Student Achievement & Data Reporting Policy

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Student Achievement Data and Reporting Policy

Section 1: Aims & Objectives

1.1 Longfield Academy will ensure highly effective systems for student data analysis are in place and will remain in line with Trust requirements to provide clear comparisons across the Trust. We will respond appropriately and in a timely manner to all national developments.

1.2 Effective student data analysis will provide for each of the following:

- a clear and accurate view of student attainment and progress;
- widespread understanding of what the data means by all Academy stakeholders;
- continued improvements in student outcomes;
- opportunities to plan well for the needs of all students;
- accountability at all levels which is robust, yet supportive;
- high aspirations which permeate the whole institution.

Section 2: Target Setting

2.1 Students are set a target in line with the Academy's Target Setting Policy. The aim is to be aspirational, setting a Key Stage 4 (KS4) target to achieve a Progress 8 score in the region of +1.

2.2 At KS3 and KS4, target grades are generated based on Key Stage 2 results. For students who do not have KS2 data, the previous year's end of year assessment will be used to provide baseline data, which then will generate target grades in line with Academy expectations. In Year 7 subject baseline tests can be used to baseline where KS2 data is unavailable. Where we have no KS2 data for 2020 and 2021, baseline tests will be used which will then generate target grades.

2.3 For Vocational Qualifications such as BTECs, the lowest Target grade for any student is a Level 2 'Pass'.

2.4 At KS5, ALPS is used as a target setting tool. ALPS Targets are based on 'Best 8' GCSE scores (no vocational qualifications to count) for Academic A Levels. Vocational subjects do qualify in this calculation for Applied General and BTEC qualifications.

2.5 Students with SEND or in other exceptional circumstances may have targets amended in consultation with the DoL (SEND) or the Head of College in charge of assessment.

Section 3: Middle Years Programme (MYP)

3.1 MYP 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 eight subject groups. The MYP also places great emphasis on international-mindedness, service and community as demonstrated in the infographic below.
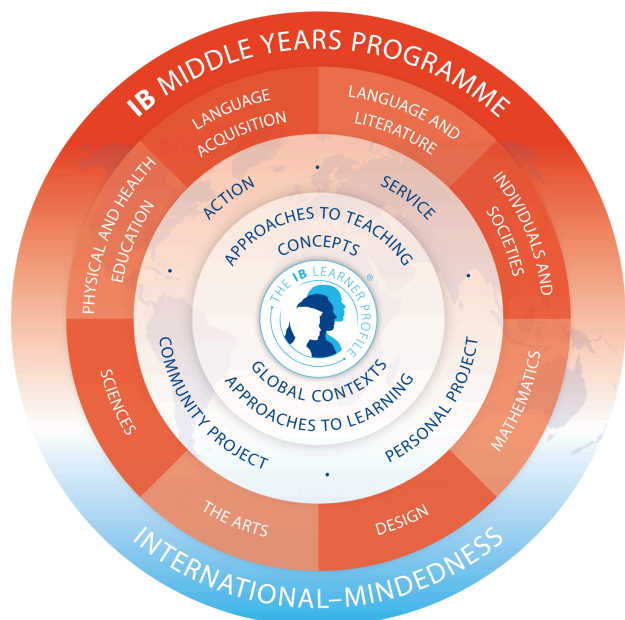
Learn how to learn
Intercultural understanding
Conceptual understanding
Concepts - big ideas
Learning in context
Community service
Creative, critical and reflective thinkers

A rigorous assessment framework underpins the MYP methodology which is authorised 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.

3.2 IB MYP Assessment Standards

- Standard B1.5c: The school has developed and implements an assessment policy that is consistent with IB expectations.
- Standard C4.1: Assessment at the school aligns with the requirements of the programme.
- Standard C4.1a: The school uses the prescribed assessment criteria for each subject group in each year of the programme.
- Standard C4.2: The school communicates its assessment philosophy, policy, and procedures to the school community.
- Standard C4.3: The school uses a range of strategies and tools to assess student learning.
- Standard C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme.
- Standard C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme.
- Standard C4.7: The school analyses assessment data to inform teaching and learning.
- Standard C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

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

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Evaluating	Synthesizing	Reflecting	N/A
Community Project (Year 9 only, once per academic year)	Investigating	Planning	Taking action	Reflecting

3.4 MYP Grading and 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 (out of 32) from which a grade from 1-7 is derived, with 7 being the highest.

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.

Sum of 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.

3.5 IB and Trust MYP Assessment Expectations

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

Every subject will have regular assessments to check understanding alongside the two main Trust assessments per academic year: an interim assessment, and an end-of-year assessment. 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 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 8 than year 7 and thus progress will be demonstrated. Additionally, the targets in year 9 are further challenging and the criterion is much more advanced.

Section 4: Data Collection

4.1 At all Key Stages, student achievement data is collected (AGOS (All Grades On System) as follows:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Module 1					Grades		Grades
Module 2				Grades		Grades	
Module 3					PPE/Grades		PPE/Grades
Module 4	Interim	Interim	Interim	Grades	PPE/Grades	Grades	PPE/Grades
Module 5							
Module 6	Final	Final	Final	PPE/Grades		PPE/Grades	

Key:
Interim - MYP criterion ABCD, Interim grade
Final - MYP criterion ABCD, Final grade
Grades -
Year 10 – Current Grade, Predicted Grade
Year 11 – Current Grade, Predicted Grade
Year 12 – Current Grade, Predicted Grade
Year 13 – Current Grade, Predicted Grade

Grade Definitions and Evidence
Current Grade - The grade that a student would achieve if they sat their GCSE/A-Level at this moment in time. This is a holistic grade using all of the evidence available.
Evidence - Cumulative assessment results, classwork, homework, contribution in class, coursework.
Year 12 - this is the grade they would achieve if they sat an AS-paper at this moment in time.
Predicted Grade - The grade likely to be achieved at the end of the Key Stage as a result of a teacher's professional judgement.

4.2 Every module, Attitude to Learning grades (see Appendix 1) will be collected for all students.

4.3 Whenever PPEs are set there will be a separate data collection of results.

4.4 At the end of each Module teaching staff are responsible for inputting grades on the Academy's Management Information System, Bromcom. Appendix 1 is shared with staff for clarity.

Section 5: Data Evaluation

5.1 It is the responsibility of the data team to process the data and provide it in the formats required by leaders for analysis. This provides data evaluation at various levels to be used for accountability, planning and mentoring purposes.

5.2 Lenz provides evaluation at whole Academy, Departmental, College, Student and Teaching Group level. Lenz is fully embedded in Academy practice and it is expected that all academic staff use it on a regular basis for a variety of purposes in order to promote student achievement.

5.3 Lenz data provides the foundation of student mentoring, which is delivered through College Tutor Groups, College mentoring and subject based mentoring.

5.4 All data is evaluated to provide up to date figures for Performance Table Measures and Leigh Academies Trust (LAT) returns.

5.5 Data will be analysed to provide clear priorities for subject leaders.

Section 6: Reporting & Consultation

6.1 The Academy believes in providing parents / carers with detailed, accurate and timely information about student achievement and progress.

6.2 Parents / Carers will receive a Student Report in line with the AGOS schedule, providing a summary of the information described above pertaining to their child.

6.3 Student Reports can be accessed by parents/ carers via My Child At School in Bromcom. Parents / Carers are reminded annually of the process of how to do this. Parents / Carers can request hard copies of Student Reports if they wish.

6.4 In addition, parents / carers have the opportunity and are encouraged to attend Consultation Events throughout the school year to discuss student achievement. At all Key Stages, parents / carers are invited to arrange appointments with both Teachers and Tutors.

6.5 Parents / Carers are encouraged to make contact with the Academy via the Form Tutor should they have any concerns.

Section 7: Review

7.1 This Policy will be reviewed annually to ensure that it remains fit for purpose.

Appendix 1 - Grades Explained

Key Stages 4 & 5:
Current Grade – The grade that a student would achieve if they sat their GCSE/A-Level at this moment in time. This is a holistic grade using all of the evidence available.
Evidence – Cumulative assessment results, classwork, homework, contribution in class, coursework.
Year 12 - this is the grade they would achieve if they sat an AS-paper at this moment in time.

Predicted Grade – The grade likely to be achieved at the end of the Key Stage as a result of a teacher's professional judgement. Each grade should be sub-levelled using +, a space, or – i.e. a student with + is in the top third of the grade range, 'space' the middle third and – the bottom third.

Key Stage 3:
Assessments should be carried out to provide summative MYP Achievement Levels - the level associated with criterion A, B, C, D as featured in MYP subject guides. Each criterion can be awarded between 1-8 as an achievement level.

At the end of Module 4 an MYP Interim Grade will be awarded - using the achievement levels from the four assessment criteria, this holistic grade is determined as a number /32 from which a grade from 1-7 is derived, with 7 being the highest.

At the end of Module 6 an MYP Final Grade will be awarded - using the achievement levels from the four assessment criteria, this holistic grade is determined as a number /32 from which a grade from 1-7 is derived, with 7 being the highest.

Years 7 and 8 will follow the MYP Year 1 criteria. Year 9 will follow the MYP Year 3 criteria.

Attitude to Learning Grades -

Excellent (4)
Indicates that a student is doing everything they can in your lessons to help them achieve the best grade they can. A score of 4 is excellent and shows that they are always meeting and exceeding our expectations in terms of behaviour for learning and classwork. They are a real ambassador for the school.

Good (3)
Indicates that a student is working hard in your lessons to help them achieve the best grade they can. The teacher clearly thinks that they are almost always meeting most of the Attitude to Learning expectations in terms of behaviour for learning and classwork. A score of 3 is good and shows that they are nearly always meeting our expectations.

Requires improvement (2)
Indicates that a student could be doing more in your lessons to help them achieve the best grade they can. A score of 2 needs improvement and shows that they are not meeting our expectations consistently in terms of behaviour for learning, classwork.

Concern (1)
Indicates that a student could be doing a lot more in your lessons to help them achieve the best grade they can. A score of 1 is poor and shows that they are only rarely meeting our expectations in terms of behaviour for learning, classwork. Behaviour for learning may be a serious barrier to making progress and may be regularly disrupting the learning of others.