

# Southend High School for Girls



## Assessment, Recording and Reporting Policy Statement

Our assessment policy and procedures are underpinned by three key questions :

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?  
(Wiliam & Thompson 2007)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

We believe that the main purpose and principles of assessment should:

- inform student progress and plan the next steps in learning; it is the means by which teachers evaluate student progress and identify the needs of the students.
- be diagnostic, formative and summative.
- help students to engage more fully in their own learning.
- be integral to effective curriculum delivery, helping to ensure that teaching is appropriate and targeted ensuring that learners make progress.
- help parents to understand, and where appropriate, participate in their child's educational journey.
- not be the sole preserve of national tests and assessments.

We also believe that all staff should be involved in reviewing our approach to assessment and receive regular and appropriate training.

Assessment approaches:

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know, e.g. this may be at the start of a lesson / unit and take the form of a low stakes quiz
2. Formative assessment (also known as responsive teaching) – this is day-to-day assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements and may include such activities as low stakes retrieval quizzes, questioning to check understanding and providing plenty of opportunities for students to practise. ((Cf Rosenshine's Principles of Instruction)

3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning, e.g. end-of-year examinations and PPEs.

All forms of assessment are built to assess the degree to which a student has secured the key knowledge, skills and understanding that have been defined as being essential within each subject for a given academic year. Vital to this is ensuring that learning intentions are clarified, shared with and understood by the students.

Our curriculum design and approaches to assessment are therefore inextricably linked as both require teachers to constantly ask these questions:

- What do we want our students to learn at each key stage?
- What do our students already know?
- How should the 'learning' be sequenced?
- Why is it important?
- How will we know if they have learned it or not yet?

We believe that our Subject Leaders, therefore, are those best placed to determine the type, scope and timing of assessments for their subjects; the only exception to this is the timing of the whole school end-of-year examinations for lower school (Years 7-9) and PPEs (Pre Public Examinations) for middle school (Years 10-11) and upper school (Years 12-13).

All Key Knowledge, Skills and Understanding have been clearly articulated for each subject area and each year group on the [school website](#). This includes details of how the students will be assessed each term using a combination of diagnostic, formative and summative assessment strategies.

We report formally on student progress and attainment at three points during the academic year for each year group via :

- a parents' consultation evening
- a short progress report (Yrs 7-10 & 12) (predicted grade report Yr 13 and 11)
- a full report containing details of examination results and an extra narrative provided by the form tutor.

Feedback and marking takes a variety of forms and will not always involve direct feedback or written feedback. As a school we encourage reflective, formative feedback which requires students to respond to it. Each department has their own individual assessment policy which reflects the core principles of the whole school assessment policy statement.

This policy statement should be read in conjunction with the following documents :

- A guide to marking and feedback at Southend High School for Girls
- A guide to summative assessment, reporting and recording at Southend High School for Girls
- A guide to teaching and learning at Southend High School for Girls.