



Assessment, Feedback and Reporting Policy

1. Introduction

This policy applies to assessment, feedback and reporting across Trinity School. It establishes common expectations and allows academic departments to choose approaches appropriate to their subject curriculum. It should be read alongside the following policies:

- Teaching and Learning,
- English as an Additional Language (EAL)
- SEND and Accessibility
- Artificial Intelligence

The School views teachers' regular assessment of students' knowledge, understanding, and skills as an integral part of teaching and learning. Teachers use their assessments of students' work, and their knowledge of students' individual learning needs, to provide clear and purposeful feedback to them with clear targets for improvement at every level of attainment. Teachers also use assessment to inform lesson planning to ensure every student is academically challenged. This underpins our aim at Trinity to foster students' intellectual independence and ambition, and to instil in them a lifelong love of learning.

The School also wants students to learn how to evaluate their own work and learning, 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.

Our reporting arrangements communicate students' attainment, progress and targets for improvement clearly to students and parents. Assessment records support teachers in tracking students' academic development.

2. Assessment

Teachers assess students' learning in their classes regularly, in accordance with departmental arrangements. Formative assessment identifies students' strengths and learning needs, informs teachers' next steps, and helps students understand and act on feedback to improve their learning. Summative assessment provides a record of attainment at an appropriate point, such as termly tests and end-of-year examinations. Departments may also encourage students to engage in self-assessment and peer-assessment as part of their learning. Assessment includes regular questioning in class, enabling teachers to identify their students' learning needs and adapt their

lesson planning to meet these needs. Teachers also use class discussion, observation of students' work in class, students' practical and written work, quizzes, and tests to assess students.

Regular assessment consolidates learning, develops students' capacity to evaluate and improve their work, and prepares them for public examinations.

Assessment at Trinity:

- Includes the recording of significant assessment outcomes in teachers' physical or digital mark books, and, where required, departmental and school databases, to support tracking and intervention.
- Takes place according to clearly established deadlines, including deadlines set for internally-assessed coursework ('Non-examination assessment', or NEA) components of public examinations.
- Sees routine assessed work returned to students within a reasonable timeframe set out in a departmental policy. Students are to be informed if any reasonable circumstances prevent this.
- Includes teachers checking students' exercise books, files, or digital folders each half-term to identify incomplete work and support effective organisation.
- Is based on agreed criteria and supported by proportionate standardisation and moderation to secure accurate and consistent judgements. Departments discuss samples of assessed work against these criteria and use common assessments where appropriate.
- Is clearly explained to all students, so they understand their marks and grades. Students in Fourth Year and above have access to the examination board assessment objectives in the specifications they are following.
- Reflects the relevant curriculum and provides appropriate evidence of students' knowledge, understanding, and subject-specific skills. Teachers regularly check the retention and application of students' earlier learning.
- Provides an opportunity for students to demonstrate an improvement based on feedback received.

Heads of Department maintain departmental assessment and feedback arrangements, recorded in the departmental handbook or a separate policy. These specify significant assessments, feedback expectations and return times, grading criteria, and appropriate standardisation and moderation. Heads of Department review these arrangements annually, provide student-friendly explanations of relevant expectations, and incorporate assessment and feedback guidance into schemes of work where appropriate.

Heads of Faculty review implementation with Heads of Department through departmental review arrangements. They report their findings to the Deputy Head (Academic) and the Assistant Head – Teaching and Learning.

3. Feedback and student response

Students receive feedback which helps them to understand their strengths and priorities for improvement. Therefore teachers provide accurate, specific, and actionable feedback. Every student receives individual feedback from each of their

teachers every half-term, in accordance with departmental arrangements. In addition, teachers may provide collective feedback. Feedback may be written or oral, and may include explanation, modelling, demonstration, and guided practice. There is no requirement to mark every piece of work by a student. Grades are used when they communicate attainment usefully: not every piece of work requires a grade.

- Teachers make the purpose of tasks and relevant criteria clear. Students on examination courses are taught how assessment objectives and criteria apply to their work, according to departmental curricular planning.
- Feedback on assessed work identifies relevant strengths and a clear next step for improvement or further challenge. Departments identify the tasks to which this expectation applies, such as common assessment tasks.
- Teachers identify a manageable number of priorities for students without overwhelming them. Teachers address significant misunderstandings or mistakes and correct relevant errors in subject vocabulary and written expression rather than correcting every error indiscriminately.
- Teachers plan appropriate time and support for students to apply their feedback to their work. Student responses may include correction, redrafting, explanation, further practice, or applying advice to a subsequent task. A written response to every feedback comment is not required. Teachers check subsequent work or performance to establish whether students have understood and applied the feedback, and provide further teaching where necessary.

4. Inclusion and accessibility

Assessment and feedback take account of students' ages, prior attainment, aptitudes, and individual needs. Teachers work with Learning Support to implement agreed provision, including relevant Education, Health and Care (EHC) Plan requirements and reasonable adjustments for disabled students. Students with English as an additional language may require language support.

Instructions, materials and feedback are presented accessibly and positively, and teachers check students' understanding. Teachers consider how feedback is communicated, taking account of students' individual needs, confidence and motivation whilst maintaining clear academic expectations. Support helps students demonstrate their learning and act on feedback whilst maintaining appropriate challenge. Teachers support students to organise and retrieve their work and feedback. Additional support is provided to students who find organisation challenging.

Public examination access arrangements are managed through the School's published procedures in line with JCQ requirements and applicable awarding-body requirements.

5. 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 children's progress which include regular grade reports, written subject reports, tutor reports and parents' evenings. Through this reporting programme, parents

receive information about students' knowledge and understanding, strengths and areas for improvement in subject-specific skills, behaviour and effort, and future targets.

Attainment describes the standard of knowledge, understanding, and skills demonstrated against defined criteria. Learning behaviours represented by the Trinity Learner Profile are reported distinctly from attainment. Course grades use the grading rationales set out by academic departments. For Sixth Form students, the process for deciding subject UCAS grades and predicted grades is overseen by the Head of Sixth Form.

The 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. Significant or sustained concerns are communicated promptly by the relevant academic and/or pastoral staff, including between reporting cycles. They will coordinate support, agree next steps with the student, and, where appropriate, parents, and set a review point. Heads of Department will provide subject-specific advice. Parents may contact the school at any time to request to see any of their child's subject teachers, their Form Tutor, the Head of Department, the Head of Section, or the Deputy Head (Academic), if they have a concern about any aspect of their child's progress.

6. Academic integrity

Students must submit their own work and follow their teachers' instructions about independent work, collaboration, and other tools they may use. Sources and any permitted assistance must be acknowledged as instructed. Students will be taught academic referencing and academic integrity in ways appropriate to their age and the task.

Plagiarism is presenting another person's work or ideas, or material from other sources, as one's own through unacknowledged copying or incomplete referencing. Sources include printed and online materials, other students' work, and Artificial Intelligence (AI) generated material. Direct quotations must be clearly identified and referenced, and the source of any paraphrased or translated material must also be acknowledged. Collusion (unauthorised collaboration), including allowing another student to submit one's work as their own, is also a breach of academic integrity.

Unless expressly authorised for a task, students must not use generative Artificial Intelligence (AI) to produce, rewrite, or supply answers for submitted work. Teachers will uphold the School's AI Policy, and will make any permitted use and acknowledgement requirements clear to students. Any permission must comply with applicable qualification rules. Authorised use does not permit students to represent another person's or an AI system's work as their own.

Suspected breaches are investigated fairly, considering the work, available evidence of its creation, and the student's explanation. Similarity reports or AI detection scores may inform an investigation but do not by themselves establish misconduct. Only school-approved tools and data-handling arrangements may be used.

For ordinary schoolwork, substantiated breaches receive a proportionate response under the School's disciplinary processes, taking account of all relevant factors. The response includes teaching the student how to avoid further breaches.

For assessments contributing to qualifications, staff follow the relevant JCQ and awarding-body requirements on supervision, permitted assistance, feedback, authentication, marking, standardisation, and suspected malpractice. Candidates are provided with the applicable information for candidates and taught its requirements, including plagiarism, acknowledgement of sources and the significance of authentication declarations. Staff must investigate doubts about authenticity and must not authenticate work that is not the candidate's own. Required reporting to an awarding body is not replaced by a school sanction.

The School's internal assessment and appeals arrangements explain candidates' access to centre-assessed marks and review opportunities before submission, where required. Staff must follow the relevant NEA, examinations and malpractice procedures; routine classroom feedback expectations do not override qualification rules.

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