



Target Setting Policy

Reviewed by: Standards & Progress Committee

Version: 1

Last Reviewed: -

Reviewed on: 27th June 2016

Adopted by FGB on: 5th July 2016

Signed by:

A handwritten signature in black ink, appearing to be 'J. Williams', is written over a light grey rectangular background.

(Chair of Governors)

Next Review: 27th June 2017

Introduction

Ysgol Treffynnon believes that high expectations are an essential part of improving achievement and that it will agree targets with each pupil that are aspirational and appropriately challenging.

This policy focuses on the setting of academic targets to raise attainment and achievement, however targets will also be set for attendance and behaviour.

Students will 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 will be discussed regularly with individual students and their parents.

The Policy

The policy of Ysgol Treffynnon is that all students should be challenged to maximise their individual academic potential.

Aims of the policy

Our school aims to:

- Agree challenging individual subject targets for all students from Y7-11 using a variety of data sources.
- Involve all students in monitoring and evaluating their progress against targets in all subjects.
- Provide regular and bespoke diagnostic feedback to support students in maximising their potential.
- Regularly feedback academic progress to pupils and parents.

Equality

Ysgol Treffynnon is committed to ensuring all students are provided equal opportunity to maximise their academic potential irrespective of socio-economic status, religious belief, gender, disability, race or sexual orientation as required under the Equality Act, 2010.

Target Setting Data

Targets will be determined using a variety of data:

- KS2 performance (FFT Aspire)
- KS3 performance (Teacher Assessments)
- Welsh National Tests (WNT)
- FFT Aspire predictions
- CAT Data

Target Setting Process

Individual student targets

- FFT Aspire will be used to determine an initial target.
- Senior Leaders and Directors of Learning (LMT) will jointly discuss and review individual targets for all pupils, making adjustments based upon students' historical performance and individual circumstances.
- Lead Teachers will review the targets set by the LMT and make adjustments (limited to one grade or sub-level at KS3), based upon their knowledge of an individual

student's ability and attitude towards their subject; adjustments must be fully supported with evidence.

- Adjustments will be reviewed by LMT and minimum target grades/levels agreed.
- Agreed targets will be shared with students and parents.
- These targets will be used to set individual subject targets.
- Where individual subject targets do not support improvements in whole school measures, potential individual students will be identified for additional support in order to meet whole school targets.

School Measures

- The school will set baseline targets for all national measures that seek to improve each measure when compared to its family and Welsh average; and to raise each measure into a higher benchmark quartile where appropriate.
- LMT will discuss and review the target for each measure by reviewing the individual pupils in Y9/10/11 to take account of the individuality of each cohort of students; making adjustments based upon students' historical performance and individual circumstances.
- The LMT will endeavour to ensure that any adjustment does not result in a decrease in performance on the previous year.
- Where individual pupils are identified as potentially putting school performance at risk, recommendations for support and intervention will be made.
- Agreed targets will be uploaded to the GwE target setting website.
- Agreed targets and implications for progress will be presented to the school's Governing Body and Accelerated Improvement Board (AIB).

Monitoring, tracking and reviewing

Tracking individual student progress against target and progress of whole school measures of performance will continue throughout the year. A formal assessment of progress will happen each half term and form part of the school's quality assurance process.

Form Tutors will:

- Ensure that all students in their form classes have the opportunity to formally review their academic progress each half term and to identify three targets for improvement for the coming half term.
- Provide clear and regular opportunities for students to monitor and reflect on their academic progress against target.

Subject teachers will:

- Maintain high expectations of all students.
- Ensure students are challenged and stimulated in their learning.
- Regularly assess individual student progress, through in-class assessments, tests and homework.
- Use their assessment data to make an informed prediction of each individual student's chances of achieving their target at the end of the year (KS3) or in their final GCSE/BTEC/WBAC examination/course assessment.

Lead Teachers will:

- Lead Teachers will regularly monitor the progress against subject target for the individual subjects within their Area of Learning.
- Ensure all subject teachers are aware of the pupils requiring additional support as provided by their Director of Learning.

- Ensure all teachers make full use of all available data for the individuals and groups of students in their classes.
- Challenge subject teachers where there is underperformance and seek strategies to support improvement.
- Speak with individual students to identify appropriate strategies for support.

Directors of Learning (DoL) will:

- Will review predicted performances each half term and identify individual students requiring support if their subject targets are to be met and communicate these names to Lead Teachers.
- Monitor the progress of whole school measures and inform SLT where there are significant concerns that a target will not be met, or when significant additional support is required.
- Ensure all Lead Teachers & Subject Teachers have access to, and make full use of, all available data for the individuals and groups of students in their classes.
- Challenge Lead Teachers and Subject Teachers where there is underperformance and seek strategies to support improvement.
- Support Lead Teachers in identifying appropriate strategies for support.
- Ensure that accurate progress data is made available to students via form tutors and to subject teachers for parent evening consultations.

Senior Leadership Team (SLT) will:

- Ensure that all targets enable the school to make progress on the previous year when compared to the school's family of schools, local authority and national outcomes.
- Ensure there is a coherent strategy for the effective tracking, monitoring and intervention of underperformance for individual student and school performance related data.
- Challenge Directors of Learning where there is underperformance and seek strategies to support improvement.
- Support DoL in identifying appropriate strategies for improvement.
- Ensure that outcomes are communicated to the Governing Body and AIB.
- Include performance data progress forms an integral part of the school's quality assurance process and self-evaluation.

Sources of data and information to support underperformance

- ALN/SEN Registers
- FFT Aspire
- CATs Profiles
- Welsh National Tests
- Literacy/Numeracy and Catch Up Interventions
- PASS Analysis
- Student Surveys
- Directors of Learning (Academic)
- Director of Learning (ALNCo)
- Director of Learning (Care, Support & Guidance)
- Lead Teachers (Care, Support & Guidance)
- Attendance Officer (AO)
- Family Engagement Worker (FEW)
- Restorative Justice Officer (RJO)
- Re-Integration and Early Intervention Officer (REIO)
- Alternative Provision Coordinator (APC)