Parent Guide Key Stage 3 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 an 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) where parents 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, reading, attendance and punctuality, will give parents 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 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 these areas on the scale. The DCA BASE scale will indicate if your child is ***Beginning (B), Approaching (A), Secure (S)*** or ***Excelling (E)*** in those 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 the following areas on the DCA BASE Scale:

Academic Achievement: At the end of each term scholars will be judged on their academic achievement in all subject areas. Where a scholar is deemed to be "secure" in a subject, that scholar has met all the requirements of the curriculum for the work that has been undertaken that term. This means that their teachers have strong evidence that your child has a consistent mastery of knowledge, skills and understanding expected on their key stage 3 course at that point. Being academically 'secure' is also linked to 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 Learning: This is how we assess how your child can undertake self-directed study and how they use their initiative to explore new ideas presented to them during the term. 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 expectations for independent learning.

Academic Attitude: This is how we assess your child's mindset towards their academic studies. Teachers assess your child's curiosity and open-mindedness as they explore new concepts and how they interact with other scholars' perspectives whilst learning. 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: This is how we assess if your child regularly attends school. Excellent attendance is essential for academic success. Attendance ensures continuous learning, active participation and full engagement with our school community. Poor attendance will result in gaps in knowledge and lost hours of learning. If your child is 'Secure' in this area, they are meeting our expectations for attendance.

Punctuality: This is how we assess if your child arrives to school and to lessons on time. Being punctual 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.

Reading: In year 7 and 8 we assess your child's reading age through our literacy 'Accelerated Reader' programme, and report how they are performing at the end of each term. Reading skills are important to any learner and enable them to access key learning in all aspects of their learning and self-development. Reading is important to promote a child's curiosity and imagination.

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 3 Academic BASE	Independent Learning BASE	Academic Attitude BASE
B	This scholar is **Beginning** to understand fundamental ideas and skills during this term but requires additional support.	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 have grasped most of the main concepts and skills during this term and their knowledge is approaching secure.	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** in the knowledge, understanding and skills needed in this subject at this point.	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.** They have demonstrated a comprehensive understanding of all the knowledge, concepts and skills needed at this point.	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.

	Reading BASE (Year 7 and 8 only)	Attendance BASE	Punctuality BASE
B	This scholar is **Beginning** and their reading age is significantly below chronological age. This scholar is beginning to be able to decode more challenging words and is becoming more fluent in their reading. They can describe what they have read in simple terms. Please support reading at home; strategies are attached and can be found on the website.	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, but** their reading age is below chronological age. This scholar is however now confident in decoding words. They can demonstrate their understanding of the text and are starting to be able to use basic analytical techniques. Please support reading at home; strategies are attached and can be found on the website.	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 is **Secure** and their reading age is on or close to chronological age. This scholar can use a range of reading strategies to analyse different texts. They can link their own contextual knowledge to develop their understanding of what they have read. Please support reading at home; strategies are attached and can be found on the website.	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** and their reading age is above chronological age. This scholar is excelling at reading and can now interpret, evaluate, and analyse a wide range of texts. They can also choose texts appropriate to their needs. Please support reading at home; strategies are attached and can be found on the website.	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.

Minimum Expected Grades (MEGs): When your child joins Djanogly, we use their KS2 SATs results to calculate their most likely minimum expected grades they could achieve at GCSE. We ensure that your child's MEG grades are aspirational and are based on how the top 20% of similar students perform nationally. We believe it is important to inform parents of their child's MEG at the beginning of key stage 3.

It is important to note that we will not make any judgements at key stage 3 against their GCSE MEG grades. At key stage 3 we only report academic achievement on the DCA BASE scale and introduce MEGs formally when they start their GCSE studies in year 10.

It is also important to note that the outcomes of assessment at Key stage 3 are not an indicator as to what grade scholars will get at the end of their GCSE programme. However, the scale would indicate that scholars who are judged as consistently 'Excelling' in a particular subject have a sound grasp of the material being covered at Key stage 3. They may have a higher chance of performing towards the higher end of the grade spectrum at GCSE, should they continue with the subject.

Supporting Reading at Home:

1. Always ensure that your child brings their Accelerated Reading book in every Friday. This book is linked to how we assess your child and what we report back to you at the end of each term.
2. Perhaps look for books based on movies and computer games; this will make it easier for your child to be interested and familiar with the plot and characters.
3. Connect their reading to their interests. If they're interested in pursuing a hobby, then a how-to manual can be a great way to encourage reading. Reading can also be inspired by biographies of people in the worlds of sports, music, fashion and film, and other forms of popular culture can be seen as more attractive reading by teens.
4. Make sure your child sees you reading. If your child sees you reading it lets them know that you find reading enjoyable and worthwhile. If you are reading something you think your child might like, leave it lying around so they can see it. Talk to your child about the book you are reading.
5. The right book is out there. Be patient as you try to find the right sort of books that engage your child. Search for books that link to their hobbies and interests.
6. Encourage your child to create something new from their favourite books. For example, by writing fan fiction, which means writing something new which features key characters from the book they are reading.

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 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 (not used at Key Stage 3).

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.

AFA: Absent from Assessment.