

Sir Geoffrey Leigh Academy Assessment, Recording and Reporting Policy 2025/26

Rationale

Assessments are systematically recorded and used to support learning and provide an appropriate level of challenge for students. Inclusive access arrangements are implemented as the needs of students are assessed and evidence is gathered. Inclusive access arrangements are in place for all students with approved SEND and medical reasons, for internal mock examinations and public examinations.

[Appendix 1](#) outlines access arrangements for IB programmes of study.

Assessment overview:

- Should be 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.
- Should provide the basis for scaffolding and planning to match future work to students' capabilities and provide an appropriate level of challenge.
- Should provide information about progress and achievement of individual students for themselves, parents/carers and others.

Assessment of Learning must be criterion-referenced and related to attainment targets and the range of MYP (Years 7, 8, 9), GCSE and IB (or equivalent) grade criteria. Assignments should contain a range of challenges, involving MYP, GCSE and IB (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. Assessments identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

IB Middle Years Programme



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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.

IB MYP Assessment Standards - expectations of the academy

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.

Assessment in the MYP is holistic and criterion based. For each learning objective, teachers use IB criteria for their subject area to determine students' levels of achievement. Levels of achievement are then converted into an MYP grade for each subject, which represents descriptors that describe the range of student performance in the subject.

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. Examples of formative assessments include: **conferencing/discussion** where a student discusses their work with a teacher, fellow student or another adult, **reflection** where a student reviews their own or others' work (**Peer and self-assessment**) work, **feedback** - WWW (What Went Well) and EBI (Even better if)..., **teacher**

observations during a lesson or from completed classwork/ homework.

- **Summative assessments** conducted by teachers are used to evaluate learning at the **end of a learning process** i.e. 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. Examples of summative assessments: **tests, examinations, final essay or presentation**. This work is usually **marked** by a teacher and given a grade or mark. The students then reflect on their work and aim to make amendments/corrections where appropriate.

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.
- teachers can 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 of the 8 subject groups within the MYP has 4 set assessment areas called criteria (ABCD) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme. Teachers will assess your child according to each of these criteria at least twice across each year.

	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	Knowing and understanding	Developing links	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	Synthesising	Communicating	Reflecting



	grounding			
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Each criterion can be awarded between 1-8 achievement levels spread across four bands.

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.

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 should not** *“mechanically and uncritically average achievement levels over given reporting periods”* (From Principles to Practice, P 80)

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. “To inform the final achievement level in each criteria...teachers must gather evidence from a range of assessment tasks to enable them to make a professional and informed judgement” (From Principles to Practice, P 92).

“The judgements will reflect the teachers' professional opinion on the achievement level of each student on each criteria...teachers will analyse achievement levels of students over the course of the period or year, paying particular attention to patterns in the data (such as increasing level of performance, consistency and mitigating circumstances)”(P 92). Where learners have been assessed twice or more for each criterion, teachers will use their professional judgement to ascertain the interim and End of Year (EOY) level for each criterion. Teachers will consider any mitigating circumstances, consistency and progression of understanding over the learning period for each student.

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.



Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	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.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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.
7	28–32	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.

IB and LAT MYP Assessment Expectations

Every subject will have **assessments** that take place at least twice per academic year. This will be based on an agreed set of parameters determined by the LAT MYP Subject Groups in accordance with MYP principles to ensure cross-Trust assessment data stands up to comparison but that it also meets the requirements of the academy. Collaboration, standardisation and moderation within subject areas will be a feature of the CPD programmes and opportunities at Sir Geoffrey Leigh Academy and across the trust where appropriate, to ensure fair and robust assessment takes place. Moreover, cross-Trust moderation will also take place for some assessments, so that overall grades 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 LAT Data Team 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.

Standardisation of Assessments for IB MYP

MYP Teachers share their understanding of grading criteria with each other to improve the consistency of their assessments across grades. Our goal is to ensure that grading is consistent. All MYP students have at least 2 members of staff allocated to deliver each of the 8 subject groups. This allows standardisation to be completed internally with teachers marking against the assessment criteria identified for the subject group. Further standardisation occurs at trust-wide level with designated PD times identified for colleagues across LAT schools to meet and standardise against the given assessment criteria. Moderation also takes place led by LAT Curriculum Advisors to ensure that assessments have been applied fairly and reviewed to ensure consistency in marking and that assessment criteria are applied consistently across all students.

Reporting Cycle

Students will receive a progress report **at least** twice per academic year to provide stakeholders with a clear understanding of how well students are achieving in each MYP subject group. 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 Commitment to Learning. Communication about academic progress will predominantly take place via:

- Academic Progress Reports
- Parent/carer evenings
- Bespoke parental communication with academic and/or Small School teams

For more information, please refer to: MYP Subject Guides, MYP 'From Principles into Practice' and the IB Programme Resource Centre. Reporting Progress For each subject group there will be an achievement grade breakdown (1-8) for each of the 4 criteria (A B C D) for that subject. During the course of the academic year students will be awarded an **MYP Interim Grade**, and at the end of the year a **MYP Final Grade** will be awarded based on the summative assessments that have taken place during the course of the year.



Key Stage 4 (Years 10 – 11)

Key Stage 4 Assessment

Students sit summative assessments throughout Key Stage 4. These assess what students have been learning during both the current academic year, building on the knowledge and skills gained during IB MYP, and will test both their declarative and their procedural knowledge. Regular testing of key curricula concepts enables us to monitor this knowledge over time on Key Stage 4 courses.

These assessments enable teachers to know how 'secure' a students' knowledge is and at Key Stage 4 the majority of assessments are based on examination style questions similar to those that they will meet in their examinations at the end of year 11. This means that students gain an understanding of how their knowledge will be tested, they learn the techniques needed to respond to the demands of Key Stage 4 exams, and they will learn how to apply their knowledge to unfamiliar situations which will enable them to access the higher grades.

When assessing and reporting home to parents we want to be able to:

Assess how well students have learnt the curriculum so that we know that students are secure in their knowledge and can be successful in their year 11 examinations

Assess their attitude, approach and learning habits using the effort grade so that they can become confident independent learners.

Year 10 sit formal summative assessments in all subjects areas in Module 6.

Year 11 sit mock examinations in Module 2 and additional assessments are spread throughout the academic year before their final end of year examinations. Further information on examinations can be found in the Examinations section of the website.

Grades at Key Stage 4

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

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 judgement.

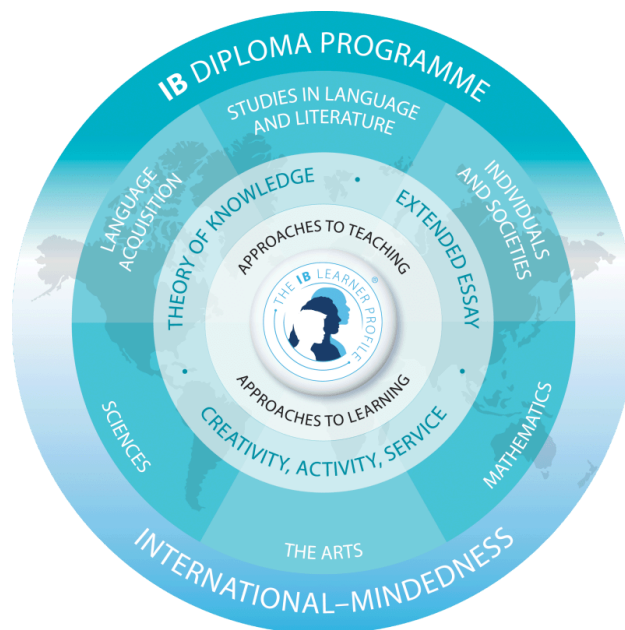
Evidence – Current Grade, teacher knowledge of curriculum/specification and forthcoming topics, retention

Key Stage 5 (Years 12 - 13)

Assessment in the IBDP at Sir Geoffrey Leigh Academy (from 2025/26)

Introduction

Students in the full IB Diploma Programme must take one course in each of the six academic groups: Language & Literature, Language Acquisition, Individuals & Societies, Science, Mathematics, and the Arts or Elective. Performance in each IB subject is graded on a scale of 1 to 7 points. A maximum of 3 additional points is awarded for combined performance in the two additional Diploma Programme core requirements: Theory of Knowledge and Extended Essay. Therefore, the maximum total possible Diploma Programme score is 45.



Assessment in the IBCP and IBDP pathways at Sir Geoffrey Leigh Academy are based on **IB Assessment Policy Section C4: Assessment (IB standards and practices)**.

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).



6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

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

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

9. The school 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.

Philosophy

Assessment is central to teaching and learning in the International Baccalaureate Diploma Programme (IBDP). It provides students, teachers, and parents with meaningful feedback to support student growth, guide instruction, and measure achievement against rigorous international standards. Assessment at Sir Geoffrey Leigh Academy supports the development of reflective, knowledgeable, and principled learners who are prepared to thrive in a complex and interconnected world.

Our assessment practices are rooted in the IB Learner Profile and aim to:

- Promote student agency and metacognition.
- Encourage academic honesty and integrity.
- Foster critical thinking and inquiry.
- Support diverse learning styles and cultural backgrounds.

Assessment

All assessment components for each of the six subjects and the additional IB Diploma core requirements must be completed in order to qualify for the award of the IB Diploma. A student must earn at least 24 points to earn a diploma, with other rules and requirements associated (see following). The final Theory of Knowledge project and the Extended Essay are graded on an A-E basis.

Candidates who earn a total of 24-27 out of the 45 possible Diploma Programme points must also **meet the following requirements:**

- Numeric grades have been awarded in all six subjects registered for the IB diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an extended essay, with a grade of at least D in both of them.
- There is no grade 1 in any subject.



- There is no grade 2 at Higher Level (HL).
- There is no more than one grade 2 at Standard Level (SL).
- Overall, there are no more than three grades 3 or below.
- At least 12 points have been gained on Higher Level subjects (candidates who register for four higher level subjects must gain at least 16 points at Higher Level).
- At least 9 points have been gained on Standard Level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.

Candidates who earn a total of 28 points or above out of the 45 possible Diploma Programme points must also **meet the following requirements:**

- Numeric grades have been awarded in all six subjects registered for the IB diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- There is no grade 1 in any subject.
- There is no more than one grade 2 at Higher Level.
- There are no more than two grades 2 at Standard Level.
- Overall, there are no more than three grades 3 or below.
- At least 11 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 14 points at higher level).
- At least 8 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 5 points at Standard Level).
- The final award committee has not judged the candidate to be guilty of malpractice.

Successful IB Diploma Candidates will receive an IB Diploma and a document listing the total IB Diploma point score, the subject grades, the completion of all CAS requirements and any points awarded, and individual grades for the combination of Theory of Knowledge and the Extended Essay. An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will be awarded a certificate indicating the grades obtained in individual subjects, together with results in Theory of Knowledge and the Extended Essay and the completion of all CAS requirements, as appropriate.



Each DP subject includes an IA that is internally assessed and externally moderated. Teachers provide feedback and apply IB rubrics to evaluate student work. Examples include:

- Science investigations
- Math explorations
- Language orals
- History source evaluations

Summative and Formative assessments

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide descriptive feedback that is clear, specific, and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement. An example of a formative assessment might be a homework probe or an assignment. It may also be as simple as a teacher asking a student a question in class to assess understanding of a concept. Formative assessments also provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement. Both formal and informal formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments.

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. For example, a unit test would be designed to assess how well a student has learned the material in the current unit, before moving on to the next unit. At Sir Geoffrey Leigh Academy, students write end-of-unit assessments that, as much as possible, mimic the final IB examinations that students write in May. Summative assessments play an important role in the final grade a student earns in a given course, and to determine the forecast grade (FG) that is provided to the IBO in April. Summative assessments are used to communicate information on student achievement to students, teachers, parents/carers, and others.

IB Assessments

IB teachers use a variety of formative and summative assessments to support and encourage student learning. IB and Sir Geoffrey Leigh Academy assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO) which are designed to be fair to students all over the world. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

a. Internal Assessment

IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. Our teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The



marks for the internal assessments are submitted to the International Baccalaureate Organisation (IBO), along with a representative sample of the work marked by the teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down if the teacher's marking is deemed too strict or too lenient.

Internal assessments provide students with opportunities to show mastery of skills outside of other final culminating assessment tasks. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

In each IB subject, teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

b. External Assessment

IB external assessments are assessments that are completed by students at Sir Geoffrey Leigh Academy, overseen by our teachers, and marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Written Assignment papers, and TOK essays are also externally assessed.

Sir Geoffrey Leigh Academy students write IB examinations in May. The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. IB external assessments typically make up about 70% of the students' final course grade, but the exact number varies from course to course.

School-Based Assessment

IB teachers also use school-based student assessment in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to our students' module report grades. Module report grades during the course are based on unit tests using past IB exam questions, practice exams and in-class assignments modelled on IB assessments. Teachers evaluate school-based assignments using IB rubrics and determine the IB 1-7 scores based on mark bands available in the yearly subject reports provided by the IB. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July. In the final module of a course, school-based assessments and the subject-specific grade descriptors are used by the teacher to determine the student's forecast grade.

Standardisation of Assessments

Where possible, 2 members of staff are allocated to deliver all IB Diploma courses. This allows the first stage of standardisation to be completed internally with teachers marking against the assessment criteria within the IB Diploma course. Further standardisation occurs at trust-wide level with designated PD times identified for colleagues across LAT schools to meet and standardise against the given assessment criteria. Further standardisation also takes place with colleagues from a very well established local school who have been globally recognised by IB



for excellence in the delivery of the IBDP.

Grading and Reporting

Each subject is graded on a scale of 1 (lowest) to 7 (highest). The final diploma score is out of 45:

- 42 points from six subjects (max 7 each)
- 3 additional points from the combined TOK and EE

IBO descriptors for the levels are as follows:

7 = Excellent performance

6 = Very good performance

5 = Good performance

4 = Satisfactory performance

3 = Mediocre performance

2 = Poor performance

1 = Very poor performance

Assessment in the IBCP at Sir Geoffrey Leigh Academy

Introduction

The IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for



success in the workforce.

The CP enables students to:

- follow their chosen pathways in life
- combine academic subjects with their personal and professional interests and skills
- engage in learning that makes a positive difference to their community
- think critically and creatively
- communicate clearly and effectively in a variety of situations
- effectively work independently and in collaboration with others
- consider new perspectives and other points of view
- develop greater self-confidence and self-awareness
- demonstrate high levels of resilience, flexibility and agility of mind
- be internationally-minded and globally aware
- apply their knowledge to real-world scenarios and situations

IB Career-related Programme content

The CP core components – Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career related study and draw all aspects of the framework together.

The **personal and professional skills course** aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace, and society.

Service learning is the practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

Language development ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds and contexts. It develops students' oral, visual and written linguistic and communicative abilities.

The **reflective project** is an in-depth body of work produced over an extended period and submitted toward the end of the programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communications skills.

Career-related studies – Students are provided with practical, real-world approaches to

learning designed to prepare them for higher education, an internship or apprenticeship, or a position in a designated field of interest.

The career-related studies are offered by the school and should be aligned with student needs and progress toward further study or direct employment. Each school chooses the career-related studies most suited to local conditions and the needs of its students. The career-related studies must satisfy IB criteria for accreditation, assessment and quality assurance.

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay.

Assessment is criterion-related, which means student performance is measured against prespecified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of Diploma Programme assessment practice.

Grading and Reporting

IB Diploma grades are awarded on the normal H7 - H1 scale. If students are entered at Standard Level then the scale is S7 - S1. Note that Standard Level entry carries half of the UCAS points of Higher Entry.

The Career-Related study component is graded from D*D* to PP.

Additional Key Stage 5 assessment information

In A-Level subjects 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.

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 Sir Geoffrey Leigh Academy).

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

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 judgement, 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.

Assessment 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 the highest grade possible.

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 IB (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' 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.

Reporting

Data analysis

Sir Geoffrey Leigh Academy uses a data management system called Lenz which is part of the Spotlight site. Lenz provides all members of Sir Geoffrey Leigh Academy with a quick and efficient analysis of the data provided by teachers in 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.

Learning Area / Subject Reviews

DoLs and CoLs are required to attend a Data 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.

Reports

Students will receive reports twice a year. The reports are accessible to students and parents/carers online via Bromcom. Along with Current and Forecast 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 no longer part of our reporting process. However, the opportunity to write a comment will be available if a member of staff wishes to do so. However, if a written comment is applied and is entered due to a low AES score, it is imperative that a parent has been contacted by the member of staff prior to receipt of the report to highlight the low engagement.



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

Parent - Teacher events

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.

Additional feedback to parents on student performance

With the removal of compulsory written comments on reports for the 2024-25 academic year, parental feedback on their child's performance will now primarily come from the following 2 pathways:

Feedback in books and assessments

Direct email / phone contact (to be logged in 'communication' in Bromcom)

The Sir Geoffrey Leigh Academy Teacher Toolkit contains details of how to complete whole class feedback and contains a link to the form. To emphasise the importance of this, Year 10 and 12 will have a Parent - Teacher day in December 2024 having received no written feedback via a report. It is therefore essential that parents will have had other access to their child's progress prior to the meetings.

Outcomes and targets for Key Stage 3, 4 and 5 in 2025-26

Key Stage 3 - EoY MYP grades to be at least in line with the global average

Key Stage 4 - We now enter a 2 year period with no Progress 8 measure due to the pandemic (students in Year 11 and did not do SATs). As a result, the Key Performance Indicators will be:

Subject and Academy APS

EBacc Pillars (APS for the EBacc subjects across all students in the cohort)

Key Stage 5

There are 2 Key Performance Indicators for Year 13 outcomes

Subject and Academy APS



Level 3 Value Added (outcomes against targets generated by GCSE performance)

[Appendix 1](#) Access arrangements for IB programmes of study.

Updated June 2025 (KBR)

Review June 2026