

Assessment, Recording and Reporting Policy



Leigh
Stationers' Academy

2025-26

Document Title:	Assessment, Recording and Reporting Policy
Policy Status:	APPROVED
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Approved by:	Mr Sparks, Principal
Date of Issue:	September 2025
Date of Review:	August 2026

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Vision: A community where no student is left behind.

We are united by the belief that every young person should feel known, valued, and supported to succeed - academically, socially, and personally.

Mission

At Leigh Stationers' Academy, we develop principled, knowledgeable, and ambitious learners who contribute to their communities and the wider world. Rooted in the values of the International Baccalaureate, we empower students to strive for academic excellence, nurture their wellbeing, and embrace diversity. Through our distinctive college model and inclusive culture, every young person should feel known, valued, and supported to succeed - academically, socially, and personally, ready for life beyond school.

Values – The LSA Way

Our values define who we are and how we work:

- Leadership – We develop confident, principled students who act with integrity, take initiative, and contribute positively to their community.
- Scholarship – We nurture curiosity, independence and a love of learning that lasts a lifetime. Our students develop the habits of lifelong learners who think critically, reflect deeply, and seek to understand the world.
- Achievement – We believe every student can succeed and we support them to realise their personal, academic and future goals.

Rationale

In the International Baccalaureate Organisation's Academic Integrity Policy (2019, p. 3), the IB emphasises the crucial role of assessment in supporting student learning and informing teaching practice. The IB states that "Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work." (IBO 2023)

Aligned with these principles, our Assessment Recording and Reporting Policy reflects our commitment to providing timely, meaningful, and actionable feedback that empowers both students and teachers. It forms an essential part of our pedagogical approach, supporting our goal of nurturing reflective learners who understand their strengths and areas for development.

By establishing clear and consistent procedures for recording and reporting assessment data, our teachers, students, and parents can actively engage in the learning process. This transparency creates a shared understanding of learning goals, progress, and areas requiring attention, promoting a culture of continuous improvement and student agency.

In the International Baccalaureate, assessment is viewed as an ongoing process that informs instruction and celebrates student growth. At Leigh Stationers' Academy, effective assessment recording and reporting is the responsibility of all staff. This includes classroom teachers, subject leaders, learning support staff, and support staff.

In shaping our academy's Assessment Recording and Reporting Policy, we aim to create a learning environment that reflects the IB Learner Profile, enabling students to become self-aware learners who understand their progress and take ownership of their learning journey. We encourage our students to be:

- Reflective – thoughtfully considering their own learning and experience.
- Communicators – who understand and express ideas and information confidently and creatively.
- Knowledgeable – exploring concepts, ideas and issues that have local and global significance.

Definitions

Communication Skills	Engaging with written and verbal feedback helps students understand their progress and how to improve, supporting effective communication.
Conceptual Understanding	MYP assessment promotes deep understanding by focusing on key concepts rather than simply recalling facts.
Inquiry-Based Learning	Assessment in the MYP encourages students to ask questions, explore ideas, and develop critical thinking through concept-driven inquiry.
International Mindedness	Assessment supports the development of intercultural understanding and respect, which are central to international mindedness in the MYP.
MYP Achievement Level	Each subject criterion (A–D) is assessed on a scale from 1 to 8. These levels reflect student performance against descriptors in subject guides.
MYP Grade	A total out of 32 is calculated from the four criteria, then converted to a final grade from 1 to 7, with 7 being the highest.
Research Skills	Awareness of assessment criteria helps students focus their research and gather relevant information aligned to learning goals and standards.
Self-Management Skills	Understanding deadlines, criteria, and feedback enables students to plan effectively, meet expectations, and develop resilience.

Social Skills	Clear assessment and reporting processes support collaborative learning and strengthen students' ability to work effectively with others.
Thinking Skills	Engaging with assessment feedback encourages reflection, metacognition, and the development of higher-order thinking skills.

Philosophy

Leigh Stationers' Academy's Assessment Recording and Reporting Policy is grounded in the IB Middle Years Programme (MYP) philosophy, which aims to develop inquiring, knowledgeable, and caring young people who contribute to creating a better and more peaceful world through intercultural understanding and respect.

This philosophy is reflected in the policy in several key ways:

- **Inquiry-based learning:** The MYP's emphasis on inquiry is supported by our assessment practices, which encourage students to explore concepts and develop critical thinking skills. Assessment tasks are designed to promote investigation and problem-solving, rather than rote memorisation. For example, the use of GRASPS tasks and the focus on applying knowledge in real-life contexts directly align with inquiry-based learning.
- **Conceptual understanding:** The policy promotes assessments that go beyond factual recall and focus on understanding key concepts. The assessment criteria in each subject group require students to demonstrate their understanding of concepts and apply them in different contexts. This is further reinforced by the MYP's focus on "Concepts – big ideas" and "Learning in context."
- **International mindedness:** While not always assessed, international mindedness is fostered through the development of intercultural understanding and respect, which is a core tenet of the MYP. Our assessment practices encourage students to consider diverse perspectives and to reflect on the global significance of their learning. This is evident in the MYP's emphasis on "International-mindedness" and "Global contexts."

By aligning our assessment practices with these core IB principles, we aim to create students who are not only academically successful but also globally aware and responsible citizens.

This Assessment Recording and Reporting Policy directly supports the development of the IB Learner Profile attributes. By emphasising inquiry-based learning, we encourage students to be **inquirers** and **knowledgeable**. The focus on conceptual understanding creates **thinkers**. Clear communication of assessment criteria and feedback develops **communicators**. By promoting self-reflection and ownership of learning, we encourage students to be **reflective** and **principled** in their academic work.

This Assessment, Recording, and Reporting Policy is also designed to uphold the highest standards of academic integrity. It should be read in conjunction with the **Academic Integrity Policy**, particularly regarding the definitions of academic misconduct and the consequences of violating academic integrity in assessment tasks, which provides detailed guidelines on academic honesty and misconduct. All assessment practices aim to promote authentic work and discourage plagiarism, collusion, and other forms of academic dishonesty, as defined in the Academic Integrity Policy.

This Assessment, Recording, and Reporting Policy is underpinned by the school's commitment to inclusion, as detailed in the **Inclusion Policy**. Assessment practices will be designed and implemented to ensure that all students, regardless of their individual needs or learning differences, have equitable opportunities to demonstrate their learning. This includes providing differentiated assessment tasks and accommodations as outlined in the Inclusion Policy to meet the diverse needs of learners.

Formative Assessment

Assessment tasks will be designed to promote original thinking and the application of knowledge, thereby reducing the risk of plagiarism. Teachers will provide clear guidance on referencing and citing sources, in line with the Academic Integrity Policy, to ensure students understand how to acknowledge the work of others.

Teachers will use a range of assessment for learning strategies to monitor student progress at key points in each lesson. These strategies will support responsive teaching and should inform both in-lesson decisions and the feedforward process.

Student-led assessment, including self- and peer-assessment, is recognised as a valuable form of feedback. To enable students to provide meaningful strengths and targets for themselves and others, they must have a clear understanding of the assessment objectives or criteria. Teachers should provide checklists or success criteria to support this process. Before completing any self- or peer-assessment activity, students should have engaged with high-quality modelling and discussion around what successful work looks like.

At assessment points involving self- or peer-assessment, students will often identify strengths (WWW – What Went Well) and area(s) for improvement (EBI – Even Better If). These responses should be recorded using a green pen. Teachers must review the feedback provided by students and use it to inform a green pen review lesson and subsequent feedforward planning. Teacher oversight is essential to ensure the quality and accuracy of student-led feedback.

Our feedback practices support the development of reflective learners by encouraging students to evaluate their strengths and areas for growth (Approaches to Learning: Thinking – Reflection). All assessments, whether teacher-marked or pupil-assessed, must be stored in the Record of Progress folders.

Summative Assessment

MYP Assessment Criteria

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

- Students know what needs to be done to reach each level before even attempting the work.
- It helps teachers to clarify 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 level descriptors of the criteria.

Each of the eight 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, 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 impact of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Evaluating	Synthesising	Reflecting	

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.
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MYP Summative Assessment Expectations

Teachers are responsible for designing assessments that promote academic integrity and for educating students on proper citation and referencing techniques, as detailed in the Academic Integrity Policy. Assessment tasks will be differentiated to accommodate the diverse learning needs of students, as outlined in the Inclusion Policy. This may include providing alternative formats, extended time, or modified task requirements to ensure all students can access and demonstrate their learning. For students with SEND, or EAL needs, as identified in the Inclusion Policy, assessment accommodations will be provided in accordance with their individual learning plans or Education, Health and Care Plans (EHCPs). These accommodations will be designed to remove barriers to assessment while maintaining the rigour of learning expectations.

Students are responsible for completing all assessment tasks with honesty and integrity, adhering to the guidelines on academic misconduct outlined in the Academic Integrity Policy.

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

MYP assessments are designed to check progress in relation to these criteria, using the guidance provided in the subject-specific guides. GRASPS task structures should be used for designing these. These are completed independently by children, where appropriate, in exam conditions.

All four assessment criteria will be assessed at least twice a year, resulting in a 1–7 holistic grade, which will be reported to parents and pupils. Data from the assessments will be collated for analysis, and the results shared with the intention of driving up standards and sharing good practice.

Students are expected to work towards achieving their target grade in Years 7, 8, and 9. As content becomes increasingly age-appropriate and challenging each year, with Year 9 more demanding than Year 8, and Year 8 more so than Year 7, progress will be demonstrated through the increasing complexity of work.

MYP Summative Assessment - Standardisation and Moderation

Standardisation and moderation will be a feature of the CPD programmes at the academy to ensure that fair and robust assessments take place. Moreover, cross-Leigh Academy Trust moderation will also take place for common assessments.

MYP Summative Assessment - Feedback to Pupils

Feedback on student work will not only focus on the quality of learning but also on the adherence to academic integrity principles. Teachers will provide specific guidance on areas where referencing or attribution needs improvement, thereby reinforcing the expectations outlined in the Academic Integrity Policy.

The way teacher feedback for assessments is delivered is flexible and can be conveyed through individual comments, coded marking, or whole-class feedback. The individual comments should identify strengths and targets for each pupil, indicated on their work, using a purple pen. For coded marking, the teacher should indicate codes at appropriate points in student work that correspond to feedback linked to success criteria or assessment objectives. For whole class feedback, no written comments on student work are necessary (unless awarding a raw mark), but whole class strengths and targets are collated as the teacher reads all student work, and these are addressed in green pen review lessons.

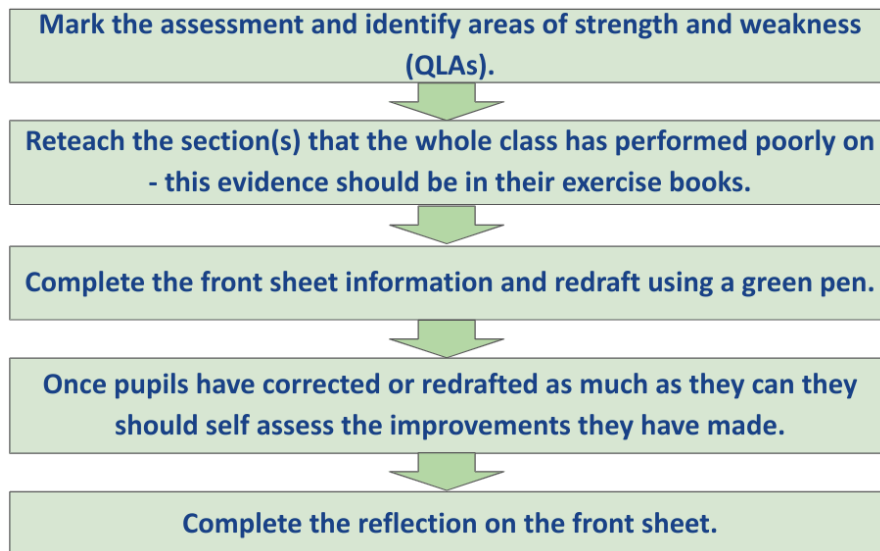
Green Pen Review Lessons

Green Pen Review lessons ensure that feedback from marking directly informs teacher planning. These lessons provide structured opportunities for high-quality verbal feedback and targeted instruction to help students improve. Teachers have

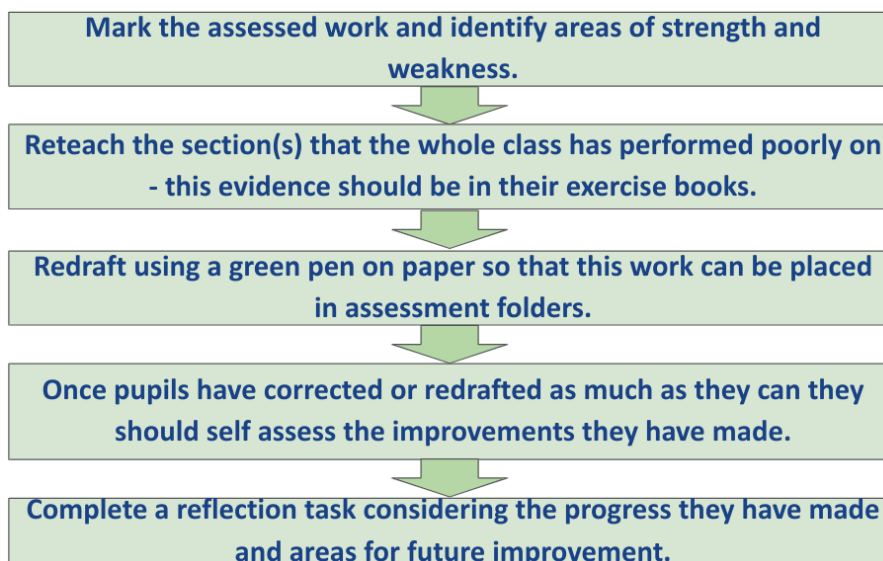
the flexibility to use whole-class, self-, and peer-assessment to address misconceptions and areas for development across the class.

The flowcharts below illustrate how the assessment cycle identifies gaps in learning and ensures they are promptly addressed through responsive planning and opportunities for students to act on the feedback provided. These procedures must be followed to implement an effective assessment cycle that drives pupil progress.

Data-driven instruction: the green pen review process for summative assessments:



Data-driven instruction: the green pen review process for other assessment points:



The feedforward process should go beyond the Green Pen Review Process, as teachers will have planned for further input of content/skills that are necessary for students to improve their work. The implementation of these needs to be timely and appropriate for teachers and students; it may be immediately after the assessment point, or planned for a later point in the year when it is more pertinent to revisit this topic. Opportunities for students to act on this feedback must be embedded, for example, a whole lesson may be planned to reteach with further input, or a range of short activities to master the skills of opportunities to bridge gaps may be used across lessons as a series of starters, plenaries or independent learning tasks.

Any task completed in books that has taken place as a result of the Green Pen Review Process will be indicated in the books by students using a green pen.

In order to 'close the loop', teachers ensure in their feedforward planning that they provide opportunities for students to assess their progress against clear success criteria or targets. Students may do this using the reflection task that completes the Green Pen Review Process.

MYP Target Grades

This table represents the way target grades are set based on pupils' KS2 start points:

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 4 throughout key stage 3. The third column in the table is intended to assist with the identification of the most able students within each ability band. Exceptional students may be distinguished by the almost perfect marks achieved in their MYP assessments.

Reporting Cycle

Students will receive a progress report at least twice a year to provide stakeholders with a clear understanding of how well students are performing 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 will be reported in module 6 for each subject group in accordance with IB expectations.

Communication about academic progress will predominantly take place via:

- Progress reports
- Parent/carers evenings
- Bespoke parental communication with academic and/or pastoral teams

Where necessary, recording and reporting methods will be adapted to provide clear and accessible information to students with SEND and their parents/carers, in line with the principles of the Inclusion Policy. This may involve using alternative reporting formats or providing additional explanatory information to ensure effective communication of student progress.

Rights and Responsibilities of the School Community

Stakeholder	Rights	Responsibilities
Students	<ul style="list-style-type: none">• Access clear success criteria and expectations.• Receive timely, actionable feedback.• Be assessed fairly and inclusively.• Reflect and respond to feedback.	<ul style="list-style-type: none">• Complete tasks honestly and with integrity.• Use feedback to improve learning.• Participate in peer and self-assessment.
Teachers	<ul style="list-style-type: none">• Access relevant CPD on assessment.• Time and support for planning, moderation, and feedback.• Reliable data to inform teaching.	<ul style="list-style-type: none">• Design assessments aligned with MYP criteria.• Provide meaningful, regular feedback.• Support students in understanding criteria and reflecting on progress.
Parents/ Carers	<ul style="list-style-type: none">• Clear, accessible reports.• Opportunities to discuss progress.• Guidance on understanding the MYP grading system.	<ul style="list-style-type: none">• Engage with reports and feedback.• Support children in acting on feedback.• Communicate concerns with staff.
Leaders and School	<ul style="list-style-type: none">• Ensure IB and statutory alignment.• Oversee consistent, inclusive assessment practice.	<ul style="list-style-type: none">• Provide systems, time, and oversight for high-quality assessment, moderation, and reporting.

Alignment with Other IB Policies

LSA's Assessment Policy works in alignment with the core IB policies to ensure that assessment supports inclusion, access, language development, and academic integrity across the MYP. The following connections are central to our approach:

Inclusion Policy

Assessment is designed to be equitable and accessible for all learners. Tasks are differentiated and accommodations are provided in line with individual learning needs, as detailed in the Inclusion Policy. This includes modified formats, extended time, and alternative modes of response. Assessment data also informs personalised support planning and provision.

Language Policy

Assessment practices consider students' language profiles and proficiency levels. Teachers adapt assessment language, provide scaffolding, and use multimodal approaches to ensure all students can demonstrate their understanding. Assessment feedback is also used to develop students' academic language and subject-specific vocabulary.

Academic Integrity Policy

Assessment design and practice promote a culture of ethical academic behaviour. Students are explicitly taught how to reference sources, avoid plagiarism, and engage in original thinking. Assessment conditions and teacher feedback reinforce the expectations outlined in the Academic Integrity Policy.

Access and Admissions Policy

Assessment information supports transition and placement decisions. Baseline assessments and prior attainment data guide initial curriculum access and target-setting. Students with identified access needs are supported through assessment arrangements from the outset, ensuring fairness and continuity in their learning journey.

Review Process

This policy was developed by a committee consisting of a diverse group of staff representing different areas of the school. Members include the MYP Coordinator, Digital Literacy Lead, Teaching and Learning Lead, the MYP Steering Committee (comprising MYP Subject Leaders), a student voice panel, a link governor, and parents.

The MYP Coordinator will ensure that staff are briefed on this policy at the beginning of the academic year.

A full review of this policy will take place in May 2026. It will be reviewed to ensure its alignment with the school's Academic Integrity Policy and to adapt assessment practices to minimise the risk of academic misconduct. This policy will also be reviewed regularly to ensure its alignment with the school's Inclusion Policy and to promote ongoing improvement in inclusive assessment practices.

Appendices

Compliance IB Programme Standards and Practices (PSP)

This policy is aligned with the following IB Standards and Practices (2020):

Standard: Leadership and governance (0201)

- Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
- Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)
- Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance.
- MYP 1 (if applicable): The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0221)

Standard: Student support (0202)

- Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
- Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration.
- MYP 1 (if applicable): The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0521)

Standard: Culture through policy implementation (0301)

- Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)
- Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)
- Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
- Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
- Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Standard: Designing a coherent curriculum (0401)

- Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
- Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
- Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200) (Note: Reporting is a key aspect of assessment. The MYP policy draft details the reporting cycle and content).
- Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
- Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

- MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121) (Note: The MYP policy draft specifies the use of four assessment criteria A, B, C, D for each subject group and describes how achievement levels for these criteria are used).
- Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
- Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)
- Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)
- Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
- MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121) (Note: The MYP policy draft mentions collaboration, standardisation, and moderation as features of CPD and cross-Trust moderation for common assessments).
- Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
- Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)
- Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)
- Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)
- Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)
- MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121) (Note: These projects are key culminating assessments in the MYP).

ATL Skills Connected to Assessment, Recording and Reporting

Approaches to Learning (ATL) skills are fundamental to the MYP and are intrinsically linked to effective assessment, recording, and reporting practices. By explicitly developing and applying ATL skills, students not only enhance their academic performance but also learn essential life skills that will serve them beyond the classroom.

The following ATL skills are connected to our Assessment, Recording, and Reporting Policy:

- **Self-management skills (Organisation):** By understanding the assessment criteria, deadlines, and reporting timelines, students develop organisational skills that enable them to plan their learning effectively and engage meaningfully with feedback. This proactive approach supports a transparent and well-managed assessment process.
- **Self-management skills (Affective):** Reflecting on their assessment results and the feedback provided encourages students to develop resilience and manage their learning. Understanding how their progress is recorded and reported helps them to set realistic goals and take ownership of their learning journey whilst also encouraging them to be balanced in their approach to learning and well-being
- **Thinking skills (Reflection):** The process of receiving and understanding assessment feedback promotes metacognition and self-reflection. Students are encouraged to analyse their strengths and areas for growth based on the recorded assessment data, leading to more targeted learning strategies.
- **Communication skills (Listening):** Actively listening to feedback from teachers, whether written or verbal, is crucial for students to understand their progress and how to improve. Clear and comprehensive reporting facilitates this active listening and comprehension.
- **Communication skills (Presenting):** When students understand how their learning is documented and presented in reports, they are better equipped to discuss their progress with teachers and parents, fostering open and productive dialogue about their learning journey.
- **Social skills (Collaboration):** While assessment often focuses on individual learning, understanding the recording and reporting processes can enhance collaborative learning. Students can learn from how their peers have demonstrated understanding and responded to feedback, contributing to a shared understanding of assessment expectations.
- **Research skills (Information Literacy):** Understanding the criteria against which their work is assessed empowers students to research and gather information more effectively, aligning their efforts with the learning objectives and assessment standards. Clear reporting helps them see the connection between their research and their demonstrated understanding and develop inquirers who can locate, organise, analyse, evaluate, synthesise, and ethically use information.

Example MYP Report

IB MYP Target Grade	5
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Subject	Commitment to Learning	Criterion A	Criterion B	Criterion C	Criterion D	MYP Grade
IB Language & Literature		Analysing	Organising	Producing texts	Using language	Overall Grade
English	B	6	4	5	5	5
IB Language Acquisition*		Listening	Reading	Speaking	Writing	Overall Grade
Spanish	A	4	4	4	4	4
IB Individuals & Societies		Knowing and understanding	Investigating	Communicating	Thinking critically	Overall Grade
Geography	B	5	5	6	5	5
History	A	5	4	6	5	5
RE	B	3	3	4	3	3
IB Science		Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science	Overall Grade
Science	B	5	4	3	4	4
IB Mathematics		Knowing and understanding	Investigating patterns	Communicating	Applying mathematics	Overall Grade
Mathematics	A	5	4	3	1	3
IB Arts		Knowing and understanding	Developing ideas	Creating/ Performing	Evaluating	Overall Grade
Art	A	4	4	4	4	4
Drama	B	4	4	3	3	3
Music	B	3	3	4	2	3
IB Physical & Health Education (PHE)		Knowing and understanding	Planning for performance	Applying and performing	Reflecting & improving	Overall Grade
PE	B	5	1	5	4	4

IB Design		Inquiring and analysing	Developing ideas	Creating the solution	Evaluating	Overall Grade
Computing	B	3	3	3	3	3
DT	B	4	4	4	4	4

*Year 7 students are in phase one of Language Acquisition study. If you have any queries with this report, please contact your child's tutor in the first instance.

Your Child's Report

Commitment to Learning Scores:	As an IB World School we value the attributes of the IB Learner Profile as a way to empower learners to become more responsible members of our school community and demonstrate increased effectiveness in their learning. The attributes of the Learner Profile nurture curiosity through inquiry, enhanced knowledge and the ability to think critically and creatively. The Learner Profile builds open-mindedness and integrity, develops communication and reflective skills, brings awareness to the importance of achieving intellectual, physical and emotional balance while growing compassion, respect and empathy. We expect our students to have high expectations of themselves and our commitment to learning scores indicate how well your child is behaving and engaging in learning. Definitions of these can be found below.
Target Grade	This is the grade we would expect your child to achieve at the end of Key Stage 3 based on their performance in Key Stage 2 SATs. It is important that this grade is not seen as the final grade they can achieve but rather as a benchmark that should motivate your child to achieve and surpass it.
Criterion	Each subject has its own criterion against which students are assessed against and can be found in the table above. These criteria assess the necessary knowledge and skills that are required to become a subject expert. Each assessment criterion (A, B, C, and D) is graded on a 1–8 scale (8 being the highest). Teachers will take a holistic approach, gathering evidence from a range of assessment tasks and work produced up to the respective reporting point in either Module 3 or Module 6. A best-fit judgement for each criterion is then made using the subject specific assessment rubric. The table above represents a summarised overview of the criteria for each subject. For more guidance on what the score for the criterion means you can find these on the specific assessment rubrics which are found here .
MYP Grade	The grades awarded for the four criteria are added together to give an achievement level out of a total of 32. This total out of 32 is then converted into a final MYP grade on a 1–7 scale (7 being the highest). The conversion table can be found here .

Commitment to Learning Indicators

Score: A Outstanding Learner	Score: B Active Learner	Score: C Passive Learner	Score: D Urgent Improvement
This student takes pride in their learning and takes responsibility for their progress. They always go the extra mile and embrace learning opportunities.	This student enjoys learning and will try their best. They take responsibility for their progress and work hard at all times. These students enjoy learning but at times need to challenge themselves further.	This student will try to learn but focus in lessons is inconsistent. They can be easily distracted and will not try their best. They are sometimes committed to their learning and want to do well but are inconsistent with their effort in learning.	This student's attitude and commitment to learning is currently below acceptable standards. This student doesn't show much interest in their learning and often distracts others. They are not doing their best and are not really trying to do better.

Works Cited

International Baccalaureate Organization (2019) IB academic integrity policy. Available at: <https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf> (Accessed: 12 May 2025).

International Baccalaureate Organization (2020) IB Programme standards and practices. Geneva: International Baccalaureate Organization.