



ASDAN

Asdan stands for; Award Scheme Development and Accreditation Network. At the Annex School this award system is a very important way for our students to guarantee educational success, gain important skills and develop positive relationships between residential staff. Asdan is ran in tandem with the adjoining residential home and the fundamental aim is that it is used as a means to foster extended learning opportunities/links between the house and the school.

The Award is delivered with the possibility of gaining Bronze, Silver and eventually Gold certification. It is taught in a personalized learning approach manner whereby pupils are encouraged to pick challenges within the twelve modules which they feel they can achieve and have a key interest in. A double lesson block of two 45minute lessons are allocated each Thursday afternoon and known as the 'Asdan Club'. The course is subdivided into longer challenges classed as Section B challenges and shorter Section A challenges. At school we tend to follow the longer challenges as this suits a whole class term bound arrangement. In the house shorter term challenges are encouraged wherby the residents everyday pursuits and activities can be recorded and feed back into school. All Asdan work is supported by L.S.A./Care-work. The home has an in-home camera for recording activities. In this way we are seeking to encourage a 'Student-Resident' approach.

Within the School/House setting the Asdan Award has a particular leaning towards the more practical application of modules such as 'Sport and Leisure', 'Home Management', 'The Environment', 'Health and Survival', 'The World of Work' and 'Expressive Arts'. Some of these activities may involve medium risk equipment such as using saws, screwdrivers and cleaning equipment; however this is controlled by careful 1:1 monitoring away from other student-residents with the dedicated L.S.A.s. The teaching style adopted therefore encourages an independent learning approach. This self orientated 'hands-on' approach is designed in order to help students develop their independent living skills/transferable skills which are required in readiness for them leaving school (as outlined in 'Transition To Adulthood-Preparation For Independence & Pathway Planning Checklist). Asdan also places a lot of emphasis on acquiring Key Skills: particularly 'Improving Own Learning', 'Working with Others' and 'Problem Solving'. This involves activities which can more easily be tied in to work within the residential setting such as 'cooking a meal', 'tidying and maintaining the bedroom' or 'improving the house grounds'.

Often Asdan work may involve completing challenges as a team or group off-site on school trip/activities. Students are encouraged to engage in empathy towards the wider community; animals and wildlife are used as an indirect means of establishing initial sympathetic understanding. Students get involved in lending a hand at animal sanctuaries, farms, and rescue centers and or in the case of one student working at a riding stable's. Students have also involved in off-site work with the North West Kent Countryside Partnership Team which has involved assisting in local countryside improvement schemes. Asdan work can also be used to cover external courses such as First Aid and Fire Training. Pupils may also take part in personalized school trips covering specific challenges which are known as 'Mini-Trips' (see Trips Policy) and will involve 1:1 offsite work.

The pursuit of the Asdan Award can often overspill into other subject areas where extra project work can be used to feed into Modules. This was achieved for example with a student studying an R.E. special project about 'Christianity' and this enabled him to complete the module 'Beliefs and Values' in order for him to pass his Bronze Award. Also a module is being covered through Gardening lessons involving planting and growing work. Often Art lessons may incorporate Asdan challenges, specifically pupils working at the K.S.3 Art. Students are encouraged to independently review and reflect on their work with their Key Worker. Students are encouraged to display examples/evidence of their achievements around the school and house, Asdan notice boards are often created to showcase the course and foster a wider sense of pride.

Assessment in this subject has always been forward thinking in terms of gaining learning experiences and competencies. It also fits the contemporary mold of 'Authentic Learning' (contextual skill based learning).

Guy Tarrant - 2017