



## Target Setting Policy

### **Principles**

At Waverley Studio College we are committed to giving all students every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all pupils. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

Target setting also allows us to ask some key questions about the performance of our school. These are;

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

### **Rationale**

Waverley Studio College aims to create a unified system of gathering and sharing performance data for all students in such a way that:

- Allows us to own our data and for teachers to see the relationship between target setting and assessment for learning
- Motivates students to take responsibility for their own learning
- Allows form tutors to have a more effective dialogue with their form members concerning their learning
- Gives parents a better understanding of the target setting process and their role in it

Ultimately Waverley Studio College aims to set challenging targets, based on prior data. In this sense, there is a greater ownership of data, and ultimately a more productive dialogue between all stakeholders.

## School Level Targets

### Process of target setting

From September 2011 there is no longer a statutory requirement to set academic targets, although the DfE maintains a floor target for 5 A\*-C (including English and Mathematics) of 40% (rising to 50% in 2015).

In the Autumn term, the Principal and Vice Principal (Standards) set the required non statutory targets and send them to the LA. Targets are set for the Year 10 cohort. Targets set include;

- Percentage of pupils achieving 5 or more A\*-C grades (including GCSE English and Mathematics).
- Percentage of pupils making expected progress between KS2 and KS4 in English
- Percentage of pupils making expected progress between KS2 and KS4 in Mathematics

This forecast is made using a triangulation method of target setting which we believe is the most effective and therefore use FFT(D), rates of progress (based on KS2 data), Raise Online School Forward Estimates and the LA value added (challenge projections) interactive software .

The Principal discusses the targets with the governing body to ensure that the targets that we set offer a real challenge to the children.

The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. They must reflect the ability of each cohort and carry an appropriate level of challenge.

### Non – Statutory Targets to be set by the school

*The following targets are non-statutory but will be set by the school for the purposes of self –review.*

#### Key Stage 4

- % of pupils achieving 5A\*-C
- % of pupils achieving 5 A\*-C including English and Mathematics
- % of pupils making 3 levels of progress between KS2 and KS4 in English
- % of pupils making 3 levels of progress between KS2 and KS4 in Mathematics

#### Key Stage 5

- Average points score per student
- Average points score per entry

**(A pupil's average point score at Key Stage 4 is used to set target grades for students taking AS/A2 courses at post 16 using the ALIS interactive software).**

### **Target setting data**

We use a range of information to support the target setting process including:

- Raise Online analysis
- the school's Fischer Family Trust Estimates
- LA Value added Interactive software

### **Individual Pupil Level Targets**

In order for there to be realistically attainable yet challenging targets, we use the LA Value Added Interactive software to produce challenge targets for the End of KS3 from prior attainment at KS2. Similarly the same software is used to produce End of Key Stage 4 targets using prior attainment data from KS2.

Key Stage 5 targets for individual pupils is produced from pupils' average point score at KS4 using the LA interactive software and ALIS projections.

All Mid Term Admissions (MTA) students are tested as part of their induction to The Waverley. The Data team will ensure KS2 results are collected, and targets are put onto the school system and that teaching staff are made aware of them. Subject staff will also conduct internal assessments to gauge current Working at Levels/Grades.

For students who are new to the UK or who have no KS2 data, staff knowledge and Teacher Assessment will be the 2 models used for target setting.

### **Monitoring & Evaluation**

Progress towards the aggregated targets for each class, subject and year group will be analysed after each Termly Data Collection by DHT (Standards) and HoF's. The result of the analysis is reported to SLT who will report to the governing body through the appropriate committees.

The RAISE Online Report and other performance data will be analysed by the Deputy Headteacher responsible for Standards and School Improvement.

### **Roles and responsibilities of stakeholders**

**The Principal will ensure that:**

- There is a coherent strategy for the effective management of performance data
- Staff receive training on the interpretation and use of data to inform their planning and student-centred target-setting

- Students' attainment and progress is tracked in line with the assessment, recording and reporting policy. The information is used to set department targets and individual performance management targets where appropriate
- At least one student progress target is agreed with each teacher as part of the performance management cycle
- Parents receive information about progress of their children against agreed targets three times each year by way of interim/full reports

#### **Heads of Faculty/Departments will**

- Organise the collection of relevant data so that they can
- Analyse performance data in their curriculum area
- Monitor progress of students towards the targets at each Data Collection, clearly identifying groups of students requiring intervention.
- Evaluate outcomes with reference where relevant to local and national comparative data, focussing on trends over time, the relevant performance of different groups of students (Gender, Ethnicity, SEND, EAL, CLA, FSM & Vulnerable Students),

#### **Form Tutors will**

- Agree with each student targets for learning using the agreed common language, personal and social skills, attendance and behaviour on each of the two Learning Review Days
- Monitor students' progress through the school's data systems
- Report concerns to the attached Director of Student Achievement
- Liaise with SEND department where required to support students on behaviour IEP's

#### **Directors of Student Achievement will**

- Monitor and evaluate progress towards targets
- Identify groups of underperforming students and co-ordinate interventions
- Report progress to SLT on all subjects in their House termly after the Data Collection
- Support the STLs in the target-setting and progress tracking process.

#### **All teachers will**

- Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress
- Agree SMART targets and, where required, contribute to IEPs for individual students for attainment and progress, personal and social skills, attendance and behaviour
- Encourage students to assess their progress towards their targets, and help them to understand what they have to do to improve
- Report the progress of students against their targets to Heads of Faculty/Departments at the end of each term during the academic year

- Report the progress of students against their targets to parents three times each academic year
- Celebrate success in meeting targets using school reward systems

#### **Students will**

- Agree targets for improvement with form tutors on Learning Review Days
- Assess their own progress and seek advice if they are unsure about what to do to improve.

#### **Parents will**

- Receive guidance to interpret their child's targets and how to measure their progress
- Contact appropriate staff within school to discuss how to help their child achieve target grades

#### **The governing body will**

- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting school targets, and in order to monitor and evaluate progress towards them
- Ensure that school targets and results are published in the annual report and that results are published in the prospectus
- Agree action with the Vice Principal where progress towards agreed targets is below expectations
- Recognise and celebrate the effort and success of students and all staff.

#### **Data Team will**

- Ensure all students have end of key stage targets for all subjects. Targets will be challenging yet attainable using a triangulation method where possible.
- Analyse performance data at each Data Collection and advise SLT on areas of unexpected attainment.
- Provide performance data on key groups e.g. G&T, SEN, Vulnerable Students.
- Train staff as appropriate to develop their skills in understanding performance data and the target setting process.
- Analyse performance data to indicate students requiring intervention and disseminating the information as appropriate.

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Policy adopted by Waverley Education Foundation Board of Trustees on:

06/12/2016

Policy to be reviewed on: December 2017

Signed:

X \_\_\_\_\_  
Chair of Trustees

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Principal