

STUDENT PROGRESS

Our team structure reflects how we organise students learning and curriculum. The teams are organised in the following way:

Team 4 - PMLD Curriculum P-Steps (Programmes) P1i–P4 (3 classes)

Team 3 - Pre-formal Curriculum P-Steps (Programmes) P4 - P5+ (4 classes)

Team 2 - Semi-Formal Curriculum P-Steps (Programmes) P4 - P8 (5 classes)

Team 1 - Formal Curriculum P-Steps (Programmes) P8-P15+ (4 classes)

Students are continually assessed to ensure that all aspects of learning are captured. Riverside assesses students learning in two main ways:

LINEAR PROGRESS MEASURES

- The school uses its own assessment system it has created in collaboration with SOLAR
- Our P Steps (Programmes) run from P1i to P15+ reflecting the full ability range of our school.
- The principle of assessment is to check and identify what a child understands and what they need to learn next.
- This is done on a daily and lesson-by-lesson basis.
- Weekly Class Team meetings are used to reflect on student learning and to plan appropriate next steps for learning.
- Progress is also checked on a termly basis through Team Progress meetings and SMT Progress Review Days.
- Targets are set for the end of each year using the Riverside expected measure as the underlying guide to progress.
- Every child will receive a report each term regarding their progress.
- Parents have two parents evening per year they can attend to check on their child's progress.

HOLISTIC PROGRESS MEASURES

The school uses its own assessment system it has created in collaboration with SOLAR This holistic assessment system is dynamically linked to the learning targets coming from the Annual Review of the EHCP. We have called the system for capturing non-linear learning 'Key Skills'. We have 6 'areas of focus' in our Key Skills holistic progress measure, matching the main EHCP headings. The areas are Communication Skills, Social Skills, Motor Skills, Independence Skills, SelfCare Skills and Cognitive Skills.

Students have Key Skills Targets set each term, which are evaluated at the end of each term. This progress information forms part of the report to parents each term. The Annual Review chairperson, class teacher, parents and student, as appropriate, work to set Key Skill targets to deliver the required learning outcomes from the Annual Review. The progress towards each target is reviewed each term, providing a complete cycle through to the next Annual Review.

ASSESSMENT

Assessment and target-setting informs our day-to-day classroom and therapist practice for each student. Whenever possible, students are involved in their own assessment by reflecting on their experiences and assisting in setting their own targets. We aim to help our students recognise and take pride in their own achievements.

RECORDING

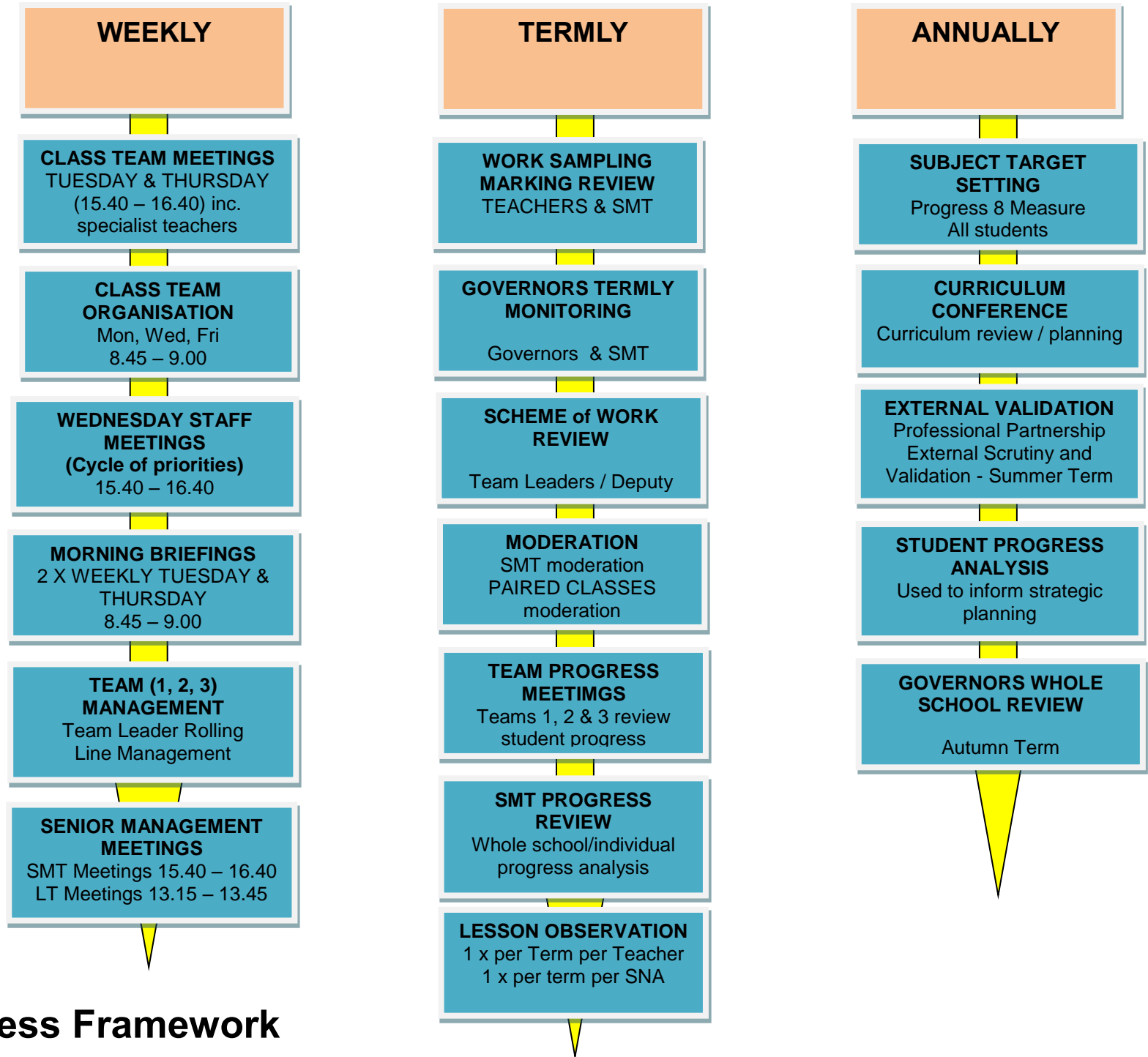
At Riverside we use weekly class meetings to enable teachers and TAs to work together to plan lessons and to record student progress, in terms of our P-Steps SOLAR assessment. Student's progress is recorded onto SOLAR – our online assessment recording programme. Teachers use SOLAR as an online 'record book', as part of their ongoing assessment work with students.

TEAM PROGRESS MEETINGS

Team progress meetings are held at the end of the autumn and spring terms. A range of progress data information, both linear and holistic is prepared for these meetings between the class teacher and team leader. The progress of students towards their individual targets is reviewed in the meetings and where issues relating to progress arise either interventions of support are planned or the underlying reason for reduced progress analysed and recorded in a contextual narrative.

REPORTING

We report to parents termly on the progress of their students using P Steps assessments recorded for each student along with the Key Skills holistic / EHCP progress information. Every student has an annual review meeting in the summer term during which targets and a new Holistic Learning Programme for the forthcoming school year is agreed. The meeting is an opportunity for parents to discuss their student's progress in all areas of the curriculum with the class teacher and a senior member of staff. Parents receive a copy of the written annual review report in advance of the meeting. Other professionals may attend the meeting when appropriate (e.g. SALTs/EPs). Students in years 7 and 8 attend the latter half of their review meeting, and students in 9/10/11, (when a Transition Plan to help prepare for eventual transition to adult life is included), attend throughout the meeting.



Student Progress Framework