



Leigh Academy Rainham

Assessment, Recording and Reporting Policy

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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. Reporting Cycle

Students will receive an MYP progress report twice per academic year to provide stakeholders with a clear understanding of how well students are achieving in each MYP subject group. The ARR calendar can be found [here](#).

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

For more information please refer to: MYP Subject Guides, MYP From principles into practice and the IB Programme Resource Centre.

APPENDIX 1

Example MYP report

Example Back of Report:

MYP Grading Point	Description
MYP Target Grade	Students are set MYP target grades based on their key stage 2 SATS scores. These range from 1-7 with 7 being the highest.
Current Subject MYP Grade (Interim / Final)	Students are awarded an overall interim (mid-year) or final (end of year) grade for each subject ranging from 1-7, with 7 being the highest. The full range of level descriptors can be found on the MYP Assessment page on our website. This is different to the 9-1 grading applied at GCSE.
MYP Subject Achievement Levels	Students are awarded an achievement level from 1-8 for each of the four assessment criteria (A-D) in a subject, with 8 being the highest. Students and parents can use the information provided in the report to identify what their areas for improvement are in order to progress from their current level to the next.

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

- 5: Excellent
- 4: Good
- 3: Inconsistent
- 2: Unacceptable
- 1: Student has not attended lessons

Attitude to Learning Grade	Description
5	A community member who consistently models the LEIGH Learner Attributes as an ambassador for the Academy. They invariably display a natural curiosity and love for learning, engaging with ideas that have local and global significance. They repeatedly exercise initiative, working exceptionally well both independently and collaboratively, and always act with integrity and honesty. They are highly reflective, always take responsibility for their actions and consistently demonstrate resilience and a determination to do well.
4	A community member who generally models the LEIGH Learner Attributes well. They display curiosity and engage well with their learning and ideas that have local and global significance. They exercise initiative, generally work well both independently and collaboratively, and have shown they can act with integrity and honesty. They are often reflective, take responsibility for their actions and can demonstrate resilience and a determination to do well.
3	A community member who models some of the LEIGH Learner Attributes but not yet consistently. They do not always display curiosity or engage well with their learning. They can, at times, lack initiative, and may struggle to work well independently or collaboratively. They do not always act with integrity and honesty in the production of their work. They can be reflective but this is not

	always impactful, do not yet consistently take responsibility for their actions and can lack resilience when faced with challenges.
2	A community member who does not yet model the LEIGH Learner Attributes. They do not yet engage with their learning so make little progress. They fail to take initiative and do not yet work well independently or collaboratively. They have failed to demonstrate integrity and honesty in the production of their work, and do not take opportunities to be reflective. They need to take greater responsibility for their actions and develop resilience when faced with challenges.
1	A community member who has not been attending lessons.