Assessment, Recording and Reporting Policy

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Assessment overview

What is assessment?

"The overall purpose of assessment is to improve standards, not merely to measure them", (Ofsted).

Rationale

Assessment is the range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise students (and others) of their progress, their targets and how close the gap that might exist between their targets and level of attainment. It is an integral part of effective learning and teaching. This policy, which sets out the rationale for assessment arrangements, has been based on statutory responsibilities placed on schools, current practice and evidence from research that is commonly accepted. This policy applies across all key stages taught within the Academy including Key Stage 5. We recognise the importance of monitoring progress over time and the need to make links between the progress made by students in lessons and academic outcomes.

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.

Formative assessment examples	Summative assessment examples
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:
- 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 for
- 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' Record of Progress folders (RoP) .
- 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.

Record of Progress (RoP)

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

For further details, please refer to the 'Marking and Presentation Policy'.

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/Subject Co-ordinator** 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 academy database (as indicated on the Academy Reporting Cycle).

- It is the responsibility of the **Director of Learning/Subject Co-ordinator** to ensure that accurate data is entered into the academy database 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' Record of Progress 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 IBCP, 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.

Assessment Overview:

2023-24 Academy Reporting Cycle for Parents

Year	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
7				ATL MYP Interim		ATL MYP Final
8				ATL MYP Interim		ATL MYP Final
9				ATL MYP Interim		ATL MYP Final
10				ATL CG		ATL MG FG
11	ATL FG CG		ATL FG MG	MG FF		
12				ATL FG CG		ATL MG FG Com
13	ATL FG CG		ATL FG MG	MG FF		

Key:

CG - Current Grade (the current working grade if the student was to sit exams now)
MG - Mock Grade (the grade achieved in the recent mock exam and/or coursework, if applicable)
ATL - Attitude to Learning (please see descriptors below)
Com - Comment (staff comment to support references and/or UCAS applications)
MYP Interim - Interim MYP Grade (including criteria A, B, C, D and the overall grade)
MYP Final - Final MYP Grade (including criteria A, B, C, D and the overall grade)
FG - Forecast Grade
FF - Final Forecast Grade

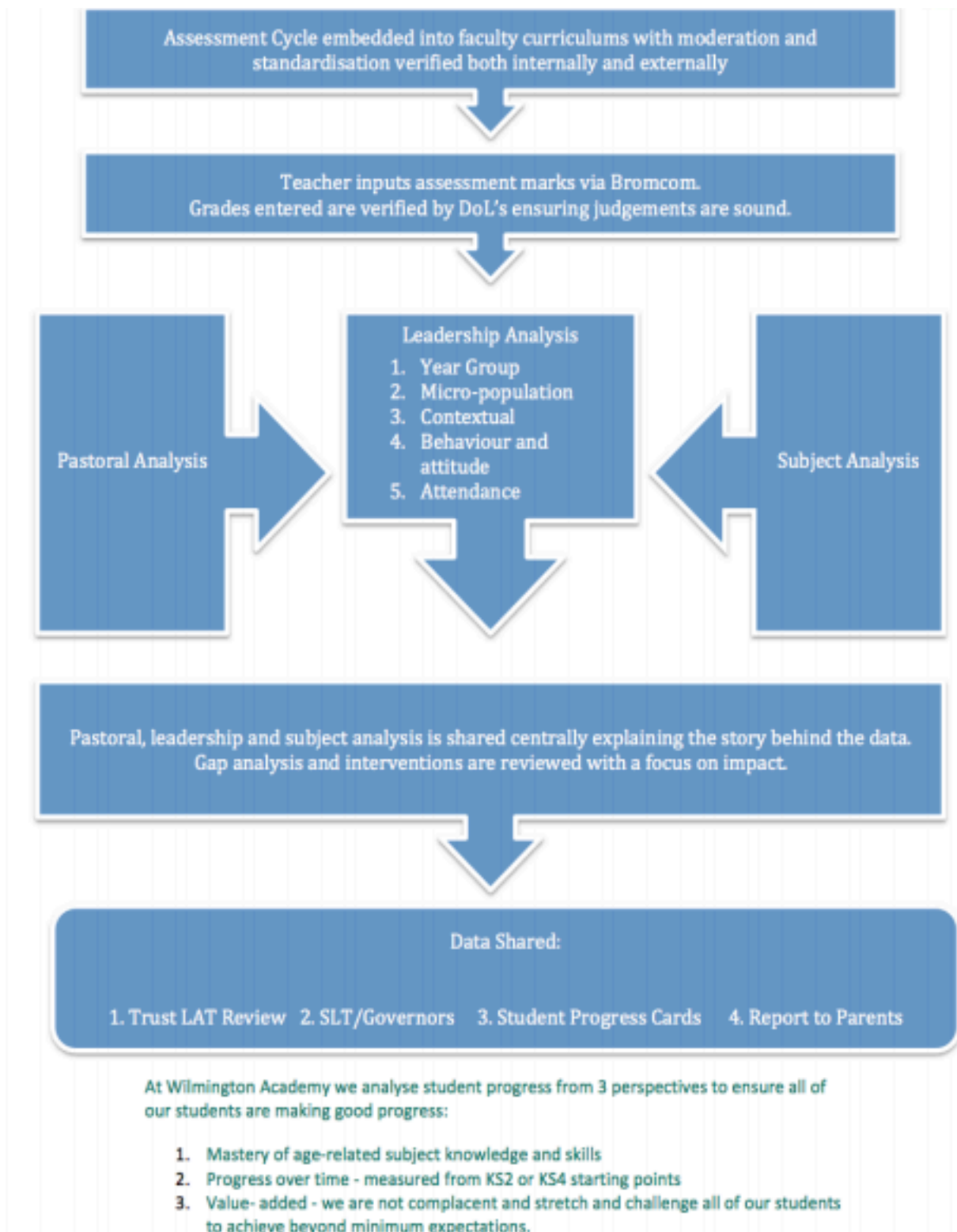**Quality Assurance processes for data collection**

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

- A Quality Assurance process is facilitated by Senior Leaders. The process ensures constant review of informal lesson observations, book scrutinies, learning walks, moderation sessions and faculty meetings.

- Moderation of assessments are conducted regularly to ensure that standardisation of grade boundaries, standards of work and expectations takes place.

- At KS3, MYP subject coordinators work across the Leigh Academies Trust 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.

- Transition - KS3 staff work alongside primary schools within the Trust to gain an understanding of standards of assessment at KS2. The benefits of this collaboration ensures an assessment pathway that is appropriately pitched for our intake.

- Baseline Data (Key Stage 2 reading, writing, numeracy) is provided to the academy from SATs assessments (reading and numeracy) and teacher assessment (writing). Due to the impact of Covid-19, 2020 and 2021 National SATs were cancelled. Wilmington Academy have conducted their own SATs baseline assessments that are directly comparable to SATs assessments and data from 2018/19.

- 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.

- A member of the Senior Leadership Team works in collaboration with other Trust Senior Leaders at various meetings and advisory groups.

- External quality assurance and validation takes place with an Academy Challenge Partner whose focus on assessment, recording and reporting and data.

- 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 Key Stages 4 and 5, past papers, mark schemes and grade guides are used.

- The Academy is a member of the PiXL (Partners in Excellence) which provides resources and assessments that inform the academy how well they are achieving against other PiXL schools (1500+) and national standards.

- We are an outward facing academy that forge links with a range of schools in the area and internationally to share best practice.

Assessment Analysis Process

This is a flow chart which explains our Academy Assessment Analysis Process. This is completed for each data capture.

Assessment opportunities are built in by subject leaders throughout the academic year. Opportunities for subject teachers to moderate are also built into the Academy calendar to ensure that data is relevant and consistent across subject areas.

Assessment Cycle embedded into faculty curriculums with moderation and standardisation verified both internally and externally

Teacher inputs assessment marks via Bromcom.
Grades entered are verified by DoL's ensuring judgements are sound.

Pastoral Analysis

Leadership Analysis
1. Year Group
2. Micro-population
3. Contextual
4. Behaviour and attitude
5. Attendance

Subject Analysis

Pastoral, leadership and subject analysis is shared centrally explaining the story behind the data.
Gap analysis and interventions are reviewed with a focus on impact.

Data Shared:

1. Trust LAT Review   2. SLT/Governors   3. Student Progress Cards   4. Report to Parents

At Wilmington Academy we analyse student progress from 3 perspectives to ensure all of our students are making good progress:

1. Mastery of age-related subject knowledge and skills
2. Progress over time - measured from KS2 or KS4 starting points
3. Value- added - we are not complacent and stretch and challenge all of our students to achieve beyond minimum expectations.

MYP Assessment, Recording and Reporting

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

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

Terminology

MYP Achievement level - the level associated with criterion A, B, C and 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 out of 32, from which a grade from 1-7 is derived (with 7 being the highest). Please note that the interdisciplinary grade is formed from three criteria and a grade from 1-7 is determined out of 24.

MYP Assessment Criteria

The MYP assessment process is a **criterion-related model.** The strengths of this model are:

- It helps teachers to clarify and express assessment expectations 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.
- Students know before even attempting the work what needs to be done to reach each level.

Each of the 8 subject groups is divided into four assessment criteria (A, B, C and D) as set out in the table below, as well as interdisciplinary learning (three criteria) 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	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 Learning	Evaluating	Synthesizing	Reflecting	

Community Project (Year 9 only)	Investigating	Planning	Taking action	Reflecting

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 (formative and summative) to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level.

Interdisciplinary learning is delivered via 'off-timetable' days and is assessed summatively via the criteria listed above. 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.'

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.
'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.'

Converting MYP Achievement levels into an MYP Grade

MYP 1-8 achievement levels are awarded for each assessment criterion, according to how well the student has demonstrated mastery of the published criteria using the teacher's professional judgement.

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.

Note: the interdisciplinary conversion differs from the information above due to only three assessment criteria forming the holistic grade from a total score of 24.

Further details for this can be found on the IBO website:
(www.ibo.org/programmes/middle-years-programme/curriculum/interdisciplinary)

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.

Start of MYP 1	MYP		DP	CP
Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement. Refer to the written and taught curriculum requirements section in this guide.	Emergent	Phase 1	Ab initio	If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left. If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.
		Phase 2	Ab initio (in rare cases) Language B SL	
	Capable	Phase 3	Language B SL	
		Phase 4	Language B SL/HL	
	Proficient	Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	
		Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL	

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

The IB and LAT expect each criterion to be summatively assessed at least twice per academic year, using all 4 assessment criteria, per subject. A grade of 1-7 is then awarded.

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

Every subject will have a Trust **common assessment** that will take place at the end of each academic year. This will be based on an agreed set of parameters determined by the LAT MYP Subject Groups to ensure cross-Trust assessment data stands up to comparison. All 4 assessment criteria will be assessed resulting in a 1-7 holistic grade. Data from the common assessments will be collated by the LAT Data Manager for cross-Trust analysis and the results shared with the intention of driving up standards and sharing good practice.

Interim MYP grades will be awarded based on academy internal assessments that are moderated by LAT MYP Subject Groups to ensure all assessments and data are accurate, consistent and robust.

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.

There is an expectation that students will aim to achieve their target grade across Key Stage 3. Age-related content will ensure the level of work is more challenging in Year 8 than in Year 7, so that progress will be demonstrated. This will continue between Year 8 and Year 9, alongside the Year 9 assessment criteria providing further challenge for this year group.

Reporting Student Progress

It is the class teacher's responsibility to enter data for their students and to monitor/put interventions in place to ensure that all students have the support/opportunities needed to achieve their targets. ***Data should not be entered by anyone other than the class teacher without the approval of the Principal or Head of College.***

Once information has been entered, it can be used to produce various internal reports and analyses as well as reports to parents/carers. It is important that information entered into the database is ***as accurate as possible and that there are no gaps. If a member of staff is absent, the subject leader must take responsibility for entering the grades.***

Throughout the academic year (as set out in the Academy Reporting Cycle) teachers are required to enter data into the academy database, which gives a snapshot of a student's current attainment, attitude to learning, whether they have met deadlines and on occasions bespoke commentary to enable students to obtain the best possible outcomes.

Evidence for current attainment should come from a range of sources. This includes work students have completed in class (written & oral), homework and assessments (both formative and summative). All teachers grade work in line with the grading system used in reports. Teachers award grades based on the MYP, GCSE, AS/A Level, IBCP or Btec grade criteria.

It is important that students understand the various grade criteria, how they can improve and that they engage in the process. Academy systems of marking and feedback, reports, progress trackers, learning conversations and parental engagement are all essential parts of this process. Tracking and interventions at faculty, college and academy level are in place to ensure that all students make good progress over time from their starting points. Feedback should include written positive comments, relating to performance against specific objectives/outcomes of the programme of study/assignment. There should also be advice on future targets and actions.

Data entry points have been carefully planned at specific points in the academic year to ensure that accurate and robust data is collected at the 'right time'. Key stage 3 has two key data points in the year in line with IB MYP expectations. This provides staff with significant periods of time to employ interventions and strategies in a holistic manner to have a clear impact on attainment and progress. KS4 and KS5 cohorts have three or four data capture points to provide all stakeholders with accurate assessment information. The rationale for the increased frequency is to support students in measuring the impact of their curriculum knowledge and identify areas of development against National Assessments.

Overall data entry points have been reduced to reduce overall workload, focusing more time on developing and implementing a broad and balanced curriculum.

Reporting Student Progress & Attitude to Learning: Parents/Carers

Parents/Carers have a range of opportunities to monitor and discuss their child's progress. Please find key occasions throughout the academic year.

Method	Commentary
Progress Report via My Child at School (MCAS)	Progress reports are distributed after every data capture throughout the academic year (as set out on the Academy Reporting Cycle). Comments/bespoke targets are provided to inform parents of progress in Key Stage 4 and 5.
Student Progress Cards	Every student in KS4 and KS5 has a personalised progress card which provides them with a holistic view of their progress in all subjects, attendance, progress and average grade compared with their KS2 starting point grade.
Parent/Carer Evenings	Parents/Carers have the opportunity to meet with subject teachers and discuss student progress. These occur periodically throughout the academic year (as set out on the Academy Reporting Cycle).
Parental Consultation meetings	Form tutors invite parents to meetings where there are concerns regarding progress.
Bespoke Parent/Carer Evening Presentations	At Parent/Carer Evenings it sometimes important to facilitate presentations that are bespoke to the year group please find examples below: Year 7 Tutor Evening Year 8/9/10 Virtual Information Evenings Year 9 Curriculum Choices (Options) Evening Year 11 Parent Information Evening P16 Parent Progress Consultation Evening/ UCAS Finance talk
Parental/Carer Inclusion Day	For students with SEN, the academy provides a bespoke review three times a year to discuss short-term targets, and bespoke needs to ensure progress.
Student Service Managers (SSMs)	Parents have the opportunity to discuss progress with SSMs from each of the three colleges on a daily basis.

Student Progress Cards

Students in KS4 and KS5 receive a personalised progress card showing current attainment grades against their target grade. They enable students to build up a picture of their attainment and progress across the academic year. The aim of these cards are to ensure students take ownership of their learning as well as provide mentors, form tutors and parents/carers to have information that supports a healthy dialogue towards achieving student potential.

Reports and Attitude to Learning Scores:

MYP
Students' progress reports are uploaded via MCAS (My Child at School) **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, attitude to learning, digital engagement and an interim/final MYP grade, in accordance with IB expectations.

The MYP assessment structure and criteria are detailed above in this policy.

Student reflection features throughout the academic year in all subjects to ensure students evaluate and take ownership of their own learning.

KS4

Current grades are formed from a broad portfolio of evidence and is judegement of how a student would perform in the qualification at that moment in time. A significant proportion will be based on the evidence contained within the record of progress (ROP) folder which contains a body of assessments as a student progresses through the course.

Mock grades are formed from the evidence provided at that moment in time on the most recent mock examination and/or coursework, if applicable. In most instances, the most recent grade boundaries will be applied to form the grade.

GCSE Grades 1-9 (9 being highest) will be used for all GCSE subjects.

Most other vocational subjects follow the BTEC grading structure of; D* (Distinction*), D (Distinction), M (Merit), P (Pass) are awarded at Level 2 and D (Distinction), M (Merit), P (Pass) at Level 1.

KS5

Current Attainment
This grade reflects the standard of all work produced up to the point of reporting.
IB Diploma Higher : H1 - H7 (H7 being the highest)
IB Diploma Standard: S1 - S7 (S7 being the highest)
IB Reflective Project: A - E
Applied General Qualifications: A* - E
Btec: Distinction*, Distinction, Merit, Pass and Below Pass
For Diploma based subjects, this equates to 2 Btec grades with combinations of the above grades.
T level: Distinction*, Distinction, Merit and Pass

Comment
For Year 12, students will be provided with comments for each subject on how to improve in that subject.

Attitude to Learning (AtL) 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.

Report Example:

Wilmington Academy Year 8 Module 6 Report 2022/23

Student Name:

Tutor Group:

Attendance: 98.86%	Number of Lates: 0
Authorised Absence: 1.14%	Unauthorised Absence: 0.00%

Total Merits: 167	Total Negative logs: 0

Subject	Attitude to Learning	Criterion A	Criterion B	Criterion C	Criterion D	MYP Overall Grade
Language & Literature	5	5	6	6	6	5
Mathematics	4	6	5	4	5	5
Sciences	5	5	5	3	4	4
Language Acquisition: French	5	7	6	7	8	7
Individuals & Societies: Geography	5	5	6	6	6	5
Individuals & Societies: History	5	8	7	6	7	7
Individuals & Societies: Re	5	7	6	3	6	5
Visual Arts: Art	4	5	5	5	5	5
Performing Arts: Drama	5	7	6	6	4	5
Performing Arts: Music	5	6	6	6	6	6
Design: ICT	5	7	7	5	5	6
Design: D&T	5	5	5	5	7	5
Physical & Health Education	5	5	5	5	5	5
Interdisciplinary Learning	5	6	6	5		5

Prior Attainment and Target Setting

MYP Target Setting Model: KS3

This table represents the **lowest target grade** that can be applied to measure student achievement and progress based on prior attainment.

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+

For example, a student entering the academy with a KS2 score of 100 is aiming to achieve an MYP grade of a 4 throughout KS3.

Assessment Analysis at KS2 for KS3 support

To ensure our data is robust, our KS3 maths and English teachers look at KS2 Question Level Analysis from the KS2 SATs, which helps to identify gaps in student knowledge on transfer to secondary school. This information is used for setting and planning purposes to ensure students get the best possible start in secondary school. In the absence of National SATs due to the impact of Covid-19, the academy has utilised an online platform to assess and calculate KS2 SAT scores called Baseline Tests. These assessments are written by SAT examiners and are based on previous SATs papers, providing directly comparable information to national data.

Spelling, reading and numeracy assessments are also undertaken by year 7 students who are significantly below expected National SAT levels. These students are provided with additional interventions and are then assessed at specific points in the year to measure their progress and the impact of the interventions.

Target Setting Model: KS4

Target grades are aspirational and are based on exceeding the national expectations provided by the Department for Education's progress 8 model. The target is calculated based on the validated 2022 estimates (rounded to the nearest whole grade).

Target Setting Model: KS5

KS5 targets are aspirational and are based on exceeding national expectations. Targets are formed utilising the 2019 validated subject lookup which uses average point scores at GCSE against estimated average level 3 value added scores at key stage 5.