

Leigh Academy Rainham

MYP and Post 16 Assessment, Recording and Reporting Policy

Version	2
Policy Status	
Date of Issue	June 2025
Date to be Revised	June 2026

Sections

	1
1. Philosophy	2
2. IB MYP Assessment Standards	2
3. MYP Assessment Criteria	4
4. Terminology	5
5. Converting MYP Achievement levels into an MYP Grade	5
6. IB and Trust MYP Assessment Expectations	6
7. Trust MYP Target Grades	7
8. Post 16 Assessment and IBCP	7
9. Reporting Cycle	8
APPENDIX 1	8

1. Philosophy

Secondary Academies within Leigh Academies Trust align their educational beliefs and values to reflect the IB Middle Years Programme philosophy. This is to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP curriculum consists of 8 subject groups. The MYP also places great emphasis on international-mindedness, service and community.

A rigorous assessment framework underpins the MYP curriculum, which is monitored by the IB Organisation using the MYP Assessment Standards. The Academy adheres and upholds these standards. The purpose of assessments at LAR is to identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

2. IB MYP Assessment Standards

Standard B1.5c: The school has developed and implements an assessment policy that is consistent with IB expectations.

Standard C4.1: Assessment at the school aligns with the requirements of the programme.

Standard C4.1a: The school uses the prescribed assessment criteria for each subject group in each year of the programme.

Standard C4.2: The school communicates its assessment philosophy, policy, and procedures to the school community.

Standard C4.3: The school uses a range of strategies and tools to assess student learning.

Standard C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme.

Standard C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme.

Standard C4.7: The school analyses assessment data to inform teaching and learning.

Standard C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

3. MYP Assessment Criteria

The MYP assessment process is a **criterion-related model**. The strengths of this model are:

- Students know before even attempting the work what needs to be done to reach each level.
- It helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- Students are assessed for what they can do, rather than being ranked against each other.
- Students receive feedback on their performance based on the criteria level descriptors.
- Each subject group assess each criteria a minimum of twice across the year and a best fit level and grade are reported home to parents

Each of the 8 subject groups is divided into four assessment criteria (A B C D) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme.

Discipline	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Arts	Investigating	Developing	Creating or Performing	Evaluating
Design	Inquiring and Analysing	Developing ideas	Creating the Solution	Evaluating
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-life Contexts
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Interdisciplinary	Evaluating	Synthesising	Reflecting	

4. Terminology

MYP Achievement level - the level associated with criterion A, B, C, D as featured in MYP subject guides. Each criterion can be awarded between 1-8 achievement levels spread across four bands.

MYP Grade - using the achievement levels from the four assessment criteria, the holistic grade is determined as a number /32 from which a grade from 1-7 is derived, with 7 being the highest.

5. Converting MYP Achievement levels into an MYP Grade

In each MYP subject group, learning objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1-8). Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level according to how well the student has demonstrated mastery of the published criteria.

Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band the student will be awarded an achievement level that reflects the evidence they have collected.

Achievement levels for the four criteria are added together creating a total number out of 32. Using the MYP rubric, the total sum equates to a holistic grade from 1 -7 as featured below. Only data from summative assessments can be used to report the MYP grade.

Sum of assessed Criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations

15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

6. IB and Trust MYP Assessment Expectations and Adaptations

Teachers will use the Year 1 MYP rubric in year 7 and the Year 2 MYP rubric in year 8.

Every subject will have an interim assessment point in module 3 and a Trust **common assessment** that takes place at the end of the academic year in module 6. This will be based on an agreed set of parameters determined by the Trust MYP Subject Groups in accordance with MYP principles to ensure cross-Trust assessment data stands up to comparison.

Collaboration, standardisation and moderation will be a feature of the CPD programmes at the academy to ensure fair and robust assessment takes place. Moreover, cross-Trust moderation will also take place for common assessments, so that overall grades collected by the Trust are consistent.

All 4 assessment criteria will be assessed resulting in a 1 – 7 holistic grade, which will be reported to the Trust. Data from the common assessments will be collated by the Trust Data Manager for analysis and the results shared with the intention of driving up standards and sharing good practice.

There is an expectation that students will aim to achieve their target grade in year 7 and year 8. Age-related content will ensure the level of work is more challenging in year 7 than year 8 and it is thus that progress will be demonstrated.

Students with physical needs which prevent them from accessing the higher levels of physical performances in Physical and Health Education, Criterion C: Applying & Performing will have access to the following adaptations. Students will have access to alternative sports where appropriate to allow them to access the higher levels of performance, this may take place in the curriculum or co-curriculum offer. Activities will always be adapted to allow access and students will be assessed along with their peers in the same activities where appropriate.

7. Trust MYP Target Grades

This table represents the **lowest target grade** that can be applied in all academies and forms the basis upon which the relative performance of academies will be assessed by the Trust from the two Trust assessments in modules 3 and 6.

Ability range	KS2 Band	MYP Grade (4 Criteria /32)	Target MYP Grade (KS3)
Low	88 and below	1-9	2
Low plus	89-95	10-14	3
Middle	96-101	15-18	4
Middle plus	102-106	19-23	5
High	107 -110	24-27	6
High plus	111-114	28-30	7
Exceptional	115+	31-32	7+

A student entering the academy with a KS2 score of 100 is aiming to achieve an MYP grade of a 4 throughout key stage 3. The third column in the table is intended to assist with the identification of the most able students within each ability band. Exceptional students may be distinguished by the almost perfect marks achieved in their MYP assessments.

8. Post 16 Assessment and the IBCP

The IBCP Framework

Leigh Academy Rainham will align its educational beliefs and values to reflect the International Baccalaureate (IB) Careers Programme (IBCP) philosophy. This is to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IB Careers Related Programme incorporates vocational courses, IB Diploma courses and the IBCP' Core' elements with each subject area having autonomy over their curriculum and lesson planning.

IBCP Assessment Standards

The following standards are set out in the 'Standards & Practices' guide:

Standard C4: Assessment

Assessment at the academy reflects IB assessment philosophy.

1. Assessment at the academy aligns with the requirements of the programme(s).
 - a) Assessment of student learning is based on the objectives and assessment criteria specific to each DP course.
 - b) Assessment of student learning is based on the objectives and assessment criteria of the reflective project.
 - c) Teachers engage in the process of standardization in assessing student work.
 - d) Formative and summative assessment are an integral part of the teaching and learning process in language development, personal and professional skills and service learning.
2. The academy communicates its assessment philosophy, policy and procedures to the academy community.
3. The academy uses a range of strategies and tools to assess student learning.
4. The academy provides students with feedback to inform and improve their learning.
 - a) The academy incorporates formative assessment techniques when assessing the personal and professional skills component of the CP core.
5. The academy has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The academy has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The academy analyses assessment data to inform teaching and learning.
8. The academy provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The academy has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

Assessment

Assessment in the IBCP will be determined by the specific vocational awarding body (e.g. Pearson) or outlined within each IB course guide. Assessments will take a variety of forms, both formative and summative of student work:

- Formative assessments are a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. The goal is to improve/accelerate progress, to improve learning and to help the student become a more independent learner.
- Summative assessments conducted by teachers are used to evaluate learning at the end of a learning process ie. end of a unit of work. The goal is to provide a final

judgement of the learning that has taken place, to identify gaps in knowledge and understanding and to help the student to improve.

- Controlled assessments/coursework will be required within each vocational and IB course. The specifications for each can be found in the awarding body's course guide including the weighting of the assessment in relation to the overall final grade via the following websites:
 - <https://qualifications.pearson.com/en/qualifications/btec-nationals.html>
https://www.wjec.co.uk/qualifications/criminology-level-3/#tab_keydocuments

Assessing the IBCP Core

The IBCP Core components consist of the Reflective Project, Personal & Professional Skills, Language Development and Service Learning. All IBCP students will complete all 4 components in line with the 'Career-related Programme: From principles into practice' guide expectations.

The Reflective Project is marked and moderated by staff with grade submissions entered on Ibis. The other components are internally assessed both formatively and summatively (e.g. through completion of portfolios) and quality assured by the programme coordinator.

Assessment at Post 16 in the Sixth Form:

- Assessment in Key Stages 5 will be rooted in the academy's principles for assessment.
- All assessment undertaken must be explicit in its relevance to the course a student is undertaking.
- All students will be provided with a variety of assessment opportunities throughout the academic year.
- Students in Year 13 studying, IB and vocational courses will be provided with two Mock Examination windows to assess their current learning. In Year 12, students will be provided with one Mock Examination window.
- Following these assessments, all students will be provided where applicable with detailed Question Level Analysis feedback to support future learning opportunities. Students studying vocational qualifications will be assessed in conjunction with their assessment plans.
- Leigh Academy Rainham follows the Assessment Principles outlined in the IBCP Assessment Principles and Practices document.
- Each IBDP subject at Leigh Academy Rainham is assessed according to the specification of that subject, adhering both to the Principles and Practices of Leigh Academy Rainham and the International Baccalaureate.
- Students take written examinations at the end of their IB Diploma Programme courses which are marked by external IB examiners.
- The components of the CP core are assessed by the school.

Access Arrangements

- Detailed in our [Disability and Accessibility Policy](#) and [Equality, Diversity and Inclusion Policy](#) are the access arrangements provided to students with Special Educational Needs and Disabilities which will be assessed and applied on a case-by-case basis.

- Students who are identified as requiring additional access arrangements due to their special educational needs or special circumstances, will be allowed to utilise these in all assessments, not just formal exams, where appropriate as their normal way of working.
- Alongside this, there are support structures within the IB to support students with accessing their subjects both in the classroom and in assessment.
- The 'D1 Application Process' is available to all students who have special requirements.
- For students categorised as 'Higher Prior Attainment', by far the highest driver of appropriate provision is high quality teaching. At Leigh Academy Raibham we maintain a robust Teaching and Learning Framework which supports the growth and development of all teachers, providing them with responsive and bespoke CPD.
- Alongside this, students in this category are regularly assessed and supported through challenge and stretch activities in lessons which are frequently shared as best practice amongst the staff to ensure this is provided at all levels.

Summative Assessments

Summative assessment is the assessment of learning that has taken place. It measures performance at the end of a programme of study, or sequenced period of learning and can include:

- External examinations (e.g. AAQ examinations or IB examinations)
- Internal examinations (e.g. Mock Examinations, End of topic assessments, interim assessments)
- Internal assessments (E.g. NEAs)

Formative Assessments

Formative assessment is the assessment for learning. This is ongoing and supports learning through the identifying of gaps in knowledge or misconceptions, providing feedback and diagnosing future learning priorities. Formative assessments are fluid in their timing, method and application. Some examples include:

- Questioning
- Live marking and feedback
- Retrieval practice, quizzes and other forms of low stakes testing

Grading

Student reports demonstrate the student's current progress towards achieving their final grades in their chosen qualifications (IB/BTEC). The reports will include the following information:

- Current attendance percentage.
- Target grade for each subject area.
- Mock grades for each subject area (if applicable).
- Engagement grade for each subject area. The current grade reflects the standard of all work produced up to the point of reporting. Each qualification will be reported as follows:
- IB Diploma Higher : H1 - H7 (H7 being the highest).
- IB Diploma Standard: S1 - S7 (S7 being the highest).
- IB Reflective Project: A - E.
- BTEC: Distinction*, Distinction, Merit, Pass and Below Pass.

Monitoring, Reporting & Standardisation

All assessment at KS3-5 is monitored rigorously through a range of modular opportunities for standardisation, in advance of assessment cycles, and moderation during the cycles. Each of these standardisation/moderation processes are aligned with subject-specific QLA processes and are

supported in CPD and intervention practice. Examples of a standardisation process at Leigh Academy Rainham:

- Students complete an assessed task.
- The subject group gathers to look at an unnamed exemplar and mark it together to align.
- Alignment with marking.
- The subject group continues to mark papers.
- Subject groups gather to moderate a range of student examples.
- Data entered, reflected upon in QLA and actions implemented in intervention and CPD opportunities.

The academy's assessment, recording and reporting cycle ensures that all students and their families are provided with a report on academic progress and contextual commitment to learning, in line with course specifications. The frequency of such information is dependent on the student's course specification and academic journey

9. Reporting Cycle

Students will receive an MYP or IB at Sixth Form progress **report twice per academic year** to provide stakeholders with a clear understanding of how well students are achieving in each MYP subject group.

MYP:

The report will feature an MYP target grade, criterion breakdown and an interim grade if reported in modules 1-5. A final end of year grade must be reported in module 6 for each subject group in accordance with IB expectations.

Student reflection features throughout the academic year in all subjects to ensure students evaluate and take ownership of their own learning.

Communication about academic progress will predominantly take place via:

- Progress Reports in terms 2, 4 and 6
- Parent/carer evenings
- Bespoke parental communication with academic and/or pastoral teams

IB, Sixth Form:

Very similar to MYP, the IB Sixth Form will also provide communication about academic progress via:

- Progress Reports in terms 2, 4 and 6
- Parent/carer evenings
- Bespoke parental communication with academic and/or pastoral teams

For example a Year 13 student who would be in the final year of their IB courses would receive a progress report:

Module 1 <i>(In October)</i>	Module 3 <i>(In January)</i>	Module 4 <i>(In April)</i>
Current Grade Attitude to Learning (ATL)	Mock Exam Grade / Current Grade Attitude to Learning (ATL)	Mock Exam Grade / Current Grade Attitude to Learning (ATL)

Attitude to Learning: Conduct and willingness to engage with classwork and homework

- 4: Excellent
- 3: Good
- 2: Inconsistent
- 1: Action Required

Attitude to Learning Grade	Description
4	A community member who embodies the LEIGH Learner Attributes, displaying curiosity, a love for learning, and engaging with ideas of local and global significance. They show initiative, work well independently and in teams, act with integrity, reflect on their actions, and demonstrate resilience and determination.
3	A community member who generally models the LEIGH Learner Attributes. They show curiosity, engage with ideas of local and global significance, and often take initiative. They work well independently and collaboratively, act with integrity, and are reflective, responsible, resilient, and determined to succeed.
2	A community member who demonstrates some LEIGH Learner Attributes but not consistently. They do always display curiosity or engage well with their learning. They may struggle with initiative, and working independently or collaboratively. Integrity and responsibility are not always shown, and they can lack resilience and effective reflection when facing challenges.
1	A community member who has yet to model the LEIGH Learner Attributes. They struggle to engage with learning and make little progress. Lacking initiative, they do not work well independently or collaboratively. Integrity, honesty, reflection, responsibility, and resilience are areas needing significant development.

10. Role and Responsibilities: Quality Assurance

Roles and Responsibilities: The following information outlines the responsibilities assumed by each level of leadership at Leigh Academy Rainham.

Governors:

- Being familiar with statutory assessment systems as well as how the academy's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding academy leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Senior leadership team:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers:

- Teachers are responsible for following the assessment procedures outlined in this policy for each of their classes.

Middle Leaders:

- Ensuring the policy is adhered to.
- Ensuring outstanding academic attainment of students in their assigned year group and fostering a culture that enables all students to maximise their achievements across the spectrum of academy life.
- Setting high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Facilitating the leadership of their assigned year group and enhancement of the curriculum.
- To work closely with the senior leadership team including the assistant principal responsible for data and outcomes.

Quality Assurance:

The quality of assessment is essential to provide all stakeholders with accurate information and data. At Leigh Academy Rainham we try to ensure our assessments are as robust as possible through the following measures:

- A Quality Assurance process is facilitated by Senior Leaders. The process ensures constant review of informal lesson observations, book scrutinies, learning walks, moderation sessions and faculty meetings.
- Moderation of assessments are conducted regularly to ensure that standardisation of grade boundaries, standards of work and expectations takes place.
- At Key Stage 3, MYP subject coordinators work across the Leigh Academies Trust to ensure a consistent approach to key assessments throughout the academic year. Colleagues from across the Trust meet to standardise, organise and moderate assessments in all subject disciplines.
- Transition - Key Stage 3 staff work alongside primary academies within the Trust to gain an understanding of standards of assessment at Key Stage 2. The benefits of this collaboration ensures an assessment pathway that is appropriately pitched for our intake.
- Baseline Data (Key Stage 2 reading, writing, numeracy) is provided to the academy from SATs assessments (reading and numeracy) and teacher assessment (writing).
- Curriculum advisors in English, Maths, MFL, Science, History, Geography and SEN monitor the standards of assessments and quality assure the validity of grade boundaries alongside internal moderation.
- Members of the Senior Leadership Team work in collaboration with other Trust Senior Leaders at various meetings and advisory groups. ● External quality assurance and validation takes place whose focus on assessment, recording and reporting and data.
- At Key Stage 4 and 5, subject leaders and teaching staff attend exam board training in the assessment, marking and moderation of national examinations. The benefits of this process ensures that staff are fully conversant with assessment criteria and procedures for the benefit of all students.
- Many teaching staff are certified markers for the major examination boards.
- In Key Stages 4 and 5, past papers, mark schemes and grade guides are used.