TRINITY
SCHOOL

Marking, Assessment and Reporting Policy
Documentation for Regulatory Compliance 3a Assessment

The School views effective assessment as an integral part of teaching and learning, as based on the following principles:

- Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study, and to establish shared understanding by pupils and teachers of clear and explicit study goals.

- Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.

- Assessment should recognise individual progress and achievement and provide pupils with meaningful information which will allow them to participate in self-evaluation.

- Assessment should involve a range of techniques both formal and informal, carried out in a variety of contexts, which will allow individual pupils to show what they know, understand and can do.

- Assessment can take many forms and teachers are encouraged to use a range and variety of assessment methods to gain the clearest picture of a pupil's attainment. The School makes use of regular and formal assessments, such as examinations (public and internal), coursework, homework, practical work, oral work and class tests, to assess pupil's current attainment levels. Teachers are also involved in the continuous assessment of pupils' work during class activities and day-to-day classroom interaction, monitoring not only academic attainment but other skills such as co-operation and teamwork. These skills are also assessed in an informal way through the programme of co-curricular activities.

- Pupils who are encouraged to assess their own effort and performance are apt to be more highly motivated and to develop more confidently the skills needed for effective independent study. Departments are therefore encouraged to involve pupils in the assessment process, wherever possible, by adopting Assessment for Learning techniques. These help pupils to take responsibility for their learning because they are encouraged to understand their successes and misunderstandings and to take responsibility for improving.

Marking

Through assessment, pupils become aware of what they are learning and of their progress in a subject. Most importantly, students understand how they can progress further.

Marking is the main way of regularly communicating this awareness; it also demonstrates how their work is valued by their teacher. This, in turn, enables pupils to focus their efforts on important aspects of the subject and to take on more responsibility for their own work and progress. Effective marking also highlights the quality and effectiveness of the teaching.

This approach is upheld in the following ways:

It would be neither reasonable nor helpful for staff to correct every single mistake that a student makes. However, it is expected that staff will draw attention to errors in understanding, mistakes in the use of subject-specific language and any glaring grammatical or spelling mistakes or errors in calculation. The degree to which such mistakes are to be corrected on the student's work is a matter for individual teachers and departments to consider. This should contemplate the effect that the correction would have on a student's self-esteem or motivation, especially in the case of students with SEND.

As assessment overall should include both formative as well as summative elements, it is essential that there is an appropriate balance of grades/marks and constructive comments. In practical subjects and, at times, in other subjects, these comments will best be given orally either to the class as a whole or to individual students. If several students required the same guidance, a consequent lesson may cover this feedback in greater detail. However, it is expected that, in the majority of pieces of homework, there would be at least one comment giving guidance as to how the work can be improved, and that future teaching would allow opportunities for such improvement to be demonstrated.

All marks or grades given must be meaningful to students. It is expected that departments will, at the outset of the year, ensure that their marking and grading system is explained to all pupils. One easy way to achieve this is to have departmental policy outlined on a single piece of paper that can be placed in books or files. Pupils in classes being prepared for public examinations should have access to the assessment objectives used in assessing the specification they are studying. Departments will consider how best to present these to pupils.

In subjects where folders and files are used, it is expected that, once each half-term, pupils would have to demonstrate to subject teachers that files and/or folders are organised and up-to- date.

Marking should be as constructive as possible. Pupils benefit greatly from knowing that teachers are interested in their work and have noticed the effort that has been expended and that progress has been made. The Commendations system should therefore be actively used, as outlined in departmental and school policy, to reward attainment, effort and progress.

In different subjects and year groups, pupils should know when work is to be set and when/in what form they will receive the assessment feedback. Deadlines must be clearly established, as well as interim deadlines for coursework. Assessed work should always be returned to pupils within reasonable timeframes that each department will establish, and students should be apprised if there are circumstances preventing this; respect for deadlines will best be encouraged by that respect being mutual.

Marks and grades should be accurately recorded by teachers and entered into relevant department and school databases when required.

Plagiarism

All assigned tasks should be completed as instructed by the teacher. Where possible, any resources used should be referenced within the piece of work.

If a student is found to have plagiarised a source, this will result in an automatic sanction to reflect the seriousness of this act within an academic community. This includes the use of any Artificial Intelligence (AI) software, such as ChatGPT.

The School has installed Turnitin through Microsoft Teams to support the identification of any plagiarism, but will also use software from Open AI to identify AI-related plagiarism, if required.

Reporting

The procedures for reporting in the School are the responsibility of the Deputy Head (Academic). The School has a range of strategies to keep parents fully informed of their child's progress which include regular grade reports, written subject reports, tutor reports and parents' evenings. These reports will refer to the pupil's knowledge and understanding, their strengths and weaknesses in terms of subject specific skills, their behaviour and effort and an outline of future targets.

The full schedule of reporting for each year group is published on MSP and is also sent home in a letter with the first set of grades each year. Where a pupil's academic performance gives rise to specific concern at other points in the year, subject teachers, tutors and / or parents are encouraged to arrange a meeting to discuss the situation. Heads of Department may also be in contact with parents where subject specific support or advice is required.

Parents may contact the school at any time to request to see any subject teacher, the Form Tutor, the Head of Department, or the Head of Section, if they have a concern about any aspect of their child's progress.

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