



**TRINITY
ACADEMY**

**Assessment,
Feedback and
Reporting Policy**

Name of policy	Assessment, Feedback and Reporting Policy
Date approved	October 2023
Date to be reviewed	September 2026

Introduction

At Trinity Academy, assessment, feedback and marking form vital parts of effective teaching and learning. The purpose of this policy is to outline the principles and processes that underpin the various forms of assessment that takes place at Trinity Academy. This policy also clarifies the role of marking and feedback at the school.

Principles

A world-class education seeks to develop the whole child. At Trinity Academy we articulate this through three foci:

- Head: A place of learning
- Heart: A place of care and respect
- Soul: A place of engagement

Trinity Academy's principles on assessment, feedback and marking are shown below:

Assessment:

- Is any activity used to gauge learning. It is used regularly in lessons to identify what children can and cannot do (knowledge, understanding and skills) and to direct future teaching
- Will be carefully planned so as to link to subject knowledge, understanding and skills taught and to provide meaningful diagnostic feedback
- Will vary in form depending on the subject, the year group and the time of year
- Is broadly divided into formative and summative assessments.

Feedback:

- Is the key part of any assessment.
- Should be clear, succinct, actionable and linked to curriculum objectives or end points.
- Can be delivered in many ways. It is often through whole class feedback, but can be targeted verbal feedback to individual students and written comments on work.
- Has a positive impact on student progress and outcomes (and is a good use of teacher time).

Response:

- Is the action completed by students once they have received feedback from a teacher.
- Acts to improve existing student work.
- When feedback requires a written response, it is written in green pen.

Establishing Prior Attainment

All Year 7 students are assessed for prior learning when starting at Trinity Academy. This is important as it helps identify knowledge gaps between individual students, identify any underlying educational needs and provides a measure of academic potential. Prior learning is assessed through:

- Primary school visits and information gathered from primary school teachers and interviews with students, discussions with SENDCos and checking involvement with any external agencies
- Key Stage 2 SAT results

- GL suite of assessments (including CATs, NGRT and NGST, PASS and Progress Tests) administered early in the Autumn Term of Year 7

The Deputy Headteacher with responsibility for quality of education is responsible for the administration of tests and the analysis and dissemination of resulting data. Teachers are expected to use prior attainment when planning.

Assessment Expectations

Formative Assessments

Formative assessments provide immediate feedback for teachers in the classroom and are used to improve learning for students. They allow teachers to form quick but accurate judgements on learning, identify gaps and to guide changes to future teaching and/ or interventions. At Trinity Academy, formative assessments are used in every lesson. They are discrete activities that assess specific areas of subject knowledge, understanding or skills. Appropriate formative assessments may include:

- Short answer and multiple choice questions
- Structured discussions
- Vocabulary and spelling tests
- Low-stakes quizzing
- Hands-down questioning
- Practical demonstration of taught skills (especially in Art, PE, Dance, Music and Science)
- Extended writing
- Evidence analysis

Teachers are not expected to formally record any results of formative assessments but are expected to adapt their planned teaching in response to them.

Summative assessments

Summative assessments provide a detailed profile of learning over a longer module of work. At Trinity Academy, summative assessments take place towards the end of each term and are marked by teachers. When marking, and in order to ensure rapid catch up and intervention, teachers should identify:

- common mistakes
- misconceptions and areas for curriculum development and clarity
- gaps for individual students.

A significant amount of lesson time should be committed to feeding back from summative assessments and enable students to know what they need to do to improve.

Examples of appropriate summative assessments include:

- An extended writing activity, such as an essay
- A written test
- A performance piece (such as in Music, Drama and Art)
- An experiment
- Practical activity (food, PE etc.)

Importantly, all summative assessments are **cumulative** – assessing all material taught across a wide span of time. This helps children to retain information and to make sure that knowledge and skills are secure over time. Summative assessments are also **standardised** – with all children in a year group sitting the same test at the same time. This means the assessments have high levels of validity and reliability, allowing teachers to compare outcomes between students with confidence.

At KS4, summative assessments will often take the form of GCSE papers that are sat in a formal series of mock exams.

Reporting

Formal school reports are used to inform students, parents and carers, staff and governors of student performance. Each report has results of recent summative tests, subject summaries (the knowledge and skills that the tests are assessing) and measures of school attendance, punctuality, class and homework quality, behaviour, attitude to learning and engagement in co-curricular activities. Reports also highlight and celebrate achievement and recognise areas for improvement. Information is presented in a manner aligned to the schools vision of educating the ‘Head, Heart and Soul’.

Attribute	How it is reported
Head	<ul style="list-style-type: none"> ● Summative test scores alongside year group averages (in Phase One) or GCSE grades compared to expected grades (in Phases Two and Three) ● The number of house points awarded for ‘Head’ ● Homework and class work quality and completion ● Teacher judgements of character using the Trinity Character Framework
Heart	<ul style="list-style-type: none"> ● Contribution to form time and PSHE ● The number of house points awarded for ‘Heart’ ● Behaviour for learning ● Teacher judgements of character using the Trinity Character Framework
Soul	<ul style="list-style-type: none"> ● Contribution in co-curricular activities ● Attitude to learning, risk taking and inquisitiveness ● Contribution to music and school sports teams ● The number of house points for ‘Soul’ ● Teacher judgements of character using the Trinity Character Framework

The Deputy Headteacher with responsibility for the quality of education will have overall responsibility for the collection of assessment data and analysis at each reporting event – including analysis of student performance based on prior attainment and targets.

Marking and Checking of Work

For marking to be a worthwhile activity, it must generate diagnostic feedback that is acted upon by students. Trinity Academy values high-quality marking whilst discouraging frequent low-quality forms. Because marking is driven by a subject’s curriculum, it will vary in frequency and form throughout the year and between subjects. Each department will have a clear departmental marking policy that outlines timings and expectations. This will be available in subject Department Handbooks. Peer- and self-marking are also encouraged. Any work marked by students (or improvements made following marking) should be in green pen.

It is important for students to learn how to prepare, present and organise their written work in a neat and well-ordered manner, so they can use their exercise books and written notes for reference and for revision purposes. Producing neat and coherent work is vital to their success at school, in public examinations and for their further studies. Teachers are expected to encourage students to keep neat books by:

- Spending time teaching how work should be presented before allowing students to write in books
- Checking the presentation of written work during lessons
- Asking students to re-write any work that appears illegible or where work is out of sequence
- Refer students who may need additional support with fine motor skills to the school SENCo
- Avoiding using a large number of loose sheets.

Improving Literacy

Each teacher has a responsibility to improve literacy, regardless of the subject that is being taught. Systematic mis-spellings, incorrect punctuation and grammatical errors should be addressed through the delivery of feedback outlined in the department's marking policy. This can include whole-class feedback, where common errors are highlighted by the teacher and students search for, and correct, their own errors.

Policies and Guidance Linked to the Assessment Policy

- Curriculum Policy
- Homework Policy
- Appropriate Challenge Policy
- SEND Policy
- Staff Development Policies
- Teaching and Learning Policy
- Trinity Character Framework
- Trinity Feedback and Response

Monitoring and Review

The school will review this policy annually at the start of the new school and then bi-annually once embedded, assessing its implementation and effectiveness. The policy will be promoted and implemented throughout the school.