

BRECON HIGH SCHOOL



TARGET SETTING POLICY

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TARGET SETTING WHOLE SCHOOL POLICY

1 Policy Rationale

Central to the ethos of Brecon High School is the value of each and every child – the maintenance and enhancement of each child’s self-worth and confidence. Target setting aims to reinforce this ethos by inspiring students to aim as high as they possibly can. This Target Setting Policy aims to motivate students and enable them to recognise the standards they are aiming for. Students need to understand what their attainment means in relation to:

Expectations of their level of performance

Progress they are making

Targets equip students with the information they need to take responsibility for their learning and fulfil their maximum potential.

The monitoring of target setting informs students and teachers what progress is being made over a period of time. For staff, this information can be used to create informed teaching and therefore more effective teaching. For students, this will lead to raising standards as students are motivated, given further encouragement, support or stretched as necessary.

2 Roles & Responsibilities

2 Role of SLT

- To keep fully up to date with all relevant target setting information and procedures and set whole school targets.
- The Assistant Headteacher will review and update the Target Setting Policy for the school
- To advise HODs on all aspects of the Target Setting Policy including effective approaches to target setting.
- To implement suitably rigorous monitoring systems to ensure that target setting procedures are followed by all staff.
- Create, implement and update student monitoring systems for use by departments to store and monitor results, comparing performance with targets.
- Monitor data for all students in the school with their targets, using this to produce detailed analysis of areas of strength and opportunities for raising standards.
- Collect from HODs their analysis of test results compared to targets and provide overall cross-curricular analysis for SLT.
- Compare Year 9, 11, 12 and 13 examination results with targets and compile an analysis and Self Evaluation.

- Liaise with Progress & Guidance Managers (PGMs) providing them with information for the academic monitoring of year groups.
- Collect prior attainment data and use this to set whole school target levels/grades for students, which is then made available to staff. At Key Stage 3 targets are to be set for the end of each year 7, 8 & 9 progressing through the key stage. At Key Stage 4 targets are to be set for all indicators at the end of Year 11. At KS5 the PGM deals with all arrangements and correspondence with University Applications. This includes all administration for the Year 12 testing, giving feedback to staff and students and analysis of results.

2.1 Role of PGM (for their Key Stage)

- To keep fully up to date with all relevant target setting information and procedures for their Key Stage and ensure the SLT is kept informed of such matters.
- To implement suitably rigorous monitoring systems in their Key Stage to ensure that target setting procedures are followed by all staff.
- Implement student monitoring systems for use by departments to store and monitor results, comparing performance with targets.
- Monitor data for all students in their Key Stage with their targets, using this to produce detailed analysis of areas of strength and opportunities for raising standards.
- Liaise with SLT and Pastoral Support providing them with information for the academic monitoring of year groups.
- Use prior attainment data to set target levels/grades for students, which is then made available to staff. At Key Stage 3 targets are to be set for the end of each year 7, 8 & 9 progressing through the key stage. At Key Stage 4 targets are to be set for all students and indicators at the end of Year 11. At Key Stage 5 targets are to be set for all students and indicators at the end of Years 12 and 13. At KS5 the PGM deals with all arrangements and correspondence with University Applications. This includes all administration for the Year 12 testing, giving feedback to staff and students and analysis of results.

2.2 Role of HOD

- Ensure that all staff in the department follow the Target Setting Policy.
- To implement suitably rigorous monitoring systems to ensure that target setting procedures are consistently followed by all staff in the department. Such quality checks must include regular audits of departmental planners and student book checks.
- Ensure systems are in place so each student is aware of their target level/grade and what they need to do to work up to the next level/grade.

- Ensure systems are in place for the review of progress and generation of statements so students know how to work up to the next level.
- To ensure targets are reviewed regularly, at least three times a year and targeted students are identified.
- Reward students who have done outstanding work towards their targets.
- To ensure there are assessments within the department to allow progress to be compared with the targets that have been set. Results of these assessments must be stored centrally and compared to targets. Targeted students must be recorded and monitored on the central records
- To ensure staff relate student progress to targets and give feedback to students

2.3 Role of Subject Teacher

- To ensure every student is aware of their target level/grade.
- To remind and encourage students to work towards their targets.
- To ensure each student's target and target statement is on the front of their exercise book / folder.
- To ensure every student is aware of the steps they need to take to attain the next level/grade, ie target statement.
- To relate achievement to target levels/grades so students can monitor their own progress.
- To give feedback to students so they are fully aware of the assessment criteria and what they need to do to progress towards their target.
- To review targets at least twice a year and record the outcome of the review.
- To report to parents on targets, Summary/End of Year Reports and Consultation Evenings.
- To identify students not achieving targets, inform HOD and follow departmental strategies.
- To support the HOD in all matters relating to Target Setting.

3 Key Definitions

3.1 Target Grades/Levels

Target grades or levels are not the same as predicted grades/levels. The prediction is the grade/level staff *expect* a student to achieve, while targets are always higher. The target includes a motivational factor or 'challenge' to encourage students to aim as high as possible. Even so, it is possible for students to attain even higher than the target; the target must not be seen as a ceiling to achievement.

Target = Prediction + Challenge

All target levels/grades for all subjects are all stored on the Assessment Drive for later analysis and comparison with actual results.

4 General Procedures

4.1 Key Stage 3

Based on Key Stage 2 results from primary schools End of Key Stage 3 target levels will be generated for each student in year 7. It is nationally generally expected that students will improve by two levels over the key stage (3 years). Therefore targets will rise by *at least* two thirds of a level per year, i.e. two sub-levels. The sub-levels allow us to show progression within a level and set interim targets within the key stage, i.e. at the end of year 7 and year 8, to give 'stepping stones' to lead students towards the final assessments in year 9. Year 9 targets are reviewed to be in line with the targets set by Fischer Family Trust Aspire top 25% of schools.

Core Subject Targets are generated by the Head of Attainment and then circulated to Non Core Departments who may wish to slightly alter the targets due to different abilities/aptitudes the student may have for their subject. Generally targets should not be reduced only raised.

The PGM will monitor targets set by HODs to ensure they are sufficiently stretching and standards are met at the end of the key stage.

Targets should be as positive as possible setting high standards for students to encourage them. No student is to be demoralised by a target that is set.

Target levels and statements must be prominent on the front of exercise books. It is up to departments to develop additional systems to ensure that students know their current level, their target level and what students need to do to attain the next level.

4.2 Key Stage 4

Using predictions from the Fischer Family Trust Aspire the PGMs will generate target grades for all students for the Level 2 subjects they are taking. Year 10 subject staff will be given the targets to check and if necessary alter. However as the target grades are based on the individual student's previous

achievement they are fairly accurate and specific to the student. Therefore there is no need for staff to reduce the given target but staff can raise the grade to encourage greater progress. Target setting should be as positive as possible giving high targets for students to encourage them, no student is to be demoralised by a target that is set. This target will remain the target for that student until the end of Year 11.

Target grades and statements must be prominent on the front of exercise books and folders. It is up to departments to develop additional systems to ensure that students know their current grade, their target grade and what students need to do to attain the next grade.

4.3 Key Stage 5

Using benchmark data and GCSE results students receive their target grade for all subjects at the start of Year 12. This is used as their target grade until the FFT data arrives in school when subject specific target grades are given for individual subjects for A1 and A2.

4.4 Assessment

All assessments must use the NC criteria for Key Stage 3 and GCSE criteria where appropriate for Key Stage 4, these can then be compared to target levels or grades. The results of the assessments must be recorded centrally within the department and the progress of every student monitored relative to their targets.

HODs complete evaluations following assessments where results are compared to targets and the progress of students is monitored. Departments must ensure there are strategies in place to support all students falling below targets and more rigorous strategies to support targeted students.

4.5 Feedback

Target setting aims to give students information so they can take responsibility for their learning and work independently. To do this it is vital that students know how

- The level at which they are working
- Their target
- How they can reach the next level i.e. move towards their target

Feedback must be given to students by staff or students must be given opportunities to share their work so they can learn from each other. Feedback can be given in a variety of ways. Students must understand the criteria for the next level or grade and how they can achieve a higher standard. Staff must relate achievement to targets as often as possible and give specific examples of how each student can improve their work. Stickers in books are a lively method to achieve this that stand out as a reminder to students. Stickers can be used for a range of purposes to praise students, to encourage them and to give advice on how to edge closer to their targets – or beyond.

4.6 Reporting to Parents

Target levels will be included in reports to parents. Where a target has been raised by the subject teacher this can be explained in the text as the original target will be printed on the report. Parents will therefore be able to monitor their child's progress from KS2 through Key Stage 3, 4 & 5. Targets are recorded in student planners so parents can monitor progress.

5 Monitoring and Evaluation

- HODs will submit analysis of their results/targets with strategies for student support and improvement. The HOD will monitor the results of assessments and compares them to targets to monitor student progress within the subject.
- The PGMs monitors the results of assessments and compares them to targets to monitor student progress across subjects.
- The PGMs and SLT will also ensure monitoring of whole school targets and departments are centrally recording targets, results, assessing students regularly and using levels/grades as required.
- Regular book checks and student interviews will be carried out by the PGMs and SLT to ensure students are aware of their targets and what students need to do to improve. Planner checks and lesson observations will ensure evidence of target setting policy. **Linked Policies** Assessment and Reporting Policy