



TRINITY

SCHOOL

Assessment, Feedback and Reporting Policy

The School views effective feedback as an integral part of teaching and learning. It recognises that feedback exists in different forms and that formative or forward-actioning feedback is the most powerful for student development. This enables pupils to focus their efforts on important aspects of the subject and to take on more responsibility for their own work and progress.

As a School, we want students to actively assess their own effort and performance, and therefore departments are encouraged to involve students in the assessment process. Learning activities can be engineered to encourage students to understand their successes and misunderstandings and to take responsibility for improving.

As a School, we believe that:

- Feedback should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.
- Feedback should help to develop fully students' academic abilities, whilst also equipping them with the skills needed for independent and reflective study.
- Feedback establishes a shared understanding of a clear and explicit approach to academic study.
- Feedback should complement and reinforce the delivery of the curriculum.
- Feedback should recognise individual progress and achievement.
- Feedback should facilitate students' ability to self-evaluate.
- Feedback will involve a range of techniques (both formal and informal) in a variety of contexts. This will provide students with the opportunity to showcase what they know, understand and can do.
- Feedback is targeted and is not overwhelming. It would not be reasonable nor helpful for staff to correct every single mistake in all cases. It is expected that staff will draw attention to errors in understanding, use of subject-specific language and glaring spelling or grammar errors.
- Feedback will consider the effect any correction may have on student's self-esteem or motivation, especially in the case of students with SEND.

As a School, we focus on producing a high quality of feedback, which students can action in a meaningful way, over quantity of red pen.

The School ensures that there are regular formal assessments, such as examinations (public and internal), coursework, homework, practical work, oral work and class tests, to assess students' current attainment levels. Assessments include both formative as well as summative elements, with an appropriate balance of marks and guidance for

further improvement.

Teaching colleagues within departments ensure that:

- They are involved in the continuous assessment of students' work during class activities and day-to-day classroom interaction, monitoring not only academic attainment but other skills such as co-operation and teamwork. This will also be assessed in an informal way through the programme of co-curricular activities, both within and outside departments.
- Students regularly receive at least one comment on a piece of work giving guidance as to how the work can be improved.
- Students are regularly encouraged to assess their own performance and that of others to readily interact and correct mistakes made.
- There are opportunities for students to demonstrate an improvement based on feedback received.
- Future learning activities are adapted according to the students' needs demonstrated through recent assessment and feedback.
- Their marking and grading system is explained to all pupils. In most cases, this will involve the policy being written on a single piece of paper that can be placed in books or files.
- Students in Fourth Year and above have access to the exam board assessment objectives in the specification they are following.
- Students know when work is to be set and how they will receive feedback.
- Deadlines are clearly established, as well as interim deadlines set for coursework.
- Assessed work is returned to pupils within reasonable timeframes that each department will establish. Students are to be informed of any reasonable circumstances preventing this.
- Once each half-term, students would demonstrate to subject teachers that exercise books, files and/or folders are organised and up to date. For those with digital portfolios (e.g. OneNote) this will be done centrally.
- Marks and grades are accurately recorded by teachers and entered into relevant departmental and school databases, to enable meaningful tracking and intervention.

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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Date of last review:	September 2025
Policy approved by:	Senior Management Team
Date of next review:	September 2026
Governor committee oversight:	Teaching & Learning Committee