# MYP/IBCP Assessment Policy

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## 1. Philosophy

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

## 2. IB MYP Assessment Standards

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

consistent with IB expectations.

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

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

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

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

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

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

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

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

## 3. MYP Assessment Criteria

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

- students know before even attempting the work what needs to be done to reach each level.
- It helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- students are assessed for what they can do, rather than being ranked against each other.
- students receive feedback on their performance based on the criteria level descriptors.

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

| | 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 |

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| 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 | Evaluation | Synthesising | Reflecting | |

### 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.

Formative Assessment - is an ongoing process that takes place during the learning process itself. It is designed to provide feedback to both teachers and students about student understanding, strengths, and areas needing improvement. Formative assessments are typically low-stakes and are not usually graded but rather used for diagnostic and instructional purposes.

Summative Assessment - occurs at the end of a learning period, such as a unit, module, or academic year. It evaluates student learning outcomes and achievement in relation to specific standards or learning objectives. Summative assessments are often more formal and standardised, including tests, exams, projects, or presentations.The primary purpose of summative assessment is to summarise students' learning progress and assign grades or determine their level of achievement.

## 4. Converting MYP Achievement levels into an MYP Grade

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In each MYP subject group, learning objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1-8). Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level according to how well the student has demonstrated mastery of the published criteria.
Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band the student will be awarded an achievement level that reflects the evidence they have collected.

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

| Sum of assessments | MYP Grade | Description |
|---|---|---|
| 28-32 | 7 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
| 24-27 | 6 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 19-23 | 5 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations |
| 15-18 | 4 | Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 10-14 | 3 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 6-9 | 2 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of |

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| | | knowledge and skills, infrequently applying knowledge and skills. |
| 1-5 | 1 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |

## 5. IB and Trust MYP Assessment Expectations

Every subject will have a Trust common assessment that takes place twice per academic year in module 3 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, 8 and 9. Age-related content will ensure the level of work is more challenging in year 9 than in year 8 than in year 7 and it is thus that progress will be demonstrated.

## 6. 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 learning.

Communication about academic progress will predominantly take place via:

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

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

## Example MYP report

| MYP Subject Group | | Criterion A | Criterion B | Criterion C | Criterion D | MYP Interim grade |
|---|---|---|---|---|---|---|
| Language and Literature | English | 5 | 4 | 5 | 5 | 5 |
| Mathematics | Maths | 4 | 4 | 5 | 5 | 4 |
| Sciences | Science | 5 | 6 | 5 | 6 | 5 |
| Individuals and Societies | Geography | 5 | 6 | 6 | 6 | 5 |
| | History | 4 | 5 | 4 | 4 | 4 |
| Language Acquisition | Spanish | 6 | 6 | 6 | 6 | 6 |
| Arts | Art | 5 | 5 | 5 | 5 | 5 |
| | Drama | 4 | 5 | 4 | 5 | 4 |
| | Music | 4 | 4 | 4 | 5 | 4 |
| Design | ICT | 5 | 4 | 4 | 5 | 4 |
| | Technology | 5 | 6 | 6 | 5 | 5 |
| Physical and Health Education | PE | 4 | 5 | 4 | 4 | 4 |

Criteria

Students are awarded an achievement level from 1-8 for each of the four assessment criteria with 8 being the highest. Students and parents can use this information to identify areas for improvement in consultation with teachers.

Interim MYP Grade/Final MYP Grade range from 1-7, with 7 being the highest. The table below gives more detailed information.

| Grade | Description |
|---|---|

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| 1 | Produces work of a very limited quality. Lacks understanding of concepts. Rarely demonstrates critical or creative thinking. Rarely uses knowledge or skills. |
| 2 | Produces work of a limited quality. Gaps in understanding of concepts. Does not often demonstrate critical or creative thinking. Does not often use knowledge or skills. |
| 3 | Produces work of an acceptable quality. Basic understanding of concepts but with many significant gaps. Begins to demonstrate basic critical and creative thinking. Uses knowledge and skills in familiar situations but requires support in unfamiliar situations. |
| 4 | Produces good quality work. Basic understanding of concepts with some significant gaps. Often demonstrates basic critical thinking and creativity. Uses knowledge and skills with some flexibility but requires support in unfamiliar situations. |
| 5 | Produces generally high quality work. Secure understanding of concepts. Demonstrates critical and creative thinking sometimes with sophistication. Uses knowledge and skills in familiar situations but sometimes needs support in unfamiliar situations. |
| 6 | Produces high quality, occasionally innovative work. Extensive understanding of concepts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence. |
| 7 | Produces high quality, frequently innovative work. Communicates comprehensive understanding of concepts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex situations. |

## 7. Post-16

## Assessment and the IBCP

Key Stage 5 Assessment

- Assessment in Key Stages 5 will be rooted in the academy's principles for assessment.
- All assessment undertaken must be explicit in its relevance to the course a student is undertaking.
- All students will be provided with a variety of assessment opportunities throughout the academic year.
- Students in Year 13 studying T-Level, IB and vocational courses will be provided with two Mock Examination windows to assess their current learning. In Year 12, students will be provided with one Mock Examination window.
- Following these assessments, all students will be provided where applicable with detailed Question Level Analysis feedback to support future learning opportunities. Students studying vocational qualifications will be assessed in conjunction with their assessment plans.
- Leigh Academy Tonbridge follows the Assessment Principles outlined in the IBCP Assessment Principles and Practices document.
- Each DP subject at Leigh Academy Subject is assessed according to the specification of that subject, adhering both to the Principles and Practices of Leigh Academy Tonbridge and the International Baccalaureate.
- Students take written examinations at the end of their IB Diploma Programme courses which are marked by external IB examiners.
- The components of the CP core are assessed by the school.

Access Arrangements

- Detailed in our SEND Handbook, are the access arrangements provided to students with Special Educational Needs and Disabilities which will be assessed and applied on a case-by-case basis.
- Alongside this, there are support structures within the IB to support students with accessing their subjects both in the classroom and in assessment.
    - The 'D1 Application Process' is available to all students who have special requirements.
- For students categorised as 'Higher Prior Attainment' or 'Gifted' students, by far the highest driver of appropriate provision is high quality teaching. At Leigh Academy Tonbridge we maintain a robust Teaching and Learning Framework which supports the growth and development of all teachers, providing them with responsive and bespoke CPD.
    - Alongside this, students in this category are regularly assessed and supported through challenge and stretch activities in lessons which are frequently shared as best practice amongst the staff to ensure this is provided at all levels.

Summative Assessments:

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

- External examinations (e.g. GCSE or IB examinations)
- Internal examinations (e.g. Mock Examinations, MYP interim assessments)
- Internal assessments (E.g. NEAs)

Formative Assessments:

- Formative assessment is the assessment for learning. This is ongoing and supports learning through the identifying of gaps in knowledge or misconceptions, providing feedback and diagnosing future learning priorities. Formative assessments are fluid in their timing, method and application. Some examples include:
  - Questioning
  - Live marking and feedback
  - Retrieval practise, quizzes and other forms of low stakes testing

Grading:

- Grading is an important part of providing students and other stakeholders with a clear, quantifiable measure of current progress against a course specification. In line with Leigh Academies Trust assessment principles and definitions, the academy define's student grading as the following:
- Current Grade - The grade achieved in assessing cumulative learning to date. The grade is awarded based only on the content covered so far in line with the course's specification.

Evidence can include: Cumulative assessment results, classwork and homework

- 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 points

Monitoring, Reporting & Standardisation:

All assessment at KS3-5 is monitored rigorously through a range of modular opportunities for standardisation, in advance of assessment cycles, and moderation during the cycles. Each of these standardisation/moderation processes are aligned with subject-specific QLA processes and are supported in CPD and intervention practice. Examples of a standardisation process at Leigh Academy Tonbridge:

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

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

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| Year | Qualification | Academic Information Contextual Information |
|---|---|---|
| 7 - 9 | Middle Years Programme | M3, M6 M1, M3, M6 |
| 10 | GCSE and Vocational | M2, M4, M6 M1, M2, M4, M6 |
| 11 | GCSE and Vocational | M1, M3, M5 M1, M3 |
| 12 | International Baccalaureate and Vocational | M2, M4, M6 M1, M2, M4, M6 |
| 13 | International Baccalaureate and Vocational | M1, M3, M5 M1, M3 |

*M = Academic module*

Students and their families will be provided with the following academic information via the students report:

- The students target grade
- The students current grade
- The students predicted grade (where applicable)

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
- Digital Engagement*
- Areas of Excellence
- Areas of Concern (where applicable)

Grade Descriptor categories can be found in the Grade Descriptors Appendix at the end of this document. *Digital Engagement will be captured twice in the academic year at the end of Modules 2 and 5.

Commitment to Learning

A students Commitment to Learning Grade is quantified through the review of the Commitment to Learning descriptors with students holistically graded on each learner profile criteria.

Following this process, the class teacher provides a quantitative judgement on the students commitment to learning using a four pointed scale shown in the

appendix. Appendix

Commitment to Learning Grading Scale

| Commitment to Learning | |
|---|---|
| 4 | Outstanding |
| 3 | Good |
| 2 | Requires Improvement |
| 1 | Poor |