



Understanding your Year 10 End of Cycle Report

We hope you find this guide helpful.

If you have any questions please email mdixon@oxfordspires.anthemtrust.uk

Introduction

At Oxford Spires Academy, we are committed to providing clear, meaningful feedback on your child's learning. Our new approach allows us to share rich, specific data on your child's knowledge and understanding of the content taught in previous learning cycles. This detailed insight helps teachers to identify strengths and areas for improvement; this contributes to planning for Superteaching week (week 12). Remember the content assessed is outlined in your child's Scholars Guide, so you can see exactly what topics have been covered and how progress is measured and also support your child prepare for future assessments.

Accessing the reports

Students will be provided with a hard copy during tutor time and will be helped to understand the reports by their tutor. They will also be asked to keep the reports with their Scholars Guides so that they can refer back to them in class when preparing for mid point and end of cycle assessments.

The reports will also be uploaded to Bromcom and you can access them through the "My Child At School" app / website by browsing to the "Published Documents" section. Students will receive **two reports**.

Summary Report

This report is similar to the type of report you will have received in the past. It includes:

"Current": This is the percentage score achieved in the End of Cycle assessment for that subject.

"Engagement": Teachers record an overall engagement score which indicates one of the following:

Purple	Exemplary conduct. Is always engaged and takes a lead in their own learning. Is always enthusiastic about their work, takes pleasure in their success and is inquisitive about new knowledge. Hands homework in on time and homework is good quality.
Green	Consistently well behaved. Engages well, takes part, offers ideas, confidently answers questions and makes a good effort in class and with homework.
Amber	Behaviour can be poor. Is sometimes reluctant to engage, may try to make excuses not to take part, may be reluctant to answer questions and doesn't always make a good enough effort with classwork or homework. Not quite achieving their potential.
Red	Poor behaviour or is regularly disengaged from work and needs a lot of prompting from the teacher to complete work. Rarely takes part in activities or answers questions willingly. Makes little effort with classwork or homework and is not meeting their potential.

"Minimum Target Grade" Teachers suggest a target grade based on the student's Fischer Family Trust benchmark. Teachers use this grade as a minimum and may increase it if they think the student can aim higher. We want students to aim as high as they can which is why it is a "minimum" target.

The Fischer Family Trust grade is based on how students with similar starting points have performed nationally. It is not a prediction or a limit—just a guide to help teachers and families understand what is realistic and ambitious. We use the most ambitious model they provide.

Question Level Analysis (QLA) Report

In addition to the summary report, we have introduced a new report that gives students feedback by topic and by question. As this system is set up for GCSE grades, only the Question Level Analysis (QLA) sections will be helpful and we ask you to please ignore the other sections during Cycles 1 and 2. This additional QLA report is a useful tool to help students identify topics and questions where they should revise further before their next assessment. This report is very much a work in progress and will have more detail once the mock period starts in Cycle 3.

Each subject provides additional information on a dedicated page.

Topic Summary

Please ignore the topic summaries for now as they will only be used and become relevant when we do the end of year mock exams.

Question Level Analysis (QLA)

Every subject will include a section with the title “Question Level Analysis” at the top. This is a breakdown of the marks scored for individual questions within the assessment. Each subject will break this down in different ways because of the nature of that subject.

2: Modern Text and Poetry	Total Marks	Grade
Knowledge of A Inspector Calls / 8	4	
Retrieval of prior learning / 8	7	
Application of knowledge of essay writing / 18	13	
Organisation of writing in knowledge essay / 8	4	
Technical accuracy in knowledge essay / 4	3	
Vocabulary / 4	2	
Raw Total Marks / 50	33	
Cycle 1 Y10 English / 96	63	
Average Total Marks / 96		
Current Unit Grade		

The QLA is
helpful information

Please ignore all other
sections for now.

In this English example, you can see the total marks available for each question after the “/” symbol. One example is circled in red. The “Raw Total Marks” shows their score out of 50. Please ignore any information below “Raw Total Marks”

Personal Development Education (PDE) and the OSA Score.

The Personal Development Education assessment outcomes (taught by tutors) and the OSA Score are recorded on this subject report:

KS4 Core PDE | Oxford Spires Academy | OSA Scores

Personal Development Education

Tutors record an Engagement score for students work during the PDE programme in tutor time. The Topic Summary and Question Level Analysis (QLA) is shown in the same way as their other subjects. The QLA is shown in the first section ending with “Raw Total Marks / 50”

Term 1	Total Marks	Grade
Question Level Analysis		
Character Education Knowledge / 10	8	
Retrieval of Character Education Knowledge / 10	6	
Application of Character Education knowledge / 30	18	
Raw Total Marks / 50	32	

Reading Age

Below this, the student’s Reading Age score from their most recent NGRT Reading Age assessment is given. It is expressed in months and years. For example a score of

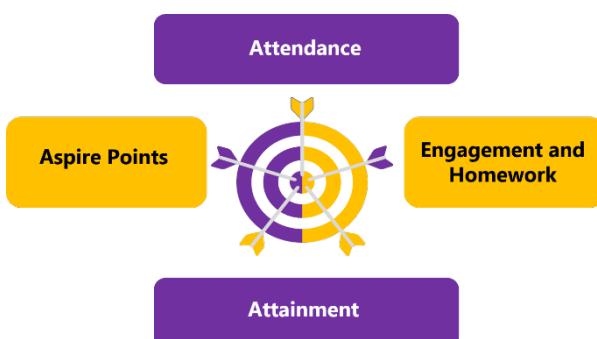
- Reading Age Years: 13
- Reading Age Months: 6

Means that their Reading Age is 13 and 6 month.

Reading Ages below a student’s chronological age are a barrier to success so we use these tests to identify students who need extra support. If your child’s Reading Age is low we recommend you also support them by reading with them and getting them to read to you frequently at home.

The OSA Score

The OSA Score is a combination of 4 important areas of your child’s life at Oxford Spires. Each area has a score of 100. The “OSA Score” is the average of all the scores. The attainment score is given double weighting. The key aim for each student is to improve their OSA Score in the next Cycle by focusing on each of these important areas.



OSA Score Target

This line will show which of the four categories above **most** needs to improve. It may not necessarily be the numerically lowest on the list as it is scaled across all students. For example, a score of 90% for Aspire Points is quite good but attendance of 90% is not. The programme we use takes care of all the calculations and suggests the area to focus on **most** in the coming cycle.