



MASCALLS ACADEMY

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Dear Parent/Carer

RE: Assessment and Reporting Arrangements for 2019-20

With the new year now in full swing it is important to inform you of the information you can expect to receive about your son or daughter's progress this academic year.

You will receive reports about your son/daughter's overall progress three times a year, at the end of Semesters two, four and six. Students in Yr7, 8, 10 and 12 will receive Knowledge Organisers at the beginning of every semester in every subject as part of their learning strategy. They represent the knowledge that you need for later learning to make sense, in essence a 'core knowledge' taken directly from the curriculum. Knowledge Organiser results will be shared with parents at the end of each Semester as a percentage. We ask that all students aspire to achieving 80% at the end of Semester Knowledge Organiser assessments. All of these results should be made available via the SIMs Learning Gateway.

The SIMS Learning Gateway

It is important that you log into your SIMs account via the school website. Inactivity causes accounts to reset. If you have problems logging into SIMs please contact reception **via email** and your query will be passed to the appropriate member of staff, reception@mascallsacademy.org.uk.

How do I know my son/daughter is making progress?

Targets

Mascalls set targets for the end of each year based on the results of the Key Stage 2 SATs taken in primary school. We establish the Grade that is most likely to be achieved at the end of Key Stage 4 (Year 11) from National Data and add one on based on the principle that we expect all of our students to outperform the national average, please see the following example:

KS2 Scaled Score (from Primary school) - 100 Most likely GCSE Grade - 4 Mascalls Target - 5

What should I look for?

For the duration of each academic year we would expect that your son/daughter's Interim and Final Grades are no more than one Grade away [below] from their target. If a student exceeds the target consistently, we will raise the Target Grade upwards, we will not lower a target. If your son or daughter is one below their target, they are on track to achieve in line with national average. If your son or daughter is meeting or exceeding their target they are on track to exceed national average progress.



Throughout the year and at the end of an academic year student progress is analysed and if a consistent increase or decrease occurs academic sets are reviewed and can result in a change within the core subjects. These are considered carefully to ensure your son/ daughter is accessing the most appropriate curriculum for their level for optimum success

IB Middle Years Programme Assessment guidance - Year 7 and 8

You will receive reports about your son/daughter's overall progress three times a year, at the end of Semesters two, four (MYP interim Grade, explained later) and six (MYP Final Grade, explained later).

What is the MYP?

All secondary academies within Leigh Academies Trust align their educational beliefs and values to reflect the IB Middle Years Programme philosophy. This is to develop inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect.

The Middle Years Programme (MYP) is designed to teach students in Key Stage 3 to become independent learners, who can discover the links between subjects and the real world. The MYP emphasises the study of eight subject groups:

- Language Acquisition
- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design



The MYP places great emphasis on international-mindedness, interdisciplinary learning and service to others. The programme also offers opportunities to be actively involved in the community and promotes environmental responsibility in an ever changing world.

How will my child be assessed?

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

- **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 and accelerate progress, to improve learning and to help the student become a more independent learner. Examples of formative assessments include: **conferencing** where a student discusses their work with a teacher, fellow student or another adult, **reflection** where a student reviews their own work, **feedback** - WWW (What Went Well) and EBI (Even Better If), **teacher observations** during a lesson or from completed classwork/ homework.
- **Summative assessments** conducted by teachers are used to evaluate learning at the **end of a learning process** ie. end of a unit of work. The goal is to provide a final judgement of the learning that has taken place, to identify gaps in knowledge and understanding and to help the student to improve. Examples of summative assessments: tests, examinations, final essay or presentation. This work is usually 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. Each subject group within the MYP has 4 set assessment areas called **criteria (A B C D)** which are subject specific. This helps students to develop the knowledge and skills they need to be successful in each subject group. These skills are often transferable to other subject groups and aspects of learning.

Teachers will assess your child according to each of these criteria at least twice across each year.

What do the MYP assessment criteria look like?

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.

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Subject Group	Analysing	Organising	Producing Text	Using Language
Language and Literature	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form
Language Acquisition	Knowing and understanding	Investigating	Communicating	Thinking critically
Individuals and Societies	Knowing and understanding	Developing skills	Thinking creatively	Responding
Arts	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Design	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Mathematics	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Sciences	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Physical and Health Education	Disciplinary grounding	Synthesising	Communicating	Reflecting

As the table above shows, the MYP has a clear set of assessment criteria for each subject group. Having clear criteria is very helpful as students will know what the learning expectations are for a particular **level of achievement** before attempting an assignment. As a result, your child will be able to monitor their own progress. The criteria also support teachers to clarify expectations to students and can shape lessons to ensure your child meets the assessment.

Each criterion has eight **achievement levels**. These are added together to give an **achievement level** out of a total of 32.

Converting MYP Achievement levels into an MYP Grade

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. Achievement levels for the four criteria are added together creating a total number out of 32. Using the table below, this is converted to an **MYP Grade** from 1-7 with 7 being the highest. This table describes in broad terms what a student can do.

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.

Reporting Progress

Parents/carers will receive a report that shows their child's progress for each subject group at published times during the course of the academic year. For each subject group there will be an achievement level breakdown (1-8) of the 4 criteria (A B C D) for that subject.

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

MYP Subject Group		Target	Criterion A	Criterion B	Criterion C	Criterion D	MYP interim grade
Language and literature	English	5	5	4	5	5	5

During the course of the academic year students will be awarded an **MYP Interim Grade** and at the end of the year a **MYP Final Grade** will be awarded based on the summative assessments that have taken place during the course of the year.

I hope that you find this information useful. If you have any queries throughout the year, please contact your son/daughter's College team in the first instance.

Yours faithfully



Mr W Monk
Principal