



# **Strood Academy**

## **Assessment, Recording and Reporting for MYP Policy**

**2023-2024**

|                    |                |
|--------------------|----------------|
| Date of Issue      | September 2023 |
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### **Our Vision for Learning:**

Through our vision of “building ambition; inspiring pride”, we aim to help young people develop into well educated, considerate and caring citizens with a strong sense of values, who will achieve academic success and always aim high so as to seize the opportunities that life offers. Our ambition is to ensure outstanding achievement and progress, raise aspirations and maximise potential. Teaching and Learning is the core business at Strood Academy and will inspire learners to achieve. We want every single student to aspire and excel and expect every teacher to develop outstanding practice. Students of all abilities at Strood Academy will be given equal opportunities to learn in order to achieve their full potential. Teaching and Learning will be creative with a regular emphasis on student led and collaborative learning as well as independent study skills. Varied teaching methods and strategies will be used effectively and appropriately within the different subject areas.

### **Our values are:**

*to be Inquisitive*  
*to be Respectful*  
*to be Resilient*  
*to be Kind*

### **Our purpose is to:**

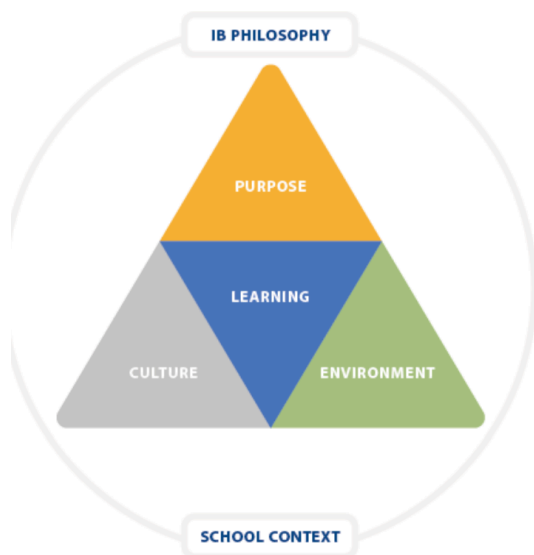
- nurture students aspirations and build resilience within an environment of tolerance, respect and empathy;
- shape leaders within a global community
- develop and celebrate knowledgeable and inquiring minds to promote lifelong learning and;
- help young people develop into well educated, considerate and caring citizens

### **Our principles of learning are to:**

- provide a safe, stimulating learning environment for all students and teachers;
- provide high quality teaching and learning in a supportive and caring environment to develop the potential of each learner:
- enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- provide a broad, balanced and relevant curriculum in line with the MYP and exam board specifications in KS4 that will motivate, engage and challenge students while also equipping them with the skills required on leaving school;
- set high expectations for all students in order to raise their aspirations;

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Strood Academy align their educational beliefs and values to reflect the International Baccalaureate (IB) Middle Years Programme (MYP) philosophy. This is to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP curriculum consists of 8 subject groups. The MYP also places great emphasis on international-mindedness, service and community as demonstrated below.



A rigorous assessment framework underpins this MYP curriculum, which is monitored by the IB Organisation using the MYP Assessment Standards. Strood Academy will need to adhere to these standards. Assessments will identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process within each subject area studied..

### **IB MYP Assessment Standards - expectations of the academy**

**Standard B1.5c:** The school has developed and implements an assessment policy that is consistent with IB expectations.

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

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

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

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

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

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

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

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

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

Assessments will take a variety of forms, both formative and summative of student work.

- **Formative assessments** are a range of formal and informal assessment procedures conducted by teachers **during the learning process** in order to modify teaching and learning activities to improve student achievement. The goal is to improve/accelerate progress, to improve learning and to help the student become a more independent learner. Examples of formative assessments include: **conferencing/discussion** where a student discusses their work with a teacher, fellow student or another adult, **reflection** where a student reviews their own or others' work (**Peer and self assessment**) work, **feedback** - WWW (What Went Well) and EBI (Even better if)..., **teacher observations** during a lesson or from completed classwork/ homework.
- **Summative assessments** conducted by teachers are used to evaluate learning at the **end of a learning process** ie. end of a unit of work. The goal is to provide a final judgement of the learning that has taken place, to identify gaps in knowledge and understanding and to help the student to improve. Examples of summative assessments: **tests, examinations, final essay or presentation**. This work is usually **marked** by a teacher and given a grade or mark. The students then reflect on their work and aim to make amendments/corrections where appropriate.

### MYP Assessment Criteria

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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 within the MYP has 4 set assessment areas called 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 Teachers will assess your child according to each of these criteria at least twice across each year.

|                                      | <b>Criterion A</b>                   | <b>Criterion B</b>                   | <b>Criterion C</b>        | <b>Criterion D</b>                           |
|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------|--|
| <b>Language and Literature</b>       | Analysing                            | Organising                           | Producing Text            | Using Language                               |
| <b>Language Acquisition</b>          | Communicating spoken and visual text | Comprehending spoken and visual text | Communication             | Using language in spoken and/or written form |
| <b>Individuals and Societies</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         |

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|                          |                        |              |               |            |
|--------------------------|------------------------|--------------|---------------|------------|
| <b>Interdisciplinary</b> | 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 **should not** “mechanically and uncritically average achievement levels over given reporting periods” (From Principles to Practice, P80)*

Teachers adopt a ‘best-fit’ model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band, the student will be awarded an achievement level that reflects the evidence they have collected. *“To inform the final achievement level in each criteria...teachers must gather evidence from a range of assessment tasks to enable them to make a professional and informed judgement” (From Principles to Practice, P92).*

*“The judgements will reflect the teachers’ professional opinion on the achievement level of each student on each criteria....teachers will analyse achievement levels of students over the course of the period or year, paying particular attention to patterns in the data (such as increasing level of performance, consistency and mitigating circumstances”(P92).* Where learners have been assessed twice or more for each criterion, teachers will use their professional judgement to ascertain the interim and End of Year (EOY) level for each criterion. Teachers will consider any mitigating circumstances, consistency and progression of understanding over the learning period for each student.

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

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|                         | Ass 1 | Ass 2 | Ass 3 | Ass 4 | Final Grade for criterion using BEST FIT |
|-------------------------|-------|-------|-------|-------|--|
| A                       | 5     | 7     | 4     | 4     | 5  |
| B                       | 2     | 3     | 4     | 4     | 4  |
| C                       | 3     | 3     | 5     | 3     | 4  |
| D                       | 2     | 4     | 3     | 3     | 3  |
|                         |       |       | Total |       | 16                                       |
| Interim/EOY grade (1-7) |       |       |       |       | 4  |

*This is calculated on the spreadsheet to make a final level for each criterion taking the **BEST FIT** level achieved (1-8)*

*This is then totalled and a interim/EOY 1-7 grade provided*

NB: 19-23 range = Grade 5  
: 15-18 range = Grade 4



| 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.   |

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|     |   |  |
|-----|---|--|
| 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** level descriptors in year 7 and **Year 2 MYP rubric** level descriptors in year 8.

Every subject will have **assessments** that takes place at least 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 but that it also meets the requirements of the academy..

Collaboration, standardisation and moderation within subject areas will be a feature of the CPD programmes and opportunities at Strood Academy and across the trust where appropriate to ensure fair and robust assessment takes place. Moreover, cross- Trust moderation will also take place for some assessments, so that overall grades are consistent.

All 4 assessment criteria will be assessed resulting in a 1 – 7 holistic grade, which will be reported to the Trust. Data from the common assessments will be collated by the 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.

### **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 Trust assessments in modules 3 and 6.

| Ability range | KS2 Band     | MYP Grade<br>(4 Criteria /32) | Target MYP Grade<br>(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 KS2 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



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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, 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

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

### Reporting Progress

For each subject group there will be an achievement level breakdown (1-8) for each of the 4 criteria (A B C D) for that subject. During the course of the academic year students will be awarded an **MYP Interim Grade** and at the end of the year a **MYP Final Grade** will be awarded based on the summative assessments that have taken place during the course of the year.

The example in Appendix 1 shows the student has an achievement level of a 5 for Criterion A, level 4 for Criterion B and a level 5 for Criterion C and D for Language and Literature. This gives a total of 19/32, which can be converted to an MYP Grade 5 using the table above. Grade 5 is out of a possible 23/32, so this highlights that there are aspects of the student’s work that could be improved. Teachers and students will be expected to review and reflect on this and take action to improve.

Students will be assessed on their learning behaviours in Terms 1,3 and 6. This will be reported home and reflected upon with guidance both with parents/carers and Staff. this will support learning conversations regarding progress and any support needed as well as recognising effective learning behaviours.

## **APPENDIX 1 - Example MYP report in term 1 & terms 3 and 6**

### **Term 1**

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| ATL grade         | Participation  | Organisation   | Application   |
|-------------------|--|--|---|
| Expected + (Exp+) | Actively participates in and contributes to lessons for the benefit of all. Expects to be challenged and shows resilience when faced with problems.  | Brings the correct equipment to all lessons or practical sessions. Consistently meets all deadlines. Care is taken over the presentation of work.                  | Effort put into work consistently reflects high levels of engagement and motivation in the subject. Continuously seeks, reflects and acts on all feedback. Shows determination in pursuit of their goals. Homework is always completed by the set deadline.                                   |
| Expected (Exp)    | Can usually be relied upon to contribute constructively in class. Is generally actively involved in pair and group work. Is prepared to face challenges and works hard to overcome any difficulties.         | Brings the correct equipment to lessons or practical sessions. Meets deadlines set. Care is taken over the presentation of work.                                   | Effort put into work usually reflects high levels of engagement and motivation in the subject. Works hard and regularly responds to feedback in order to pursue their goals. Homework is completed regularly.   |
| Expected - (Exp-) | Does not always contribute constructively in class, despite being able to do so. Does not get adequately involved in pair or group work. Is not prepared to be challenged and will often give up too quickly | The correct equipment is not always brought to lessons or practical sessions. Deadlines are not always met. Care is not always taken over the presentation of work | The quality and quantity of work is sometimes unsatisfactory and demonstrates work either having been rushed or a lack of effort having been put into it. Shows little determination in pursuit of goals. Limited reflection on and response to feedback. Completion of homework is sporadic. |

Term 1

| MYP Subject Group             | Subject   | Term 1 ATL |
|-------------------------------|-----------|------------|
| Language and Literature       | English   | EXP        |
| Mathematics                   | Maths     | EXP+       |
| Sciences                      | Science   | EXP+       |
| Individuals and Societies     | Geography | EXP+       |
|                               | History   | EXP+       |
| Arts                          | Art       |            |
|                               | Dance     | EXP        |
|                               | Drama     | EXP+       |
|                               | Music     | EXP        |
| Design                        | IT        | EXP        |
|                               | Food      |            |
|                               | DT        | EXP        |
| Physical and Health Education | PE        | EXP        |

Terms 3 & 6

| MYP Subject Group       | Subject | Target Grade | Criterion A | Criterion B | Criterion C | Criterion D | MYP Interim grade | Attitude to Learning |
|-------------------------|---------|--------------|-------------|-------------|-------------|-------------|-------------------|----------------------|
| Language and Literature | English | 5            | 5           | 4           | 5           | 5           | 5                 | EXP                  |
| Mathematics             | Maths   | 5            | 4           | 4           | 5           | 5           | 4                 | EXP                  |

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|                               |                             |   |   |   |   |   |   |      |
|-------------------------------|-----------------------------|---|---|---|---|---|---|------|
| Sciences                      | Science                     | 5 | 5 | 6 | 5 | 6 | 5 | EXP  |
| Individuals and Societies     | Geography                   | 5 | 5 | 6 | 6 | 6 | 5 | EXP+ |
|                               | History                     | 5 | 4 | 5 | 4 | 4 | 4 | EXP  |
| Language Acquisition          | Spanish                     | 5 | 6 | 6 | 6 | 6 | 6 | EXP+ |
| Arts                          | Art                         | 5 | 5 | 5 | 5 | 5 | 5 | EXP  |
|                               | Drama                       | 5 | 4 | 5 | 4 | 5 | 4 | EXP- |
|                               | Dance                       | 5 | 4 | 4 | 4 | 4 | 4 | EXP  |
|                               | Music                       | 5 | 4 | 4 | 4 | 5 | 4 | EXP+ |
| Design                        | Digital design (Computing)  | 5 | 5 | 4 | 4 | 5 | 4 | EXP- |
|                               | Food Product Design         | 5 | 5 | 5 | 5 | 5 | 5 | EXP+ |
|                               | Product Design              | 5 | 5 | 6 | 6 | 5 | 5 | EXP  |
| Physical and Health Education | Physical & Health Education | 5 | 4 | 5 | 4 | 4 | 4 | EXP+ |

#### Example of Information on Report:

##### End of Year 8 Target Grade

Students are set a target grades based on their key stage 2 data. These range from 1-7, with 7 being the highest.

##### MYP Interim Grade

Please note, as this is their first formalised MYP assessment, it is expected that your son/daughter may not reach their target grade initially. The target grade is where we would expect students to be by the end of year 8. As they become familiar with assessments, procedures and build their skills further, they will begin to meet their target grade.

##### Attitude to Learning

This is related to the students conduct in lessons and willingness to engage with classwork and homework

EXP+ - indicates a student is performing **above expected** against the student code of conduct

EXP - indicates a student is performing **as expected** against the student code of conduct

EXP- - indicates a student is performing **below expected** against the student code of conduct

##### Criterion A, B,C & D for each subject area

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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. Each criterion is assessed at least twice over the academic year for each subject

| Subject Group                 | Criterion A                          | Criterion B                          | Criterion C               | Criterion D                                  |
|-------------------------------|--------------------------------------|--------------------------------------|---------------------------|--|
| Language and Literature       | Analysing                            | Organising                           | Producing Text            | Using Language                               |
| Language Acquisition          | Communicating spoken and visual text | Comprehending spoken and visual text | Communication             | Using language in spoken and/or written form |
| 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                                   |

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

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

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|----------|--|
|          | significant gaps. Begins to demonstrate basic critical and creative thinking. Uses knowledge and skills in familiar situations but requires support in unfamiliar situations.  |
| <b>4</b> | 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.  |
| <b>5</b> | 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.                                      |
| <b>6</b> | 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.                                |
| <b>7</b> | 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. |