

Rationale

Where assessment is good, students' work is evaluated using clear criteria which are consistently applied across the curriculum. Assessments are systematically recorded and used to support learning and provide an appropriate level of challenge for students. Internal assessments are reviewed regularly.

Assessments:

- Are used by teachers in their planning and their records contain a full picture of student achievements, both academic (skills and knowledge acquisition) and personal (Attitude and Engagement (AES), what the student has done well and what she/he needs to improve.
- Provide the basis for differentiation and planning to match future work to students' capabilities and provide an appropriate level of challenge.
- Provide information about progress and achievement of individual students for themselves, parents/carers and others.

SECTION 1 - ASSESSMENT

Assessment of Learning must be criterion-referenced and related to attainment targets and the range of MYP (Years 7, 8, 9), GCSE and AS/A Level (or equivalent) grade criteria, for example, assignments should contain differentiated work, involving an overlapping range of MYP, GCSE and AS/A Level (or equivalent) grade criteria.

MYP Philosophy

Secondary Academies within the Leigh Academies Trust (LAT) align their educational beliefs and values to reflect the IB MYP 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.

A rigorous assessment framework underpins the MYP curriculum which is monitored via the IB MYP assessment standards (see appendix 1). Assessments identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

IB Middle Years Programme

Fig1.



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The MYP curriculum consists of 8 subject discipline areas. Each discipline has a shared curriculum overview plan which has been collaboratively designed by MYP Subject Leaders across the Trust.

Using MYP Assessment Criteria

The Academy uses the prescribed MYP assessment criteria for each of the 8 subject disciplines in each year of the programme as set out below.

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
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	Disciplinary grounding	Synthesising	Communicating	Reflecting

In each MYP subject group, learning objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1-8) divided into four bands that represent performance as follows:

Teachers must gather sufficient evidence from a range of assessment tasks (formative and summative) to enable them to make a professional and informed judgment guided by the criteria to determine a student's achievement level.

Converting MYP Achievement Level into MYP Grade descriptor

Achievement levels for the four criterion 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 in appendix 2.

IB/Trust MYP Assessment Expectations

The IB and Trust expects each criterion to be summatively assessed at least twice per academic year using all 4 assessment criteria per subject and awarded a 1 – 7 grade.

Every subject will have a Trust **common assessment** which will take place, twice per academic year in module 3 and module 6. This will be based on an agreed set of parameters (i.e. guided hours and expectation) to ensure Cross-Trust assessment data entry can be compared fairly. All 4 assessment criteria will be assessed resulting in a 1 – 7 holistic grade.

Opportunities for academy collaboration, standardisation and moderation will feature in the PD programmes of 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 fair and consistent.

Students are assessed each Module using a range of both formative and summative assessment. Trust assessments have been created and will take place two times per year and are moderated at cross Trust moderation events.

Assessment for Learning strategies should provide a basis for regular, constructive feedback between teacher and student, in which progress is reviewed, achievements are recognised, areas for improvement are identified and future learning targets set.

1a. TARGET SETTING

Students are set an aspirational Target Grade which is one grade higher than the national average grade achieved by students nationally who started Key Stage 3 with the same SATs score as them.

Learning Areas are set targets for examination groups based on Expected Targets which are personalised to each Learning Area. These targets include previous outcomes, expected progress of all students who are expected to achieve a 4 or equivalent grade, 30% of students expected to achieve a 4- and the previous National Average.

MYP Target Setting

KS2 APS	MYP Grade Expected	MYP Student Target	GCSE Grade	GCSE Student Target
120	7	7	8/9	9
115	6	7	7	8
110	5	6	6	7
105	4	5	5	6
100	3	4	4	5
95	2	3	3	4
90	1	2	1/2	3

Fig.2. Conversion table for
KS2 - MYP - GCSE

1b. GRADING STUDENT WORK

All teachers grade work in line with the grading system used in reports. Learning Areas/Subjects will assess in terms of the attainment target, statements of attainment and MYP, GCSE and AS/A Level (or equivalent) grade criteria. All the grades given will relate to specific criteria, standardised within the Learning Area/Subject, in order that all teachers and students know what is required of them. The work is marked in relation to specific desired outcomes/objectives and follow Sir Geoffrey Leigh Academy Feedback Policy.

Feedback should include written positive comments, relating to the performance to the specific objectives/outcomes of the programme of study/assignment.

Key Stage 3 (Years 7, 8 & 9)

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MYP grade description expectations

MYP 1-8 achievement levels are awarded for each assessment criterion according to how well the student has demonstrated mastery of the published criteria (A-D) using the subject area teachers' professional judgment along with student evidence.

Staff will be adopting a 'best-fit' model when using the provided MYP subject assessment criteria. If a student demonstrates that they have achieved characteristics from a given band then staff should award the student with a grade that reflects the evidence they have collected.

Using KS2 scores as a starting point, there is an expectation that students aim to achieve a consistent grade across KS3. Age-related content will ensure the level of work is harder and therefore progress is evident whilst aiming to achieve their target grade or higher.

Key Stage 4 (Years 10 – 11)

In KS4 students are given GCSE grades (1 -9). In vocational subjects Di*, Di, M, P, L1P, L1M, L1D are used instead.

Key Stage 5 (Years 12 - 13)

At Key Stage 5, grades A* to E are used, with A* being possible at A Level, but not at AS Level. In most vocational courses, Di*, Di, M and P are used instead. A 'U' grade is also used meaning that a student is not yet expected to pass the qualification. In IB Diplomas, the grading system is on 1-7 scale, with 7 being the highest achievable grade.

Students are given a **Current Grade** at 2 points in the year via a Module report indicating their current performance in the subject. At key points throughout the year they are also given a **Forecast Grade**, which is the grade they are expected to receive by the end of the Year or Key Stage for the qualification they are working toward.

Where a student is not expected to pass a qualification, they will be given a **U** (unclassified) grade. Where a student cannot be assessed at the current time, an **X** grade is used (such as when a student is new to SGLA).

Further information and guidance including grade conversions are detailed in the Staff Handbook which is published annually.

1C. LEARNING AREA ASSESSMENT AND MODERATION

Each Director of Learning has written a summary assessment document for their Learning Area, in order to ensure clear and consistent expectations of assessment specific to the demands of their subject.

Good assessment practice will include regular moderation and standardisation of work to ensure consistency of approach, teaching staff should meet regularly in their Learning Area/Subject, once per module, in order to moderate and agree a common interpretation of the standards of achievement, demonstrated in student's work.

For moderation purposes two or three examples of work from each level should be included, preferably at the extremes of each grade. Often grade boundaries are fairly broad and represent a range of attainment. For this reason some examples should show work which represents the minimum attainment for the grade and other examples should show, with reasons, why the next higher grade is not quite attained. These will provide moderators (and other users) with a basis for reaching agreement with the academy on its judgment, in relation to consistent national standards. Each Learning Area/Subject should maintain a portfolio of work, representing three to four examples of work at each level/grade, from across the Learning Area/Subject, showing agreed interpretations of standards.. The portfolio of work should be regularly updated and be maintained as part of the overall Learning Area portfolio. The Learning Area portfolio should be regularly audited by the SLT link who line-manages that Learning Area.

SECTION 2. RECORDING

The purpose of recording accurate assessment data for students is to ensure that an effective review of student progress takes place ensuring that students are on track to achieve their Expected Grade.

Teachers need to review student progress for a variety of purposes including:

- **Review with the student:** as a basis for a dialogue about specific performance and the implications for future learning and to highlight achievements in response to the demands of the MYP, GCSE and AS/A Level (or equivalent) grade criteria.
- **Review for the teacher:** to identify future steps in learning for the student, as a result of reviewing student needs, to review progress of the whole group and, if appropriate, make curriculum amendments for the future. If appropriate, to add to the collection of evidence for the departmental assessment portfolio.
- **Review for other teachers at key transition points:** to inform the next teacher of progress, particular achievements, specific needs and current targets.

- **Review for Senior and Middle Leaders:** to enable a clear overview of the progress of students to be maintained and ensure that interventions are implemented.
- **Review for parents/carers:** to identify achievements and needs which may be included in the parents'/carers' written report, or may be used as a focus for the dialogue at a Parent/Tutor or Parent/Teacher consultation events.

Teachers are required to keep an up to date record of the progress of each individual student with records of all marked work, test scores, completed Homework and projects which will then contribute to the Current Grade awarded each Module.

Teachers are required to input data twice a year as per the data cycle. At key points a Current Grade is collected to reflect all of the learning that has taken place within the Key Stage up to that point. At key points a Forecast Grade is also collected.

2a. GRADE DESCRIPTIONS

KS3 MYP Grading

- **MYP Achievement level** - the level associated with criterion as featured in MYP subject guide. (1-8)
- **MYP Grade descriptor** - holistic grade achieved from rubric as featured in MYP Principles into Practice. (1-7) (see appendix 2)

KS4 and KS5

KS4 and KS5 students are given a 'Current' Grade and a 'Forecast Grade'.

Grade Definitions and Evidence

Current Grade – The grade achieved in assessing cumulative learning to date. The grade awarded is based only on content covered so far.

Evidence – Cumulative assessment results, classwork, homework

Forecast Grade – The grade likely to be achieved at the end of the Key Stage as a result of a teacher's professional judgment.

Evidence – Current Grade, teacher knowledge of curriculum/syllabus and forthcoming topics, retention

SECTION 3. REPORTING

3a. DATA ANALYSIS

Sir Geoffrey Leigh Academy uses a data management system called Lenz which is built into Bromcom, providing all members of SGLA with a quick and efficient analysis of the data provided by teachers each Module. Each Module the SLT, Directors of Learning (DoLs), Co-ordinators of Learning (CoLs) use these programmes to analyse data and complete paperwork for the Learning Area/Subject Module Review.

3b. LEARNING AREA/SUBJECT REVIEWS

DoLs and CoLs are required to attend a Review with the Principal and their Line Manager to review the data for their Learning Area/Subject from the previous Module as per the Data Cycle.

3c. REPORTS

Students will receive reports twice a year. The reports are accessible to students and parents/carers online via Bromcom. Along with Current and Projected Grades students are also awarded an Attitude and Engagement (AES) score; from A – D with D being the lowest. This takes into account the attitude and engagement that the students display in lessons and application in each subject.

Written comments are required a minimum of once a year for all year groups. Comments are also required for any student who receives an AES of D.

Further information and guidance including how to input data onto Bromcom are detailed in the Staff Handbook which is published annually.

3d. PARENT/TUTOR AND PARENT/TEACHER EVENT

As well as modular reports, parents/carers are also given updates on their child's progress through Parent/Tutor (Year 7), and Parent/Teacher Events.

Parents/carers of students in Years 7 to 13 are given the opportunity to meet with individual teaching staff once per year during the Parent/Teacher Events as per the calendar. Years 11 and 13 have a second Parent/Teacher Event in March.