



MASCALLS ACADEMY

Academic Excellence  
Character | Culture

## Mascalls Assessment Policy

Version 2

Updated September 2023

### Information for Staff at Mascalls Academy

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## 1:1 Principles of Assessment

At Mascalls Academy we believe that assessment:

...supports teaching and promotes learning

- *Pre-Planned*
- *Demonstrate high expectations – defined by challenging success criteria*
- **Use of regular, low stakes assessment to test acquisition of knowledge**
- *Feedback that requires student response*
- **Informs teaching/development of schemes**

.....closes the gap between current and expected learning

- *Analyse assessments and act*
- **Interventions should occur close to the event**
- **Build in time for re-teaching at individual or class level**
- *Build in time for response to feedback*

...is meaningful and manageable

- *Right data, right time*
- **Subject and age appropriate**
- *Smart approach to marking and feedback – makes students think/work harder*

...raises aspiration and encourage pupils to work hard

- *Targets at the higher end of achievable*
- **Demonstrate high expectations** – defined by challenging success criteria

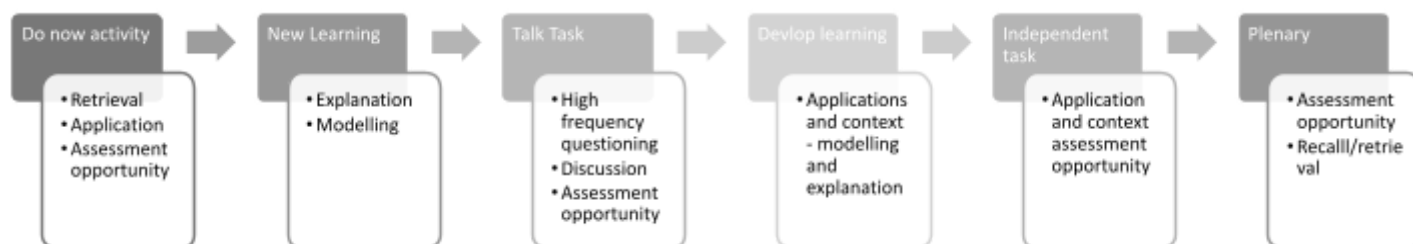
The academy's assessment policy and framework is interwoven around its approaches to teaching and learning. Assessment provides all stakeholders with the resources and mechanisms for students to make explicit links to the knowledge being taught, ensuring there is a depth and quality to all learning opportunities. Summative assessment methods may differ slightly depending on the student's curriculum, however, the principles of assessment are evident throughout. The type, frequency and quality of assessment feedback is crucial to a child's development. The frequency of assessments must be undertaken in line with the academy's feedback policy.


## 2.1 Assessment in Practise

At Mascalls Academy students are assessed summatively at the end of topics, units and semesters, formatively throughout lessons and also at the end of topics, units and semesters. Knowledge and application are assessed and the outcome of each assessment drives teaching and learning forward through the characteristics described below.

Assessment at Mascalls builds in capacity to test knowledge and application cumulatively ensuring that previously learned knowledge and application are repeatedly assessed. Within lessons a high frequency of recall and retrieval questions ensure that students are constantly monitored for knowledge and understanding, the use of regular, low stakes testing as starters or plenaries reinforces this alongside a variety of discussion and questioning strategies. Questioning and tasks ensure that students have the opportunity to retrieve and apply knowledge within a variety of contexts.

How highly effective assessment may look within a typical lesson



 Increasingly higher quality of assessment	Assessment for Learning	Assessment of Learning	Assessment for Teaching	Assessment Focus
	Personalised feedback & DIT	Frequent, analysed & acted on	Improves teaching	Closing the gap
	Includes challenging success criteria	Pre-planned	Improves schemes of learning	Defines curriculum excellence
	Comments based	Common & cumulative	Helps teacher improve	Consistency
	Tick & flick	Individual (to the teacher) & inconsistent	Largely ignored	Afterthought

## 2.2 Grades, Grade collection and Outcomes

Grading is an important part of providing students and other stakeholders with a clear, quantifiable measure of current progress against a course specification. In line with Leigh Academies Trust assessment principles and definitions, the academy define's student grading as the following:

Current Grade - The grade achieved in assessing cumulative learning to date. The grade is awarded based only on the content covered so far in line with the course's specification.

*Evidence can include: Mock Examinations, cumulative assessment results, classwork and homework.*

Forecasted Grade - The grade likely to be achieved at the end of the course as a result of the teacher's professional judgement.

*Evidence can include: Current grade, teacher knowledge of the curriculum/syllabus and forthcoming course specification end points.*

	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODUL E 5	MODULE 6
2023-24	29 Aug - 20 October 2023	6 Nov - 15 December 2023	2 Jan - 9 Feb 2024	19 Feb - 28 March 2024	17 April - 26 May 2024	5 June - 21 July 2024
DEADLINE DATE	5pm 13/10/23	9am 08/12/22	5pm 29/01/24	9am 18/03/23	9am 10/05/2 4	9am 03/07/24
<i>Department meeting with data input window - Wed</i>	11/10/23	6/12/23	24/01/24 Dept Mock Moderation 17/01	13/03/24	08/05/2 4	03/07/24
KO window - official ones	2nd - 13th Oct		15th - 26th JAN		29th April - 12th May	
KO Scores	x		x		x	x
CTL's	x		x	x		x

Yr 13 Current and Forecast	x		x Mocks (2023 papers and QLA's)	x	M	
Yr 12 Current and Forecast				x		x Mocks
Yr 11 Current and Forecast	x		x Mocks (2023 papers and QLA's)	x	M	
Yr 10 Current and Forecast				x		x Mocks
MYP interim - 7 8 9		MYP so far		x Schools own		
MYP Final - 7 8 9						x LAT common assessments
Progress portfolio - Completed in the module	KO review Approaches to learning	MYP reflection Approaches to learning	KO review Approaches to learning	MYP reflection Approaches to learning		
<b>Data reflections</b>	<b>Yr 11&amp;13 - focus groups and key gaps CTL vs KO scores and student rankings Dept-consistency of KO scores across department - GAPS</b>	<b>MYP gaps Reflection on impact on key groups - P6/MAS11External company 20-20 Education x60 students across Eng/Math/Sci that need additional support. Takes place in M3</b>	<b>New Yr11/13 groups - use of QLA Intervention reflection - impact and changes into module 4 KO comparisons to Module 1 and Other depts</b>	<b>Forecasts-Final push 11/13 MYP - dept comparison of averages, criteria comparison - GAP analysis and Plan MYP vs CTL rewards</b>		

### **2.3 Student reports**

Students and their families will be provided with the following academic information via the student's report:

- The student's target grade
- The student's current or mock examination grade
- The student's forecasted grade (where applicable)

Students and their families will be provided with the following contextual information:

- Commitment to Learning grade - As calculated using the academy's Commitment to Learning descriptors

Grade Descriptor categories can be found in the Grade Descriptors Appendix at the end of this document.

### **Reporting Cycle - KS3**

Students will receive a progress report **at least** twice per academic year to provide stakeholders with a clear understanding of how well students are achieving in each MYP subject group.

The report will feature an MYP target grade, criterion breakdown and an interim grade if reported in modules 1-5. A final end of year grade must be reported in module 6 for each subject group in accordance with IB expectations.

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

Communication about academic progress will predominantly take place via:

- Progress Reports
- Parent/carer evenings
- Bespoke parental communication with academic and/or pastoral teams

### **2.4: Key Stage 4 and 5 Assessment**

Assessment in Key Stages 4 and 5 will be rooted in the academy's principles for assessment. All assessment undertaken must be explicit in its relevance to the course a student is undertaking. All students will be provided with a variety of assessment opportunities throughout the academic year.

Students in Year 11 and 13 studying GCSE, A Levels and Vocational Technical Qualification (VTQ) courses will be provided with two Mock Examination windows per academic year to assess their current learning. In Year 10, students will be provided with one Mock Examination window. Following these assessments, all students will be provided where applicable with detailed Question Level

Analysis feedback to support future learning opportunities. Students studying vocational qualifications will also continue to be assessed in conjunction with their approved assessment plans.

### **Reporting Cycle - KS4 and 5**

Students will receive a progress report **at least** twice per academic year to provide stakeholders with a clear understanding of how well students are achieving in each subject group - this will link specifically to mock exams and assessment in lessons.

Student reflection features throughout the academic year in all subjects to ensure students evaluate and take ownership of their own learning especially where course have a coursework element.

Communication about academic progress will predominantly take place via:

- Progress Reports
- Parent/carer evenings
- Subject teacher contact
- Bespoke parental communication with academic and/or pastoral teams

### **2.5 Moderation**

Every opportunity should be used to take part in standardisation and moderation of grades at the department, school, Trust or wider level. For KS3, moderation is organised twice a year at The Leigh Academies Trust level. For KS4, this can be at the national level (PiXL Wave/Ripple, exam board), Trust or departmental level.

In addition, for KS4 and KS5 we will conduct a pre-public exams (PPEs) twice a year. The results of these assessments will be collected and analysed centrally via SIMs.

### 3.1 MYP Grades – please also see the [IB guidance document](#)

#### **Assessment, Recording and Reporting Policy: MYP Insert Example**

#### **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**

**Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development.

**Culture 5:** The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.

- 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.
- 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.



- 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.
- Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment.
- Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth.

#### **Learning 0404**

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment.

- Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.
- 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.

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.

- Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes.
- **MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation.**
- Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning.
- 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.

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently.

- Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation.
- **MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.**
- Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements.
- 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.
- Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable.

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment.

- Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments.
- **MYP 1: All students finishing the MYP In year 3 complete the community project.**

## **MYP Assessment Criteria**

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

- students know before even attempting the work what needs to be done to reach each level.
- It helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- students are assessed for what they can do, rather than being ranked against each other.
- students receive feedback on their performance based on the criteria level descriptors.

Each of the 8 subject groups is divided into four assessment criteria (A B C D) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme.

	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>
<b>Language and Literature</b>	Analysing	Organising	Producing Text	Using Language
<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesising	Communicating	Reflecting

## Terminology

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

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

## Converting MYP Achievement levels into an MYP Grade

In each MYP subject group, learning objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1-8). Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level according to how well the student has demonstrated mastery of the published criteria.

Teachers 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.

### **IB and Trust MYP Assessment Expectations**

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

Every subject will have a Trust **common assessment** that takes place twice per academic year in module 4 and module 6. This will be based on an agreed set of parameters determined by the Trust MYP Subject Groups in accordance with MYP principles to ensure cross-Trust assessment data stands up to comparison.

Collaboration, standardisation and moderation will be a feature of the CPD programmes at the academy to ensure fair and robust assessment takes place. Moreover, cross-Trust moderation will also take place for common assessments, so that overall grades collected by the Trust are consistent.

All 4 assessment criteria will be assessed resulting in a 1 – 7 holistic grade, which will be reported to the Trust. Data from the common assessments will be collated by the Trust Data Manager for analysis and the results shared with the intention of driving up standards and sharing good practice.

There is an expectation that students will aim to achieve their target grade in year 7 and year 8. Age-related content will ensure the level of work is more challenging in year 7 than year 8 and it is thus that progress will be demonstrated.

## **Trust MYP Target Grades**

This table represents the **lowest target grade** that can be applied in all academies and forms the basis upon which the relative performance of academies will be assessed by the Trust from the two Trust assessments in modules 4 and 6.

<b>Ability range</b>	<b>KS2 Band</b>	<b>MYP Grade (4 Criteria /32)</b>	<b>Target MYP Grade (KS3)</b>
Low	88 and below	1-9	2
Low plus	89-95	10-14	3
Middle	96-101	15-18	4
Middle plus	102-106	19-23	5
High	107 -110	24-27	6
High plus	111-114	28-30	7
Exceptional	115+	31-32	7+

A student entering the academy with a KS2 score of 100 is aiming to achieve an MYP grade of a 4 throughout key stage 3. The third column in the table is intended to assist with the identification of the most able students within each ability band. Exceptional students may be distinguished by the almost perfect marks achieved in their MYP assessments.

### **4:1 Digital Assessment**

All students in Years 7 to 13 are provided with 1-1 Loan Chromebook device. This is supported through the provision of the Google Education software package to all students. The provision of these additional resources enables teachers to utilise a range of digital tools to assist with assessment of the curriculum intent and enables teachers to utilise a range teaching and learning strategies that can assist with both formative and summative assessment.

Digital Assessment should enhance not replace high quality assessment opportunities conducted in the classroom and remotely through Google Classroom. Subjects will utilise digital assessment to meet the demands of their subject domain with the use of Google Education and externally provided software such as Seneca or Sparx where appropriate. All digital assessment opportunities will be referenced in subject curriculum maps and programmes of study.

### **4:2 Performance Portfolios**

Student based performance trackers that link directly to criteria of their current year of learning but allow students to view strengths and weaknesses across all subjects as well as individually. Used within lessons to reflect on and drive progress. Key question is 'how do I improve'. The tracking pulls that information out of assessment feedback within books/tasks and the student collates them and tracks the information.

KS3 has clear and explicit links to the MYP criterias and the approaches to learning  
 KS4 develops further to key study skills area and retrieval and recall of GCSE content through included KO and revision support. Allowing development, review and progress to happen in one place driven by the student and ensuring the learning is at their fingertips while the responsibility lays on them proactively use it.

KS5 - underdevelopment with all groups to extend further to future pathways and linking to greater depth of pre university knowledge.

**Across all year groups by the end of 23-24. All to be used in lessons as part of feedback cycle.**

### **5.1 Commitment to learning**

The class teacher provides a quantitative judgement on the students commitment to learning using a four pointed scale shown in the appendix. This is routed in the MYP learner profile as well as their application and commitment to learning in all aspects of the learning.

Commitment to Learning	
4	Outstanding
3	Good
2	Requires Improvement
1	Poor

## **6.1 APPENDIX**

### **1 - Example MYP report**

MYP Subject Group		Target Grade	Criterion A	Criterion B	Criterion C	Criterion D	MYP Interim grade	Attitude to learning
Language and Literature	English	5	5	4	5	5	5	B

Mathematics	Maths	5	4	4	5	5	4	C
Sciences	Science	5	5	6	5	6	5	A
Individuals and Societies	Geography	5	5	6	6	6	5	A
	History	5	4	5	4	4	4	B
	Morals and Ethics	5	5	5	5	5	5	B
Language Acquisition	Spanish	5	6	6	6	6	6	A
Arts	Art	5	5	5	5	5	5	A
	Drama	5	4	5	4	5	4	B
	Music	5	4	4	4	5	4	C
Design	ICT	5	5	4	4	5	4	C
	Technology	5	5	6	6	5	5	A
Physical and Health Education	PE	5	4	5	4	4	4	B

### Example Back of Report:

#### Target Grade

Students are set targets based on their key stage 2 data. These range from 1-7 with 7 being the highest.

#### Criteria

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

**Interim MYP Grade/Final MYP Grade** range from 1-7, with 7 being the highest. The table below gives more detailed information.

Grade	Description
1	Produces work of a very limited quality. Lacks understanding of concepts. Rarely demonstrates critical or creative thinking. Rarely uses knowledge or skills.
2	Produces work of a limited quality. Gaps in understanding of concepts. Does not often demonstrate critical or creative thinking. Does not often use knowledge or skills.
3	Produces work of an acceptable quality. Basic understanding of concepts but with many significant gaps. Begins to demonstrate basic critical and creative thinking.

	Uses knowledge and skills in familiar situations but requires support in unfamiliar situations.
<b>4</b>	Produces good quality work. Basic understanding of concepts with some significant gaps. Often demonstrates basic critical thinking and creativity. Uses knowledge and skills with some flexibility but requires support in unfamiliar situations.
<b>5</b>	Produces generally high quality work. Secure understanding of concepts. Demonstrates critical and creative thinking sometimes with sophistication. Uses knowledge and skills in familiar situations but sometimes needs support in unfamiliar situations.
<b>6</b>	Produces high quality, occasionally innovative work. Extensive understanding of concepts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence.
<b>7</b>	Produces high quality, frequently innovative work. Communicates comprehensive understanding of concepts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex situations.



