



TARGET SETTING POLICY

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Date: Sep 2024

Next review: Sep 2025

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. **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 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 **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 **students's** performance.

3. Staff responsibilities

- 3.1. The Headteacher, with assistance from the Assistant Head Academics, 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 pupil progress towards their targets and implementing appropriate interventions to maximise **students** 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).

Year 3 to Year 6

- 4.1.4 The lower prep use ACCESS 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 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.
- 4.1.7 **Students complete a CEM assessment (INCAS) at the end of the summer term to identify age ability for reading, comprehension, numeracy, spelling. These are then used to inform teaching for the academic year ahead.**

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 students, 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 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.
- 4.2.3. *Removed*
- 4.2.4. *Removed*
- 4.2.5. Form tutors/personal Tutors will share and discuss targets with individual pupils during Target setting meetings.

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 pupil 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, Assistant Head (Academic), 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 Deputy Head (Academic) and Deputy Head (Pastoral) for further intervention.