CRA Assessment, Feedback & Reporting Policy

2026-27

Introduction

Assessment is an important part of the learning process and should be integral to how we help students make effective progress in their understanding. The feedback following assessment will take a variety of forms which are summarised below:

The following are crucial to effective assessment:

- Students receive effective feedback, based upon clearly understood aims and objectives, ensuring they are actively involved in their own learning.
- Teachers adjust their lessons and approaches to take into account the outcomes of assessment – *'Responsive teaching'*
- Parents and carers receive accurate and timely feedback on the progress towards ambitious GCSE target grades.

The characteristics of good assessment include:

- Students understanding the individual standard of work expected of them.
- Teachers using summative assessment to inform and support separate formative assessment.
- Students being involved in assessment.
- Teachers providing feedback so that students know their next steps and how to take them.
- Students modifying, editing, and improving their work as a result of feedback during the lesson or as part of findings from question level analysis (QLA)

KS3 Assessment & Reporting 2026-27 (Year 7-9)

Students will receive a score percentage three times per year following each key assessment point. This will be reported against a year group average.

Students will have made progress if they have committed the curriculum to their long-term memory. The assessment will allow teachers to check students' growing understanding of the curriculum over time by sampling from an increasing range of content, as they move through the year(s).

The aim is that this style of reporting will be more meaningful and, by providing a cohort average percentage, parents can easily compare their student's performance in each subject test against that of the whole year group. We also use 'ON' 'BELOW' 'ABOVE' indicators which reflect student attainment relative to their expected achievement profile.

It should be noted that as the challenge of assessments through the year may increase, progress is not necessarily indicated by a rising percentage.

Maintaining a percentage of 80% across all three tests could still show that a student has made progress if that percentage indicates progress against the cohort average. E.g. the students is now at or above the cohort average if they were previously below.

Progress can also be indicated by the 'ON' or 'ABOVE' indicator with 'ON' showing that the student is performing as we would expect whilst the 'ABOVE' would indicate that the student has exceeded the expectation of a student with their ability profile.

KS4 Assessment & Reporting (Year 10)

In Year 10 an academic report is sent home via MCAS three times per year. This report contains a current grade (what the student is achieving at that moment) and a GCSE Teacher Predicted grade (grade the student will likely achieve at the end of year 11). The final of these will be the result of mock examinations completed in June.

To give parents more information about the security of the predicted grade in core subjects, we use the fine grading system that categorises a GCSE grade into three groups (see – '*KS4 Academic Reports (Year 11)'*).

KS4 Assessment & Reporting (Year 11)

In Year 11 a report is sent home via MCAS following each mock This report contains a GCSE target grade, a current GCSE grade for that assessment (Current Grade) and a predicted GCSE grade (grade the student will likely achieve at the end of year 11).

The mock grades are fine graded for some subjects, the teacher predicted grade may also be fine graded for some subjects.

To give parents more information about the security of both grades, a fine grading system is used that categorises a GCSE grade into three groups for the Mock grade.

Fine Grading	Meaning	Explanation
4A	STRONG	The student achieved a 'STRONG' grade 4. Additional revision and support is required to ensure that the student achieves a grade 5 in the next PPE (mock) exam series.
4B	SECURE	The student has achieved a 'SECURE' grade 4. Additional revision and support is required to ensure that this grade becomes 'STRONG' in the next PPE (mock) exam series.
4C	VULNERABLE	This student has marginally achieved a grade 4. This grade is VULNERABLE. Additional revision and support is required to ensure that this student does not drop to a grade 3 in the next PPE (mock) exam series.

Fine Grading allows teachers to identify students who are in greatest need of support and will help provide targeted and effective interventions.

Please note:

- **The mock grade can be higher or lower than the predicted grade. This is because a mock in November will only assess content already covered. This may be less rigorous than topics covered later in the year.**

Attitude to learning Reports (Y7-11)

All students at CRA receive an Attitude to Learning (ATL) report via MCAS at the end of each half term. This report contains a student's school attendance percentage, number of behaviour and reward points and the ATL grade for each subject they study. The ATL grade descriptors are below. A student is required to be **exemplary** in order to achieve '4'.

4	Excellent – Asks questions, works with interest, completes all work, and facilitates the learning of others. Polite, responsive, helpful. Always ready to start lesson with the correct equipment. Always behaves well. **Homework is always completed on time and in full to a very high standard for the student.**
3	Very Good – Asks questions, shows commitment to work, completes all work. Polite, behaves to a very good standard, ready to start lesson. **Homework is completed on time and in full to a standard the student is capable of.**
2	Good - Meets expectations, generally works well in class, asks for help, finishes all work, however capable of more. Behaves to a good standard, generally prepared for lessons. Generally**, homework is completed on time, however it is not always to a standard the student is capable of.**
1	Needs improvement – Work is often incomplete or rushed, shows a general lack of interest in the quality of work, lack of participation in class activities. Does not settle down to work, disrupts the learning of others on a regular basis**. Homework is not done on a regular basis or to a poor standard given the students capabilities.**
N	Not applicable – Student does not attend lesson

Alongside this, students will receive an ATL grade from their tutor which will alternate between 'Character' and 'Homework'. Please see these descriptors below:

Character ATL's

4	**Excellent** - Leads tutor time discussion, demonstrating active listening and respecting the views of all other students. Leads tutor group participation in and/or helps to organise house competitions. Always demonstrates CRA values in the classroom, around the academy and whilst representing CRA. Interacts positively with other students and staff, supporting them in class and outside of class. Is an advocate for what is right, doing the right thing because that is who they are. Shows aspiration in their attitude to learning across all subjects and to developing their own character. Takes every opportunity to enrich their own CRA experience.
3	**Very Good** - Leads tutor time discussion; regularly volunteers for house competitions/events. Consistently demonstrates CRA values in the classroom and around the academy. Supports their peers outside of the classroom and interacts positively with them. Does the right thing because they want to, not because they must. Shows aspiration in their attitude to learning across all subjects. Proactively contributes to creating a positive learning environment at CRA.
2	**Good** – Contributes in tutor time discussions. Supports/takes part in house competitions and /or events. Demonstrates the CRA values. Supports their friends when they are in need. Shows aspiration in their attitude to learning, shows a positive approach to their time at CRA.
1	**Needs improvement** - Inconsistent contribution to tutor time discussion. Sometimes takes part in house competitions. Inconsistent demonstration of CRA values. When they do the right thing, this is often so they do not get in trouble. Lacks aspiration in their own learning.
N/A	**Not applicable** – student has not been in tutor time this term.

Homework ATL's

4	**Excellent** – Meets and exceeds expectations. Prep homework shows clear ambition and students takes pride in the layout and presentation of their Prep homework. Prep book is well kept and clearly organised. Student demonstrates aspiration and may complete additional tasks and/or additional homework. Prep book will be used as a model to demonstrate to other students how to complete Prep homework.
3	**Very Good** – Meets expectations. Prep homework is completed according to the frequency, and all are tasks are completed according to the task sheet. Student takes pride in the layout and completion of Prep homework. Prep book is well kept and organised. Prep book could be used as a model to demonstrate to students how to complete Prep homework.

2	**Good** - Meets expectations most of the time. Frequency of prep is met most of the time and tasks are completed according to the task sheet. Few or no gaps in Prep book and the Prep book is looked after and organised. May benefit from attending homework club intervention during lunchtime for additional support.
1	**Needs improvement** – Prep does not meet expectations. It is not completed according to frequency and/or often incomplete or rushed, shows a general lack of ambition in the quality of work. Clear gaps in Prep book and the Prep book is generally disorganised. Needs to attend homework club intervention of a lunchtime for additional support.
N/A	**Not applicable** – student has not been in lesson this term.

Assessment Dates Academic Year 2026/2027

	Assessment One	**Assessment Two**	**Assessment Three**
Year 7	30th of November to 4th of December	15th of March to 19th of March	7th of June to 11th of June
Year 8	7th of January to 13th of January	15th of March to 19th of March	21st of June to 25th of June
Year 9	7th of January to 13th of January	15th of March to 19th of March	
Year 10	19th of October to 23rd of October	15th of March to 19th of March	14th of June to 25th of June
Year 11	9th of November to 13th of November	MOCKS: 11th of January to 26th of January	8th of March to 12th of March

Note: Reports will be sent approximately two weeks after each assessment window ends to allow for marking and processing.

Feedback Policy

Rationale:
To create a policy that enables individual staff to determine how best to provide effective feedback and recognition for their particular subjects. Centralised mandates will be restricted to a requirement for corrective marking of Do Now tasks, live marking, regular whole class feedback (see below for departmental instructions on 'regular') using the CRA feedback proforma (appendix) and a termly piece of summative assessment.

What is the aim of the feedback Policy?
To provide accurate, useful feedback to our students that is manageable, meaningful and motivating.

To develop a student's sense of being an active participant in the process of evaluating and then improving their work.

What is the policy?

- All teachers will provide opportunities for corrective marking of 'Do Now' activities, this can be peer or self-assessed, the purpose is to ensure that students are made aware of knowledge-based errors and correct them immediately.
- All teachers will take part in live marking in class as a means of responsive feedback and to support decisions related to whole class feedback and next steps.
- All teachers will complete whole class feedback using pupil's books and the academy proforma in line with the expectations outlined below in terms of regularity linked to frequency of lessons.
    - 4/5 lessons per week = 1 piece of WCF every 2 weeks
    - 2/3 lessons per week = 1 piece of WCF every 2 weeks
    - 1 lesson per week = 1 piece every 3 weeks
- All teachers will complete one summative assessment per half term to which feedback is provided.
- Class teachers have a responsibility to communicate the methods of feedback to their students and ensure that all students understand these methods.

How is the policy monitored?

- All staff are responsible for the effective implementation of this policy.
- The policy will be monitored through conversation with students and class teachers and mainly through the HOD and SLT during learning walks, QA weeks and book reviews.
- Students' work will form an important part of the monitoring process. However, their work will be discussed with the student themselves to allow them to provide vital input into the monitoring process.

Appendix

Feedback Procedure

Outlined below are the different procedures to be carried out for providing feedback across the different methods identified in the policy

Corrective marking of 'Do Now' tasks

Following completion of a 'Do Now' task staff should explicitly deliver the correct information to students; this can be done through questioning, but the emphasis should be on completing the 'Do Now' within five minutes and pupils being provided with the correct information. Pupils should purple pen their own or a partner's work to show the correct answers.

Live Feedback

Live Feedback should take place during each lesson to individuals, small groups and the whole class as necessary, if for example a common misconception is being found regularly whilst circulating the room, the teacher may deem it necessary to intervene with a responsive strategy to close the gap in understanding. Live feedback strategies can be found in the responsive teaching section of the Teaching and Learning handbook. During circulation mistakes that can be clearly seen should be denoted with a dot with a circle around it, this highlights to pupils that there is a mistake that can be immediately corrected.

Whole Class Feedback

There are two main methods of preparing for whole class feedback: via live marking (see above) or by book collection. Whilst completing live marking notes can be made directly onto the proforma, this can then be used to deliver whole class feedback either during the lesson or in a future lesson. When books are collected at the end of a lesson they can be reviewed, and notes made onto the proforma to be used in the following lesson. When taking in pupil books a minimum of 9 should be collected from a range of ability students (3 HAP, 3 MAP, 3 LAP). Whole class feedback involving books should be completed as per the frequency above.

When providing whole class feedback the proforma should be displayed under visualiser to support in the delivery of the feedback and reduce workload. The individual teacher may decide to create additional resources (for example a PowerPoint) to aid in the effective delivery of feedback. The individual sections of the proforma are outlined below.

Purple Progress Sheets

Purple progress sheets should be completed at least twice a half-term. These sheets represent direct feedback to the students on specific tasks. They address granular gaps which will accelerate student progress. Placed on purple paper, they will be visible to staff and students alike. The goal is that students will be more aware of their own feedback and more knowledgeable about their areas for improvement.

Summative Assessment

These should be completed in order to assess the quality of work at predetermined points within the curriculum (possibly linked to KPI deadlines). They should be marked, and feedback provided in a method that the member of staff deems most appropriate, this could be via whole class feedback or through individual written comments.