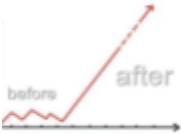








Riverbank Academy Assessment Process

<p>Setting a Baseline</p> 	<ul style="list-style-type: none"> • Who? All teachers, subject leaders and intervention assistants. • How? Through observation, testing and cross referencing our P step assessment descriptors and EHCPs. • When? September to October (over a period of 7 to 8 weeks).
<p>Setting Targets</p> 	<ul style="list-style-type: none"> • Who? Senior and middle leaders work in collaboration with our teachers to set targets. • How? All students are set a target using a P Step progression matrix and via their EHCP. • When? At the start of each year (late October) *In addition to this, at the end of KS3, students are automatically set qualification targets for the end of year 11.
<p>Assessing Progress</p> 	<ul style="list-style-type: none"> • Who? All staff will assess progress at different levels and within the context of their role. • How? We have a comprehensive bank of P Step assessment descriptions that staff use to judge progress against. We also colour code student progress: purple is above expected, green is expected, amber is just below expected and red is below expected. • When? Formative assessment takes place every lesson and we take a “snap shot” of summative progress each term (3 times a year).
<p>Moderating/Standardising Progress</p> 	<ul style="list-style-type: none"> • Who? Intervention assistants, teachers, subject leaders, middle leaders and senior leaders • How? We have whole school moderation meetings and external moderation meetings with other providers to validate our judgements. • When? Moderation meetings in school are calendared as part of a connected set of activities in our curriculum walks and as stand alone quality assurance activities.
<p>Reporting on Progress</p> 	<ul style="list-style-type: none"> • Who? Subject leaders, tutors and intervention assistants all report on progress within the guidelines outlined above. • How? We produce student progress reports which vary in levels of detail depending on its purpose and audience. • When? Conversations on progress happen daily, formal reporting happens, three times a year to parents and carers, including governors and MAT directors. Students are also informed of their progress daily as part of best teaching practice.
<p>Closing the Gap of Vulnerable Groups</p> 	<ul style="list-style-type: none"> • Who? Everyone is responsible for closing the gap for students that require additional support • How? By raising the awareness of key students so that they can be provided with additional support and be monitored closely within their key stage. Referrals for additional support are made through subject and pastoral meetings. • When? Daily through SLT morning briefing and formally through half termly key performance indicator meetings
<p>Whole School Development</p> 	<ul style="list-style-type: none"> • Who? Senior and Middle Leaders • How? Using the assessment data if we identify that an area of the school is performing lower than other parts of the school, it will become a strategic priority for our leaders and monitored over a set period of time. • When? Following any assessment gathering exercise in school