



The Hundred of Hoo Academy

MYP Assessment, Recording and Reporting Policy 2024-2025

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Assessment, Recording and Reporting Policy: MYP

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. Additionally, the MYP emphasizes approaches to learning (ATL) skills, fostering students' abilities to learn how to learn, 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

Standard B1.5c: The school has developed and implements an assessment policy that is consistent with IB expectations. *This policy is regularly reviewed and updated to reflect best practices in MYP assessment, ensuring alignment with IB principles and fostering consistency in assessment across all subject groups.*

Standard C4.1: Assessment at the school aligns with the requirements of the programme, ensuring that all assessments reflect MYP objectives and provide meaningful opportunities for students to demonstrate their knowledge, understanding, and skills.

Standard C4.1a: The school uses the prescribed assessment criteria for each subject group in each year of the programme. *Teachers apply these criteria consistently to ensure fair, transparent, and criterion-related assessment practices.*

Standard C4.2: The school communicates its assessment philosophy, policy, and procedures clearly to the school community, including students, parents, and staff, ensuring shared understanding and expectations. *This communication happens through reports, meetings, and learning conversations.*

Standard C4.3: The school uses a range of strategies and tools to assess student learning, including formative and summative assessments, self-assessment, peer assessment, and teacher feedback. *These diverse methods support students in developing a deep understanding of concepts and skills.*

Standard C4.5: The school has systems for recording student progress that are aligned with the assessment philosophy of the programme. *These systems ensure accuracy, transparency, and accessibility, allowing students, teachers, and parents to track progress over time.*

Standard C4.6: The school has systems for reporting student progress that align with the assessment philosophy of the programme. *Reports provide detailed information on achievement levels, strengths, areas for improvement, and next steps in learning.*

Standard C4.7: The school analyses assessment data to inform teaching and learning. *Teachers use data-driven insights to identify trends, differentiate instruction, and support student progress, ensuring that assessment drives meaningful learning experiences.*

Standard C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work. *This includes structured opportunities for self-assessment and peer assessment, allowing students to develop metacognitive skills, take ownership of their learning, and set goals for improvement. Reflection is embedded within the learning process to support continuous progress and deeper understanding.*

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	Investigating	Developing	Creating/Performing	Evaluating
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	Evaluating	Synthesising	Reflecting	

Terminology

MYP Achievement Level - the level associated with criterion A, B, C, D as featured in MYP subject guides. Each criterion can be awarded between 1-8 achievement levels spread across four bands.

MYP Grade - using the achievement levels from the four assessment criteria, the holistic grade is determined as a number /32 from which a grade from 1-7 is derived, with 7 being the highest.

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.

MYP Assessment Expectations

Teachers will use the **Year 1 MYP Rubric** in year 7 and 8 and the **Year 3 MYP Rubric** in year 9.

Every subject (or subject group) will have an interim assessment point in module 3 and a **Trust common assessment** that takes place at the end of the academic year in 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 strands of all four assessment criteria at least twice in each year of the MYP, 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 8 as this is the end of the year 1 criteria and then by the end of year 9 for the year 3 criteria. 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.

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

- **Formative assessment** strategies 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 accelerate progress, to improve learning and to help the student become a more independent learner. Examples of formative assessments include: 1-1 'live' verbal feedback (**conferencing in Primary**) where a student discusses their work with a teacher, fellow student or another adult, pupil **reflection** in their PPfP where a student reviews their own work, commenting on their strengths and areas of development, **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 given a grade or mark.

Teachers collect both formative and summative evidence throughout a unit of work. This helps them to adapt their teaching to meet the needs of students and also assists when reporting to parents, students and other stakeholders.

Trust MYP Target Grades

The table below 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 (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 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 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 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. These grades are standardised within departments and externally within Trust subject groups.

The interdisciplinary unit will also be reported home once a year in module 6 with one interdisciplinary unit being completed in each year.

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.

APPENDIX 1 - [Example MYP report](#)

Example Back of Report:

Target Grade

Students are set targets based on their Key Stage 2 SATS scores. These range from 1-7, with 7 being the highest.

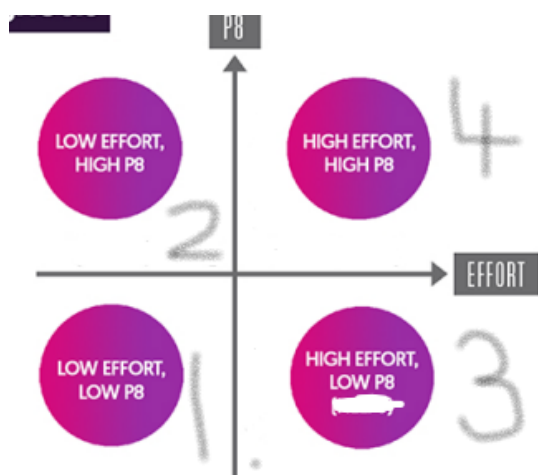
Criteria

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

Interim MYP Grade/Final MYP Grade range from 1-7, with 7 being the highest.

Attitude to Learning:

When completing our pupils' reports we use the Horsforth Quadrant to give feedback to parents about their child's Attitude to Learning and academic progress. The scores are linked to their attitude/effort and their progress.



4- High ATL - High progress

In all measures they are excellent

Their attitude to learning is strong. They are at least meeting and in some cases exceeding their target grade.

3 - High ATL - Low progress

Their attitude to learning is strong, but their performance is not matching this.

They are motivated and engaged, this is not transferring into their progress.

Targeted intervention can make a significant impact with this group.

2 - Low ATL - High progress

They may be described as coasting.

Their progress is strong/ good, but their attitude to learning is not.

They may be lacking motivation/ are disaffected; they have the potential to do much better.

Targeted mentoring can make a significant impact with this group.

1 - Low ATL - Poor progress

They are making poor progress and have a poor attitude to learning. There are significant concerns that need to be addressed with these individuals.

A group that can have a big impact on outcomes.

A bespoke plan of mentoring and intervention

Homework:

E: Exemplary

G: Good

R: Requires Improvement

C: Cause for Concern

X: Pupil has not attended lessons