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical, or creative efforts and develop the skills to learn for themselves and setting high expectations
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time, and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour.

White Trees Independent School is a school whose success is founded on the recognition of the unique worth and importance of each pupil. This ensures that no pupil is anonymous or unsupported. Individual attention along with small class sizes and 1:1 teaching where appropriate promotes confident learning and academic progress. It is integral to our purpose and incumbent on us to enable a nurturing approach to pupils which supports the personal, social, and academic development of each of them. The close relationship between teachers, pupils and parents/carers/guardians ensures that pupils' strengths are built upon and needs for their individual development addressed.

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## Children with Additional and Special Educational Needs and Disabilities (SEND): The curriculum and the work of the Teaching and Learning personnel.

Our curriculum is designed to provide access and opportunity for all. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents/guardians/carers have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher liaises with the SENCO, providing details of this need and in most instances is able to provide resources and educational opportunities that meet the child's needs within the teaching group. If a pupil's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. Where a Pupil has an EHCP, the SENCO liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

## Pupils with an Educational Healthcare Plan (EHCP) - please also refer to our Special Educational Needs and Disabilities Policy.

Should a Pupil be in receipt of an EHCP, we will provide an education that meets their needs as specified by their EHCP.

## ASDAN

ASDAN is an education charity and awarding organisation providing courses, accredited curriculum programmes and regulated qualifications. Our goal is to **engage** learners through relevant and motivating courses to achieve meaningful learning outcomes, which **elevate** them to progress to further education, training and work, and **empower** them to take control of their lives.

ASDAN Key Steps and Personal Development Program									
								Hours Completed	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Year 7	Planning and Registration		IDENTITY	COMMUNITY	HEALTH			30 - 1 hour a week	
Year 8			CITIZENSHIP	ENVIRONMENT	PERSONAL FINANCE			30 - 1 hour a week	
Year 9			ENTERPRISE	VALUES	INTERNATIONAL			30 - 1 hour a week	
Year 10		EMBRACE: My Beliefs and Values	ENCOURAGE: My Health and Wellbeing	ENGAGE: My Community	EDUCATE: STEM			8 - 10 Credits	90 - 3 hours a week
Year 11		EQUIP: World of Work	ENRICH: My Independence	EMPOWER: GOLD CHOICE PROJECT		Assessment and Moderation		8 - 10 Credits	90 - 3 hours a week

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\*Short Courses may be completed at any time with approval of Assistant SENCO or Therapeutic Intervention Lead

## ASDAN Key STEPS Program

Key Steps is a comprehensive programme of activities in a range of topic areas covering citizenship, PSHE, environment education, personal finance education, enterprise and internationalism. The topics are presented in the form of personal challenges and encourage students to develop their personal skills and take responsibility for their own learning.

The Key STEPS program will be delivered across all sites at **Key Stage 3 (Years 7 - 9)**. The program will be delivered by class teachers throughout the academic year utilising their FLEX sessions and Focus Weeks.

### Requirements

Learners complete challenges and collate the work they produce in their student book and recording documents. Pupils must complete 30 hours of challenges to achieve each certificate. Pupils may achieve up to three certificates.

### Modules

Challenges have been mapped out into 9 programs that are to be completed through Key Stage 3

- Identity
- Community
- Health
- Citizenship
- Environment
- Personal finance
- Enterprise
- Values
- International

### Implementation Process

#### 1. September - December Planning

Assistant SENCO will:

- Review Programs
- Register Pupils and order Books
- Facilitate Staff Training

#### 2. January - May Implementation

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Class Teachers will deliver the ASDAN Key steps programs in Flex time and in planned FOCUS weeks trips. Leadership team at each site to support with implementation planning. Assistant SENCo to provide regular check ins through observations and reviewing pupils books to track progression.

### 3. June - July Moderation and Certification

Key Steps is internally moderated and externally certificated, with each student book entitling the learner to three certificates.

Internal moderation process is as follows:

- In June Assistant SENCO Collects completed portfolios, including the student book from class teachers
- Assistant SENCO and Compliance Officer Examine each portfolio, using the moderation checklists provided.
- Assistant SENCO and Compliance officer confirms all the requirements have been fulfilled by completing and signing each student's book.
- Exams Officer receives Completed books and sign offs and quality assures.
- Exams Officer claims certificates
- Assistant SENCO Distributes certificates

Free PDF certificates are included in the price of each student book; you are able to claim up to three certificates per learner. Please complete the **Key Steps Certificate Request spreadsheet** and email it to [programmes@asdan.org.uk](mailto:programmes@asdan.org.uk) to request certificates.

Printed certificates are available from ASDAN at an additional cost of £2.35 per certificate.

Printed certificates will be posted within 20 working days of learners being registered. The certificates will be addressed to your centre's Key Steps coordinator.

## ASDAN Personal Development Program

ASDAN's **Personal Development Programmes** (PDP: Bronze, Silver and Gold) offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications.

The PDP program will be delivered across all sites at **Key Stage 4 (Years 10 - 11)**. The program will be delivered by class teachers throughout the academic year utilising their ASDAN timetabled lessons and Focus Week.

### Requirements

The Personal Development Programmes (PDP) feature 12 modules. Each learner must work from their own student book and compile a portfolio of evidence to show what they have done.

- Six credits (approx. 60 hours) are needed to achieve Bronze
- 12 credits (approx. 120 hours) are needed to achieve Silver
- 18 credits (approx. 180 hours) are needed to achieve Gold

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## Modules

Challenges have been mapped out into 7 programs that are to be completed through Key Stage 4 and incorporate challenges from each of the PDP Modules.

1. EMBRACE: My Beliefs and Values
2. ENCOURAGE: My Health and Wellbeing
3. ENGAGE: My Community
4. EDUCATE: STEM
5. EQUIP: World of Work
6. ENRICH: My Independence
7. EMPOWER: GOLD CHOICE PROJECT

## Implementation Process

### 1. September - October Planning

Assistant SENCO will:

- Review Programs
- Register Pupils and Order Books. Create a new cohort using the ASDAN website: **asdan.org.uk/member/cohorts**. Specify a course coordinator (assistant senco), the expected completion date and the number of learners taking the course.
- Facilitate Staff Training The members of staff with overall responsibility for delivery must attend an ASDAN introductory workshop, webinar or INSET. Book at: **asdan.org.uk/training** Training to deliver Personal Development Programmes is not a mandatory requirement, however it is highly recommended to ensure that the centre and learners obtain the maximum benefit from the programme.

### 2. November - May Implementation

Class Teachers will deliver the ASDAN Key steps programs in allocated lesson time and in planned FOCUS weeks trips. Leadership team at each site to support with implementation planning. Assistant SENCO to provide regular check-ins through observations and reviewing pupils' books to track progression.

### 3. June - July Moderation and Certification

Internal moderation process is as follows:

1. Internal moderation
  - In June Assistant SENCO Collects completed portfolios, including the student book from class teachers

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- Assistant SENCO and Compliance Officer Examine each portfolio, using the moderation checklists provided.
- Assistant SENCO and Compliance officer confirms all the requirements have been fulfilled by completing and signing each student's book.
- Exams Officer receives Completed books and sign offs and quality assures.

## 2. External moderation

Exams Officer will:

- book moderation at: **asdan.org.uk/member/moderation**
- Confirm your learner names and details for moderation: **asdan.org.uk/member/cohort**
- ASDAN will request a sample of portfolios for moderation, by post or at a regional meeting. Direct Certification Status (DCS) is also available to members who have had three successful moderations in the last three years. DCS is valid for two years.
- Certificates will be delivered to your centre within 20 working days of a successful moderation taking place.

If credits gained from a Short Course are being used towards another programme or qualification, Exams Officer must ensure that both the Short Course certificate and the student's portfolio are presented at external moderation. If submitting portfolios for assessment at a regional moderation meeting, it is mandatory for at least one member of staff from the centre to attend the meeting. The member of staff attending will act as an independent moderator, undertaking moderation of other centres' portfolios. This independent moderation will then be confirmed by an ASDAN external moderator.

## ASDAN - Short Courses

ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. Short courses may be completed in KS4 with prior consultation with either Assistant SENCO or Senior Therapeutic Intervention Lead. There are more than 30 programmes to choose from.

### Implementation Process

#### 1. Planning

Assistant SENCO or Therapeutic Intervention Lead will:

- Review Programs
- Register Pupils and Order Books
- Facilitate Staff Training

#### 2. Implementation

Staff will deliver the ASDAN short courses in timetabled lessons or Intervention time. Leadership team at each site to support with implementation planning. Assistant SENCO to provide regular check-ins through observations and reviewing pupils' books to track progression.

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### 3. Moderation and Certification

Short Courses are internally moderated and externally certificated, with each student book entitling the learner to three certificates.

Internal moderation process is as follows:

- In June Assistant SENCO Collects completed portfolios, including the student book from class teachers
- Assistant SENCO and Compliance Officer Examine each portfolio, using the moderation checklists provided.
- Assistant SENCO and Compliance officer confirms all the requirements have been fulfilled by completing and signing each student's book.
- Exams Officer receives Completed books and sign offs and quality assures.
- Exams Officer claims certificates
- Assistant SENCO Distributes certificates

Free PDF certificates are included in the price of each student book; you are able to claim up to three certificates per learner. Please complete the **Key Steps Certificate Request spreadsheet** and email it to **programmes@asdan.org.uk** to request certificates.

Printed certificates are available from ASDAN at an additional cost of £2.35 per certificate. Printed certificates will be posted within 20 working days of learners being registered. The certificates will be addressed to your centre's Key Steps coordinator.

## ASDAN - Vocational Courses

ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. Short vocational courses may be completed in KS4 with prior consultation with Work Experience Coordinator and Assistant SENCo..

### 4. Planning

Assistant SENCO or Work Experience Coordinator will:

- Review Programs
- Register Pupils and Order Books
- Facilitate Staff Training

### 5. Implementation

Staff will deliver the ASDAN short courses in timetabled lesson or allocated time. Leadership team at each site to support with implementation planning. Assistant SENCo and Work Experience Coordinator to provide regular check ins through observations and reviewing pupils books to track progression.

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## 6. Moderation and Certification

Short Courses are internally moderated and externally certificated, with each student book entitling the learner to three certificates.

Internal moderation process is as follows:

- In June Assistant SENCO Collects completed portfolios, including the student book from class teachers
- Assistant SENCO and Compliance Officer Examine each portfolio, using the moderation checklists provided.
- Assistant SENCO and Compliance officer confirms all the requirements have been fulfilled by completing and signing each student's book.
- Exams Officer receives Completed books and sign offs and quality assures.
- Exams Officer claims certificates
- Assistant SENCO Distributes certificates

Free PDF certificates are included in the price of each student book; you are able to claim up to three certificates per learner. Please complete the **Key Steps Certificate Request spreadsheet** and email it to [programmes@asdan.org.uk](mailto:programmes@asdan.org.uk) to request certificates.

Printed certificates are available from ASDAN at an additional cost of £2.35 per certificate. Printed certificates will be posted within 20 working days of learners being registered. The certificates will be addressed to your centre's Key Steps coordinator.

Published on	
By	
Chair of Gov Sig/Date	
Head Teacher Sig/Date	

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NB - Checklists can be downloaded from ASDAN Website

Appendix 1: Internal Moderation Checklist Key STEPS

ASDAN programmes internal moderation checklist

Programme: <input type="text"/>	
Module: <input type="text"/>	
Learner: <input type="text"/>	Assessor: <input type="text"/>
Internal moderator: <input type="text"/>	Date: <input type="text"/>

Required number of challenges/activities evidenced? Yes  No

Feedback on quality of evidence (e.g. written evidence, witness statements, annotated photographs)

Improvements and action points for follow up:	Date to be done	Completed
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
Internal moderator: <input type="text"/>		Date: <input type="text"/>



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## Appendix 2: PDP Bronze Moderation Checklist

## Personal Development Programmes: Bronze Credits to Bronze

Learner name:			
Centre name:			
Centre co-ordinator:			
Date of internal moderation:		Signature of internal moderator:	

**A. Prior attainment**

Up to 5 credits can be transferred from Bronze Credits (achieved using the 2014 version of PDP)	Evidence exists Y/N	
	Internal moderator	EM use ONLY
Bronze Credits certificate and portfolio evidence present		

**B. Key evidence**

Requirements:	Evidence exists Y/N	
	Internal moderator	EM use ONLY
Student book completed and checked		
Portfolio completed, organised and indexed		
3 sets of Bronze skills sheets completed*		
Skills self-assessment and skills self-reflection completed		
Personal Review completed		
Record of Progress completed		
Tutor record completed and signed by tutor		

\*one set of skills sheets could come from prior attainment of Bronze Credits (achieved using the 2014 version of PDP)

**C. Credit transfer from other ASDAN programmes**

Up to 3 credits can be transferred from other ASDAN programmes (up to 2 credits from Key Steps)	Evidence exists Y/N	
	Internal moderator	EM use ONLY
Certificate(s) and portfolio evidence present		

**D. Notes (optional)**

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Signature of external moderator:	
Date of external moderation:	

## Appendix 3: PDP Silver Moderation Checklist

## Personal Development Programmes: Silver Moderation Checklist

Centre name:		Centre co-ordinator:	
Learner name:			
Date of internal moderation:		Signature of internal moderator:	

**A. Prior attainment**

6 credits can be transferred from Bronze	<b>Evidence exists ✓ ✗</b>	
	Internal moderator	EM use ONLY
Bronze certificate present		

**B. Key evidence**

<b>Requirements:</b>	<b>Evidence exists ✓ ✗</b>	
	Internal moderator	EM use ONLY
Student book completed and checked		
Portfolio completed, organised and indexed		
3 sets of Bronze Skills Sheets completed*		
3 sets of Silver Skills Sheets completed		
Summary of Achievement (pages 70-71 of student book) completed		
Personal Statement (page 72 of student book) completed		
Record of Progress (page 9 of student book) completed		
Tutor record (page 8 of student book) completed and signed by tutor		

\* these Skills Sheets are not required if prior attainment of Bronze has been claimed

**C. Credit transfer from other ASDAN programmes**

Up to 3 credits can be transferred from other ASDAN programmes (up to 2 credits from Key Steps)	<b>Evidence exists ✓ ✗</b>	
	Internal moderator	EM use ONLY
Certificate(s) and portfolio evidence present		

**D. Notes (optional)**

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Signature of external moderator:	
Date of external moderation:	

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## Appendix 4: PDP Gold Moderation Checklist

## Personal Development Programmes: Gold Moderation Checklist

Centre name:		Centre co-ordinator:	
Learner name:			
Date of internal moderation:		Signature of internal moderator:	

**A. Prior attainment**

6 credits can be transferred from Bronze OR 12 credits can be transferred from Silver	Evidence exists ✓ ✗	
	Internal moderator	EM use ONLY
Bronze certificate present		
Silver certificate present		

**B. Key evidence**

Requirements:	Evidence exists ✓ ✗	
	Internal moderator	EM use ONLY
Student book completed and checked		
Portfolio completed, organised and indexed		
3 sets of Bronze Skills Sheets completed*		
3 sets of Silver Skills Sheets completed*		
3 sets of Gold Skills Sheets completed		
Summary of Achievement (pages 70-71 of student book) completed		
Personal Statement (page 72 of student book) completed		
Record of Progress (page 9 of student book) completed		
Tutor record (page 8 of student book) completed and signed by tutor		

\* these Skills Sheets are not required if prior attainment of Bronze or Silver has been claimed

**C. Credit transfer from other ASDAN programmes**

Up to 3 credits can be transferred from other ASDAN programmes (up to 2 credits from Key Steps)	Evidence exists ✓ ✗	
	Internal moderator	EM use ONLY
Certificate(s) and portfolio evidence present		

**D. Notes (optional)**

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Signature of external moderator:	
Date of external moderation:	



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