

RUNNING AN ASDAN PROVISION — THE PLAYBOOK

This playbook shows how a full ASDAN provision runs end to end in a real alternative-provision school: what pupils work towards, how a year is structured, and how the free lessons and Register at madebymatt.uk turn everyday teaching into claimed credits without an evening of paperwork. Lift it whole, or take the parts that fit your setting.

The whole process in five moves

- 1. TEACH.** Every session uses a ready-made lesson — whiteboard slideshow, three difficulty tiers, printable worksheets. All free at madebymatt.uk → Lessons.
- 2. MARK.** At the start of the session, tap the register on the Today page. Present banks the lesson's minutes automatically; Late banks half.
- 3. BANK.** Hours become credits by ASDAN's own arithmetic: **10 guided hours = 1 credit**. The app does the sums; the register marks are the record.
- 4. EVIDENCE.** When a pupil produces something real — a budget, a snack, a pitch, a plan — photograph it into the app. Tagged, referenced and filed in seconds.
- 5. CLAIM.** When the readiness board shows green, print the portfolio audit, hours tally and tutor record — each under your school's header — and the claim goes off.

THE ONE RULE THAT COMES BEFORE EVERYTHING

Pupils must be **registered with ASDAN before their evidence counts**. Registration goes through your centre's ASDAN coordinator. If a pupil isn't registered yet, teach and keep the register anyway — but flag it the same week.

Who does what

Person	Role in the process
The lead teacher	Owns the provision: lessons, programme structure, the Register, enrolments, and the final claim paperwork.
Delivery & support staff	Run and support sessions, take the register taps, capture evidence photos in the moment, and flag anything odd.
The coordinator	Registers pupils on the right units, advises on levels, and handles submissions to ASDAN.

REAL QUALIFICATIONS, BUILT FROM WHAT THEY CAN ACTUALLY DO

WHAT THE PUPILS ARE AIMING FOR

The spine of this provision is the **ASDAN Personal Effectiveness Qualification (PEQ)** — a nationally recognised, credit-based qualification about the skills that make everything else possible: knowing yourself, working with others, managing money and time, solving problems, and seeing a project through. It runs at Entry 3, Level 1 and Level 2, so every pupil has a rung they can reach and a rung above it.

Two worked pathway examples

Pathway	What they're working towards
A nurture pathway ("BUILD")	PEQ from an Entry 3 anchor, built through six practical strands — with short-course modules banked along the way (Living Independently, FoodWise) and unit-award certificates for personal challenges. Every strand produces things pupils can hold, show and be proud of.
A core pathway ("GROW")	The PEQ Level 1 Award (floor: Entry 3 — nobody falls off the ladder). The Stretch tier in every lesson is deliberately written to Level 2 evidence standard , so a pupil who flies has a portfolio ready if the coordinator opens a Level 2 registration.

Why it matters

- 1. It counts.** Credits build to a real award on a national framework — for many pupils in alternative provision, the first formal qualification of their lives.
- 2. It's Preparation for Adulthood.** The content IS the EHCP territory: money, food, work habits, community, independence. Evidence for ASDAN is very often evidence for annual reviews too.
- 3. It's achievable every single week.** Hours bank from attendance; evidence comes from doing. A pupil who turns up and takes part is *succeeding*, visibly, on the readiness board.
- 4. It opens doors.** Portfolios of real projects — a community handover, an enterprise pitch, a cooked meal plan — speak to colleges and employers in a way grades alone don't.

LEVELS, HONESTLY

Which unit and level each pupil is registered on is the coordinator's call. Never promise a level to a pupil or parent before registration confirms it — promise the work, and let the evidence make the case.

EIGHT-WEEK TERMS: SIX WEEKS OF TEACHING, TWO OF BANKING

THE NURTURE YEAR — SIX SLOTS, ONE STORY

The BUILD example runs **six vocational slots** each week — all lessons free on the site. Weeks 1–6 follow a planned arc per slot; **Weeks 7–8 are consolidation** — finishing, photographing and banking evidence through the BUILD ASDAN Hub. The slots deliberately feed each other: what D&T makes, the Community Project gives away.

Slot	The 6-week arc	What it banks
CAREERS	My Strengths → Jobs in My Community → Skills Employers Want → Routines & Reliability → Applying Myself → Career Profile	PEQ evidence + cross-banks Living Independently
VOCATIONAL D&T	Community Upcycling: Workshop Audit → Blueprint → Core Cut → Assembly → Finish → Handover (pallets → planters & wildlife boxes)	Practical evidence feeding the Community Project
LIVING INDEPENDENTLY	Where Money Comes From → Notes & Coins → Needs vs Wants → Everyday Prices → Simple Budget → Shopping & Change	Living Independently module
FOODWISE	Food Groups → Balanced Plate → Reading Labels → Kitchen Hygiene → Prepare a Snack → Plan a Meal	FoodWise module
COMMUNITY PROJECT	Choose Our Asset → The Site's Need → Team Roles → Partner Update → Plan Handover → Handover & Benefit	Community evidence — receives the D&T build
DUKE + ENTERPRISE	Choose Challenges → Kindness → Eco → Independence → Social Enterprise → Pitch & Reflect	Unit-award personal challenges

Each slot grows a classroom **artefact wall** across the term — a Strengths Wall, Money-Smart Board, Balanced-Plate Gallery, Project Board and Challenge Wall. They're not decoration: photograph a wall and you've captured six weeks of dated, attributable evidence in one frame.

CONTINUITY ACROSS TERMS

Nothing resets at half term. The Register's credits count the **whole course**; the spring picks up where the autumn banked — and the community build handed over in autumn becomes the case study pupils reflect on later in the year.

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PEQ LEVEL 1, WITH LEVEL 2 STANDARDS BUILT INTO THE STRETCH

THE CORE YEAR — THREE STRANDS, ONE PROJECT

The GROW example runs **three interlocking strands** a week. The design's clever part: the Community Project and Enterprise strands both bank the PEQ unit **Delivering a Project** — two different real projects, one shared qualification target — while the Personal Effectiveness strand builds the self-knowledge that holds it together.

Strand	The 6-week arc	Where it lands
PERSONAL EFFECTIVENESS	Knowing Myself → Goals That Work → Working With Others → Managing Myself → Solving Problems → Present My Progress	Core PEQ units · artefact: the Effectiveness Board
COMMUNITY PROJECT	Our Patch, Our Say → Choose the Need → Roles, Steps, Resources → First Contact → Risk & Ready → Green Light	Delivering a Project (plan phase) · Green-Light Board
ENTERPRISE	Helps and Earns → Spot the Gap → Our Idea, Our Users → Money In, Money Out → Brand and Pitch → Pitch Day	Delivering a Project · Enterprise Wall

How the year flows

- 1. Autumn is the plan phase.** The Community strand ends at “Green Light” — a fully planned, risk-assessed, partner-contacted project ready to run.
- 2. Then comes delivery.** The planned project happens for real, generating the richest evidence of the year. Enterprise’s Pitch Day ends the term with a genuine decision: does the idea trade for real?
- 3. Weeks 7–8 every term** are consolidation: finish, photograph, bank through the GROW ASDAN Hub, and update the walls.
- 4. The Stretch tier is the ladder.** Every lesson's Stretch task is written to Level 2 evidence standard — a pupil working at Stretch consistently is building a Level 2 case for the coordinator conversation.

BEFORE THE PROJECT LEAVES THE BUILDING

Off-site community work needs your school's trips process with proper notice; if Enterprise trades food, food-safety and allergy checks come first. The lesson hubs' “before teaching” checklists cover it.

USING THE LESSONS — AND THE WEEKLY RHYTHM

Every session named in this playbook has a ready-made lesson: **madebymatt.uk** → **Lessons** → **BUILD ASDAN / GROW ASDAN** — each slot has a **START HERE** page. Lessons run full-screen on the board and follow the same ten-step shape, so pupils always know where they are:

1. **Arrival task** on the board as they walk in — three difficulty tiers, settles the room.
2. **Today at a glance**, then the teacher models it (“I do”), the class tries it together (“we do”) with tap-reveal and matching games.
3. **Independent task** — a focused 15 minutes at **Supported, Standard or Stretch** tier. This is where most evidence is made.
4. **The Lundy zones** — four voice-and-choice stations feeding the slot's artefact wall.
5. **Exit check** — three-tier questions proving the learning landed.

The support built into every lesson

From the title slide you can print the whole pack: knowledge organiser, worksheets and scaffolds at all three tiers, exit tickets and a feedback sheet. Every slide carries a **TA brief**. And the **TEACH** button at the bottom of any lesson opens a floating dock — a quick timer, name picker, noise meter and a one-tap Calm Reset breathing screen — so the classroom essentials follow you into every lesson.

A normal week, in order

1. **Before the session:** open the lesson from the Hub; glance at the TA brief.
2. **First two minutes:** arrival task on the board; register taps on the Today page. Hours are now banking.
3. **During independent work and Lundy time:** photograph anything worth keeping into the Register — pupil ticked, one-line caption, done.
4. **End of session:** exit check; engagement RAG for anyone who needs a note.
5. **Weeks 7–8:** consolidation — the Hub's banking pages walk the class through finishing and filing.
6. **Friday:** export a Register backup. One tap; it matters.

GOLDEN RULES

- Registration before evidence counts — flag unregistered pupils immediately.
- The register tap IS the paperwork — never skip it.
- Evidence in the moment beats reconstruction at the end of term.
- Stretch consistently? That's a level conversation with your coordinator.
- Privacy toggle on when the screen's on the board; same device every lesson; backup every Friday.
- Credits count the whole course — terms organise, they never reset.