



## Policy Statements and Procedures

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# TARGET SETTING POLICY

### 1. INTRODUCTION

This policy sets out the expectations for each college within The Rosedale Hewens Academy Trust with regards to how data will be used to set targets. It explains how academic targets for students are used to raise attainment and achievement in order to meet those targets. Whole college targets within the Raising Achievement Strategic Plan are broken down by Alliance and subject targets as well as by student targets.

The Trust is committed to giving all 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 standards achieved by all students.

### 2. POLICY OBJECTIVES

This policy aims to:

- Raise levels of attainment by challenging all students to do better.
- Encourage students to regularly discuss and review their progress with teachers.
- Involve parents, guardians and carers in their child's learning.
- Help governors of the Local Advisory Board for each college within the Trust to agree priorities for their individual RASPs.
- Support focused teaching and learning.

### 3. PRINCIPLES

Target setting is a significant strategy for improving the achievement and attainment of students. It will only be effective if we remember that the child is at the heart of the process. The targets set are challenging, but realistic and take into account each child's starting point for learning.

The Trust believes that students should be involved in the target setting process and wherever possible be encouraged to set his/her own targets. Regular feedback from teachers make the students aware of how they can improve their work and achieve their targets. This is further achieved by the use of Assessing Pupils' Progress (APP). The target setting process ensures that students are able to make decisions about their own learning and helps them to learn more effectively by making clear what it is that they need to do next in order to improve.

It is essential for parents, guardians or carers to be fully informed about the target setting process and the targets set for their child. They are given regular opportunities to talk about their child's progress towards his or her targets and as such are able to support and encourage their child to meet set targets.

### 4. PROCEDURE

Fischer Family Trust (FFT) data type D + is used to set an initial target for every student in Years 7 to 11

across the Trust. On the other hand ALPS is used to set initial targets for every student in Years 12 and 13. These initial targets are then shared with Directors of Teaching and Learning and made more challenging based upon knowledge of the individual student. In general the target grade at Key Stage 4 is set at one above that generated by FFT and at Key Stage 3 it is at least two grades above that generated and at Key Stage 5 the target is set at the 75th percentile. This data is stored against individual student records on the colleges' Management Information System. All teachers have access to this facility and the data held on it. Targets have been set using CATs data, teacher assessment during the first two half terms (Autumn 1 and Autumn 2) of joining the college and consultation with Directors of Teaching and Learning where Key Stage 2 data is unavailable.

A formal assessment is made every six weeks for every student in each college. The assessment grade is entered onto the college's MIS. The MIS automatically indicates any students who are below target via a traffic lights system. Red indicates a student is working below target, Yellow on target, Green exceeding target. Directors of Teaching and Learning can access the assessments for their individual Alliances and highlight key areas for improvement.

Directors of Teaching and Learning will moderate the assessments and copies of the assessments are kept centrally. In the seventh week of the cycle any changes to teaching groups can be made once discussed with the Principal. In the eighth week of the cycle a spreadsheet is made available to all teaching staff that will show key data required to plan their lessons effectively. This data includes EAL, SEN and identifies other specific cohorts of students. Form Tutors, Teachers and Directors of Teaching and Learning consistently have access to up to date information on every student in their individual Alliances.

The availability of moderated data enables the assessment of progress of groups of students for inclusion in the Performance Management of teachers.

All targets must reflect the ability of each student cohort and carry an appropriate level of challenge.

## **5. MONITORING AND REVIEW**

Progress towards the aggregated targets for each class, Alliance and year group will be analysed at mid- points throughout the academic year as well as at the end of the academic year by the Senior Leadership Team who will report to the Local Advisory Board.

Raise-on-Line and other summative performance data will be analysed by the Senior Leadership Team and evaluated with the support of the Local Advisory Board during the autumn term following the issuing of the results in August.

The Senior Leadership Team will continually review its target setting practice and the tools used to carry out this practice. Any amendments to this practice will take into account students already in the 'process' so as to avoid confusion for those students.

## **ROLES AND RESPONSIBILITIES**

The Principal will ensure that:

- There is a coherent strategy for the effective management of performance data.
- Staff and governors receive training on the interpretation and use of data to inform their planning and student centered target-setting.
- Students' attainment and progress is tracked in line with the assessment, recording and reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets.
- Student progress targets are agreed with each teacher as part of the performance management

cycle.

- Parents, guardians and carers receive information about their child's progress against agreed targets each term.
- The Local Advisory Board receives information on progress at the middle and end of each academic year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress of students.
- Statutory targets are set and published by 31<sup>st</sup> December each year.

Directors of Teaching and Learning will:

- Analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each student.
- Monitor progress of students towards targets.
- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance of different groups of students - the more and less able, the genders, ethnicity - performance within and progress between key stages. Analysis to be reported to the Principal.
- Ensure that evidence-based student progress targets are agreed with each team member in the performance management process.
- Monitor progress of team members towards the targets.

Form Tutors will:

- Agree targets for personal and social skills, attendance and behaviour with each student.
- Monitor students' progress.
- Liaise with the Special Education Needs Coordinator (SENCO) where required to support students on behaviour IEP's (Individual Educational Plan).

The SENCO will:

- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN student.
- Monitor progress of students towards the targets.
- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance within and progress between key stages, and report this analysis to the Vice Principal and/or Principal in accordance with agreed college procedure.

The Vice Principal will:

- Report progress to the Principal in all subjects.
- Support the Directors of Teaching and Learning in the target-setting progress tracking process.

All teachers will:

- Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress.
- Agree SMART targets and where required, complete IEP's with each student for attainment and progress, personal and social skills, attendance and behaviour.
- Encourage students to assess their progress towards their targets, and help them to understand what they have to do to improve.

- Report the progress of students against their targets to Directors of Teaching and Learning. Report the progress of students against their targets to parents, guardians and carers.
- Celebrate success in both attainment and achievement through the half termly Achievement Assemblies.

Students will:

- Agree targets for improvement with teachers.
- Assess their own progress and seek advice if they are unsure about what to do to improve.

The Local Advisory Board will:

- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them.
- Ensure that statutory targets and results are published in the annual report to parents, guardians and carers and that results are published in the prospectus.
- Agree action with the Principal where progress towards agreed targets is below expectations. Recognise and celebrate the effort and success of students and all staff.

## **LINKS WITH OTHER POLICIES**

This policy links with:

- Assessment Policy
- Performance Management Policy
- Managing Student Attendance Policy
- Behaviour for Learning Policy
- SEN Policy
- Race and Equality Policy
- Home / College Agreement