



Leigh Academy
Strood

Leigh Academy Strood

Assessment Policy

Academic year 2025/26

| | |
|--------------------|----------------|
| Date of issue | September 2025 |
| Date to be revised | August 2026 |

Leigh Academy Strood Assessment and Reporting Policy

Aims of the policy

Policy intent:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

Policy implementation:

There are a number of key questions relating to the impact of the teaching and learning and curriculum plan at Leigh Academy Strood which form the basis of ongoing curriculum and teaching review:

- Are all students learning the curriculum as intended?
- Is knowledge retained in long term memory?
- Are all students being challenged and continuously assessed to ensure this long term learning takes place?
- Is student work demonstrating an accumulation of knowledge and skills?
- Does learning build towards a clearly defined end point?
- Does the planning and delivery of the curriculum allow for the success of all students?
- Are assessments compliant with the requirements outlined by the International Baccalaureate or other awarding bodies?

Policy impact:

This will be determined by:

- Ongoing formative assessment in the classroom.
- Modular reviews of student assessment by middle and senior leaders.
- MYP interim/final assessments at Key Stage 3.
- External qualification outcomes at Key Stage 4 and Key Stage 5.

Frequency of assessments

Key Stage 3 (MYP):

During Key Stage 3 study students participate in the IB Middle Years Programme across Year 7, Year 8 and Year 9.

All students continue to study subjects within the National Curriculum but within the framework of the IB MYP to support student development of the IB Learner Profile

characteristics, IB Approaches to Learning and Teaching, and enhancing conceptual understanding.

The IB and Leigh Academies Trust 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.

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 Leigh Academies Trust 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 Leigh Academies Trust Data Manager for cross-Trust analysis and the results shared with the intention of improving attainment and sharing good practice.

Interim MYP grades will be awarded based on academy internal assessments that are moderated by Leigh Academies Trust 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.

Detailed information about the delivery of the MYP programme at Leigh Academy Strood can be found in the [MYP Assessment addendum](#).

Key Stage 4 & Key Stage 5:

Key Stage 4 & 5 students will experience regular formative and summative assessments in line with our assessment philosophy and expectations stated above. A particular emphasis is placed upon the modelling, scaffolding and structured individual practice of written work to best prepare students for their examinations and coursework. Additionally, students will sit a series of formal mock examinations throughout the academic year in order to encounter and best prepare for end of year examination conditions.

Detailed information about the delivery of the Key Stage 5 IBCP programme at Leigh Academy Strood can be found in the [IBCP Assessment Addendum](#).

Record of Progress:

The Record of Progress (RoP) forms a core element of the academy's assessment and feedback strategy. It is used to record formally assessed work across each key stage, providing evidence of progress over time and supporting students in responding to feedback and improving performance.

Each RoP must contain summative assessment pieces for each unit or module. These assessments must be marked diagnostically using subject-specific criteria aligned with the relevant curriculum framework (e.g. MYP, GCSE, BTEC, A-Level, IB, T-Level) and must include assessment of Spelling, Punctuation and Grammar (SPaG) where appropriate. Teacher feedback must identify strengths and areas for development and include a GAP task - an improvement activity designed to address misconceptions, extend learning, or develop key skills.

Students are expected to engage fully with feedback by reflecting on comments and completing improvement tasks, including redrafting or annotating work as required. Time must be allocated in lessons for this reflection and improvement process, forming a structured feedback loop between teacher and student. RoPs must be kept with students' exercise books and should be on desks at the beginning of each lesson to ensure regular reference and use.

The RoP must be maintained throughout the key stage and reviewed regularly by curriculum leaders to ensure consistency, quality of feedback, and evidence of student progress. Monitoring will take place through scheduled book looks, learning walks, and student voice activities.

Approach to reporting:

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 Deputy Principal.

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.

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, A Level, IBCP, BTEC or T-Level 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 department, 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, reLeigh Academies Trusting to performance against specific objectives/outcomes of the programme of study/assignment. There should also be advice on future targets and actions.

Schedule:

Data entry points have been carefully planned at specific points in the academic year to ensure that accurate and robust data is collected at appropriate times. 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. Key Stage 4 and Key Stage 5 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 in their qualifications. All data reports are communicated to parents a minimum of twice a year via the 'my child at school' platform.

Key Stage 3 reports:

IB MYP interim reports demonstrate the student's current progress towards achieving their final IB MYP grade. Final IB MYP reports will be compiled at the end of the academic year based on final assessments incorporating all 4 assessment criteria in each subject area. The reports will include the following information:

- Current attendance percentage.
- A Target Grade for each subject area.
- Criteria Grades (A-D) for each subject area.
- Interim or Final Grades for each subject area.
- Engagement grade for each subject area.

An example is shown below:

| MYP Subject Group | Timetabled subject | Criterion A | Criterion B | Criterion C | Criterion D | Final Grade | ATL (1-4) |
|-----------------------------|--------------------|-------------|-------------|-------------|-------------|-------------|-----------|
| Language & Literature | English | 3 | 3 | 4 | 3 | 3 | 4 |
| Mathematics | Maths | 3 | 6 | 5 | 3 | 4 | 4 |
| Sciences | Science | 4 | 4 | 3 | 4 | 4 | 4 |
| Individuals and Societies | Geography | 5 | 4 | 5 | 5 | 5 | 3 |
| | History | 4 | 4 | 3 | 4 | 4 | 3 |
| Arts | Performing Arts | 6 | 5 | 5 | 5 | 5 | 3 |
| Design | DT | 4 | 5 | 5 | 5 | 5 | 4 |
| | Computing | 6 | 6 | 5 | 5 | 5 | 4 |
| Physical & Health Education | PE | 3 | 3 | 3 | 3 | 3 | 3 |
| MFL | French/Spanish | 4 | 6 | 3 | 3 | 4 | 4 |

Key Stage 4 reports:

GCSE reports demonstrate the student's current progress towards achieving their final GCSE grades. The reports will include the following information:

- Current attendance percentage.
- Target grade for each subject area.
- Cohort average grades for each subject area.
- Mock grades for each subject area (if applicable).
- Engagement grade for each subject area.

Current grades are formed from a broad portfolio of evidence and is a judgement 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 students assessment 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.

Key Stage 5 reports:

Student reports demonstrate the student's current progress towards achieving their final grades in their chosen qualifications (IB/A Level/BTEC/T-Level). The reports will include the following information:

- Current attendance percentage.
- Target grade for each subject area.
- Mock grades for each subject area (if applicable).
- Engagement grade for each subject area.

The current grade reflects the standard of all work produced up to the point of reporting.

Each qualification will be reported as follows:

- 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.
- T level: Distinction*, Distinction, Merit and Pass.

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.

Roles and Responsibilities:

The following information outlines the responsibilities assumed by each level of leadership at Leigh Academy Strood.

Governors:

- Being familiar with statutory assessment systems as well as how the academy's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding academy leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Senior leadership team:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers:

- Teachers are responsible for following the assessment procedures outlined in this policy for each of their classes.

Middle Leaders:

- Ensuring the policy is adhered to.
- Ensuring outstanding academic attainment of students in their assigned year group and fostering a culture that enables all students to maximise their achievements across the spectrum of academy life.
- Setting high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Facilitating the leadership of their assigned year group and enhancement of the curriculum.

- To work closely with the senior leadership team including the assistant principal responsible for data and outcomes.

Quality Assurance:

The quality of assessment is essential to provide all stakeholders with accurate information and data. At Leigh Academy Strood 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 Key Stage 3, 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 - Key Stage 3 staff work alongside primary academies within the Trust to gain an understanding of standards of assessment at Key Stage 2. 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).
- 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.
- Members of the Senior Leadership Team work in collaboration with other Trust Senior Leaders at various meetings and advisory groups.
- External quality assurance and validation takes place 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.
- Many 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.