



Assessment, Recording and Reporting for MYP Policy



LEIGH
Academies Trust

LATEST REVIEW DATE: September 2023



Mission, Vision, Values and Ethos

Our Vision Statement:

The Halley Academy is a place of opportunity where respect, resilience, integrity and collaboration matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are proud, articulate, confident, independent learners equipped to take our place in wider society. As lifelong learners we develop our international mindedness and intercultural understanding. This is so that we are in a position to pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

Our Mission:

“Together we inspire, learn and achieve”

Our Values and Ethos:

At The Halley Academy, our values are the cornerstone of everything we do.

Respect

We expect everyone to take responsibility for their learning and be lifelong learners.

Achievement

We aspire to achieve our full potential in everything we do.

Collaboration

We enrich the experiences of all through our local, national and international partnerships. We do this by working together to achieve excellence.

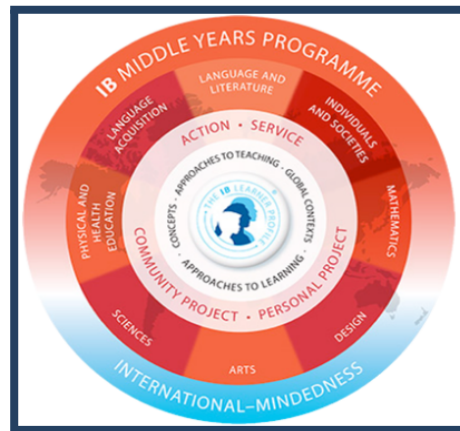
Integrity

We embrace the opportunities we are presented with to show our strong moral principles, the IB learner profile and our respect and acceptance for others.

Resilience

We empower all to develop a ‘can do’ attitude and have confidence in their ability to progress in the face of challenges.

The Halley 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. The Halley 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.

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** i.e. 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

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.

	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 **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.

	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.
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

Every subject will have **assessments** that take place at least twice per academic year. 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 the Halley 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.

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 Commitment to Learning. Communication about academic progress will predominantly take place via:

- Progress Reports
- Parent/carer evenings
- Bespoke parental communication with academic and/or Small School 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.