



ASDAN AWARD

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 improve wellbeing generally.

As of 2019-20 Asdan is used within the curriculum to infill all subject areas and levels which do not assume any specific qualification accreditation. This includes PSHEC projects as well as work at Key Stage 3 within Sport and Computing, Art & Design, Geography and Science.

Asdan is ran in tandem with the adjoining residential home and utilises a dedicated Care Worker as an official photographer and assistant Asdan coordinator to help gather evidence after school activities such as room tidying, cooking, general cores and club involvements. The fundamental aim here is that Asdan is used to foster extended learning opportunities/links between the house and the school. In this way we are seeking to encourage a broader 'Student-Resident' approach whereby wider aspects of life can be seen to feed into learning.- (see School Homework Policy).

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 guided towards challenges within the twelve modules which we, and they feel they can achieve by having a key interest in.

The Awards are 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 suit larger chunks of learning activities.

The Asdan Award has a particular leaning towards the more practical application of modules such as: 'Sport and Leisure', 'The Environment', 'Health and Survival', 'The World of Work' and 'Expressive Arts'. This approach has particular appeal with our specific cohort. LAC boys are usually chronologically underachieving, often with ADHD and hands-on/Kinesthetic preferences. Some of these activities may involve medium risk equipment such as using saws, screwdrivers and cleaning equipment: However, this equipment is controlled by careful 1:1 monitoring with the dedicated L.S.A.s. The teaching style adopted therefore encourages a specific independent learning approach. This self orientated 'hands-on' approach is designed to help students develop their

independent living skills and transferable skills. Such skills are required in readiness for them leaving school and this is outlined in the 'Transition to Adulthood-Preparation For Independence & Pathway Planning Checklist'. Asdan places a lot of emphasis on acquiring Key Skills: particularly 'Improving Own Learning', 'Working with Others' and 'Problem Solving'. This also fits into the contemporary mold of 'Authentic Learning' (contextual skill-based learning).

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 which are often used as an indirect means of establishing initial empathetic understanding. Many students have been involved in working with animals and involved in work experience at animal sanctuaries, rescue centers and riding stables. Students have also been involved in off-site work with the 'North-West Kent Countryside Partnership Team' which has involved assisting in local countryside improvement schemes. We have additionally had students involved in assisting permanent public sculpture work at a local heritage centre.

In terms of charity work students have pursued challenges involving providing Christmas hampers for a local charity. We have had a student pursue voluntary work at a local charity shop. Annually we arrange a sponsored sports challenge to raise money, which has involved sponsored swimming and more recently sponsored bike rides.

Asdan work, can be used to cover external courses such as 'first aid and fire training. Pupils may also take part in personalised school trips covering specific challenges which are known as 'Mini-Trips' (see Trips Policy) and these will involve 1:1 offsite work.

Sport is taken very seriously at the school as activities within Sport offer complimentary Asdan challenges. Currently pupils are involved in personal training programmes within Boxing, Football, Horse Riding and Ice skating. These activities may involve the accreditation of separate sports certificates. On occasion challenges may involve separate work experience activities such as Skiing (see Careers Policy). Many of the activities within Sport can be supported through the use of Pupil Premium awards via Personal Education Plans (P.E.P's) as this forms part of a 'negotiated learning' approach.

We have had several students go on to pursue Level 1 Sports & Leisure courses at a college. As an example, one pupil went on to join the Army as a result of his positive involvement within Asdan experiences.

The nature of this course allows Students to independently review and reflect on their work, whilst feeling proud of their different achievements. Students are encouraged to display examples/evidence of their achievements around the school and the house both in their individual Asdan folders and as displays.

On occasions we encourage our students to attempt challenges involving leading lessons. This focuses on leadership skills as well as get all pupils to grapple constructively with educational structure. This has worked successfully in Sports coaching lessons and in Cooking specifically through the annual school 'Master-Chef' competition.

Due to consecutive good moderations in the past the school has received DCS (Direct Certification Status) from 2022-2024.

GT Asdan Assessor/co-ordinator 2022