

Target Setting Policy



Approved: October 2020

Responsible Officer: CEO

Trust Ethos, Mission, Vision and Values



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



Working together, transforming lives

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

Where the word 'Advisory Board' is used it refers to the Academy Advisory Board (AAB) of an individual academy within the Trust.

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

The term 'Trust Executive Leadership Team' (ELT) is comprised of the Chief Executive Officer, Director of Education, Regional Director, Chief Finance Officer, Director of Corporate Affairs, Director of Operations, and Director of People Strategy.

Where the word 'users' is used it refers to staff, future staff issued with ICT access and/or hardware, AAB members, volunteers and regular visitors.

Where the phrase 'Senior Leader' is used, this refers to the ELT, Principals, Headteachers or Business Services Director within the Trust.

Where the phrase 'Principal' is used, this also refers to Headteachers.

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. Where educational objectives can be quantified 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 2020, the ALT Assessment Framework is being implemented at all key stages from KS1 to KS5, building on the Common Assessment framework which was previously implemented in Sept 2018 at KS3/4.
- 2.2. The ALT Assessment Framework applies consistent approaches to assessment principles and practice, combining internal ALT Common/Comparable assessments with externally sourced, nationally standardised assessments from GL Assessment (KS3-5) or NFER (KS1-2).
- 2.3. 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.
- 2.4. 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 1:
- a Benchmark for each student is derived from their corresponding Early Years Foundation Stage (EYFS) profile outcome;
 - standardised data from NFER assessments in Reading, Mathematics and GPS (Grammar, Punctuation and Spelling) are used to indicate if they are performing in line with age related expectations, calculating their Current performance indicator;
 - progress reporting indicates whether they are 'in line', 'above', 'below' expectation, comparing their Current to their Benchmark;
- 3.2. At Key Stage 2:
- in 2020-21 the Benchmark for each student will be carried forward from their corresponding Early Years Foundation Stage (EYFS) profile outcome (in the absence of formal KS1 assessments in summer 2020);

- standardised data from NFER assessments in Reading, Maths and GPS are used to indicate if they are performing in line with age related expectations, calculating their Current performance indicator;
- progress reporting indicates whether they are 'in line', 'above', 'below' expectation, comparing their Current grade to their Benchmark;

3.3. 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, outcomes from Progress Tests in English and Maths and/or CAT4 assessments are used, taken early in the first term (or as soon as students join the trust), this applies to all incoming Year 7 students in 2020-21;
- 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');

3.4. 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');

3.5. 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 where this applies (KS3) and residuals compared to their Benchmark grades where this applies (KS1/2/4/5) of all students in each of their classes. These are used to inform planning.
- 5.2. For the purpose of appraisal, performance of externally examined 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 (KS1/2/4/5). 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 and annually sets overall targets for a range of Key Performance Indicators (KPIs) in consultation with Academy Advisory Boards (AABs), taking into account cohort prior attainment and recent trends in published attainment and progress figures. Performance against these KPIs is monitored at least twice per year, following Data Snapshots, and at the end of the academic year. Monitoring will consider Current, Projected and Actual grades or scaled scores or standardised scores, relative to Benchmark grades (KS1/2/4/5) or Baseline scores (KS3) as appropriate.

8. Additional Responsibilities

- 8.1. The Central Data Team are 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.