



TARGET SETTING POLICY

1. Introduction

1.1 This document sets out the procedures for setting academic targets for students.

1.2 This policy should be read alongside the school's Assessment, Recording and Reporting Policy, Marking Policy, SEND Policy, and Gifted, Able and Talented Policy.

1.3 This policy is written in accordance with the Education (Independent School Standards) Regulations 2014 (ISSR) and the ISI Inspection Framework (September 2025), which require that teaching takes into account the ages, aptitudes and needs of all pupils, enabling them to acquire new knowledge and make good progress according to their ability.

2. Philosophy

2.1. Adcote School believes that an essential part of improving achievement is to agree targets with each student that are aspirational. The School also believes that targets set should be evidence-based using high quality data and be informed by teachers' professional judgement and by the school's performance over time.

2.2. This policy focuses on the setting of academic targets to raise attainment and achievement, however targets may also be set for attendance, behaviour and social progress which would be subject to separate policies and procedures. Further, the school's policies on assessment, marking and reporting are covered elsewhere.

2.3. Students should be closely involved in their evaluation of targets and will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with students and their parents.

2.4. Targets set will be broadly based on data collected and processed by the Centre for Evaluation and Monitoring (CEM). The school routinely assesses students using CEM online adaptive tests.

2.5. Evaluation of students' progress towards their individual targets is an ongoing process carried out by teachers and supervised by Heads of Department and the school's Senior Management Team (SMT).

2.6. Evaluation of students' progress towards their targets will trigger appropriate intervention to maximise a student's performance.

2.7 Targets should not be set in isolation from a pupil's individual context. For pupils with Special Educational Needs and Disabilities (SEND) or Education, Health and Care (EHC) plans, targets must reflect the outcomes specified in the EHC plan and be set in liaison with the SENCo. For pupils who are highly able (G+T), targets should reflect aspirational expectations beyond the CEM CHANCES average, in liaison with the G+T Coordinator.

3. Staff responsibilities

- 3.1. The Headteacher, with assistance from the Deputy Head, has overall responsibility for the setting of academic targets for students.
- 3.2. Subject teachers have responsibility for setting appropriate targets for individual students based on CEM data, assessment of students' class performance and their own professional judgement. Targets are set for the end of the academic year.
- 3.3. Heads of Department have responsibility for monitoring the targets set by subject teachers.
- 3.4. Subject teachers have responsibility for assessing student progress towards their targets and implementing appropriate interventions to maximise students progress.
- 3.5. The Headteacher, with assistance from the Deputy Head, is responsible for approval of targets that differ from CEM predictions.

3.6 The SENCo is responsible for ensuring that targets set for pupils with SEND and EHC plans are aligned with the outcomes specified in each pupil's EHC plan, and that subject teachers are made aware of any adaptations required when target setting for these pupils.

3.7 The G+T Coordinator is responsible for ensuring that targets set for identified high ability pupils are sufficiently aspirational and are not artificially capped at the CEM CHANCES average where greater potential has been identified.

3.8 Personal Tutors have a role in discussing targets with their tutees, supporting pupils to understand what they need to do to achieve them, and flagging welfare or pastoral concerns that may affect a pupil's ability to meet their targets.

4. Procedures

4.1. Data collection and review

Year 7 to Year 13

- 4.1.1. The Centre for Evaluation and Monitoring (CEM) provides a range of baseline assessment students designed to measure student aptitude for, and attitude to, learning. There are a range of tools whose description is beyond the scope of this policy (see <http://www.cem.org> for more details) that can be used to assess students. For example, Midyis is designed to monitor student progress throughout KS3 and facilitate transition to KS4 with value-added progress measures and target-setting information for external examinations. Of key value to the teacher is the use of this data to predict student outcomes at GCSE

and subsequent use of this data by SLT to review student outcomes and use value-added measures to promote the school.

- 4.1.2. students will undertake CEM assessment using appropriate tools (MIDYIS, YELLIS, ALIS) at the beginning of KS3, KS4 and KS5 respectively. This will be completed by the end of September in each academic year. Students joining the school at times other than the start of the school year will sit the appropriate assessment at their earliest opportunity.
- 4.1.3. Predictive data from the CEM assessment will be entered onto the school's management information system (iSAMS).

Year 3 to Year 6

- 4.1.4 The juniors use GL testing. These identify key baseline abilities and recognise potential areas for additional support. Results are analysed and set against KS2 levels and then converted to the Adcote grading criteria.
- 4.1.5 All students in Years 3 to 6 take these in the first week of Autumn term. All students then sit the paper again in June to formulate progress measures and feedback.
- 4.1.6 Full breakdown of results is saved under a shared school document through Google drive, with the simplified results uploaded onto Engage.

4.2. Target setting

- 4.2.1. In Years 7 to 13, subject teachers will devise appropriately challenging targets for individual students using the CEM 'CHANCES' graphs, data entered onto CEM iSAMS, prior student performance and their professional judgement. It is important that target setting should focus on maximising and improving performance. It must draw on the available evidence at the school's and the teachers' disposal to reflect where a student is and where she can be. This evidence should include quantitative data from CEM, from teacher assessments and from demographic data extracted from the school's MIS data collection. E.g. attendance data can be quite powerful in considering how realistic a target really is. It is expected that for the majority of students, the target set will match the CHANCES graph. Subject teachers will enter student targets onto Engage. This will be completed by the end of the second week in October of each academic year.
- 4.2.2. For some students, the target set will not closely match the CHANCES graph. In these instances, teachers have taken into consideration previous assessed evidence and any information from the Learning support department.

4.3. Assessment

- 4.3.1. Subject teachers will undertake appropriate assessment of student progress as a normal part of their everyday teaching and in line with the school's Assessment Policy. Subject teachers will use assessment data to gauge student progress towards their individual target.
- 4.3.2. Where subject teachers identify that a student is likely to not reach, or is likely to exceed, her target, the subject teacher will instigate appropriate intervention to address the need. This may include, but is not limited to, referral to the Head of Department, Deputy Head, Head of Section, SENCo, G&T coordinator, discussion with the student's personal tutor, discussion with the student and discussion with the parent. This may also include intervention activities.

4.4. Interventions

- 4.4.1. Subject teachers and Heads of Department will prepare in advance a range of appropriate interventions to tackle over- and under-achievement. These could simply be extending the range of teaching strategies that teachers will use as standard in their classroom to promote particular student groups, a range of catch-up or extension workbooks, subject language activities, lunchtime clubs etc. Subject teachers and Head of Department will monitor progress of students with concerns. If persistent failure to meet targets continues, this will automatically be referred to the Assistant Head (Academic) and Assistant Head (Pastoral) for further intervention.

5. Monitoring and Evaluation

- 5.1** The Deputy Head (Teaching and Learning) is responsible for monitoring the overall quality and consistency of target setting across the school, including reviewing a sample of targets set each October to check they are appropriately aspirational and evidence-based.
- 5.2** The effectiveness of this policy will be evaluated annually using whole-school and cohort-level attainment data, including value-added data from CEM. The findings will be reported to the Headteacher and used to inform the School Development Plan.
- 5.3** The progress of specific groups including pupils with SEND, high ability pupils (G+T), EAL pupils, and boarders will be tracked separately to ensure that target setting and intervention is equitable and effective for all groups.