



# Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

## School Policy 14b – Target Setting

This policy was reviewed and approved by Governors on March 16<sup>th</sup> 2016.

The Governors' Committee responsible for this is the Curriculum, Teaching and Learning Committee.

The person in the school who prepares the text of this policy for Governors and the Headteacher is the Deputy Headteacher (Academic Leadership). It will next be reviewed in February 2017.

### Introduction

Archbishop Tenison's Church of England High School is an 11 to 18 mixed comprehensive School whose purpose is to provide academic excellence for each person as part of a Christian Community. A principal method by which this aim is achieved is by an effective and accurate use of target setting.

### Rationale

This policy makes explicit the principles behind the school's existing practice in target setting. Archbishop Tenison's is a Christian community where every individual is valued and where we are concerned to promote the learning and development of all our pupils in order that they can fulfil their promise and maximise their potential. This means that every pupil and student at Tenison's should have access to appropriate work based on their prior attainment and future potential.

### Responsibilities

- The Governors determine this policy on the advice of the school. They also review its effectiveness through their Curriculum, Teaching and Learning Committee.
- The Headteacher sets out the vision for how this policy fits into the wider purpose of the school in developing its target setting, curriculum and teaching and learning.
- The Deputy Headteacher has a particular concern for the role of effective target setting in pupil progress and in developing strong academic leadership amongst both staff and pupils.
- The Assistant Headteacher (*Developing Learning*) formulates and communicates the policy to staff, students, pupils and parents and ensuring it is well used and followed.
- Heads of Department work out how targets apply in their subject areas and play a leading role in achieving those targets, both in their area and the school as a whole.
- Subject teachers are those who have the most critical role in using targets within their teaching and for looking at the most significant way in which they can use targets to inform the planning of lessons that supports the learning of pupils and students.
- Heads of Year and Form Tutors can consider the performance of pupils against their targets in their pastoral work with those in their care.
- Target setting relies on pupils understanding their targets and how they correspond to their progress.
- Parents and Carers are informed by seeing targets on reports and progress checks.

### Principles

*Year 7:* As a school we have taken the opportunity of assessing without levels to look closely at what we expect pupils to achieve in Year 7. Each department area has written a standard for their subject for Year 7. This is called Standard 1. Therefore the target for each Year 7 pupil is to achieve this standard. We assess them against this standard and report on whether they are:

- Accelerated (beyond Standard 1)
- Excelling (at the Standard 1)
- Consistently achieving (Standard 1)

Sometimes achieving (Standard 1)  
Working towards (Standard 1)  
Accessing (the essentials of Standard 1)

N.B. It is worth noting that pupils in Year 8 next year will be assessed using Standard 2.

*Years 8 and 9:* In the second and third year of Key Stage 3, targets are generated based on the MIDYIS test scores that all pupils take in the term before they start Year 7. These test scores allow for targets of National Curriculum Sub levels. Our School Data Officer calculates each Year 8 and Year 9 target working on the principle that we expect pupils to make two sub levels of progress each year in each subject.

*Key Stage 4:* At Key Stage 4, targets are generated using the FFT Aspire database. FFT Aspire is the reporting and data tool for schools and Local Authorities. This data tool calculates each pupil's target in each subject.

*Key Stage 5:* At Key Stage 5 ALPs scores are generated using students' prior attainment at GCSE. Students' average point scores at GCSE provide a reliable, consistent and aspirational target for students taking A Levels in line with ALPs (Advanced Level Performance Systems).

**Review, monitoring and evaluation** occurs through the school's half termly Progress Checks and through the annual Full Report process. These are based on current work, formal exams, end of unit tests and controlled assessments. In addition, targets are used for pupils and students setting themselves additional targets each half term. Governors are kept informed by the Headteacher and senior leaders of relevant changes to the target setting process and to pupils and students' progress against these targets.