Target Setting Policy

DOCUMENT DETAILS	
Category:	Educational Policy
Approved By:	Local Governance Committee
Version:	3
Status:	Approved
Issue Date:	12/10/2021
Next Review Date:	12/10/2022
Signed:	Headteacher
	Chair of Governors
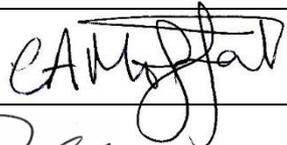
This is a working document, which will be monitored and reviewed annually. It should be read in conjunction with the Assessment, Marking & Reporting Policy.

Introduction

We are committed to giving all of our students every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our students. Targets may relate to individual students, groups of students within classes or whole cohorts of students.

Target setting also allows us to ask some key questions about performance. These are:

> How well are we doing?
> How well are we doing compared to schools of a similar profile?
> How well are we doing compared with national standards?
> How well should we be doing?
> What more should we aim to achieve?
> What must we do to make it happen?
> What action should we take and how do we review progress?

Rationale for target setting

Target setting is a significant strategy for improving achievement if the student is at the heart of the process. Our targets are challenging, measurable, but also realistic and take into account the starting point for each individual student. School improvement targets are identified annually within our School Improvement Plan. These collective targets help to determine the priorities within the School Improvement Plan, and therefore impact positively upon the students' learning. The Governors are involved in reviewing the targets of our School Improvement Plan on a regular basis.

Aims and Objectives

The targets:

> challenge all students to do better
> take into account each student's starting point for learning
> encourage students to regularly discuss and review their progress with Teachers
> involve parents and carers in their child's learning
> help Governors to agree priorities for the School Improvement Plan
> lead to focused teaching and learning
> help us to make judgements about how well our school is doing when compared to all schools and similar schools in local and national benchmark groups.
> Inform the options process during year 9 to ensure students have access to suitable pathways

Process of setting individual targets

When students join Paxman Academy, initial GCSE targets for the core subjects are generated using Attainment 8 estimates, mapped against prior attainment data from Key Stage 2 (where KS2 data is not available, CATs assessments will be used to create estimates). The GCSE English target is based directly on the KS2 scaled score English reading test, the GCSE Maths target is based directly on the KS2 Maths scaled score. The GCSE Science target, and all other GCSE subject targets are based on an average of the English and Maths scores. However, if the target for non-core subjects exceeds that of a core subject, the English or Maths score will be raised to reflect the other subjects to ensure that it is challenging enough. Please see Appendix 1 for details of the conversion of KS2 data into GCSE target grades.

Attainment 8 estimates are updated annually, therefore some targets are revised annually in light of these changes to ensure that they remain challenging, yet achievable. To ensure that our targets are

challenging and aspirational, we also set every student a Golden target in every subject. This is set at 1 grade higher than their main target grade, and represents a stretch target which could be achieved if exceptional progress were made.

Parental feedback on student progress towards their targets

Target setting and progress events are held throughout the year, this ensures that parents and carers have regular opportunities to talk about their child's progress. This helps parents and carers to identify the ways in which they can support their child with work and encourage effective learning at home.

In the spring term, an options evening is held for Year 9 parents, carers and students to explain the options process, pathways as well as how targets are set for GCSE subjects. Parents and carers receive three data reports a year, which allow them to check on their child's progress to date against the targets set in all GCSE subjects. All parents and carers are invited to attend a parental consultation evening to speak to their child's teachers on an individual basis.

Student targets

Students are involved in the target setting process. They receive regular written and verbal feedback from staff, which identifies how they can improve their work and achieve or exceed their target. Students are given time within lessons to respond to the feedback they have received and in doing so, to improve their knowledge, skills and understanding. Teachers use the targets set for each child to develop classroom activities that are designed to enable students to meet their targets. Planning for suitable scaffolding within classes is also taken into consideration.

Process of Setting Cohort Targets.

All cohort targets are set using a combination of individual student targets and Attainment 8 estimates as a starting point. They are then approved by the Governing Body. The Governing Body accepts that the targets are based on the prior attainment of each cohort of students. We therefore do not necessarily expect targets to improve year on year. They reflect the ability of each cohort and carry an appropriate level of challenge.

Target Setting Data

In our school we use a range of information to support our target setting process:

> KS2 National Curriculum Test Scores (where KS2 data is not available, CATs assessments will be used to create estimates)
> Attainment 8 estimates for the previous academic year
> The school's ASP (Analyse School Performance) report
> The school's IDSR (Inspection Data Summary Report)
> Internal Assessment/Achievement Data

Monitoring and Review

The Deputy Headteacher, Headteacher and SLT will discuss and review the targets. The Governors will monitor our target setting process.

Appendix 1

KS2 scaled score	End of Year 11 target
80-94	2
94.5-99.5	3
100-102.5	4
103-105	5
105.5-107	6
107.5-109.5	7
110+	8

If the difference between English and Maths scaled scores is greater than 8, and one of the scores is greater than 108.5, then the actual English or Maths target +1 is used, rather than the average.

KS2 scaled score	End of Year 11 target