



SHEFFIELD GIRLS'

INFANT, JUNIOR & SENIOR SCHOOL

Sheffield High School for Girls Assessment Policy

The Assessment Policy is guided by and committed to the following principles:

- Promoting a coherent approach to assessment within the school.
- To support pupils' learning and achievements.
- To involve pupils in evaluating their own progress.
- To ensure equality of opportunity for all pupils to display achievement.
- To seek to raise standards by reviewing and improving the teaching and learning programmes.
- To ensure progression and continuity of learning within the school and across the different phases of education.
- To provide valid, reliable and comprehensible information for teachers, pupils, parents/carers and other users.
- To ensure that statutory requirements for assessment are met.
- The principles in this policy concur in all respects with the GDST guidance on the data and assessment systems available to schools.

Assessment Objectives

- The purpose of assessment is to enable an informed judgement to be made about a pupil's knowledge, understanding, skills and attitude.
- Assessment is a continuous process which is integral to the teaching and learning programme, and should be built into the curriculum, and inform future planning so that pupils can progress.
- Assessment should be based on clear, consistent criteria which are known and understood by both teachers, pupils and parents/carers, and are guided by national criteria and statutory requirements where appropriate.
- In order to achieve consistency, assessment practice should be subject to effective moderation and standardising procedures.
- A wide range of assessment techniques should be used in different contexts and for different purposes.
- Assessment should provide opportunities for effective differentiation to take place.
- Assessment should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of pupils' skills, knowledge and understanding.
- Pupils should be involved in the assessment process so that they are encouraged to take responsibility for their own learning.
- The assessment process should recognise achievement, not just attainment, and seek to increase pupils' confidence and motivation.
- Assessment should support individuals in identifying strengths and weaknesses, enabling future learning goals to be planned, and assisting them in decision-making.
- Assessment practice should be monitored regularly and systematically and assessment procedures modified if necessary as a result.
- The results of assessment should be systematically recorded and used to report to parents/carers on their children's attainment.

Assessment Overview

We believe that outstanding teaching and learning has rigorous and meaningful assessment at its heart and that this is used to inform teachers, parents/carers and pupils. There are different types of assessment that we use and these can broadly be split into two main types: formative assessment and summative assessment.

- **Formative assessment** takes place in every lesson and reshapes learning and teaching as it provides regular and meaningful feedback both to the teacher and the learner. This feedback can be through various different methods such as: discussion, written work, self or peer assessment or through formative testing. Pupils are regularly involved in formative assessment and through their time at the school will develop skills to help them to assess their work and set challenging targets for improvement. Teachers will also provide pupils with meaningful formative assessment comments which will include clear targets for improvement (that the student should act upon) and also celebrate areas of strength. It is therefore our aim that each pupil will be able to identify what they are doing well and what they must do to further improve within each subject. (See also Marking and Feedback Policy)
- **Summative assessments** are used for a number of purposes and once again, these assessments are used (where possible) to enable both teachers and pupils to develop next steps for learning. Summative assessments are graded/standardised.

We seek to ensure that both pupils' achievement and progress is assessed as follows:

- A **pupil achievement framework** to record pupil performance, achievement and value added – calibrated to national/independent school norms.
- A **pupil progress framework** within which progress is monitored and interventions planned and implemented – based on comparing individuals' actual to expected achievement.

The assessment framework defines the frequency of assessment; the type of data collected; the way it is collected, and what is subsequently done with it across different year groups. (See Assessment Framework)

We provide parents/carers with full and accurate statements about pupils' achievements and progress, written in clear and accessible language. (See Reporting Policy)

*Updated 16 October 2017
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