

Kirkby High School Target Setting Policy

Rationale

The goal in Kirkby High School is the consistent provision of the highest quality learning opportunities for all students. This encompasses the very best teaching and pastoral care and a curriculum entitlement which delivers breadth of study, relevance, challenge and flexibility for every student. The curriculum for each subject is planned across 5 school years (7-11) with KS3 designed to provide a secure foundation of learning for success at GCSE.

The active use of performance information to set and review annual challenging performance targets for individual students, subjects, curriculum areas and the whole school underpins rigorous school self-evaluation and links pedagogy to performance.

We aim to give every student the opportunity to achieve and be successful in their studies. The process of setting targets is the manner in which we identify achievable goals for our students whilst ensuring their continued progression with the various aspects of the curriculum. Targets are subject specific but take into account the needs of each individual student. Targets relate to individual students, groups of students and entire cohorts of students.

The setting of targets enables us to monitor and assess some key areas of performance;

- How well are individuals doing?
- How well are we doing in delivering the curriculum?
- Which areas are we succeeding in?
- Which areas require additional support or interventions?
- What more could we achieve?
- How well are we doing compared to previous years?
- How well are we doing compared to national indicators?

Life without Levels

In response to national changes, Kirkby High School under the guidance and support of the Rowan Learning Trust devised an assessment and target system to suit the curriculum, which would allow pathways to the GCSE outcomes. This ensures teaching that is focused on securing knowledge and understanding of the programmes of study.

Target setting at Kirkby high School

Target setting is essential to ensure that each student works to their full potential and achieves the best outcomes possible whilst being realistic, achievable and taking into account the starting point of each individual student.

Key stage 3 target setting

Key stage 3 teaching schemes have been created mapping back from GCSE outcomes. These are in the form of stages and link age related expectations from key stage 2 to GCSE outcomes in key stage 4. Students follow a 3-year key stage 3 curriculum where targets are set each year using stage outcomes. These are known as Rowan Learning Trust expectations (RLT expectations). Teachers then set a

stretching but achievable “Kirkby Target” taking into account other measures of progress available, such as KS2, CAT, FFT Estimates, reading ages, individual performance and teacher’s professional judgement. It would be very rare that a students’ “Kirkby Target” would be lower than the RLT expectation. This would only be allowed to take place following a conversation with the Deputy Headteacher. This process takes place at the start of year 8 and year 9. In year 7 the RLT expectation is used as the “Kirkby Target” as this is deemed to be stretching for a school in our context. If a student’s progress accelerates beyond expectations, targets can be increased supporting the growth mindset theory. This would only happen following a conversation with the Deputy Headteacher.

Key stage 4 Target setting

When students begin their transition into GCSE in year 10, targets are set based on FFT50. Key stage 4 target setting takes the same format as key stage 3 where FFT acts as the RLT expectation and in only extreme instances would the “Kirkby Target” set by teachers, in conversation with the student, be below this expectation. This would only be allowed to happen with a conversation with the Deputy Headteacher. Targets for year 10 are set for the end of the key stage but are reviewed at the start of year 11.

In-year transfers

Kirkby High school can experience in-year transfers. In this case, key stage 2 results will be used in conjunction with previous school internal information to set the RLT expectation and subsequently the “Kirkby Target”.

Monitoring

To monitor and track student progress at Kirkby High School we have chosen to adopt a system that links to the new format of KS2 assessment in terms of;

- Mastery of the curriculum.
- Links to age related national expectations.
- Links to GCSE grades and vocational qualification so we can consider the skills required for success and assess these.
- A minimum of additional workload for staff.

An electronic system known as “InnovED” has been developed to help record and track the progress of individuals and groups of students. Following skills based formative assessments, teachers can enter the stage at which these skills are being completed by individual students. These can then be averaged and data manipulated to track progress of students. Analysis of individual student progress at each of the three data cycles per year (autumn, spring and summer) enables effective tracking of students against their targets.

Conclusion

High emphasis is placed on the use of appropriate targets throughout school. Students and parents are aware of their targets in all subjects, with “Kirkby Targets” displayed on the front of books and reports on progress towards these targets sent home to parents three times a year. A rewards system for academic progress and effort supports the tracking system. The school itself is targeting a continuous change of culture and uplift in results.

Assessment and Target Setting Glossary

FFT 50 - Fischer Family Trust database

This estimates likely levels of performance from a range of base data. FFT50 estimates compare performance to the top 50% of schools. Other services include retrospective analyses of results.

CAT - Cognitive Abilities Test

This is a measure of general ‘intelligence’. Values are given in quantitative, verbal and non-verbal categories. In terms of values, any student with a mean CAT of 95, or more, will suggest grade 4+ performance at GCSE. A value of 120, or more is exceptionally high and 70, or below, exceptionally low.

Key Stage 2 – last Primary Key Stage to Year 6

Key Stage 3 – first secondary Key Stage, from Year 7 to Year 9

Key Stage 4 – Year 10 to Year 11