



Leigh Academy  
**BEXLEY**

# **Assessment, Recording and Reporting Policy**



**LEIGH**  
Academies Trust

**WRITTEN: July 2025**  
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## **Mission, Vision, Values and Ethos**

### **Our Vision Statement:**

Leigh Academy Bexley vision is that regardless of background and regardless of their starting point, students will leave us kind, resilient, independent learners with the right behaviour and attitudes to ensure continuous progress and achievement, ready for the next stage for their education and beyond. We want our students to be successful in their chosen careers, in their relationships and in their interaction with the world. We aspire for Leigh Academy Bexley to be a highly effective and truly inclusive school, reflecting the vibrant, diverse, and dynamic community that we serve. We believe in connecting with our local community and championing our local area.

### Leigh Academy Bexley: Assessment, Recording and Reporting Policy (2025-26)

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## **1:1: Introduction**

The academy's assessment policy and framework is interwoven around its approaches to teaching and learning. Assessment provides all stakeholders with the resource and mechanism 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 principles and definitions**

Assessment is underpinned by four main principles; purpose, validity, reliability and value. All assessments taken at the academy will have these principles rooted at their core, ensuring all students are able to access meaningful measurement of their current acquisition of knowledge and skills.

**Purpose** - Assessment should be undertaken as a deliberate, planned process. It should be planned as part of a sequential curriculum and used to assess the learning that is, or has, taken place. Assessment should support teaching and promote learning.

**Validity** - The ability of the assessment to measure what is required and appropriate for its intended purposes. All assessment should be explicit in its links and terminology associated with the students curriculum.

**Reliability** - The accuracy and consistency of information over different time periods. Assessments should be consistent in their application and produce information that can be accessed by all stakeholders.

**Value** - All assessments should be conducted to provide the tools to shape students' future learning. The information and feedback obtained from assessments should directly link back to the pedagogical approaches used in teaching to support student progress. It should raise aspirations and also encourage students to work harder.

Assessments are categorised into two distinct types with varying degrees of application:

Summative assessment is the assessment of learning that has taken place. It measures performance at the end of a programme of study, or sequenced period of learning and can include:

- External examinations (e.g. GCSE, A Level, T Level, BTEC)
- Internal examinations (e.g. Mock Examinations)
- Internal assessments (e.g. 12 Mark assessments)



Formative assessment is the assessment for learning. This is ongoing and supports learning through the identifying of gaps in knowledge or misconceptions, providing feedback and diagnosing future learning priorities. Formative assessments are fluid in their timing, method and application. Some examples include:

- Questioning
- Live marking and feedback
- Retrieval practise, quizzes and other forms of low stakes testing through digital or traditional methods

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 defines 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, controlled assessment, 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 and completed controlled assessment.*

## **2:2: STAR Assessments**

The feedback generated from assessment is crucial in accelerating student learning. All students at the academy will sit STAR assessments as per the curriculum map. This assessment is designed by the department and mapped in accordance with the curriculum, and explicitly linked to the subject assessment criteria.

Feedback from the assessments will be provided in line with the academy's feedback policy. Once taught, students will complete a detailed reflection of their learning, as well as be provided with further assessment opportunities to demonstrate progress and assess the identified areas of improvement through further retrieval practice.

## **2:3: Digital Assessment**

All students in Years 7 to 13 are provided with 1-1 Loan Chromebook devices. 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



assessment teaching and learning strategies, that are explicitly linked to its Teaching and Learning Principles, Lesson Charter and the principles of assessment documented above.

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 specific subject content and assessment specifications of their courses, with the use of Google Education and externally provided software such as Tassomai or Sparx where appropriate. All digital assessment opportunities will be referenced in subject curriculum maps and programmes of study.

### **2:4 Record of Progress (RoPs)**

Every student will have a RoP folder for every subject, across the curriculum. Students will update their RoP folders regularly with examples of assessed work, learning conversations and reflections on their work.

### **3:1:1 Key Stage 3 Assessment**

Secondary Academies within the Leigh Academies Trust (LAT) align their educational beliefs and values to reflect the IB MYP 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. A rigorous assessment framework underpins the MYP curriculum which is monitored via the IB MYP assessment standards. Assessments identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

The MYP curriculum consists of 8 subject discipline areas. Each discipline has a shared curriculum overview plan which has been collaboratively designed by MYP Subject Leaders across the Trust.

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and or/written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding

	Criterion A	Criterion B	Criterion C	Criterion D
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	Knowing and understanding	Planning the performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

In each MYP subject group, learning objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1-8) divided into four bands that represent performance.

Teachers must gather sufficient evidence from a range of assessment tasks (formative and summative) to enable them to make a professional and informed judgment guided by the criteria to determine a student's achievement level.

Every subject will complete assessments for each criterion twice per academic year. The first will be created by subject leaders to be completed across the first 3 modules in the academic year. During module 6, students will complete a Trust wide common assessment. This will be based on an agreed set of parameters (i.e. guided hours and expectation) to ensure Cross-Trust assessment data entry can be compared fairly. All 4 assessment criteria will be assessed resulting in a 1 – 7 holistic grade.

Opportunities for academy collaboration, standardisation and moderation will feature in the PD programmes of 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 fair and consistent.

Students are assessed each Module using a range of both formative and summative assessment. Trust assessments have been created and will take place two times per year and are moderated at cross Trust moderation events.



Assessment for Learning strategies should provide a basis for regular, constructive feedback between teacher and student, in which progress is reviewed, achievements are recognised, areas for improvement are identified and future learning targets set.

#### **4:1: 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 or BTEC 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.

Students and their families will be provided with the following academic information via the students 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
- Areas of Excellence (where applicable)
- Areas of Development (where applicable)

#### **5:1: Assessment and Reporting**

The academy's assessment, recording and reporting cycle ensures that all students and their families are provided with a report on academic progress and contextual commitment to learning, in line with course specifications. The frequency of such information is dependent on the student's course specification and academic journey:

Year	Qualification	Academic Information	Contextual Information
7 - 9	Key stage 3	M3, M6	M3, M6
10	GCSE and Vocational	M3, M6	M3, M6
11	GCSE and Vocational	M2, M3, M4	M2, M3, M4
12	A Level and Vocational	M3, M6	M3, M6
13	A Level and Vocational	M2, M3, M4	M2, M3, M4

*M = Academic module*

## **5:2: Commitment to Learning**

A student's Commitment to Learning Grade is quantified through the commitment to learning descriptors, with students holistically graded on each learner profile criteria.

Following this process, the class teacher provides a quantitative judgement on the students commitment to learning using a four pointed scale shown in the appendix.

## **5:3: Areas of Excellence and Development**

Areas of Excellence and Development provide the class teacher with a framework to specify areas of excellence and development within a student's Commitment to Learning. This framework is detailed within the appendices and is linked to the academy's Commitment to Learning grade descriptors.

A class teacher must provide up to two Areas of Excellence, giving all student stakeholders the opportunity to celebrate particular areas of a student's commitment.

A class teacher must provide up to two Areas of Development. This information gives stakeholders specific feedback on areas the student is required to improve on, ensuring targeted support can be put in place to address any areas of development.

All students will receive an area of excellence and development for each subject.



## 5:4: Appendix

### Commitment to Learning Grading Scale

#### Commitment to learning grade descriptors

Commitment to Learning	
Excellent	4
Good	3
Progressing	2
Requires Improvement	1

### Areas of Excellence and Development

AREA OF EXCELLENCE	CODE	AREA OF DEVELOPMENT
<b>Attendance</b> – Consistently in attendance and punctual to their lesson.	<b>A</b>	<b>Attendance</b> – Lateness or missed lessons inhibiting performance.
<b>Behaviour for Learning</b> – Demonstrates exemplary behaviour and engagement in lessons.	<b>B</b>	<b>Behaviour for Learning</b> – Lack of lesson engagement, resulting in poor behaviour being demonstrated.
<b>Collaboration</b> – Demonstrates an excellent ability to collaborate with others.	<b>C</b>	<b>Collaboration</b> – Unwillingness to collaborate with others.
<b>Focus</b> – Demonstrates high levels of engagement during the lesson, focussing on the lesson objectives and tasks to achieve a deep level of learning.	<b>F</b>	<b>Focus</b> – Failure to engage with the lesson resulting in lack of focus, progress and deep learning.
<b>Homework</b> – Consistently meets homework deadlines, with the work completed to a high standard.	<b>H</b>	<b>Homework</b> – Failure to meet homework deadlines, or the work provided is not at the appropriate standard.
<b>Independence</b> – Exhibits high levels of constructive lesson participation and resilience, demonstrating a willingness to make progress on their own.	<b>I</b>	<b>Independence</b> – Lack of positive participation in lessons, demonstrating an unwillingness to participate in individual activities.
<b>Literacy</b> – Demonstrates a strong level of literacy, applying this consistently to their work.	<b>L</b>	<b>Literacy</b> – Literacy skills are not applied to work.
<b>Quality of Work</b> – Pride is taken in work, with all task activities completed whilst meeting the academy's expectations.	<b>Q</b>	<b>Quality of Work</b> – Little or no pride shown in work, with minimal activities completed and books are not appropriately maintained.
<b>Readiness to Learn</b> – Consistently brings the correct equipment to lessons.	<b>R</b>	<b>Readiness to Learn</b> – Failure to bring the correct equipment, resulting in a lack of progress in the lesson.