



**Bardwell School**  
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# Access to Fair Assessment Policy

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## **1. Purpose**

This policy ensures all learners at Bardwell School have fair and equal access to assessments for ASDAN qualifications. It supports learners with diverse needs, particularly those with Special Educational Needs and Disabilities (SEND), in demonstrating their achievements and progress.

## **2. Scope**

This policy applies to all learners enrolled in ASDAN courses, all teaching and support staff involved in delivery and assessment, and all moderators or verifiers.

## **3. Principles**

- All assessments will be carried out fairly and consistently. • We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding bodies' requirements.
- All portfolio-based work will be assessed fairly against ASDAN standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Bardwell School will meet its duties under the Equality Act 2010 by ensuring that reasonable adjustments are made to remove substantial disadvantage in assessment for learners with disabilities or identified needs. Adjustments will be based on robust evidence and in line with ASDAN's Access Arrangements policy.
- Assessment methods will reflect individual learning styles, communication needs, and support requirements.
- Staff will follow ASDAN guidance and Bardwell School's Inclusion and Equality policies.

## **4. Roles and Responsibilities**

### **4.1 Senior Leadership Team (SLT)**

- Ensure policy implementation and review.
- Provide resources and training to staff.

### **4.2 ASDAN Internal Moderator**

- Observe and support assessors, providing guidance and feedback on their assessment practices.
- Review assessment decisions to ensure that assessors are applying the standards correctly and consistently across all learners.
- Select samples of candidate work to review the quality of assessor judgments.
- Provide feedback to assessors to address any inconsistencies or areas for improvement in their assessment practices.
- Maintain records of internal moderation activities, including samples reviewed, feedback given, and any actions taken
- Mirror and prepare for the external moderation process conducted by ASDAN

### **4.3 Teaching Staff- ASDAN Assessors**

- Oversee planning and delivery of assessments.
- Deliver content and assess learners in line with ASDAN guidelines.
- Ensure assessments are accessible and valid.
- Differentiate assessment tasks appropriately, by providing resources to ensure that assessment can be performed accurately and appropriately
- Maintain accurate and detailed records of assessment decisions
- Identify learners needing reasonable adjustments.
- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment

### **4.4 Support Staff**

- Provide necessary assistance during assessments.
- Use knowledge of learners' needs to support access arrangements.

### **4.5 Learners**

- Engage with assessment processes to the best of their abilities.
- Communicate any concerns or needs to staff.

## **5. Fair Assessment Practices**

### **5.1 Differentiated Assessment**

- Adapt tasks to match the learner's communication style, cognitive level, and preferred learning modality.
- Use visual, practical, or verbal alternatives where appropriate.

### **5.2 Reasonable Adjustments**

- Adjustments include: use of assistive technology, scribing, or having tasks broken into smaller parts.
- Decisions will be based on individual needs and evidence, in line with ASDAN's Access Arrangements policy.

### **5.3 Avoiding Bias**

- All assessment decisions will be free from discrimination.
- Annually staff will be trained in unconscious bias and inclusive assessment.

## **6. Malpractice and Appeals**

### **6.1 Malpractice**

- Staff and learners must avoid actions that compromise fairness (e.g., undue assistance, plagiarism).
- Allegations will be investigated in line with ASDAN and school policies.

### **6.2 Appeals**

- Learners or parents/carers may appeal assessment decisions.
- Appeals must be made in writing to the ASDAN Coordinator within 10 working days of the assessment decision. The Coordinator will acknowledge the appeal within 5 working days. Appeals will be reviewed by a senior member of

staff not previously involved, in line with Bardwell School's Appeals Policy. A written outcome will be provided within 10 working days of review.

- Appeals will be reviewed by an impartial senior staff member.

## **7. Cheating and Plagiarism**

A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore, students can expect ASDAN to be informed if:

- They are found guilty of copying, giving, or sharing information or answers, unless part of a joint project
- They copy another student's answers

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of ASDAN, and in line with Bardwell School's Exams Malpractice Policy.

If a student feels he/she/ they have been wrongly accused of cheating or plagiarism, they should be referred to the Bardwell Schools Appeals Policy.

Bardwell School recognises that some learners may require support to understand academic integrity expectations. Any concerns will be investigated sensitively and fairly, following ASDAN and Bardwell's Exams Malpractice Policy. The outcome will be shared with the learner and/or their parent/carer, and support put in place to prevent recurrence.

## **8. Monitoring and Evaluation**

- The policy's effectiveness will be reviewed annually.
- Learner progress and outcomes will be monitored to ensure equity.
- Feedback from staff, learners, and parents will inform improvements.