

Target Setting Policy



Approved: 19 September 2018

Review date: September 2020

Responsible Officer: CEO



Vision and Ethos

The vision statement of the Trust demonstrates its Christian ethos and faith foundation.

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

We believe:

- that a Christian ethos underpins and informs all that we do
- that the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement
- that through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community
- in the development of a broad and balanced curriculum that supports young people's personal development and preparation for life
- that the family of academies within the Trust, working together, will secure continuity and progression for all
- that there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage
- that, through its structures and work, the Trust can create and support effective Governance for all members
- that, through the Trust's work across its academies, expertise and capacity will be developed so that they can be supported with their development needs and economies of scale achieved

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Governing Body' is used it refers to the Local Governing Body of an individual academy within the Trust.

Where appropriate the Governing Bodies of individual academies will publish details of the procedures and practices to implement Trust policies.

Related Policies and Procedures

- Annual Assessment Data Calendar
- Assessment, Recording and Reporting Policy
- Elements of Data Snapshot
- GL Assessment – Supporting a Whole Pupil Approach
- Line Management Meeting Guidance
- Self-Evaluation Timeline

1. Policy Statement

- 1.1. This Trust is committed to setting aspirational attainment and progress expectations for individual students, groups of students, teachers, subjects areas and each academy as a whole in order to secure highest possible outcomes.

2. Scope and Principles

- 2.1. From September 2018, a new Common Assessment Framework (CAF) is being implemented, which includes internal ALT Common/Comparable assessments, administered alongside selected GL Assessments from the Complete Digital Solution.
- 2.2. This ensures in-year assessment is robust; each Data Snapshot offers opportunities for trust-wide collaboration, moderation and comparability (between academies, subjects, student groups) and external benchmarking against nationally representative samples. At each key stage, minimum expectations are set as indicated below.
- 2.3. This policy document is committed to and guided by the principles of:
- promoting a coherent approach to setting expectations within all Key Stages;
 - ensuring aspirational outcomes are aimed for;
 - recognising and celebrating that progress is relative to each individual's starting point;
 - ensuring progression and continuity of learning within the school and across the different phases of education;
 - providing valid, robust, reliable and streamlined information for teachers, students, parents and other users, so that informed decisions can be made both inside the classroom and beyond.

3. Setting expectations for benchmarking student outcomes

3.1. At Key Stage 3 (KS3):

- a Baseline for each student is derived from their Key Stage 2 (KS2) Scaled Score, standardised across the trust, around a mean of 100;
- for students without prior KS2 data, Cognitive Ability Tests (CAT4), taken early in the first term (or as soon as students join the trust), provide a retrospective KS2 Scaled Score; this is used instead;
- standardised data from Common/Comparable and GL Assessments is used to establish if a student is 'in line', 'above', 'below' expectation based on their KS3 Baseline;
- progress reporting indicates whether they are 'in line', 'above', 'below' expectation (where students achieve subject standardised scores within ± 4 points of their KS3 baseline, progress is considered 'in line');

3.2. At Key Stage 4 (KS4):

- For Year 10 and 11, a Benchmark grade is calculated for each of a student's courses. The Benchmark grade is the minimum expected grade based on students' prior attainment at KS2, informed by the latest national Attainment 8 estimates;
- for students without prior KS2 data, the CAT4 indicative grade is used instead. These are generally taken early in the spring term of year 8 prior to options being selected;

- raw data, from Common/Comparable and GL Assessments, is converted to a Current grade, using ALT agreed grade boundaries (informed, where possible, by published exam board grade boundaries);
- progress reporting indicates a residual, comparing Current grades with Benchmark grades and calculating the percentage \geq Benchmark;
- Year 9 follow the same procedure as at KS3 with standardised data from Common/Comparable and GL Assessments used to establish if a student is 'in line', 'above', 'below' expectation based on their KS3 Baseline (as attributing grades at this early point, with so little of the course covered is unlikely to be sufficiently robust);
- progress reporting indicates whether they are 'in line', 'above', 'below' expectation (where students achieve subject standardised scores within ± 4 points of their KS3 baseline, progress is considered 'in line');

3.3. At Key Stage 5 (KS5):

- a Benchmark grade is calculated for each of a student's courses. For Level 3 courses, the Benchmark grade is the minimum expected grade based on students' prior attainment at KS4, informed by the latest Department for Education 'Value Added Ready Reckoner'.
- For Level 2 courses, a Benchmark grade is set for each of a student's courses as a grade-improvement on the student's average grade at KS4.

4. Setting expectations for students

- 4.1. At Key Stage 4 and 5, academies will decide locally how to set and/or communicate aspirational expectations for students with students and parents as indicated in each academy's Statement of Practice.

5. Setting expectations for teachers

- 5.1. Through the appraisal process, teachers are expected to be aware of each students' progress compared to their Baseline score (KS3) and residuals compared to their Benchmark grades (KS4/5) of all students in each of their classes. These are used to inform planning.
- 5.2. For the purpose of appraisal, performance of KS4 and 5 classes will be considered in relation to overall residuals based on performance compared to Benchmark and percentage \geq Benchmark.

6. Setting expectations for subject areas

- 6.1. Subject areas work towards meeting/exceeding Baseline scores (KS3) or Benchmark grades (KS4/5). Performance is reviewed at each Data Snapshot and through formal Examination Reviews.

7. Setting expectations for the Senior Leadership Team (SLT)

- 7.1. The SLT is accountable for overall performance. The Governing Body at each academy annually sets overall targets for a range of Key Performance Indicators (KPIs) taking into account cohort prior attainment and recent trends in published attainment and progress

figures. Performance against these KPIs is monitored at least once per term, following Data Snapshots, and at the end of the academic year. Monitoring will consider current, projected and actual grades or standardised scores, relative to Benchmark grades (KS4/5) or Baseline scores (KS3) as appropriate.

8. Additional Responsibilities

8.1. The Central Data and Information Manager is responsible for:

- communicating with SLT across the Trust to agree Data Snapshot points to drive local Academy Assessment Schedules;
- define and communicate with local Data Teams, common procedures and practices for deriving Baseline scores and Benchmark grades
- collating and benchmarking academies within the trust against each other and other schools nationally and sharing this with SLT.

8.2. Individual academies within the Trust are responsible for:

- Statements of Practice which outline academy procedures and practices for setting and communicating student expectations.