

Leigh Academy Hugh Christie Assessment, recording and Reporting Policy (ARR)

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Education for a better world

Principles of Assessment and Assessment overview

What is assessment?

In UK secondary schools, "assessment" refers to the various methods and tools used to evaluate and measure students' learning, understanding, and progress. Assessments help determine whether students have met the expected educational standards and objectives. They can take several forms, including:

1. **Formative Assessment:**
 - Ongoing assessments that take place during the learning process.
 - Examples include quizzes, classwork, homework, and teacher observations.
 - The primary aim is to provide feedback to students and teachers, helping to guide future learning and teaching strategies.
2. **Summative Assessment:**
 - Occurs at the end of a learning period, such as the end of a term or school year.
 - Includes exams, end-of-unit tests, and final projects.
 - Summative assessments are often used to determine a student's overall grade or level of achievement in a subject.
3. **National Curriculum Tests (SATs):**
 - Standardised tests taken by students in Key Stage 2 (ages 10-11).
 - Assess core subjects like English and Mathematics.
 - Results are used to assess school performance and individual student progress before moving to secondary education.
4. **GCSEs (General Certificate of Secondary Education):**
 - Taken by students usually at the end of Key Stage 4 (ages 15-16).
 - GCSEs are formal exams in a variety of subjects, which may also include coursework.
 - Grades achieved in GCSEs are critical for post-secondary education options and future employment.
5. **BTECs and Vocational Qualifications:**
 - Alternative to GCSEs, focusing on practical, work-related learning.
 - Assessments often include a combination of coursework and practical exams, suited for students pursuing vocational pathways.
6. **Teacher Assessments:**
 - Judgments made by teachers about a student's performance, based on their knowledge, skills, and behaviour throughout the year.
 - Used alongside formal tests and exams to provide a broader picture of student achievement.
7. **Non-Examination Assessments (NEAs):**
 - Coursework or project work that contributes to the final grade in some subjects, such as Art or Technology.
 - NEAs allow students to demonstrate their understanding and skills in ways that exams might not capture.

Assessments in UK secondary schools are designed not only to measure what students have learned but also to support their educational development by identifying areas of strength and areas needing improvement.

Rationale

Assessment encompasses a broad range of activities through which we gain insight into our students' abilities and achievements, as well as the depth of their knowledge, skills, and understanding. It is the mechanism by which we can inform students and relevant stakeholders of their progress, set targets, and address any gaps between current attainment and desired outcomes. As an integral component of effective learning and teaching, this policy outlines the rationale behind our assessment arrangements, grounded in statutory requirements, current practices, and widely accepted research evidence.

This policy is applicable across all key stages within the Academy, including Key Stage 5. We acknowledge the significance of monitoring student progress over time and the necessity of connecting classroom progress with academic outcomes.

Assessment serves three primary purposes:

1. To facilitate student learning.
2. To enable teachers to adopt a more personalised approach to meeting students' needs.
3. To provide accurate and relevant information regarding progress and attainment to students, parents/carers, teachers, and other appropriate parties.

To ensure that assessment is effectively utilised to enhance student learning, the following practices will be consistently implemented in the classroom:

- **Low-Stakes Testing:** Teachers will incorporate low-stakes testing at the beginning of each lesson as part of the students' "Do now" activity.
- **Learning Objectives/Inquiry Question:** Teachers will clearly communicate the learning objectives outcomes to students through the use of the inquiry question.
- **Assessment Criteria:** Teachers will share specific assessment criteria with students to celebrate their successes and identify areas for improvement.
- **Literacy and Numeracy Development:** Teachers will focus on enhancing students' literacy and numeracy skills.
- **Self and Peer Assessment:** Teachers will provide regular opportunities for students to engage in self-assessment and peer assessment.
- **Digital Literacy:** Teachers will foster students' digital literacy and assess their digital engagement.

In their approach to modelling, teachers will:

- **Share Exemplary Work:** Present students with examples of high-quality work, enabling them to understand the standards they should strive to achieve.
- **Highlight Assessment Criteria:** Utilise examples of work to demonstrate how the assessment criteria are successfully met.
- **Review Substandard Work:** Encourage students to examine examples of work that fall short of the assessment criteria, fostering critical analysis and understanding.
- **Skill Development Activities:** Incorporate activities into their teaching that model essential skills, addressing and developing any gaps in knowledge or skills as needed

Giving feedback to students on their work, teachers will give regular, effective feedback so that students:

- Focuses on the task and learning objective(s)
- Can articulate what is good, areas they need to develop and how to improve
- One formal assessment piece to be completed and teacher assessed every module
- Formal learning conversations, which will be retained in the students' Record of Progress folders (RoP)
- Students will be given the opportunity to respond to feedback in writing
- Teachers will check feedback to ensure that students have acted upon targets for improvements
- Teachers will give students oral feedback whenever possible (such as when moving around the classroom)
- Students will be given opportunities to learn by assessing their own work and that of their peers

Students will be actively encouraged to:

- Reflect on their own work
- Identify the standard they are trying to achieve
- Think about how to bridge the gap between aspiration and achievement
- Admit problems without the risk of losing self-esteem
- Take time to work problems out for themselves
- Consider a number of possible solutions before deciding on a course of action

Teachers are important in this process, as opportunities need to be planned into schemes of work and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will enhance their own understanding as a result of this practice.

Enhanced Formative and Summative Assessment Techniques in Line with IB Expectations

At Leigh Academy Hugh Christie, both formative and summative assessments are informed by International Baccalaureate (IB) standards and serve as integral parts of the teaching and learning

process. Assessment is criterion-related and designed to evaluate what students know, understand, and can do in alignment with IB subject group criteria.

Formative Assessment Techniques (IB-aligned)

Formative assessment is continuous and provides students with timely, meaningful feedback that promotes reflection, metacognition, and academic growth. Typical strategies include:

- **Formative feedback using MYP criteria:** Students receive regular feedback against subject-specific criteria (A, B, C, D) to understand how their work meets or falls short of expectations.
- **Success criteria and exemplars:** Teachers share and co-construct success criteria with students, often using annotated exemplars to support self-assessment and improvement.
- **Learning conversations:** Structured dialogue between teacher and student focuses on strengths, areas for development, and strategies to improve. These are documented in Record of Progress folders.
- **Exit tickets and learning journals:** Students reflect on their learning daily or weekly, helping them develop IB Learner Profile attributes such as reflection and independence.
- **Targeted questioning and mini whiteboards:** Teachers use questioning techniques to gauge understanding in real time and adjust instruction accordingly.
- **Peer and self-assessment using IB language:** Students use appropriate IB criteria language to assess work—building evaluative skills and reinforcing assessment literacy.
- **Feedback cycles:** Students are given opportunities to respond to teacher feedback (e.g., redrafting written work), developing resilience and ownership over their learning.

Summative Assessment Techniques (IB-aligned)

Summative assessments occur after substantial learning has taken place and allow students to demonstrate understanding in a formal way. These assessments are used to assign criterion levels and MYP holistic grades. Key strategies include:

- **Assessment tasks aligned with IB criteria:** Each summative assessment addresses multiple subject-specific criteria and is marked using the IB 1–8 level descriptors.
- **Holistic grading based on best-fit model:** Teachers use a range of student work and the "best-fit" approach to award criterion levels, reflecting student mastery across tasks.
- **Varied assessment formats:** These include essays, performances, presentations, design prototypes, investigations, practicals, and project-based work that allow students to apply

conceptual understanding and subject-specific skills.

- **Interdisciplinary assessment:** Students engage in off-timetable days where learning from multiple disciplines is assessed against interdisciplinary criteria.
- **Community project assessment (Year 9):** Students are assessed summatively across four criteria, encouraging civic responsibility and independent inquiry in line with IB's Service as Action ethos.
- **Mock examinations and externally benchmarked tasks:** At Key Stage 4 and 5, summative assessments mirror external examinations and are moderated to ensure reliability and comparability.

Principles Underpinning All Assessment

- **Transparency:** Assessment expectations are clearly communicated to students in advance using student-accessible rubrics.
- **Feedback over marks:** Emphasis is placed on feedback that supports learning, not just numerical scores.
- **Student agency:** Students are actively involved in understanding, tracking, and acting on their assessment data.
- **Consistency:** Common assessment tasks, Trust-wide moderation, and IB-aligned professional development ensure assessment reliability across subjects and year groups.

This structured approach ensures all students are supported to make meaningful progress against high standards while developing the confidence and skills expected of IB learners.

Record of Progress (RoP)

A student record of progress is a detailed document(s) that tracks and reports on a student's academic performance, growth, and development over time. It typically includes information about the student's achievements, skills, and areas needing improvement. Every student will have a RoP folder for every subject, across the curriculum. Students will update their RoP folders which contain examples of assessed work, learning conversations and reflections on their work. Students are expected to have a minimum of 6 entries per academic year for each subject.

Components of a RoP;

1. Front page- assessment tracker
2. Subject learning journey
3. Assessments

4. Reflection sheet (which will include feedback from the subject teacher)

It is proven that students that regularly complete a record of progress are better informed about how they are performing, hold themselves more accountable to do better and are more confident learners. For further details, please refer to the 'Marking and Presentation Policy'

The Importance of Accurate Assessment Data

Purpose: The primary goal of recording accurate assessment data is to ensure that students' progress is effectively monitored and supported. This data serves as a foundation for various reviews and interventions, ultimately helping students reach their full potential.

Key Uses of Assessment Data:

- **Student-Teacher Reviews:**
 - **Individual Progress:** To discuss specific performance, identify areas for improvement, and highlight achievements.
 - **Future Learning:** To inform future learning plans and ensure alignment with MYP, GCSE, IBCP, AS/A Level (or equivalent) grade criteria.
- **Teacher Reflection and Planning:**
 - **Individual Student Needs:** To identify specific learning needs and tailor instruction accordingly.
 - **Group Progress:** To assess the progress of the entire class and make adjustments to the curriculum if necessary.
 - **Departmental Assessment:** To contribute to the departmental assessment portfolio, providing evidence of student learning and progress.
- **Transition to New Teachers:**
 - **Information Sharing:** To inform new teachers about a student's progress, achievements, needs, and current targets.
- **Leadership Oversight:**
 - **Student Progress Monitoring:** To ensure that students are making satisfactory progress and identify areas where interventions may be needed.
 - **Intervention Implementation:** To support students who are struggling and provide opportunities for stretch and challenge to high-achieving students.
- **Parent-Teacher Communication:**
 - **Progress Reports:** To highlight student achievements and areas for improvement in written reports.
 - **Parent-Teacher Conferences:** To discuss student progress and address any concerns or questions.

By collecting and analysing accurate assessment data, teachers can make informed decisions about instruction, provide targeted support, and ensure that all students have the opportunity to succeed.

Assessment Overview:

2025-26 Academy Reporting Cycle for Parents

Year	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
7		Commitment to Learning	MYP Interim Grades (A/B/C/D) Commitment to Learning			MYP Common Assessment Grades (A,B,C,D) Commitment to Learning
8		Commitment to Learning	MYP Interim Grades (A/B/C/D) Commitment to Learning			MYP Common Assessment Grades (A,B,C,D) Commitment to Learning
9		Commitment to Learning	MYP Interim Grades (A/B/C/D) Commitment to Learning			MYP Common Assessment Grades (A,B,C,D) Commitment to Learning
10		Commitment to Learning		Current Attainment Forecast Attainment Commitment to Learning		MOCK Attainment Forecast Attainment Commitment to Learning
11	Current Attainment Forecast Attainment Commitment to Learning	MOCK Attainment Forecast Attainment Commitment to Learning		MOCK 2 Attainment Final Forecast		
12		Commitment to Learning		Current Attainment Forecast Attainment Commitment to Learning		MOCK Attainment Forecast Attainment Commitment to Learning
13	Current Attainment Forecast	MOCK Attainment Forecast		Mock 2 Attainment Final Forecast		

	Attainment Commitment to Learning	Attainment Commitment to Learning				
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Key:

CG - Current Grade (the current working grade if the student was to sit exams now)

FG - Forecast Grade (the grade likely to be achieved at the end of the course as a result of the teacher’s professional judgement. Evidence can include: current grade, teacher knowledge of the curriculum/syllabus and forthcoming course specification end points).

MG - Mock Grade (the grade achieved in the recent mock exam and/or coursework, if applicable)

CTL - Commitment to Learning (please see descriptors below)

MYP Interim - Interim MYP Grade (including criteria A, B, C, D and the overall grade)

MYP Final - Final MYP Grade (including criteria A, B, C, D and the overall grade)

Student reports

Students and their families will be provided with the following academic information via the student’s report:

- The student’s current grade
- The student’s mock examination grade where applicable.
- The student’s MYP grade where applicable
- The student’s commitment to learning grade

Students and their families will be provided with the following contextual information:

Commitment to Learning grade - As calculated using the academy’s Commitment to Learning descriptors. The class teacher provides a quantitative judgement on the students commitment to learning using a four pointed scale. This is routed in the MYP learner profile as well as their application and commitment to learning in all aspects of the learning.

Commitment To Learning (CTL)		
4	Exceptional	<p>Exceptional - work consistently exceeds expectations.</p> <p>Students consistently demonstrate hard work, enthusiasm and engagement in all lessons. They work to the best of their ability and meet all deadlines. IB traits in the subject area are consistently exhibited.</p>
3	Advanced	<p>Advanced - work consistently meets and sometimes exceeds expectations.</p> <p>Students demonstrate a commitment and willingness to learn in all lessons. Their work and participation is of a high standard. Students meet their deadlines and many IB traits in the subject area are exhibited.</p>

2	Secure	<p>Secure - work generally meets expectations but improvement is required.</p> <p>Students engage in most lessons but may not work to the best of their ability. Their work and participation is of a good standard overall. However, students may require encouragement to complete tasks and may not always engage adequately with their learning. Students meet deadlines but this may be inconsistent, with some of the IB traits in the subject area being exhibited.</p>
1	Emerging	<p>Emerging - work is unsatisfactory and action is required.</p> <p>Students persistently fail to meet expectations in lessons and do not complete work to the best of their ability. Deadlines are not met and IB traits are not exhibited. A meeting with the subject teacher will be required.</p>
X		Unable to grade currently due to absence or recent arrival at the academy.

Reporting Cycle - KS3

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 a criterion breakdown and an interim grade is reported in module 4. A final end of year grade must be reported in module 6 for each subject group in accordance with IB expectations.

For MYP - Design. The progress report at least twice per academic year, will be made up of a combined grade for Design Technology and IT together. This is in accordance with IB expectations, as the individual subjects do not make up 50 hours or more in an academic year. Together, they make up more than 50 hours per academic year

For MYP - Arts. The progress report at least twice per academic year, will be made up of a combined grade for Art and Performing Art. This is in accordance with IB expectations, as the individual subjects within Arts do not make up 50 hours or more in an academic year. Together, they make up more than 50 hours per academic year.

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
- Parent/carer evenings
- Bespoke parental communication with academic and/or pastoral teams

Key Stage 4 and 5 Assessment

Assessment in Key Stages 4 and 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 11 and 13 studying GCSE, A Levels and Vocational Technical Qualification (VTQ) courses will be provided with two Mock Examination windows per academic year to assess their current learning. In Year 10, 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 also continue to be assessed in conjunction with their approved assessment plans.

Reporting Cycle - KS4 and 5

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 subject group - this will link specifically to mock exams and assessment in lessons

Student reflection features throughout the academic year in all subjects to ensure students evaluate and take ownership of their own learning especially where courses have a coursework element.

Communication about academic progress will predominantly take place via:

- Progress Reports
- Parent/carer evenings
- Subject teacher contact
- Bespoke parental communication with academic and/or pastoral teams

Moderation

Every opportunity should be used to take part in standardisation and moderation of grades at the department, school, Trust or wider level. For KS3, moderation is organised twice a year at The Leigh Academies Trust level. For KS4, this can be at the national level (PiXL Wave/Ripple, exam board), Trust or departmental level. In addition, for KS4 and KS5 will conduct pre-public exams (PPEs) twice a year. The results of these assessments will be collected and analysed centrally via Bromcom.

Quality Assurance processes for data collection

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

- A Quality Assurance process is facilitated by Middle and 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 KS3, 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 - KS3 staff work alongside primary schools within the Trust to gain an understanding of standards of assessment at KS2. 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). Due to the impact of Covid-19, 2020 and 2021 National SATs were cancelled. 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.
- A member of the Senior Leadership Team works in collaboration with other Trust Senior Leaders at various meetings and advisory groups.
- External quality assurance and validation takes place with an Academy Challenge Partner 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.
- Some 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.
- We are an outward facing academy that forge links with a range of schools in the area and internationally to share best practice.

MYP Grades

Please also see the [IB guidance document \(Page 79-97\)](#)

[MYP Assessment Guide for parents/carers 2024/25](#)

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 as demonstrated in the infographic below.



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

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

Terminology MYP Achievement level - the level associated with criterion A, B, C and 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 out of 32, from which a grade from 1-7 is derived (with 7 being the highest). Please note that the interdisciplinary grade is formed from three criteria and a grade from 1-7 is determined out of 24.

MYP Assessment Criteria

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

- It helps teachers to clarify and express assessment expectations 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.
- Students know before even attempting the work what needs to be done to reach each level.

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

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language 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 solutions	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	
Community project (Year 9 only)	Investigating	Planning	Taking Action	Reflecting

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 (formative and summative) to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level.

Interdisciplinary learning is delivered via 'off-timetable' days and is assessed summatively via the criteria listed above. Interdisciplinary learning is reported once per year in module 6.

'In the MYP, interdisciplinary teaching and learning is grounded in individual subject groups and disciplines but extends disciplinary understanding in ways that are integrative and purposeful. Interdisciplinary learning is oriented towards bringing together concepts, methods or modes of communication from two or more established areas of expertise to develop new perspectives. It connects disciplines to develop new understanding, create products or address real-world issues in ways that would have been unlikely through a single approach.'

The Community Project is delivered in Year 9 only and assessed at the end of the academic year. Our Community Project builds on the service as action elements of our MYP curriculum, culminating in a project led by students that is explicitly delivered in module 5 and 6 of Year 9.

'The community project focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community.'

Converting MYP Achievement levels into an MYP Grade

MYP 1-8 achievement levels are awarded for each assessment criterion, according to how well the student has demonstrated mastery of the published criteria using the teacher's professional judgement.

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.

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.

Note: the interdisciplinary conversion differs from the information above due to only three assessment criteria forming the holistic grade from a total score of 24.

Further details for this can be found on the IBO website:

<https://www.ibmidatlantic.org/MYP%20from%20P%20to%20P.pdf>

Language Acquisition: Phases

The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered. Students beginning their MYP studies may have exited from any of the five phases of PYP language or may have no prior knowledge or experience of the language to be studied in the MYP.

Language learning is recognized as a developmental process in which students have opportunities to build on prior knowledge and skills in order to help them progress to the next phase of language development.

Teaching and learning in the language acquisition subject group is organized into three levels of proficiency. Each level focuses on two phases. In total there are six phases. The phases represent a developmental continuum of additional language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

Start of MYP 1	MYP		DP	CP
Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement. Refer to the written and taught curriculum requirements section in this guide.	Emergent	Phase 1	Ab initio	If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left. If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.
		Phase 2	Ab initio (in rare cases) Language B SL	
	Capable	Phase 3	Language B SL	
		Phase 4	Language B SL/HL	
	Proficient	Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	
			Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

As students progress through the three levels and six phases, they are expected to develop their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. This is demonstrated by:

- the range and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

The phases do not correspond to particular age groups or MYP years. When planning the language acquisition curriculum, teachers will need to decide the most suitable phase in which to place individual students or a group of students, as informed by the achievable exit point for the students and the language learning pathways available to the students. It is at the school's discretion how to group students into the six phases.

IB and Leigh Academies Trust MYP Assessment Expectations

Teachers will use the Year 1 MYP rubric in years 7 and 8 and Year 3 MYP rubric in year 9.

Every subject will have a Trust common assessment that takes place twice per academic year in module 4 and 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.

Reporting Student Progress

It is the class teacher's responsibility to enter data for their students and to monitor/put interventions in place to ensure that all students have the support/opportunities needed to achieve their targets. Data should not be entered by anyone other than the class teacher without the approval of the Principal or Head of College.

Once information has been entered, it can be used to produce various internal reports and analyses as well as reports to parents/carers. It is important that information entered into the database is as accurate as possible and that there are no gaps. If a member of staff is absent, the subject leader must take responsibility for entering the grades

Throughout the academic year (as set out in the Academy Reporting Cycle) teachers are required to enter data into the academy database, which gives a snapshot of a student's current attainment, attitude to learning, whether they have met deadlines and on occasions bespoke commentary to enable students to obtain the best possible outcomes

Evidence for current attainment should come from a range of sources. This includes work students have completed in class (written & oral), homework and assessments (both formative and summative). All teachers grade work in line with the grading system used in reports. Teachers award grades based on the MYP, GCSE, AS/A Level, IBCP or Btec grade criteria

It is important that students understand the various grade criteria, how they can improve and that they engage in the process. Academy systems of marking and feedback, reports, progress trackers, learning conversations and parental engagement are all essential parts of this process. Tracking and interventions at faculty, college and academy level are in place to ensure that all students make good progress over time from their starting points. Feedback should include written positive comments, relating to performance against specific objectives/outcomes of the programme of study/assignment. There should also be advice on future targets and actions.

Data entry points have been carefully planned at specific points in the academic year to ensure that accurate and robust data is collected at the 'right time'. Key stage 3 has two key data points in the year in line with IB MYP expectations. This provides staff with significant periods of time to employ interventions and strategies in a holistic manner to have a clear impact on attainment and progress. KS4 and KS5 cohorts have three or four data capture points to provide all stakeholders with accurate assessment information. The rationale for the increased frequency is to support students in measuring the impact of their curriculum knowledge and identify areas of development against National Assessments.

Overall data entry points have been reduced to reduce overall workload, focusing more time on developing and implementing a broad and balanced curriculum.

Reporting Student Progress & Commitment to Learning:

Parents/Carers have a range of opportunities to monitor and discuss their child's progress. Please find key occasions throughout the academic year.

Method	Commentary
Progress Report via My Child at School (MCAS)	Progress reports are distributed after every data capture throughout the academic year (as set out on the Academy Reporting Cycle). Comments/bespoke targets are provided to inform parents of progress in Key Stage 4 and 5.
Parent/Carer Evenings	Parents/Carers have the opportunity to meet with subject teachers and discuss student progress. These occur periodically throughout the academic year (as set out on the Academy Reporting Cycle).
Bespoke Parent/Carer Evening Presentations	<p>At Parent/Carer Evenings it sometimes important to facilitate presentations that are bespoke to the year group please find examples below:</p> <p>Year 7 Information Evening, Parent/Carer Evenings Year 8 Information Evening, Parent/Carer Evenings Year 9 Information Evening, Curriculum Choices (Options) Evening, Parent/Carer Evenings Year 10 Information Evening, Parent/Carer Evenings Year 11 Information Evening, Parent/Carer Evenings Year 12&13 Information Evening, UCAS Finance talk, Parent/Carer Evenings</p>
Parental/Carer Inclusion Day	For students with SEN, the academy provides a bespoke review three times a year to discuss short-term targets, and bespoke needs to ensure progress.
Student Service Managers (SSMs)	Parents have the opportunity to discuss progress with SSMs from each of the three colleges on a daily basis.

Leigh Academy Hugh Christie - Marking and Presentation Policy

Purpose

The purpose of this policy is to establish consistent standards for marking and presentation of student work, to promote effective feedback, and to support student learning.

Scope

This policy applies to all coursework, assignments, and projects undertaken by students at Leigh Academy Hugh Christie.

Feedback

- **Specific and actionable feedback** is more effective than general comments.
- **Feedback that is timely** is more likely to lead to improved performance.
- **Feedback that is formative** (given while students are still working on a task) is more beneficial than summative feedback (given at the end of a task).
- **Feedback that is personalised** to the individual student's needs is more effective.

Marking Criteria

- **Clear and specific criteria:** Marking criteria will be clearly defined for each piece of work, using a consistent marking scale or rubric.
- **Formative and summative assessment:** A combination of formative and summative assessment methods will be used to evaluate student work.

Feedback and Communication

- **Methods of feedback:** Feedback will be provided through written comments, verbal feedback, or annotations on the work.
- **Timeliness:** Feedback will be provided in a timely manner and will be specific, constructive, and supportive.
- **Student-teacher discussions:** Regular student-teacher discussions will be held to discuss feedback and progress.

Presentation Standards

- **Formatting:** Students will be expected to adhere to specific formatting guidelines, including font, spacing, and page layout.
- **Organisation:** Work should be well-organised and easy to follow.
- **Clarity:** The presentation should be clear and concise, avoiding unnecessary jargon or complexity.
- **Chromebooks:** The use of Chromebooks to enhance the presentation of work is encouraged.

- **Exercise books:** Must have the date and title of the intended learning/enquiry question and all writing must be in black ink. Exercise books should have no drawings or sketches which are not part of the lesson aims.

Record Keeping

- **Storage:** All student work and assessment results will be stored securely and confidentially in their Record of Progress files (ROPS)
- **Access:** Teachers and students will have access to their own work and assessment records.
- **Digital platforms:** The use of digital platforms to streamline record keeping and access is encouraged.

Staff Training and Development

- **Ongoing training:** Teachers will receive ongoing training and development in assessment and feedback practices through the thematic based CPD programme.
- **Sharing best practices:** Teachers will be encouraged to share best practices and participate in professional development activities related to assessment.

Review and Update

Regular review: The policy will be reviewed and updated regularly to ensure its effectiveness and alignment with current educational research and best practices.

Formative Assessment: This type of assessment is used to provide feedback to students while they are still working on a task. It helps to identify areas where students need support and to guide their learning. Examples of formative assessment include quizzes, exit tickets, and peer reviews.

Summative Assessment: This type of assessment is used to evaluate a student's learning at the end of a unit or course. It is often used for grading purposes. Examples of summative assessment include tests, exams, and projects.

- **Hattie, J. (2009). Visible Learning: Meta-Analyses of the Effects of Feedback, Praise, and Goal Setting on Student Achievement.** This influential book summarizes research on feedback and its impact on student learning.
- **William, D. (2018). Formative Assessment: The Key to Effective Teaching and Learning.** This book provides an updated overview of formative assessment and its role in improving student learning.
- **Hattie, J. (2021). Visible Learning and the Science of Success.** This book presents a comprehensive overview of research on effective teaching and learning, including the importance of feedback and presentation.