

Kings Langley School



Target Setting Policy

Annual Review
REVIEW DATE: NOVEMBER 2013

KINGS LANGLEY SCHOOL

A Policy Title: TARGET-SETTING POLICY

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.

We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

B Rationale

This policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community", to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

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 our students. Targets can relate to individual students, groups of students or whole cohorts of students.

- Target-setting is a significant strategy in our school for improving the students' achievement and progress. We know that this will only be effective if the students' are at the heart of the process. The targets that we set are challenging, but realistic, and take into account each student's starting point.
- Students are involved in the target-setting process and, wherever possible, we negotiate with them and encourage them to set challenging targets for themselves. Regular feedback from teachers makes them aware of how they can improve their work and achieve their targets. Target-setting means that students have to make decisions about their own learning. This helps them to learn more effectively and understand what they need to do in order to improve.
- Parents and carers are informed about our target-setting process and our targets for the students. Parents and carers are given regular opportunities to talk about student's progress towards their targets. This helps parents and carers to identify ways to support their children with their work and also give encouragement at home.
- Targets are reviewed as part of the Self Evaluation process and School Improvement Plan (SIP) and will help to determine priorities. Actions in the plan will be linked to achieving student targets and thus ensuring that the plan has an impact on our students learning. Our governors are involved in reviewing the targets in our SIP regularly and objective measurement of outcomes against targets helps us evaluate impact on standards and achievement.

C Purpose

This policy aims to outline clearly the procedures that should be followed when target-setting is used within the school. It is essential as part of improving achievement to agree targets for each student that are aspirational. Attainment targets will be based on the prior attainment and socio-economic indicators for each student, and referenced to the indicative targets produced by the LA.

- Targets set should challenge all students.
- Each student's starting point should be taken into account when setting targets.
- Students should be encouraged to discuss and review their progress with teachers regularly.
- Parents and carers should be aware of targets set for their child and be involved in their child's learning.
- Targets set should help SLT and governors agree priorities for the SIP and contribute to monitoring progress and standards.
- Target-setting should lead to a sharper focus on teaching and learning.

- Comparing our outcomes with targets will help us make comparisons with all schools and similar schools nationally and allow us to set challenging targets for the future.

D Guidelines

The target-setting process

- When students join the school, an assessment will be made of their prior achievement. This information along with SEN and Primary Liaison information will be used to identify the strengths and areas for improvement in individual students and groups of students. National and LA comparative data allows us to identify the expected levels of achievement for these students by the end of Key Stage 3. These predictions will be recorded in the school's data system (SIMS).
- At the end of Key Stage 3, an assessment of each student's starting point for Key Stage 4 will be made based on their prior achievement. This will be done using National and LA comparative data. This information along with SEN and liaison information from Key Stage 3 will be used to identify strengths and areas for improvement in individual students and groups of students. National and LA comparative data allows us to identify the expected levels of achievement for these students by the end of the Key Stage. These predictions will be recorded on the school data system (SIMS). For those students who continue their education into Key Stage 5, this process will be repeated.
- Subject teachers working in conjunction with Subject Leaders and Learning Area Leaders will then use level predictions to set individual progress targets with students for the end of the year and the Key Stage in their subject area. This target should be based on the students current performance, on assessment data and other data, and on the teacher's own knowledge of the students rate of progress during the year. For Year 7 students this target setting should take place in the January of the student's year of entry to allow teachers to gain knowledge of a student's rate of progress. The teacher then considers what the student could possibly achieve, beyond their forecast, if appropriately challenged.
- Targets set in subject areas should then be discussed with Line Managers and subject targets should be agreed upon. These targets will be used by SLT to make comparisons with similar schools, in order to ensure that the targets that we set do offer a real challenge.
- SEN and BME students are identified by SLT and the SENCO. The progress of these students is monitored and appropriate targets are set in line with the LA requirements.
- Before agreeing and finalising them, draft targets are discussed with the SIP and governors. The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. We do not necessarily expect targets to become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level.

- School targets are published and made available to all school staff, students, governors, parents and carers and other stakeholders.
- Teachers use the targets set for each student to develop classroom activities to help students to meet their targets. Teachers will take account of these targets when planning work for different groups of students.
- Teachers review the progress of students towards targets in line with the assessment and reporting schedule. Line Management discussions include student progress towards targets set. SLT monitor the progress of individuals, groups of students and cohorts towards school targets and feedback on this progress to governors.
- Each half term, students review their progress with their subject teacher. The progress the students are making informs the grades that are put into the school data system (SIMS) and forms part of the discussion that teachers have with parents and carers at Consultation Evenings and the Parent-Tutor Evening.
- As part of each students annual report, we include historical and current grades which show each students progress towards their targets.

Target-setting data

We use a range of information in our target-setting process. We expect teachers to be familiar with:

- ✓ the school's RAISEonline (Reporting and Analysis for Improvement through School Self-Evaluation);
- ✓ the LA's local comparative data;
- ✓ Fischer Family Trust contextual value-added data;
- ✓ the Data Dashboard;
- ✓ National Tests in Key Stage 2 and Teacher Assessments in Key Stage 3;
- ✓ GCSE and AS data;
- ✓ the Learner Achievement Tracker (LAT).

Target-setting across the curriculum

- As a school, we set a range of different types of target. We have a statutory obligation to set targets for our student's performance in Teacher Assessments at the end of Key Stage 3 and National Tests/Examinations at the end of Key Stage 4 and 5.
- Predictive data is used to set minimum targets for all students based on performance in earlier key stages (KS2 for KS3 and KS4, and KS4 for performance in the sixth form). These minimum targets are set against the median predicted grades. However, aspirational targets are set using performance data in the upper quartile when compared with students in similar schools. Although these aspirational predictions are pre determined teachers have the opportunity to alter them based on extenuating circumstances, for example, they might be down graded because of exceptional family difficulties or long illness. Minimum predicted targets (MPT) cannot be altered.

- Should a class of students broadly meet their minimum predicted target grades then their performance is considered 'satisfactory' for performance management review.
- Targets are set for achievement in all subjects at KS3 with a particular emphasis on Maths, English and Science. At Key Stage 4, targets are set for all GCSE subjects with particular emphasis on the number of students gaining 5 A* to C, including English and Maths. Targets are also set for Key Stage 5, predicting average point score per subject and average point score per student again based on prior performance.
- We set broader targets in a range of other areas of school life. Targets have also been set for involvement in extra-curricular activities and areas linked to our Specialist Arts College status. We also have an agreed target for improvement in school attendance and the number of unauthorised absences.

E Appendices or Further Information

- This policy should be read in conjunction with school policies on assessment, curriculum, performance management, rewards and sanctions, race equality, attendance and the home-school agreement.