



Riverside Virtual College

Curriculum and Assessment Policy

Including Marking and Feedback

Legislation	Education/ Other
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Quality of Education Team

Lead: Leanne Burke

Internal QA: Natasha Derby

Internal QA: Rafial Calme-Brown

Quality Assurance: James Lawlor

1. Introduction

Riverside Virtual College (RVC) is committed to providing a high-quality, inclusive and ambitious education that enables every student to make progress from their individual starting point.

As an online independent school, RVC provides a flexible curriculum designed to meet the individual needs, abilities, interests and aspirations of its students. The curriculum is delivered through a combination of live online teaching, independent learning, vocational learning, personal development, enrichment and, where appropriate, work-related learning and external opportunities.

The curriculum is designed to ensure that students develop appropriate knowledge, skills and understanding and are prepared for their next stage of education, employment, training and adult life.

RVC's curriculum and assessment arrangements are informed by the current Independent School Standards, Department for Education guidance, relevant examination and awarding-body requirements, and the current Ofsted inspection framework.

2. Quality of Education: Key Aims

RVC aims to:

- Provide a broad, balanced and ambitious curriculum appropriate to the needs, abilities, aptitudes and interests of all students.
- Ensure that curriculum planning takes account of students' individual starting points and identified SEND needs, including the requirements of students with EHC plans.
- Ensure that students acquire appropriate knowledge, understanding and skills and make progress from their individual starting points.
- Provide a curriculum that is coherently planned and sequenced.
- Ensure that learning builds on prior knowledge and prepares students for future learning.
- Provide appropriate academic, vocational, technical and personal development opportunities.
- Support students to develop literacy, numeracy, communication, digital and employability skills.
- Prepare students for further education, employment, training and adult life.
- Promote students' personal development, independence, resilience and confidence.
- Provide opportunities for students to develop the values of Honesty, Integrity and Respect.
- Ensure that assessment is used effectively to identify strengths, gaps and next steps.

- Use assessment information to inform teaching, intervention and curriculum development.
- Ensure that all students have meaningful opportunities to learn, participate and make progress.
- Monitor the quality and impact of education through effective quality assurance processes.

3. Responsibilities of the Quality of Education Team

The Quality of Education team is responsible for monitoring and supporting the quality of teaching, learning, curriculum delivery and assessment across Riverside Virtual College.

Quality assurance activity will include:

Weekly

- Monitoring the quality and appropriateness of lesson planning.
- Reviewing online teaching and learning activity.
- Monitoring student engagement and participation.
- Identifying any immediate concerns regarding teaching, learning or student progress.
- Sharing effective practice and providing support where required.

Half Termly

- Providing quality of education training and professional development.
- Conducting work scrutiny.
- Reviewing assessment practice.
- Checking that assessment is being completed in accordance with this policy.
- Reviewing student progress and identifying students requiring additional support or intervention.
- Reviewing curriculum coverage and sequencing.
- Gathering student voice where appropriate.

Termly

- Conducting lesson observations and/or learning reviews.
- Conducting curriculum reviews and subject deep dives.
- Reviewing academic and vocational provision.
- Reviewing assessment and progress information.
- Producing appropriate reports and action plans.
- Reviewing staff training and professional development.
- Conducting curriculum reviews with students.
- Reviewing the impact of interventions.

- Reporting key findings to senior leadership.

Quality of Education Leads should follow the RVC Quality of Education yearly planner.

4. Role of the Quality of Education Lead

The Quality of Education Lead is responsible for coordinating whole-school quality assurance and supporting the continuous improvement of teaching, learning, curriculum and assessment.

Quality assurance activities may include:

1. Half-termly audits of teacher planning.
2. Half-termly learning reviews/drop-ins.
3. Termly work scrutiny.
4. Termly lesson observations where appropriate.
5. Termly curriculum and subject reviews.
6. Review of assessment practice.
7. Review of student progress information.
8. Monitoring the impact of interventions.
9. Supporting whole-school teaching and learning development.
10. Sharing effective practice across RVC.

Quality assurance activity will be proportionate, evidence-informed and focused on improving outcomes for students rather than creating unnecessary workload.

5. Quality of Education Observations and Learning Reviews

Riverside Virtual College uses lesson observations, learning reviews, work scrutiny, student voice, assessment information and curriculum reviews to evaluate the quality and effectiveness of education.

As an online school, quality assurance includes:

- Observation of live online lessons.
- Review of recorded lessons where appropriate and in accordance with RVC procedures.
- Review of lesson resources and learning materials.
- Review of student participation and engagement.
- Review of work completed through the virtual learning environment.
- Student voice and feedback.
- Review of assessment and progress information.
- Review of curriculum planning and sequencing.

The purpose of quality assurance is to identify strengths, areas for development and opportunities for improvement.

Where appropriate, findings will contribute to professional development and performance management processes.

6. Curriculum at Riverside Virtual College

Riverside Virtual College provides a broad and balanced curriculum designed to meet the individual needs of its students.

The curriculum provides opportunities across:

- Linguistic education.
- Mathematical education.
- Scientific education.
- Technological and digital education.
- Human and social education.
- Physical education.
- Aesthetic and creative education.
- Academic education.
- Vocational and technical education.
- Personal development.
- Employability and work-related learning.
- Enrichment.

RVC's curriculum is designed for students who may have experienced barriers to accessing mainstream education. It therefore provides appropriate flexibility while maintaining high expectations for learning and progress.

Curriculum planning takes account of students' ages, aptitudes, abilities, prior attainment, SEND and individual circumstances, including relevant EHC plan outcomes.

Where appropriate, students have opportunities to work towards nationally recognised qualifications and accredited awards.

7. Curriculum Intent

The curriculum at Riverside Virtual College is designed to:

- Meet the individual needs of students, including students with SEND.
- Provide appropriate challenge and support.
- Build knowledge, skills and understanding over time.

- Develop students' literacy, numeracy, communication and digital skills.
- Support students to become increasingly independent learners.
- Develop confidence, resilience and positive attitudes towards learning.
- Prepare students for further education, employment, training and adult life.
- Develop employability and work-related skills.
- Promote British values and the values of Honesty, Integrity and Respect.
- Support students to make safe, healthy and informed choices.
- Provide meaningful opportunities for personal development and enrichment.
- Support students to recognise and achieve their individual aspirations.

8. Curriculum Implementation

Teachers are responsible for planning and delivering learning that is appropriate to the individual needs and starting points of students.

Staff will:

- Use assessment information to inform planning.
- Build on prior learning.
- Provide clear learning objectives and success criteria where appropriate.
- Use effective questioning.
- Model new knowledge and skills.
- Provide appropriate differentiation, scaffolding and challenge.
- Monitor understanding throughout lessons.
- Provide opportunities for students to practise and apply knowledge.
- Provide appropriate feedback.
- Address misconceptions.
- Provide opportunities for students to reflect on their learning.
- Use digital resources effectively.
- Promote student participation in the virtual classroom.
- Ensure learning materials are accessible and appropriate to students' SEND needs.

Curriculum plans and schemes of work will be reviewed regularly to ensure that they remain appropriate, relevant and effectively sequenced.

9. Curriculum Impact

RVC evaluates the impact of its curriculum through a range of evidence, including:

- Student attainment.
- Student progress.
- Assessment information.

- Qualification outcomes.
- Student work.
- Student engagement.
- Attendance and participation.
- Student voice.
- Parent/carer feedback where appropriate.
- Destination information.
- Quality assurance activity.
- Work-related and enrichment outcomes.
- Individual student targets and progress towards them.

The impact of the curriculum will be considered in relation to each student's individual starting point and needs.

10. Academic, Vocational and Personal Development Curriculum

Riverside Virtual College provides three interconnected areas of curriculum provision:

Academic Curriculum

Students have access to appropriate academic subjects and qualifications based on their individual needs, abilities, and aspirations.

Vocational Curriculum

Students may access vocational and technical programmes that develop practical, occupational and employability skills.

Personal Development Curriculum

The Personal Development curriculum supports students' spiritual, moral, social, cultural, physical and emotional development.

It includes appropriate provision relating to:

- Relationships and sex education.
- Health education.
- PSHE.
- Careers and employability.
- Safeguarding.
- Online safety.
- British values.
- Citizenship.

- Personal safety.
- Financial awareness.
- Preparation for adulthood.
- Enrichment.
- Work-related learning

11. Post-16 Curriculum

Students joining or continuing at RVC in Post-16 will receive an individualised study programme based on their previous attainment, needs, interests and future aspirations.

Where students have not achieved the required standard in English and/or mathematics, RVC will provide appropriate opportunities to continue developing these essential skills in accordance with the requirements applicable to their programme of study.

Students will also have access to appropriate academic, vocational, technical, personal development and employability opportunities.

Individual pathways will be reviewed regularly to ensure that they remain appropriate and support students' progression towards further education, employment, training or other positive destinations.

12. Curriculum Offer

The curriculum offer includes the following qualifications and programmes:

Subject / Area	Level / Programme	Awarding Organisation
Maths	GCSE	AQA
Maths	Functional Skills	NOCN
English	GCSE	AQA
English	Functional Skills	NOCN
Science	GCSE / appropriate accredited programme	AQA
Art	GCSE / Unit Award Scheme	AQA
PSHE	Unit Award Scheme	AQA
Computer Science	GCSE / Unit Award Scheme	AQA

History	GCSE / Unit Award Scheme	AQA
Business	GCSE / Unit Award Scheme	AQA
PE/Fitness	Unit Award Scheme	AQA
Enrichment	Unit Award Scheme	AQA
Animal Care	Unit Award Scheme	AQA

The curriculum offer will be reviewed annually and may be amended to reflect student needs, qualification availability, staffing, awarding-body requirements and progression opportunities.

13. Assessment at Riverside Virtual College

Assessment is an integral part of teaching and learning at RVC.

Assessment is used to:

- Establish students' starting points.
- Identify strengths and areas for development.
- Monitor progress.
- Identify gaps in knowledge and understanding.
- Identify misconceptions.
- Inform future teaching.
- Plan intervention.
- Support individual target setting.
- Inform students and parents/carers about progress.
- Evaluate the effectiveness of teaching and curriculum provision.
- Support decisions regarding qualifications and progression.

Assessment will take account of students' individual needs and SEND requirements.

14. Principles of Assessment

At Riverside Virtual College:

- Assessment is an integral part of teaching and learning.
- Assessment should support learning rather than create unnecessary workload.
- Assessment should be appropriate to the subject and learning being assessed.
- Assessment should be accessible and inclusive.
- Assessment should identify what students know, understand and can do.

- Assessment should identify appropriate next steps.
- Assessment information should be used to inform teaching.
- Students should be given appropriate opportunities to reflect on feedback.
- Assessment should contribute to students' motivation, independence and confidence.
- Assessment should support accurate monitoring of progress.

15. Types of Assessment

Formative Assessment

Formative assessment takes place throughout teaching and learning.

This may include:

- Questioning.
- Discussion.
- Online polls and quizzes.
- Retrieval activities.
- Observation of student participation.
- Review of student work.
- Verbal feedback.
- Written feedback.
- Self-assessment.
- Peer assessment.
- Short knowledge checks.
- Independent tasks.

Summative Assessment

Summative assessment may include:

- Topic tests.
- Mock examinations.
- Examination papers.
- Coursework.
- Controlled assessments where applicable.
- Vocational assessments.
- Accredited assessment.
- End-of-term assessments.

The type and frequency of summative assessment will be appropriate to the subject and qualification.

16. Assessment Cycle

RVC uses an assessment cycle to monitor student progress.

Initial Assessment

Students complete appropriate baseline or initial assessments to establish their starting points.

Teachers use this information to inform planning and individual targets.

Ongoing Formative Assessment

Teachers monitor student understanding and progress throughout lessons and learning activities.

Where gaps or misconceptions are identified, teaching and intervention will be adapted accordingly.

Half-Termly Review

Student progress and individual targets are reviewed at appropriate points throughout the academic year.

Where students are not making expected progress, appropriate support or intervention will be considered.

Termly Assessment

Formal assessment information is reviewed termly to identify progress, attainment and areas requiring further support.

Pupil Progress Meetings

Progress meetings are used to review:

- Student attainment.
- Progress from starting points.
- Individual targets.
- SEND needs.
- Attendance and engagement.
- Intervention.
- Personal development.
- Qualification progress.
- Next steps.

17. Vocational Assessment

Staff delivering vocational subjects will assess students in accordance with the requirements of the relevant awarding organisation and qualification.

Where appropriate, students will be reviewed following the initial period of their course to determine their suitability for an Award, Certificate or other qualification.

Internal quality assurance processes will be used to ensure that:

- Assessment decisions are consistent.
- Evidence meets qualification requirements.
- Work is authentic and appropriately assessed.
- Assessment records are maintained.
- Staff receive appropriate feedback and support.
- Any identified actions are followed up.

18. Quality Assurance of Assessment

The Quality of Education team will monitor assessment through:

- Work scrutiny.
- Assessment audits.
- Progress reviews.
- Curriculum reviews.
- Lesson observations.
- Student voice.
- Moderation.
- Internal quality assurance.
- Review of assessment records.

Findings will be used to identify effective practice and areas requiring development.

19. Marking and Feedback

Marking and feedback should help students understand:

- What they have achieved.
- What they need to improve.
- How they can improve.
- What they should do next.

Feedback may be:

- Written.
- Verbal.
- Digital.
- Whole-class.
- Individual.
- Through live online discussion.
- Through annotations.
- Through automated systems where appropriate.

Feedback should be positive, constructive, specific and accessible.

It should focus on the learning and provide meaningful next steps.

20. Frequency of Marking

Teachers should ensure that students receive regular and meaningful feedback on their learning.

The frequency of marking will be appropriate to:

- The subject.
- The type of task.
- The amount of work completed.
- The student's individual needs.
- The learning objective.
- The assessment purpose.

Not every piece of work requires detailed written marking.

Where detailed feedback is provided, students should be given appropriate opportunities to respond and improve their work.

This approach is intended to ensure that marking remains purposeful and supports learning while avoiding unnecessary workload.

21. Feedback Expectations

Effective feedback should:

- Relate to the learning objective or assessment criteria.
- Identify strengths where appropriate.
- Identify areas for improvement.
- Provide clear next steps.

- Be understandable and accessible to the student.
- Be proportionate to the work.
- Be sensitive to students' individual needs.
- Encourage students to reflect on and improve their learning.

Where appropriate, teachers may use a feedback task to allow students to correct errors, develop an answer, extend their work or apply new learning.

22. Learning Objectives

Where appropriate, lessons should include clear learning objectives that communicate what students are expected to know, understand or be able to do.

Learning objectives should focus on learning rather than simply completing an activity.

Teachers should ensure that students understand the purpose of their learning and, where appropriate, how it connects to previous learning, future learning or real-life contexts.

23. Questioning

Questioning is an important part of effective teaching.

Teachers should use a range of questioning strategies to:

- Check understanding.
- Assess prior knowledge.
- Identify misconceptions.
- Encourage participation.
- Develop thinking.
- Extend knowledge.
- Encourage students to explain their reasoning.

In the virtual classroom, questioning may be undertaken through verbal responses, chat, polls, reactions, quizzes, breakout activities or other appropriate digital tools.

24. Self and Peer Assessment

Students should be given appropriate opportunities to evaluate their own learning.

Where suitable, peer assessment may also be used.

Self and peer assessment should be structured, purposeful and appropriate to the age, ability and needs of the students involved.

25. Online Learning and Accessibility

As a virtual school, RVC will ensure that curriculum and assessment arrangements are suitable for online delivery.

Staff will consider:

- Accessibility of digital resources.
- Students' SEND needs.
- Appropriate use of assistive technology.
- Reasonable adjustments.
- Screen fatigue and workload.
- Opportunities for interaction.
- Student engagement.
- Online safety.
- Digital literacy.
- Accessibility of assessment activities.

Students will be provided with appropriate support to enable them to participate in learning and demonstrate their knowledge and skills.

26. Student Voice

Student voice is an important part of curriculum development and quality assurance.

RVC will provide students with opportunities to comment on:

- Curriculum content.
- Teaching and learning.
- Assessment and feedback.
- Online learning.
- Enrichment.
- Personal development.
- Their individual learning experience.

Student feedback will be considered alongside other evidence when reviewing and developing the curriculum.

27. Quality Assurance and Continuous Improvement

RVC uses a range of evidence to evaluate the quality and effectiveness of education.

This includes:

- Lesson observations.
- Online learning reviews.
- Work scrutiny.
- Curriculum reviews.
- Assessment information.
- Progress data.
- Student voice.
- Parent/carer feedback.
- Qualification outcomes.
- Destination information.
- Staff feedback.
- Internal quality assurance.
- External quality assurance and improvement activity.

Quality assurance findings will be used to identify strengths, areas for improvement and appropriate actions.

The relevant member of the Quality of Education team and senior leadership will monitor action plans.

28. Staff Development

RVC is committed to ongoing professional development.

Staff training will reflect:

- Curriculum priorities.
- Student needs.
- SEND.
- Assessment.
- Teaching and learning.
- Online education.
- Safeguarding.
- Digital technology.
- Qualification requirements.
- Quality assurance findings.
- Individual professional development needs.

Staff will have opportunities to share effective practice and develop their teaching approaches.

29. Safeguarding and Curriculum

Safeguarding is an integral part of education at Riverside Virtual College.

Curriculum and teaching arrangements will support students to understand how to keep themselves and others safe, including in online environments.

Staff will follow RVC's safeguarding policies and procedures and the current statutory safeguarding guidance.

The current **Keeping Children Safe in Education 2026** is in force from 1 September 2026 and applies to schools and colleges in England.

RVC will also have regard to the current **Working Together to Safeguard Children 2026** guidance and relevant safeguarding requirements.

30. British Values and Personal Development

The curriculum supports students to understand and respect:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those with different faiths and beliefs.

These principles are incorporated across the curriculum and personal development programme.

RVC also promotes its values of:

Honesty, Integrity and Respect.

31. Monitoring and Review

This policy will be reviewed annually by Riverside Virtual College.

The review will consider:

- Changes to legislation and statutory guidance.
- Changes to Independent School Standards.
- Changes to Ofsted requirements and inspection methodology.
- Changes to awarding-body requirements.
- Quality assurance findings.

- Student progress and outcomes.
- Student voice.
- Staff feedback.
- Curriculum developments.

The next scheduled review is **September 2027**, or earlier where significant statutory or operational changes require an earlier review.

Appendix 1 – Quality of Education Online Learning Checklist

Area	What should be evident
Welcome	Students are welcomed positively, and staff establish a supportive online learning environment.
Online expectations	Behaviour and online classroom expectations are clear.
Learning objective	Students understand what they are learning and why.
Prior learning	Previous learning is revisited where appropriate.
Teaching	Teaching is clear, structured and appropriate to students' needs.
Modelling	Staff demonstrate or model new knowledge and skills where appropriate.
Questioning	Students are regularly questioned to check and deepen understanding.
Participation	Students have meaningful opportunities to participate.
SEND	Teaching and resources are adapted to meet individual needs.
Challenge	Students are appropriately challenged according to their starting points.
Assessment	Staff check understanding throughout the lesson.
Feedback	Students receive meaningful and appropriate feedback.
Independence	Students are supported to develop independent learning skills.
Safeguarding	Staff remain alert to safeguarding concerns and follow RVC procedures.

Online safety	Digital learning is delivered safely and responsibly.
Plenary/review	Learning is reviewed, and students are given opportunities to reflect.
Next steps	Students understand their next steps in learning.

Appendix 2 – Marking and Feedback Checklist

- Is feedback up to date and purposeful?
- Does feedback identify what the student has achieved?
- Does feedback identify an appropriate next step where required?
- Has the feedback been adapted to the student's needs?
- Has the student had an opportunity to respond to feedback where appropriate?
- Is work accessible and appropriately presented?
- Is the level and quantity of work appropriate?
- Does the work demonstrate progress from the student's starting point?
- Are assessment records accurate and up to date?
- Are identified gaps or misconceptions being addressed?
- Is feedback supporting future planning?

Policy References

This policy should be read alongside relevant Riverside Virtual College policies and procedures, including:

- Safeguarding and Child Protection Policy.
- SEND Policy.
- Personal Development Policy.
- Behaviour Policy.
- Attendance and Engagement Policy.
- Online Safety/E-Safety Policy.
- Relationships and Sex Education Policy.
- Assessment and Marking procedures.
- Careers and Provider Access Policy.
- Examination and Qualification procedures.

Relevant external guidance includes the current:

- Department for Education **Independent School Standards** guidance.
- Department for Education **Keeping Children Safe in Education 2026**.
- Department for Education **Working Together to Safeguard Children 2026**.

- Ofsted **Education Inspection Framework 2025** and relevant inspection guidance.
- Relevant awarding organisation and qualification requirements.