Looe Community Academy
Target Setting and Reporting Policy
January 2016

1. Reporting

Parents/Carers will receive regular information about their child's performance. As a minimum, parents will receive a summary of their child's performance each term and a formal report at least once a year.

The Head Teacher / Deputy Headteacher will provide the Governing Body with an update of performance data and progress to targets on a termly basis.

The Governing Body will publish in the Academy Prospectus and on the Academy website information about the performance of the school in public examinations at the end of Key Stage 4, through the results awarded by external bodies.

2. Target Setting

Looe Community Academy is committed to giving all students every opportunity to achieve and 'Be the best they can be'. Target setting (more than numerical) is the means by which teachers and students can identify specific and measurable goals that help to improve the standards achieved by all. Targets may relate to individual students, groups of students within classes or whole cohorts of students.

Looe Community Academy will carry out target setting and reporting arrangements in line with legal requirements. As such targets that reflect high expectations are set by teachers for all KS3 students in their National Curriculum subjects and for all KS4 students in courses leading to a recognised qualification.

In the autumn of each year the Governing Body will set the Academy targets for the headline performance measures at KS4 for the Year 10 cohort in line with the new Government expectations. Targets will be set for:
- Attainment8,
- Progress8,
- the percentage of students achieving English at grade 5 and above,
- the percentage of students achieving mathematics at grade 5 and above and
- the percentage of students achieving the English Baccalaureate qualification.

The governors will then monitor the progress to these targets on a termly basis.

In the short term, we will also have targets for the percentage of students in year 10 who should achieve 5+A*-C grades including English and Mathematics, make the expected progress KS2 to KS4 in English, and make the expected progress KS2 to KS4 in Mathematics. This will allow for comparisons with previous performance within the Academy under the older measures.

Target setting also allows us to ask some key questions about our performance. 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 will we review progress?

Target setting is a significant strategy in the academy for improving the achievement of students. Students should be at the heart of the process. Targets should be challenging, but realistic, and take into account each student's starting point for learning. Students should be involved in the target setting process and, wherever possible, should negotiate and be encouraged to set targets for themselves. Regular feedback from teachers makes students aware of how they can improve their work and achieve their targets. Target setting for students means that they have to make decisions about their own learning. This helps students learn more effectively by making clear what it is that they need to do next in order to improve.

As part of the academy's reporting process to parents/carers targets set for their child are reported. Parents have regular opportunities to talk about their child's progress towards his/ her target either through discussion with the child's form tutor or with subject teachers. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Education is about acquiring knowledge, developing skills, and exploring ideas and attitudes. Targets will be agreed for academic attainment, social and personal development, attendance and behaviour. Students will be helped to understand what they need to do to achieve them. Progress being made towards targets will be discussed regularly with students and their parents/carers.

For Key Stage 4 students in Year 11 and all GCSE's in Year 10 except English and Mathematics:
Minimum Target Grades (MTG) will be based on the prior attainment of each student and referenced to 3 and 4 levels of progress (KS2 – KS4) and the Fischer Family Trust (FFT) 'D' measure. In particular, students who attained level 5 at KS2 are set a MTG of at least 4 levels of progress.

For all of Key Stage 3 and English and Mathematics in Year 10:
Target grades will be based on the prior attainment of each student at Key Stage 2 and referenced to grades of progress (KS2 – KS4) and the Fischer Family Trust modelling tool. In general, students will be banded into Lower, Middle and Upper Prior Attainment groups, where the progress expected to be made by students in each group will correspond to a minimum of 3, 3 or 4 and 4 or 5 grades of progress over 5 Years.

The Academy then applies a model, where the students starting point based on their KS2 results is mapped to their final estimated GCSE grade in each subject in Year 11. Each term, students have an individualised short term target set for each subject based on their GCSE target. Progress will be measured against this and teachers will also use a measure of professional judgment to decide whether a student is on track to achieve expected grades. Progress in English and Maths will be measured using the same method as above but using their actual KS2 levels as a baseline in each subject.

This progress will then be reported to parents.

How are targets set for pupils?
Target grades are based on a 1 to 9 scale (9 being the highest) from Year 7 to Year 11, with each level sub-divided into 4 sections. This corresponds to the new GCSE grades to be awarded from 2017. Students with a KS2 level in Maths and English, or through the APS for all other subjects are transferred onto the new grading system as a starting point. (See below)

Old NC Level	3a	4c	4b	4a	5c	5b	5a	6c	6b
New LCA Grade	1d	1s	2e	2s	3e	3d	3s	3x	4e

Students are then expected to make the following amount of progress based upon those starting points. Where students are below a grade 1, we will use an E grade to correspond to an entry level for GCSE. The meaning of each sublevel as a descriptor, enables students to feel that progress is being made across grades. (See below) These are set for students to achieve highly and for them to meet the new national minimum expectations.

Old NC Level	Looe Grade	
	Year 7	Year 11
	Start	End
2c	Ed	2x
2b	Es	3e
2a	Ex	3s
3c	1e	4e
3b	1d	4d
3a	1d	4s
4c	1s	5e
4b	2e	5s
4a	2s	6e
5c	3e	6x
5b	3d	7s
5a	3s	8s
6c	3x	9e
6b	4e	9s
6a	4s	9x

Sublevel	Code	Meaning
Emerging	E	The student has just entered this level and has secured a mastery / knowledge / understanding of the level below
Developing	D	The student has developed some understanding and recall at this level
Securing	S	The student is working well at this level with an increased understanding of skills and concepts
Extending	X	The student has extended their knowledge / understanding/skills at this level and is well on the way to mastery of this level

Roles and Responsibilities

The Deputy Head Teacher will ensure:
- There is a coherent strategy for the effective management of performance data
- Staff and Governors 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 Policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets
- At least one student progress target is agreed with each teacher as part of the performance management cycle
- Parents/Carers receive information about progress of their child against agreed targets each term through the School's reporting programme
- The Governing Body receives information each term to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress
- Office and Teacher Assistant time is allocated to manage the input and flow of data to support the target setting process.

Subject leaders will:
- Analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each student
- Monitor progress of students after each assessment collection deadline
- Evaluate outcomes with reference, where relevant, to national comparative

data, focusing on trends over time, the relevant performance of different groups of students including ethnic minority, Special Educational Needs (SEN), Pupil Premium, Free School Meals, English as an Additional Language (EAL), Low, Middle and High Prior Attainers.

Special Educational Needs Coordinator (SENCo) will:
- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN student
- Monitor progress of students relevant to targets
- Evaluate outcomes with reference, where relevant, to local and national comparative data, focusing on trends over time.

Performance Management Team Leaders will:
- Ensure that evidence-based student progress targets are agreed with each team member in the Performance Management process
- Monitor progress of students being taught by different teachers.

All Teachers will:
- Make informed judgements when setting targets and monitoring and evaluating progress
- Agree targets and differentiate lessons to promote 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 Subject Leaders using the assessment collection process in SIMS
- In line with the Academy's reporting calendar, report the progress of students against their targets to parents/carers formally (Full Report) once each year and informally (Interims) at least each term. Additional specific guidance is provided for the completion of formal written reports through existing school systems.
- Celebrate success in meeting targets using school reward systems.

Students will:
- Discuss and agree targets for improvement with teachers
- Assess their own progress and seek advice if they are unsure about what to do to improve.

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 targets, and in order to monitor and evaluate progress towards them
- Ensure that targets and results are published through the appropriate means and that results are published in the School Prospectus
- Agree action with the Head Teacher where progress towards agreed targets is below expectations
- Recognise and celebrate the effort and success of students and all staff.

Tracking and Intervention

The school calendar details the various assessment points throughout the year and the analysis points for each year group. Leaders of Learning (Year Teams) are responsible for tracking / monitoring their year group, whilst the Deputy Headteacher (curriculum) provides a termly update to governors.

Leaders of Learning (LOL) track all students in all subjects within their faculty either using SIMS or Excel, 4 Matrix or a combination of them. They are to review subject and individual class performance in relation to targets and expected progress based on starting points. LOLs should also track the performance of vulnerable groups e.g. Pupil Premium, SEN. Where necessary they should take appropriate action and put in appropriate interventions.

Where data monitoring indicates a need for extra resources or other interventions SLT will direct resources accordingly. The leadership team will coordinate the intervention big picture to ensure the correct students receive intervention at the most appropriate time. The leadership team will prioritise subjects in order to meet the targets that the school is working towards.

LOLs are to intervene where data indicates a need or in their professional opinion it is necessary to direct students to further help, extra sessions (e.g. lunchtime/afterschool) or other support organised within the department. They are also to liaise where necessary with other departments and support agencies within the school.

This policy is to be updated annually

TARGETS

Whole School
Targets for the whole school are set with the governing body after conversations with the Headteacher and Senior Management Team. Data from FFT, MIDYIS, KS2 and internal systems including SIMS are used to inform this process.

Departmental Level
Leaders of Learning oversee their teams to ensure all students are set targets. Leaders of Learning also agree targets for each subject/class that they oversee. Subject targets are usually based on a percentage of students in a subject achieving their FFTD indicated grade. Leaders of learning discuss this process with a designated member of SMT.

Classroom Teachers
Classroom teachers are advised to use a mark book (this may be electronic) and in it they should record their students' targets. Students are to be informed of their targets and actively encouraged to record these in their student planner. Progress to targets should be discussed at appropriate times when the teacher is assessing the students' work.

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Classroom Teachers
Should maintain a mark book (this may be electronic) that enables them to track student progress when carrying out their assessments. The contents of these mark books should be subject / class driven and should be used in conjunction with subject records kept within SIMS or by the LOL. LOLs will advise classroom teachers of the content and format of these books if necessary.

INTERVENTION

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Classroom Teachers
Continual assessment should drive interventions that are immediate, in subsequent lessons or in other support circumstances. All students should be challenged or supported as required to enable then to meet their individual targets. Classroom teachers may initiate discussions with their LOL to further explore opportunities for intervention.