

Accreditation Appeals and Complaints Policy



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



TRINITY FIELDS SCHOOL and RESOURCE CENTRE

Accreditation Appeals and Complaints Policy

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

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

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and 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.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

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

Trinity Fields is a Healthy School

We are also a Healthy School and 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 and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

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

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through 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 publish classroom-based research.

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

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".

All learners at Trinity Fields have the same opportunity to achieve a qualification, so that no learner is disadvantaged on the basis of any attribute or circumstance.

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.

Trinity Fields aims to provide high quality learning experiences to all our pupils. It is important that our pupils are able to express their feelings and views about the learning opportunities we provide. These can be both good and bad. We aim to build on what we are doing well and introduce changes where they are needed. This will help us improve the learning experiences we provide to all our pupils. Pupils might want to make a complaint or make some comments about their experiences.

Aims

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation.
- the internal moderation procedures are fair and open.
- accurate and detailed records are kept of internal moderation decisions.

The centre will:

- ensure that all assessment activities are valid, appropriate and fit for purpose.
- apply a strategy that will provide a representative sample across all tutor/assessors.
- create a plan of internal moderation in relation to all assessment activities.
- define, maintain and support effective internal moderation roles, including the provision of training where required.
- provide standardised documentation to support internal moderation activity and record-keeping.
- ensure that feedback and outcomes of internal and external moderation support future development of good practice.
- carry out an annual evaluation and review of internal moderation policy and procedures.

Access

Pupils are made aware of the existence of this policy and have open access to it. It can be found in the Accreditation Central File on the Schools O drive.

Information from this policy can also be found in the '**Pupil Friendly Accreditation Policy**'.

It is important that all staff involved in the assessment and quality assurance of accredited programmes are fully aware of the contents of this policy.

Privacy

All learner complaints will be kept private. This means that normally it will not be discussed with anyone without the learner's consent. However, there are some circumstances where a complaint has to be shared with other people, if this is the case this will be explained to the learner.

Complaints procedure

It is recognised that, on occasion, learners may wish to seek redress for grievances relating to training, assessment or service provided. In this respect, it is the centres policy to encourage free communication between the learners, teachers and Internal Moderators. Should any such problems arise; the Team Leader for 14-19 Learning Pathways will take prompt action to resolve the matter.

If a learner makes a complaint:

- everything they say will be listened to.
- questions may be asked to clarify the details of the complaint.
- they will be dealt with fairly.
- their parents/guardian/carers will not be told that they have made a complaint without their agreement.
- the complaint will follow the procedure set out below.
- they will be allowed to have someone with them to help communicate the problem/issue. This could be a parent, friend, relative or someone else.
- they will be told how the complaint is progressing.
- they will be told the outcome and given a letter confirming this.

The following outlines the action to be taken by the learner:

Step 1:

- The learner should discuss the issue with their tutor/assessor and try to reach a solution.
- If the assessor is not able to reach a solution within five working days following the verbal complaint from the candidate the second stage of the process is introduced.

Step 2:

- If, at the end of the first stage, a candidate feels that the grounds stated in the verbal complaint still apply, then the candidate should make a written complaint within three working days, to the Team Leader for 14-19 Learning Pathways, explaining the main reasons for the complaint. The letter should be marked 'Private and confidential' and addressed: **Team Leader for 14-19 learning pathways, Trinity Fields School and Resource Centre, Caerphilly Road, Ystrad Mynach, CF82 7XW.**
- The learner will be informed when the centre has received the letter. At this stage, the Centre will record the formal complaint. The Team Leader for 14-19 Learning Pathways will endeavour to resolve the situation within 10 days. However, if the learner is dissatisfied with the decision or resolution proposed, they will need to commence **Step 3.**

Step 3:

- If the issue remains unresolved, the learner will be directed to the Headteacher, who will review the action already taken.
- The Headteacher will make the final decision and communicate this verbally to all parties immediately after it is made and confirm in writing to all parties within five working days.

Appeals procedure

Written assessments and practical assessments undertaken on the course programme are subject to assessment by a member of the course team (Teacher/Assessor) and verification by and Internal Verifier.

Throughout the programme, each learner will be given opportunities to confirm whether they consider the assessment process to be fair. There may be an occasion where a learner disagrees with an assessment decision.

If a pupil is not satisfied with the outcome on an assessed piece of work or activity, they have the right of appeal. Grounds for an appeal by a candidate include:

- A piece of work or activity has not been assessed using the published grading criteria.
- Assessor or internal verifier comments are not consistent.
- The timescales for remedial action are unreasonable short.

The following describes the action to be taken by the learner:

Step 1:

- The learner should discuss concerns with their tutor/assessor, who will explain how the assessment decision was made. The candidate has the right of verbal appeal to the assessor within seven working days of an assessment feedback.
- If the assessor is not able to agree an assessment decision within five working days following the verbal appeal from the candidate the second stage of the appeals process is introduced.

Step 2:

- If, at the end of the first stage, a candidate feels that the grounds stated in the verbal appeal still apply, then the candidate has the right to a written appeal within three working days, to the Team Leader for 14-19 Learning Pathways, explaining why the assessment decision in

unacceptable. The learner will need to include their full name and address. This letter should be marked 'Private and Confidential' and addressed: **Team Leader for 14-19 learning pathways, Trinity Fields School and Resource Centre, Caerphilly Road, Ystrad Mynach, CF82 7XW**

- The 14-19 learning pathways team leader will contact the learner to confirm that they have received the letter and will review the assessment decision. The decision will be communicated verbally to all parties immediately after it is made and will be confirmed in writing to all parties within five working days. If the matter is unresolved the learner can proceed to **Step 3**.

Step 3:

- If the issue remains unresolved, the learner will be given the contact details of the awarding body.

Additional learning needs (ALN) provision

This policy document stresses the need for pupils to be able to express their views, by whatever means appropriate. There is a need to look at alternative means of providing learners with opportunities to communicate their views about the accredited programmes through, for example, the use of computers, physical aids or support from staff.

A range of opportunities for pupils to feedback to staff, commensurate with their needs, ages and abilities should be on offer to all pupils, and their disability should not cause limitation or restriction of expression and opinion.

See ALN 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.

This policy document should also be read in conjunction with the policy for the **14-19 Learning Pathways Accreditation and Internal Verification**.

Policy Review

This policy will be reviewed by the 14-19 Team Leader and Headteacher 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
Date of Review: Autumn 2019		

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 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.