



# Ebbfleet Academy

## Assessment, Recording and Reporting Policy

<b>Version</b>	<b>1</b>
<b>Policy Status</b>	<b>Draft (Created in consultation with GSH, CCA, HDE and SWI)</b>
<b>Date of Issue</b>	<b>May 2023</b>
<b>Date to be Revised</b>	<b>May 2024</b>

## 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 eight 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 methodology which is authorised 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.

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

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

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

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

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

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

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

### **Assessment serves three fundamental purposes:**

1. To help students learn.
2. To help teachers to adopt a more personalised approach to the needs of their students.
3. To provide relevant and accurate information about progress and attainment for students, parents/carers, teachers and others as appropriate.

### **Formative & summative assessment.**

Formative assessments are a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. The goal is to improve learning. We recognise the great importance that formative assessment has on motivation, self-esteem and learning

Summative assessments conducted by teachers are used to evaluate learning at the end of a learning process (for example; at the end of a unit of work or topic) and will be clearly highlighted within schemes of work/curriculum plan. The goal is to provide a final judgement of the learning process.

<b>Formative assessment examples</b>	<b>Summative assessment examples</b>
Questioning Quiz Observations Presentations Activities in lesson Attempting an exam question Feedback Homework Plenaries	Essay/Extended piece of writing Digital engagement review Presentation End of unit/topic tests Mocks/PPEs Exams

**To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice.**

**Involving students in their learning, teachers will:**

- Provide low-stakes testing at the start of every lesson as part of students 'Do it now' activity
- Share the learning objectives and learning outcomes
- Share the specific assessment criteria with students to celebrate success and ways to improve their work
- Develop student's literacy and numeracy
- Provide regular opportunities for self and peer assessment
- Develop student's digital literacy and assess digital engagement

**Modelling, teachers will:**

- Share examples of work with students so that they can see the standards they are aiming to achieve
- Use examples of work to highlight the ways that assessment criteria are met
- Encourage students to review examples of work that do not meet the assessment criteria
- Include in their teaching, activities designed to model the necessary skills, developing the gaps in knowledge or skills where necessary

**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
- 1 formal assessment piece to be completed and teacher assessed every module
- Formal learning conversations, which will be retained in the students FIT folders
- 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.

**FIT Folders**

Every student will have a FIT folder for every subject, across the curriculum. Students will update their FIT folders which contain examples of assessed work, learning conversations and reflections on their work.

**Summative Assessment**

The Academy operates a modular assessment policy, which means that all students will be assessed at least every six/seven weeks. Assessments must be criterion-referenced and related to attainment targets and the range of Leigh Academies Trust (LAT) KS3, GCSE and A Level (or equivalent) grade criteria, and must take account of current legislation and guidance issued by the Department for Education, Ofqual, Examining Bodies and other relevant parties.

- It is the responsibility of the **Director of Learning/2 i/c** to ensure that appropriate assessments are in place and that marking is fair and accurate, and that a range of both formative and summative assessments are in place. Time has been built into the academy CPD calendar for moderation of assessments.
- It is the responsibility of the **class teacher** to ensure assessments are completed and marked. Teachers must keep records of student progress and attainment and enter data into the Bromcom Marksheets.
- It is the responsibility of the **Director of Learning/2 i/c** to ensure that accurate data is entered by teachers in their subject areas.

The academy will create formal summative assessment opportunities, such as internal examinations, at

appropriate times throughout the academic year. Other summative assessments will be identified in subject schemes of work. The attainment data will be used as the basis for monitoring student progress, which informs student progress trackers, management reports, and reporting to parents/carers and students.

The Academy calendar, which is published annually, contains specific dates for each academic year. It is important that subject areas ensure that they can show how they have taken account of the assessment calendar in planning schemes of work. It is particularly important that there is a significant milestone task, which allows standardisation across the subject area. This must be retained in students' FIT folders.

### **The importance of recording accurate, robust data**

The purpose of recording accurate assessment data for students is to ensure that an effective review of student progress takes place, ensuring that students are on track to achieve their potential. Teachers need to review student progress for a variety of purposes including:

- Review with the student: as a basis for a dialogue about specific performance and the implications for future learning and to highlight achievements in response to the demands of the MYP, GCSE and AS/A Level (or equivalent) grade criteria
- Review for the teacher: to identify future steps in learning for the student, as a result of reviewing student needs, to review progress of the whole group and, if appropriate, make curriculum amendments for the future. If appropriate, to add to the collection of evidence for the departmental assessment portfolio
- Review for other teachers at key transition points: to inform the next teacher of progress, particular achievements, specific needs and current targets.
- Review for Senior and Middle Leaders: to enable a clear overview of the progress of students to be maintained and ensure that interventions are implemented to recover gaps in knowledge and provide stretch and challenge where appropriate
- Review for parents/carers: to identify achievements and needs which may be included in the parents/carers' written report, or may be used as a focus for the dialogue at a Parent/Tutor consultation

### **Quality Assurance processes for data collection**

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

- Moderation sessions through Subject meetings.
- Moderation of assessments are conducted regularly to ensure that standardisation grade boundaries, standards of work and expectations takes place.
- At KS3, MYPsubjectcoordinators work across the Leigh AcademiesTrust 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.
- 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.
- 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 KeyStages 4 and 5, past papers, mark schemes and grade guides are used.

## 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 eight subject groups is divided into four assessment criterion (A/B/C/D) as set out in the table below, as well as interdisciplinary learning (three assessment criterion) which is a key feature of the programme.

	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language and Literature (English)</b>	Analysing	Organising	Producing Text	Using Language
<b>Language Acquisition (Spanish)</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies (Geography, History and RE)</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

## 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 (out of 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 judgment 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 the year 3 MYP rubric in year 9. Every subject will have an assessment that takes place twice per academic year in modules two and six. 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 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 8 than year 7 and thus progress will be demonstrated. Additionally, the targets in year 9 are further challenging and the criterion is much more advanced.

## Trust MYP Target Grades

This table represents the lowest target grade that can be applied in all academies and forms the basis upon which the relative performance of academies will be assessed by the Trust from the two assessments in modules two and six.

Ability range	KS2 Band	MYP Grade (4 Criteria /32)	Target MYP Grade (KS3)
Low	88 and below	1-9	2
Low plus	89-95	10-14	3
Middle	96-101	15-18	4
Middle plus	102-106	19-23	5
High	107 -110	24-27	6
High plus	111-114	28-30	7
Exceptional	115+	31-32	7+

A student entering the academy with a baseline test score of 100 is aiming to achieve an MYP grade of a 4 throughout key stage 3. The third column in the table is intended to assist with the identification of the most able students within each ability band. Exceptional students may be distinguished by the almost perfect marks achieved in their MYP assessments.

## 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 and an interim grade when reported. A final end of year grade must be reported in module six 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

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

## **Language Acquisition**

### **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.

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/LAT MYP Assessment Expectations

### **Assessing Interdisciplinary Learning and the Community Project**

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.' Interdisciplinary learning is reported once per year in module 6.

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.' 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.