



Leigh Academy
MINSTER

The Middle Years Programme

Ambition | Achievement | Character | Responsibility



International Baccalaureate

Student-centered learning: IB empowers students to take ownership of their education.

Skill development: IB helps students develop critical thinking, problem-solving, and communication skills.

Global perspective: IB fosters a global outlook and understanding of different cultures.

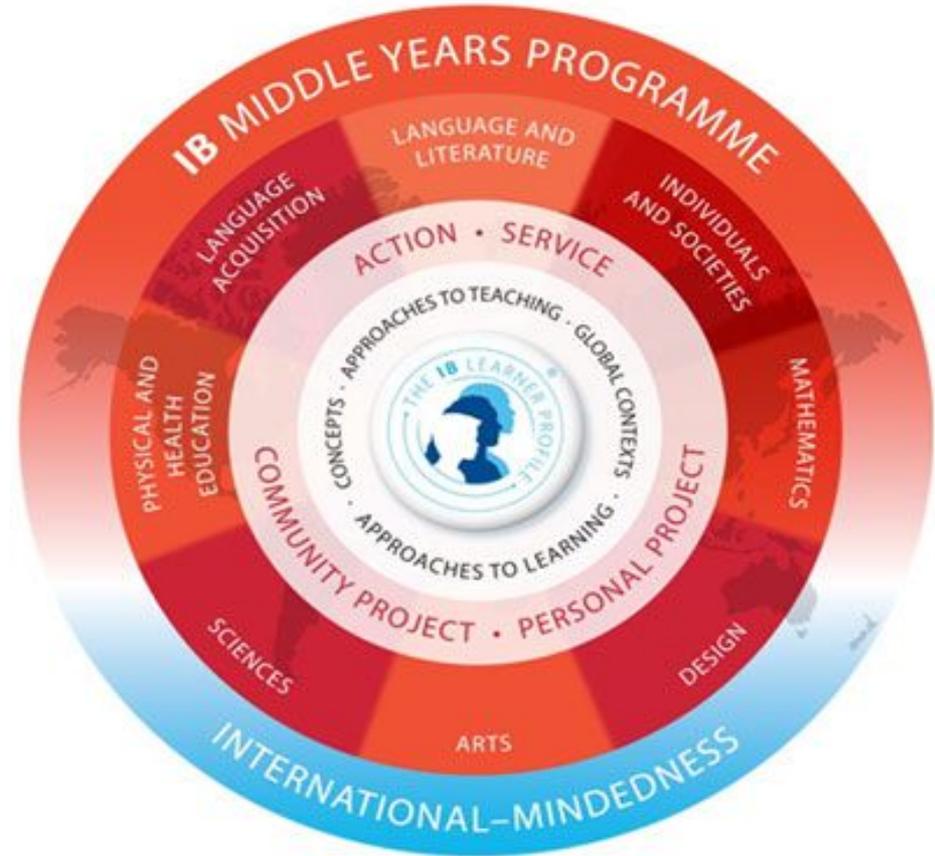
Teacher empowerment: IB supports teachers as key architects of learning excellence.

Strong reputation: IB schools are recognised for their high-quality education and successful outcomes.



The Middle Years Programme

- A framework for delivering the National Curriculum
- Is conceptually driven to support connection across the curriculum
- Emphasises global context and international mindedness
- Provides clear criteria for assessment
- Promotes pupil agency and decision making



Benefits of the MYP

Develops critical thinking & problem-solving

Prepares for further education (GCSEs, DP, CP, University)

Encourages local and global awareness

Focuses on student well-being and balance

Inquirers **Knowledgeable** **Thinkers** **Communicators** **Principled**
Open-minded **Caring** **Risk-takers** **Balanced** **Reflective**



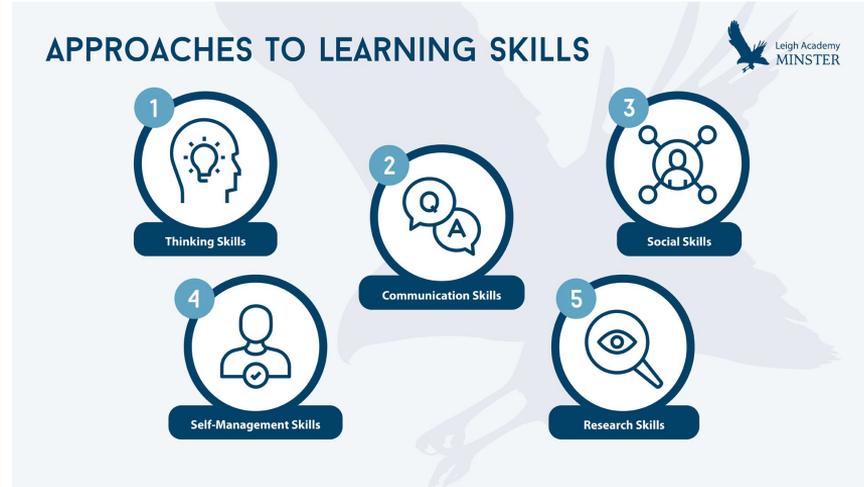
In the MYP, your child will:

- Study eight subject groups for a balanced education.
 - **Language and Literature:** Reading, writing, and analysing.
 - **Language Acquisition:** Learning a new language e.g., Spanish or French.
 - **Mathematics:** Problem-solving and logical thinking.
 - **Sciences:** Exploring the natural world.
 - **Individuals and Societies:** Understanding history, geography, and PSHRE.
 - **Arts:** Expressing creativity through music, drama, or visual arts.
 - **Design:** Solving problems through innovation and technology in IT, Food and DT.
 - **Physical and Health Education:** Staying active and healthy.



Approaches to Learning (ATLs)

- ATLs = learning how to learn.
- These skills are taught across subjects, supporting independence and lifelong learning.



The IB Learner Profile Attributes

- These attributes are designed to nurture independent and active learners.
- They are valuable habits that support academic and personal growth.
- The goal is to develop thoughtful and confident individuals.
- They help students become compassionate citizens of a global community.
- Central to LAM merit reward system.



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Assessment in the MYP

- Criterion-related (A, B, C, D)
 - Language & Literature:
 - A = Analysing
 - B = Organising
 - C = Producing text
 - D = Using language
- Clear rubrics shared with students
- Focus on progress and growth
- Each criteria ranges from 0-8

Pupil Information		
Name:		House:
Tutor Group:	Reward points: 80	Negative points: -4

Subject	MYP Grade				Commitment to Learning Score	Areas of Excellence	Areas of Concern
	A	B	C	D			
IB Language and Literature - English	3	3	3	3	3	B F	
IB Mathematics	5	0	0	3	2		F
IB Sciences - Science	4	6	3	3	3	I	
IB Individuals & Societies - History	2	3	1	3	3		
IB Individuals & Societies - Geography	4	3	4	3	3		
IB Individuals & Societies - RE	4	5	1	3	3		
IB Language Acquisition - French	3	2	4	3	4	I B	
IB Design - Computing	2	2	3	2	3		
IB Design - DT	3	3	5	3	4		
IB Arts - Art	2	2	4	2	3		
IB Arts - Performing Arts	4	5	4	4	3		
IB Physical & Health - PE	4	4	4	4	3		

Assessment Reporting in the MYP

Guide to your child's report

Middle Years Programme (MYP) Levels

Each criterion evaluates students' achievement level on a 1-8 scale, with 1 being the lowest and 8 the highest. This scale is not meant to be a percentage grade, but rather demonstrates the student's development of that skill or mastery of content knowledge in that criterion. MYP Levels of between 3 and 5 are what most students should be expected to attain at this point in their education. MYP levels can broadly be thought of in the following way:

MYP Levels Explained	
Achievement Level	Level Descriptor
1-2	Learning - students are learning about the content or skill and are limited in their ability to use it independently.
3-4	Practising - students are practising the content or skill and can demonstrate the skill when they have support.
5-6	Applying - students are using the content or skill adequately and can demonstrate the skill independently.
7-8	Mastery - students are able to teach others the content or skill and evaluate how effectively they themselves and others are using it.

Commitment to Learning

A student's Commitment to Learning is a holistic grade of a student's commitment and engagement in their learning. Students with a 4 in their Commitment to Learning may receive feedback from their teacher on their Areas of Excellence. Students that receive a 1 or 2 may receive feedback on their Areas of Concern.

4	Excellent
3	Good
2	Requires Improvement
1	Poor

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



How Parents Can Support

- Encourage curiosity and questioning
- Support time management and organisation
- Talk about global issues
- Celebrate effort as much as achievement
- Encourage students to revise for their master assessments

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Homework Platforms

- All homework is set on Google Classrooms and will have the link to the platform or set piece of work for students to complete. The platforms used are as follows:
 - Sparx (English, Maths and Science)
 - Seneca Learning (Geography, History, Performing Arts and PSHRE)
 - Languagegenut (Modern Foreign Languages)

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Homework

Homework will be set weekly for students through their subjects Google Classroom and will appear like the below image:

Homework



1. Tuesday 16th September - Theatre in E...

Due 30 Sept



This is the date the homework was set

This is the date the homework is due

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Year 7 Module 2 Timetable:

	English	Maths	Science	Geography	History	MFL	Art	DT/Food	Computing	PA	PSHRE
Week 1 (03/11/25)	X	X	X	X							
Week 2 (10/11/25)	X	X	X		X		X				
Week 3 (17/11/25)	X	X	X			X		X			
Week 4 (24/11/25)	X	X	X	X					X		
Week 5 (01/12/25)	X	X	X		X					X	
Week 6 (08/12/25)	X	X	X			X					X
Week 7 (15/12/25)	X	X	X								

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Homework Expectations

- Homework is to be completed by the date set on Google Classroom.
- Students that complete good pieces of homework will receive merit points.
- Students who fail to complete their homework will receive a 30 minute detention.
- Persistent failure to complete homework will result in a 1 hour detention.

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		Food Technology	French	Geography	History	Maths
Module 1	Topic & Format	Module 1 Food Technology Assessment Guidance	Module 1 French Assessment Guidance	Module 1 Geography Assessment Guidance	Module 1 History Assessment Guidance	Module 1 Maths Assessment Guidance
	Revision	Module 1 Food Technology Revision	Module 1 French Revision	Module 1 Geography Revision	Module 1 History Revision	Module 1 Maths Revision
Module 2	Topic & Format	Module 2 Food Technology Assessment Guidance	Module 2 French Assessment Guidance	Module 2 Geography Assessment Guidance	Module 2 History Assessment Guidance	Module 2 Maths Assessment Guidance
	Revision	Module 2 Food Technology Revision	Module 2 French Revision	Module 2 Geography Revision	Module 2 History Revision	Module 2 Maths Revision
Module 3	Topic & Format	Module 3 Food Technology Assessment Guidance	Module 3 French Assessment Guidance	Module 3 Geography Assessment Guidance	Module 3 History Assessment Guidance	Module 3 Maths Assessment Guidance
	Revision	Module 3 Food Technology Revision	Module 3 French Revision	Module 3 Geography Revision	Module 3 History Revision	Module 3 Maths Revision
Module 4	Topic & Format	Module 4 Food Technology Assessment Guidance	Module 4 French Assessment Guidance	Module 4 Geography Assessment Guidance	Module 4 History Assessment Guidance	Module 4 Maths Assessment Guidance
	Revision	Module 4 Food Technology Revision	Module 4 French Revision	Module 4 Geography Revision	Module 4 History Revision	Module 4 Maths Revision
Module 5	Topic & Format	Module 5 Food Technology Assessment Guidance	Module 5 French Assessment Guidance	Module 5 Geography Assessment Guidance	Module 5 History Assessment Guidance	Module 5 Maths Assessment Guidance
	Revision	Module 5 Food Technology Revision	Module 5 French Revision	Module 5 Geography Revision	Module 5 History Revision	Module 5 Maths Revision
Module 6	Topic & Format	Module 6 Food Technology Assessment Guidance	Module 6 French Assessment Guidance	Module 6 Geography Assessment Guidance	Module 6 History Assessment Guidance	Module 6 Maths Assessment Guidance
	Revision	Module 6 Food Technology Revision	Module 6 French Revision	Module 6 Geography Revision	Module 6 History Revision	Module 6 Maths Revision

Student Assessment & Revision Calendar

Students are to use the links in the calendar to prepare for their MYP master assessments.

All links have been added for Modules 1 & 2 and future links will be added.

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Assessment Guidance

The assessment guidance link explains how students will be assessed for each subject.

Subject	Y7 English - Language and Literature
Title of Assessment	A Monster Calls - creative writing
Duration of Assessment	1 hour
Format of Assessment	Written assessment with long answers - students will be writing a description based on an image prompt.
Resources Needed	Please bring a pen.
How is the assessment graded?	Assessed on MYP achievement levels using a scale of 1 to 8.
Content Being Assessed	Creative writing skills: B - Organising C - Producing text D - Using language

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Subject	Y7 English - Literature and Language
Revision Topics	A Monster Calls - creative writing What are GO MASSIVE techniques? How do I use paragraphs? How do I use a small range of punctuation?
Revision Guidance	This revision should take 30 - 50 minutes. Students should complete this on their chromebooks.
Revision Task	Students should complete a plan and write their own description based on the prompt "an unlikely encounter". Students should try to use a semicolon.
Revision Links	Creative writing revision . Using a semicolon .

Revision Guidance

The revision guidance link explains how students should revise for each master assessment.

Please encourage students to use these links so they develop independent revision skills.

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Our Curriculum

INTENT IMPLEMENTATION IMPACT

A curriculum that delivers an education of excellence for all. Leigh Academy Minster aims to equip students with the knowledge, skills and experiences so that they can play an active and informed role in modern 21st Century Britain.

We believe passionately in the mastery of the core within a broad, balanced and coherent curriculum that develops the whole child holistically. Our curriculum is also shaped by our local context, with explicitly planned opportunities for students to learn about where they live and the community around them.

The curriculum is shaped by, and deeply rooted in, the strongest available evidence about how students learn and retain knowledge in the long term. We value the uniqueness of each subject we offer. We are committed to students engaging deeply and comprehensively with both substantive and disciplinary knowledge so that they achieve strong outcomes throughout each phase of the curriculum: the Middle Years Programme (MYP), a two-year Key Stage 4 (GCSE's and BTECs), and the International Baccalaureate Careers Programme (IBCP), A Levels and Vocational Technical Qualifications (VTQ).

Our curriculum prepares students to lead fulfilling and successful adult lives: inquisitive, articulate and internationally engaged, our students are defined by their boundless thirst for knowledge, self-improvement and learning.

Assessments and Revision Guides

KS3 KS4 KS5

KS3 MYP ASSESSMENT GUIDE 2025-26

YEAR 7 MYP STUDENT ASSESSMENT

YEAR 8 MYP STUDENT ASSESSMENT

YEAR 9 MYP STUDENT ASSESSMENT

LAM Website - Our Curriculum

Student assessment and revision calendars are on the school website for Year 7 - 13.

1. Click on the *Menu*.
2. Select *Curriculum*.
3. Click *Our Curriculum*.
4. Select the calendar e.g. *Year 7 MYP Student Assessment*.

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