



Mascalls Assessment Policy

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Information for Staff at Leigh Academy Mascalls

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1:1 Principles of Assessment

At Leigh Academy Mascalls we believe that assessment:

...supports teaching and promotes learning

- *Pre-Planned*
- *Demonstrate high expectations – defined by challenging success criteria*
- **Use of regular, low stakes assessment to test acquisition of knowledge**
- *Feedback that requires student response*
- **Informs teaching/development of schemes**

.....closes the gap between current and expected learning

- *Analyse assessments and act*
- **Interventions should occur close to the event**
- **Build in time for re-teaching at individual or class level**
- *Build in time for response to feedback*

...is meaningful and manageable

- *Right data, right time*
- **Subject and age appropriate**
- *Smart approach to marking and feedback – makes students understand and then think/work smarter to achieve better outcomes*

...raises aspiration and encourage pupils to work hard

- *Targets at the higher end of achievable*
- **Demonstrate high expectations** – defined by challenging success criteria

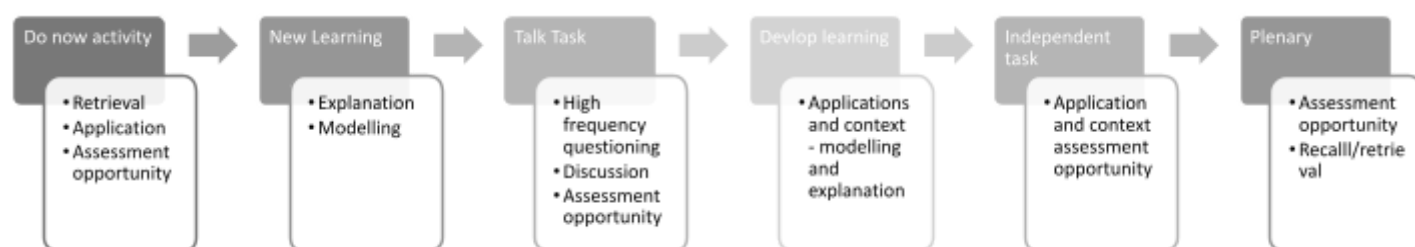
The academy's assessment policy and framework is interwoven around its approaches to teaching and learning. Assessment provides all stakeholders with the resources and mechanisms for students to make explicit links to the knowledge being taught, ensuring there is a depth and quality to all learning opportunities. Summative assessment methods may differ slightly depending on the student's curriculum, however, the principles of assessment are evident throughout. The type, frequency and quality of assessment feedback is crucial to a child's development.

2.1 Assessment in Practise

At Leigh Academy Mascalls students are assessed summatively at the end of topics, units and modules, formatively throughout lessons and also at the end of topics, units and semesters. Knowledge and application are assessed and the outcome of each assessment drives teaching and learning forward through the characteristics described below.

Assessment at Mascalls builds in capacity to test knowledge and application cumulatively ensuring that previously learned knowledge and application are repeatedly assessed. Within lessons a high frequency of recall and retrieval questions ensure that students are constantly monitored for knowledge and understanding, the use of regular, low stakes testing as starters or plenaries reinforces this alongside a variety of discussion and questioning strategies. Questioning and tasks ensure that students have the opportunity to retrieve and apply knowledge within a variety of contexts.

How highly effective assessment may look within a typical lesson



 Increasingly higher quality of assessment	Assessment for Learning	Assessment of Learning	Assessment for Teaching	Assessment Focus
	Personalised feedback & DIT	Frequent, analysed & acted on	Improves teaching	Closing the gap
	Includes challenging success criteria	Pre-planned	Improves schemes of learning	Defines curriculum excellence
	Comments based	Common & cumulative	Helps teacher improve	Consistency
	Tick & flick	Individual (to the teacher) & inconsistent	Largely ignored	Afterthought

2.2 Grades, Grade collection and Outcomes

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 defines 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: Mock Examinations, cumulative assessment results, classwork and homework.

Forecasted 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.

2.3 Student reports

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

- The student's current or mock examination grade
- The student's forecasted 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

Grade Descriptor categories can be found in the Grade Descriptors Appendix at the end of this document.

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 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
- Information evenings
- Parent/carer evenings
- Bespoke parental communication with academic and/or pastoral teams
- The students individual Performance Portfolios and Digital Platforms

2.4: 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 at least 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/carers evenings
- Subject teacher contact
- Bespoke parental communication with academic and/or pastoral teams
- The students individual Performance Portfolios and Digital Platforms

2.5 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 to standardise and moderate MYP assessments across different schools. Throughout the rest of the year moderation happens within departments once a module at the departments discretion on the week within the module that this happens depending on when assessment has been completed and prior to any data entry deadlines.

For KS4, this can be at the national level (PiXL Wave/Ripple, exam board), Trust or departmental level. In addition, for KS4 and KS5 we will conduct pre-public exams (PPEs/Mocks) twice a year. The results of these assessments will be collected and analysed centrally via Bromcom or other online school platforms.

3.1 MYP Grades – please also see the [IB guidance document](#)

Assessment, Recording and Reporting Policy: MYP Insert Example

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

Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development.

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.

- Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment.
- Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.
- Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice.
- Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment.
- Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth.



Learning 0404

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment.

- Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.
- Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment.

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.

- Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes.
- **MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation.**
- Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning.
- Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment.

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently.

- Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation.
- **MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.**
- Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements.
- Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges.
- Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable.

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment.

- Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments.
- **MYP 1: All students finishing the MYP In year 3 complete the community project.**

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
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

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 adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band the student will be awarded an achievement level that reflects the evidence they have collected.

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

Sum of assessed Criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

IB and 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 group 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.

4:1 Digital Assessment

All students in Years 7 to 13 are provided with 1-1 Loan Chromebook device through different agreements. This is supported through the provision of the Google Education software package to all students. The provision of these additional resources enables teachers to utilise a range of digital tools to assist with assessment of the curriculum intent and enables teachers to utilise a range teaching and learning strategies that can assist with both formative and summative assessment.

Digital Assessment should enhance not replace high quality assessment opportunities conducted in the classroom and remotely through Google Classroom. Subjects will utilise digital assessment to meet the demands of their subject domain with the use of Google Education and externally provided software such as Seneca or Sparx where appropriate. All digital assessment opportunities will be referenced in subject curriculum maps and programmes of study.

Students will also have access to digital platforms which track performance over time and again allow for reflection on target areas where students can achieve the most progress.

4:2 Performance Portfolios and online tools

Student based performance trackers that link directly to criteria of their current year of learning but allow students to view strengths and weaknesses across all subjects as well as individually. Used within lessons to reflect on and drive progress. Key question is 'how do I improve'. The tracking pulls that information out of assessment feedback within books/tasks and the student collates them and tracks the information.

KS3 has clear and explicit links to the MYP criterias and the approaches to learning as well as reading ages.

KS4 develops further to key study skills area and retrieval and recall of GCSE content through included KO and revision support. Allowing development, review and progress to happen in one place driven by the student and ensuring the learning is at their fingertips while the responsibility lays on them to proactively use it.

KS5 - underdevelopment with all groups to extend further to future pathways and linking to greater depth of pre university knowledge.

Across all year groups by the end of 25-26. All to be used in lessons as part of feedback cycle.

Additional online platforms will support this across year groups and allow greater student access to a catalogue of support and analysis tools

4:3 Assessment folders

5.1 Commitment to learning

The class teacher provides a quantitative judgement on the students commitment to learning using a four pointed scale shown in the appendix. This is routed in the MYP learner profile as well as their application and commitment to learning in all aspects of the learning.

6.1 APPENDIX

1 - Example MYP report

Year 7 Module 6 Report

Student name: **NAME>> <<SURNAME>>** (<<advisory>>)

Attendance: <<presentpercentage>>%

Positive Points: <<pos>>; Negative Points: <<neg>>

Subject	MYP A	MYP B	MYP C	MYP D	MYP Final	Commitment to Learning
English	5	5	5	5	5	3

Maths	5	5	5	5	5	2
Science	5	5	5	5	5	3
Art	5	5	5	5	5	2
Dance	5	5	5	5	5	3
Drama	5	5	5	5	5	2
Geography	5	5	5	5	5	3
History	5	5	5	5	5	2
IT	5	5	5	5	5	3
Music	5	5	5	5	5	2
PE	5	5	5	5	5	3
Ethics and Philosophy	5	5	5	5	5	2
French	5	5	5	5	5	3
Spanish	5	5	5	5	5	2
Technology	5	5	5	5	5	3

Attendance Key: Above 98% - Excellent, Above 96% - Good, Below 96% - Needs to Improve, Below 90% - Exceptionally low.

Commitment to Learning (CTL) Descriptors

4: Exceptional - work consistently exceeds expectations.

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.

3: Advanced - work consistently meets and sometimes exceeds expectations.

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.

2: Secure - work generally meets expectations but improvement is required.

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.

1: Emerging - work is unsatisfactory and action is required.

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.

X: Unable to grade currently due to absence or recent arrival at the academy.

MYP Overall Criterion Grades

Each subject has a different criterion across A,B,C, and D which you and your child can view in depth on their Performance Portfolio with specific feedback and reflection from the student. For each subject students will be assessed on A,B,C and D twice a year.* Broadly speaking across all subject areas Criterion A will be assessing knowledge and understanding of content. Criterion B will assess investigation and planning skills, Criterion C assesses communication (either written, verbal or performance based) and Criterion D assesses the skills of thinking critically and evaluating content.

Students are assessed in achievement levels from 1-8 for each of the four criteria. The assessment criteria is divided into bands which describe a range of aims for students to work towards and achieve. This may fluctuate across the year and across the three MYP years as well depending on the assessment criteria being tested and as further depth of content and skill is added. So you may see that your child remains on a certain grade across two reports or even across two years but this is still demonstrating progress.

For their overall MYP grade this ranges from 1-7 and is calculated from the ABCD grades from throughout the year. [Linked here](#) is a table which gives a general summary of what is expected at each grade level for 1-7.

Academic Progress

Please view the students performance portfolio for particular strengths and to see feedback on developmental needs. These will be on the students google drive and part of that continual dialogue between school, home and the student on their academic performance and the key priorities to make progress within subjects.

If you wish to discuss any grades or information on this report please contact your son/daughters advisor or their college admins via email.

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