

# HINCHINGBROOKE SCHOOL



## Policy Statement on **TARGET SETTING**

Drawn up by:

GNM

Date:

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Date adopted by Governing Body:

17.6.09 (Curriculum)

Revised:

## **KEY OBJECTIVES**

To create a unified system of gathering and sharing performance data for all students in such a way that:

- Allows us to own our data and for teachers to see the relationship between target setting and assessment for learning
- Motivates students to take responsibility for their own learning
- Allows form tutors to have a more effective dialogue with their form members concerning their learning
- Gives parents a better understanding of the target setting process and their role in it

Ultimately, for performance management purposes, Fischer Family Trust Band D data will be used at the end of key stages 3 and 4 whilst ALIS will be used for post 16. We believe that students need to be set challenging targets, based on regular assessments. In this sense, there is a greater ownership of data, and ultimately a more productive dialogue between all stakeholders.

### **Two Levels of Progress**

Generally speaking the targets are aimed at challenging the student to make real and substantial progress:

Key Stage Two	Key Stage Three	GCSE
2	4	D
3	5	C
4	6	B
5	7	A/A*

## **KEY OUTCOMES/PROCESSES**

### **At Key Stage Three**

- Every student has a start level based on KS2 data
- There is an overall end of KS3 target for each National Curriculum subject
- There is an end of year target for each subject in Year 7 and Year 8

### **Heads of Departments will:**

- Monitor the setting of targets, and ensure that staff understand the process.

### **Teachers will:**

- Set every student a start level (baseline target) and end of year target for every subject apart from Personal and Social Development and other non-national curriculum subjects such as the preferences programme in Year 9. These will be completed by the end of the first term.
- Use Fischer Family Trust data (Band D) to set Year 9 targets – these will be given in whole levels as end of Key Stage targets.

This target will be based on entry level stats ie KS2 results, Fischer Family Trust data, MIDYS and a piece of assessed work set by department heads.

The end of year targets will be graded using decimals -for example, a 5.5 level reflects that the student is a 'safe' level five, and a 5.8 reflects that a student is almost a level 6. Conversely, a 5.2 reflects that a student may not be secure in level 5, and would need to be monitored to secure that level consistently.

## At Key Stage Four

### Teachers will:

- Set students an end of Key Stage target which will not normally be lower than the Fischer Family Trust data (Band D). Not all subjects studied are examined through GCSEs and so in some cases targets will be set in terms of the particular subjects grading eg pass/merit/distinction. Some subjects such as Study Plus are not examined and will not be set targets – they will still be reported on through Learning Grid grades.

In some subjects, such as Art, DT, Music, Drama and Languages, there may be more variation between individual targets and the predictive data. **The overall target set for the cohort must not be lower than the Fischer Family Trust (Band D) target, as performance will be ultimately judged against this data.** This recognises the fact that talent in some subjects is not necessarily closely linked to average academic levels in the core subjects.

## At Key Stage Five

### Teachers will:

- Set an AS target for year 12
- Set an A2 target for year 13

This target would be identified through the use of existing data eg ALIS predictions and also at least two assessments in Year 12 during the first term.

## ASSESSMENTS AT KEY STAGE 3 + 4

### Heads of Departments will:

- **Core subjects:** Set two assessments per term which will be formally marked using levels or grades linked to APP (Assessing Pupil Progress) at KS3 or GCSE at KS4.
- **Foundation subjects:** Set and mark one assessment per term.

This does not have to be undertaken during test conditions, but can be extended projects, homework tasks, presentations, coursework or other tasks which demonstrate the student's level of attainment.

These assessments do not all need to be set at the same time, but over an 8 week period, to straddle a half term.

- Ensure that schemes of work show how key lessons are building up to these assessments
- Ensure that moderation takes place for key assessments
- Provide a termly calendar of assessments for each year group.
- Provide information on department websites: this should give details for parents and students on assessment dates. The information should also include sources of help for parents and students on the key assessments where appropriate.

### Data Team will:

- Provide current assessment data by teaching group, year group and form group.
- Train Heads of Departments and Heads of Years on how to manipulate data to focus on different cohorts of students eg for intervention purposes.
- Provide a current teacher level for each student to be included in the reporting process for parents. This will be based on assessments undertaken so far within departments.

All staff will have access to the target setting data.

### **Advanced Skills Teachers will:**

- Support departments on how to use principles of assessment for learning to support target setting in the classroom.

### **Advanced Skills Teacher with a responsibility for target setting will:**

- Run a parents' information evening, explaining our target setting policy.
- Ensure that further information for parents giving more details about assessments in the core subjects, where to find sources of further information etc is published on department internet pages.
- Co-ordinate a students' calendar of assessments to put in their planners.

### **The Hinchingsbrooke Learning Grid**

This is used to assess student attitudes to learning. Tutors will use this to set targets related to issues such as behaviour, effort and personal organisation. Students also use the grid to assess themselves on these qualities. The Hinchingsbrooke reporting system makes explicit reference to target grades, current teacher levels and performance on the Learning Grid.

### **Form Tutors will:**

- Use the reporting and assessment data as a basis for dialogue about learning with members of their form.
- Decide which subjects are areas for concern and need to be tracked by the student and form tutor throughout the year.

### **Students will:**

- Put their end of year target onto the learning grid self assessment page.
- Enter current progress level/grade, as well as completing the learning grid self-assessment, during student self assessment weeks which are calendared.
- They will put their start level next to each subject.
- Keep the copy of their assessment timetable in their planners over the progress check page in their planners (at the back of the planners).
- Track their progress across **three** subjects – these subjects need to be negotiated between student and form tutor, for example, subjects where students have the lowest target. These will be put onto a graph and kept in their planners on the next page from the assessment timetable.
- Students from student parliament will be used to work with form tutors and students on strategies to improve study skills etc.