



TARGET SETTING POLICY

Reviewed by: Nicola Tribe	Date: Apr 2021	Next review: Apr 2023
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1. Introduction

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

2. Philosophy

- 2.1. Adcote School believes that an essential part of improving achievement is to agree targets with each pupil 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. Pupils 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 pupils 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 pupils using CEM online adaptive tests.
- 2.5. Evaluation of pupils' 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 pupils' progress towards their targets will trigger appropriate intervention to maximise a pupil's performance.

3. Staff responsibilities

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

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 pupil outcomes at GCSE and subsequent use of this data by SLT to review pupil outcomes and use value-added measures to promote the school.
- 4.1.2. Pupils 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. Pupils 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 (Double First – Engage) by the school's support staff.

Year 3 to Year 6

- 4.1.4 The lower prep use RISING STARS assessments. These are nationally standardised tests that cover writing, reading and numeracy. Results are analysed and set against KS2 levels and then converted to the Adcote grading criteria.
- 4.1.5 All pupils in Years 3 to 6 take these in the first week of Autumn term to ascertain baseline levels and to inform teaching. All pupils 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 pupils using the CEM 'CHANCES' graphs, data entered onto CEM Engage, prior pupil 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 pupil 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 pupils, the target set will match the CHANCES graph. Subject teachers will enter pupil 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 pupils, the target set will not closely match the CHANCES graph. In these instances, teachers will complete a target review, including reasons

and evidence for the request, which will be submitted to SLT for review and approval.

- 4.2.3. Once reviews have been completed by all academic staff, SMT will consider based on the range of requests made for each pupil and/or subject department on a case-by-case basis and approve or reject requests. SMT will use all referrals to monitor patterns in data and patterns in concerns. This will be completed by Autumn half term break each academic year, and the results of the review will be ratified on Engage.
- 4.2.4 In Lower Prep the targets are only completed in English and Maths, with effort grades produced for other subjects.
- 4.2.5. Form tutors/personal Tutors will share and discuss targets with individual pupils during pastoral mentor sessions.

4.3. Assessment

- 4.3.1. Subject teachers will undertake appropriate assessment of pupil 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 pupil progress towards their individual target.
- 4.3.2. Where subject teachers identify that a pupil 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, Director of Studies, Head of Section, SENCo, G&T coordinator, discussion with the pupil's personal tutor, discussion with the pupil 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 pupils with concerns. If persistent failure to meet targets continues, this will automatically be referred to the Director of Studies and Pastoral Deputy for further intervention.