Parent Guide to Key Stage 4 Reports

Introduction: At DCA we believe in building strong parental relationships and working together to support your child as they progress through their secondary education. We value the importance of ongoing communication and ensuring we regularly keep you informed about your child's performance over the course of the year.

Reporting Academic Progress: We believe in maintaining a transparent and informative channel of communication with parents regarding their child's academic progress. To ensure that parents are kept fully informed we will report the progress of each child at three key points throughout the academic year. This will take place at the end of each term (autumn, spring and summer). Parents will receive a comprehensive report detailing their child's academic progress in each subject area. This approach allows parents to stay engaged with their child's education and to celebrate academic success as well as address any areas needing improvement. We believe reporting at the end of each term offers us many benefits:

- **A Comprehensive Picture:** By looking at academic achievement, independent learning, academic attitude, attendance and punctuality, will give you the full picture of your child's school experience each term.

- **Identifying Needs Early:** Regular reports allow us to spot any areas where your child might need extra help sooner rather than later. This means we can provide support right when it's needed to get them back on track.

- **Encourages Scholar Responsibility:** Knowing that they are being assessed regularly in multiple areas can motivate scholars to stay on track and take responsibility for their learning and behaviours for learning.

The DCA BASE Scale: Over the course of a term, we will assess your child's performance in a number of key areas that we believe are the most important for your child's overall growth. We report your child's performance on a scale known as the DCA BASE Scale. Assessment is ongoing throughout each term and your child's subject teachers, literacy leaders and the attendance team will indicate where you child is performing in their areas on the scale. The DCA BASE scale will indicate if your child is ***Beginning (B), Approaching (A), Secure (S)*** or ***Excelling (E)*** in all key areas.

The main principle of the BASE Scale is that if your child is judged "Secure" they are meeting the required expectations.

We assess using the DCA BASE Scale how your child is performing in the following areas:

Academic Achievement: Your child's academic performance is measured against their minimum expected grade (MEG) – see below for definition. If your child is judged as "Secure" in a subject area, they are meeting the required academic expectations for their MEG. This means that we have strong evidence that your child has a consistent mastery of knowledge, skills and understanding expected at their minimum expected grade. Secure knowledge is built because of excellent attendance, excellent punctuality and being highly focused and engaged in lessons.

It is important to note that if your child receives an Academic Achievement of "Beginning" or "Approaching" that other factors such as effort, attendance or punctuality may be contributing to their lower-than-expected academic judgement.

Independent: We assess how your child can undertake self-directed study and how they use their own initiative to study and explore ideas we deliver during the term on their own. This includes how they perform independently in class and though completion of homework. If your child is judged as "Secure" in this area, they are meeting the required academic expectations for independent learning.

Academic Attitude: We assess your child's mindset towards their academic studies. Teachers assess your child's level of curiosity and open-mindedness as they explore new concepts and other scholar perspectives. We assess how they collaborate and respect their peers and how they value and respond to other people's opinions. A positive attitude can make a big difference in how well they do in school and how they face and overcome challenges. If your child is 'Secure' in this area, they are meeting our expectations for academic attitude.

Attendance: We assess scholars' attendance as it is essential for academic success. Attendance ensures continuous learning, active participation, and engagement with our school community. If they miss too much school, they will miss out on important learning and develop gaps in knowledge that will impact on their overall performance. If your child is 'Secure' in this area, they are meeting our expectations for attendance.

Punctuality: We assess scholars being on time as it demonstrates respect for other people's time, fosters responsibility and is important for personal and professional success. Punctuality is a life skill. If your child is 'Secure' in this area, they are meeting our expectations for punctuality.

The following pages detail the criteria for ***Beginning (B), Approaching (A), Secure (S)*** and ***Excelling (E)*** for all key areas assessed on the DCA BASE scale.

	Key Stage 4 Academic BASE	Independent Learning BASE	Academic Attitude BASE
B	This scholar is **Beginning** to understand foundational ideas and skills but is not yet demonstrating the knowledge and understanding needed to achieve their minimum expected grade (MEG).	This scholar is **Beginning** and finds both home learning and independent learning challenging. They may fail to complete homework assignments consistently or need frequent reminders and assistance. Their independent learning skills are limited, suggesting a lack of self-motivation and difficulty understanding or engaging with the material without direct guidance.	This scholar is **Beginning** and rarely meeting the expectations of the academy. They are not always excited when learning new things, can be easily distracted, and often unwilling to attempt simple tasks. To improve their learning, they should now focus on responding to teacher feedback and improving focus in lessons.
A	This scholar is **Approaching.** They are making good progress in some areas but there are gaps in knowledge that might prevent achievement at the expected minimum expected grade (MEG) in this subject.	This scholar is **Approaching** and developing good habits in both home learning and independent learning. They complete most of their home learning but might still require some assistance or reminders. They show initial signs of being a self-driven learner, such as beginning to manage their time more effectively or seeking out resources but are not yet consistent or fully effective in these areas.	This scholar is **Approaching** and frequently meets the expectations of the academy. They sometimes attempt difficult tasks but can sometimes give up when learning becomes more challenging. They sometimes respond to feedback to improve their learning and work hard most of the time.
S	This scholar is **Secure** and has consistent mastery of knowledge and skills expected at their minimum expected grade (MEG).	This scholar is **Secure** and is proficient in both completing home learning and learning independently. They consistently complete home learning on time and to a good standard. They demonstrate effective independent learning skills, such as setting goals, managing their time well, and utilising resources effectively. They can work on their own with minimal guidance and are independent in working through and overcoming challenges.	This scholar is **Secure** and meets the expectations of the academy. They arrive to each lesson ready to learn. They are interested in learning new ideas and willing to attempt difficult tasks. They show grit when learning becomes challenging and respond to feedback to improve learning.
E	This scholar is **Excelling** and displaying knowledge and understanding that suggests a scholar can excel in this subject.	This scholar is **Excelling** in this area. Not only do they complete all home learning assignments on time and to a high quality but also show an exceptional ability to learn independently. They go beyond basic requirements, often exploring subjects in greater depth or undertaking additional projects. They are highly self-motivated, organised, and able to apply their learning in innovative ways. This scholar also demonstrates advanced problem-solving skills, critical thinking, and a strong ability to reflect on and learn from their experiences.	This scholar is **Excelling** and always upholds and promotes the expectations of the academy. They arrive to the lesson ready to learn and treat everyone in the lesson with the upmost respect They are enthusiastic to learn new things and embrace challenging tasks. They demonstrate grit and determination and thrive when faced with challenges. They actively seek feedback to improve their learning.

	Attendance BASE	Punctuality BASE
B	This scholar is significantly **Below** attendance expectations. This term, this scholar's attendance is equal to or below 92%. If this level of absence continues across the year, this scholar will lose 15 or more days of school which equates to 75 or more hours of lost learning. This will have a significant detrimental impact on their progress.	This scholar is **Beginning** and frequently arrives late to school or class without a valid reason. They show minimal awareness or concern about the importance of being on time. 5 or more lates in the morning or afternoon registration.
A	This scholar is **Approaching** their attendance expectations. This term they have attended between 93% to 95%. This scholar is below attendance expectations. If this level of absence continues across the year, this scholar will lose 11 or more days of school which equates to 55 or more hours of lost learning. This will have a detrimental impact on progress.	This scholar is **Approaching** and is occasionally late but are starting to show awareness of the importance of punctuality. They may still need reminders and encouragement to arrive on time. 2-4 lates in the morning or afternoon registration.
S	This scholar has **Secure** attendance, between 96 - 97%. This scholar has met expectations and is showing commitment to their education. It is still important to understand however that across the year this would equate to 7 or more days of lost learning.	This scholar is **Secure** and they understand the importance of being on time and consistently demonstrate this behaviour with little to no prompting. 1 late in the morning or afternoon registration.
E	This scholar is **Excelling** in their attendance with over 98% attendance. This shows exceptional commitment to their education and should be commended.	This scholar is **Excelling** and consistently arrives early or on time, showing a high level of responsibility. They may also encourage or positively influence their peers to be punctual.

What we will report at different points during the year: We will report the most relevant information at the end of each term. The summary table below will indicate what you would expect at different points during the course.

<table>
<tr><td colspan="2">Each KEY STAGE 4 report will contain:</td></tr>
<tr><td colspan="2">Minimum Expected Grade (MEG) for Each Subject
Academic Achievement BASE
Independent Learning BASE
Attitude to Learning BASE
Attendance BASE
Punctuality BASE</td></tr>
<tr><td colspan="2">In addition to the above we will include the following at certain points during the KEY STAGE 4 course:</td></tr>
<tr><td>Y10 Autumn</td><td>As above no additional information</td></tr>
<tr><td>Y10 Spring</td><td>As above no additional information</td></tr>
<tr><td>Y10 Summer</td><td>Summer Mock Grade
Summer Predicted Grade</td></tr>
<tr><td>Y11 Autumn</td><td>Summer Mock Grade
November Mock Grade
Updated Predicted Grade</td></tr>
<tr><td>Y11 Spring</td><td>Summer Mock Grade
November Mock Grade
February Mock Grade
Final Predicted Grade</td></tr>
</table>

Minimum expected Grades (MEGs): For each subject studied at Key Stage 4, your child has a been given a Minimum Expected Grade that they could achieve. We guarantee that your child's MEG grades are aspirational and based on how the top 20% of similar students perform nationally. Parents can use their child's MEG grades to compare with mock and predicted grades during the course. MEG grades enable us to celebrate academic success as well as address any areas needing improvement in a timely manner.

Mock Grade: Scholars undertake several mock examinations during their course of study. This is an essential tool to ensure that their progress is on track and to identify any areas for improvement. Mock examinations are conducted in a manner very similar to the real exams and papers are fully moderated to ensure grades are valid and reliable. We always provide parents with the most recent mock grade along with any previous mock grades so you can track progress against their MEG over time.

Predicted Grades: Predicted grades are subject-specific indicators of what grades a scholar is most likely to achieve in their upcoming formal qualifications. These grades are helpful in determining the most likely outcomes in the real exam. Predicted grades are where teachers predict future performance and are based on the outcomes of mock examinations alongside other assessments undertaken during the year. The predicted grades can be compared to their MEG grades to let you know if they are on track by the end of the course.

Glossary of terms:

Beginning (B): The first stage of a process.

Approaching (A): A stage where a scholar is getting closer to meeting the expected standards.

Secure (A): A level of proficiency where a scholar demonstrates the expected level.

Excelling (E): Surpassing the expected expectations.

Minimum Expected Grade (MEG): The lowest grade that a scholar is expected to achieve in a particular subject, based on their ability and potential.

Academic Attitude: The mindset and approach a scholar takes towards their studies, including their enthusiasm, commitment, and willingness to learn.

Attendance: The act of being present at school or in classes, often used as a measure of scholar engagement and responsibility.

Punctuality: The quality of being on time for school or class reflecting a scholar's commitment and organisational skills.

Academic BASE: A scale that scholars are assessed against to identify how secure they are in their knowledge, understanding and skills in an academic subject.

Attitude to Learning BASE: A scale that scholars are assessed against to identify their approach towards their learning. This includes motivation, perseverance and responsiveness to feedback.

Independent Learning BASE: A scale that scholars are assessed against to identify their ability to learn and complete tasks without direct supervision and without constant guidance. This includes working independently in class and completing homework assignments.

Mock Grade: A provisional grade given to a scholars based on their performance in a practice examination, used alongside other assessments to predict future performance.

Predicted Grade: An estimation of the grade a scholar is likely to achieve in a subject, based on their current progress and performance.

CPOS: Changed programme of study.

AFA: Absent from Assessment.

L1P: Level 1 Pass
L1M: Level 1 Merit
L1D: Level 1 Distinction
L2P: Level 2 Pass
L2M: Level 2 Merit
L2D: Level 2 Distinction