



# **Montgomery High School**

*An Academy, Language College and Full Service School*

## **Target Setting Policy**

**Linked Documents:**      **Learning and Teaching Policy**  
   **Feedback Policy**

**Approved by the Academic Standards Committee**

**14/05/14**

**Review in**

**1 year**

## Target Setting Procedures

### Rationale

Our goal 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 learner.

The active use of performance data 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.

Challenging targets play a prime role in securing high and rising standards in all aspects of the school's work and in emphasising the key importance of the highest possible attainment and overall achievement.

### Target Setting Glossary

#### **FFT (D) - Fischer Family Trust database**

This estimates likely levels of performance from a range of base data. 'B' indicates students performing as well as similar schools and 'D' in the top 25% of schools. Other services include retrospective analyses of results.

**FFT D is always the baseline aim of Montgomery High School.**

#### **CAT - Cognitive Abilities Test**

This is a measure of general 'intelligence'. Values are given in quantitative, verbal, non verbal and overall 'average' categories. In terms of values, any student with a mean CAT of **95, or more, will target at least 5 GCSE A\*-C, including English and Mathematics.** A value of 120, or more is exceptionally high and 70, or below, exceptionally low.

CA – Children's Authority

SSAT - Specialist Schools and Academies Trust

SIMS – Schools Information Management system

KS2 – last Primary Key Stage to Year 6

KS3 – First secondary Key Stage, from Year 7 onwards. Followed by Key Stage 4 (KS4) culminating at the end of Year 11

SISRA – powerful software tool to aid analysis of results

**RAISE (on-line)** – Document produced by Ofsted retrospectively analysing school performance in raw and value-added terms

#### **Points and Conversions**

The following page breaks down Key Stage 3 point scores by sub level and illustrates the links between point regimes. Perhaps the most important aspect to recall is that **grade C at GCSE is 40 points** and that each individual grade up or down is plus or minus **6 points**. In terms of levels of progress, a student joining Year 7 with level 4 and **making three levels of progress across Key Stages 3 and 4 would achieve at least a grade C at GCSE.** The majority of students are expected

to make this progress whatever their starting point i.e. level 5 to grade B and so on. Many students at Montgomery do this and **more**.

If students make 2 levels of progress per Key Stage (**4 levels in total**), a Key Stage 2 level 4 on entry is converted to a GCSE grade B

#### Information for Progression Targets KS3 – 4

Key Stage 3 NC Level	2 Level Progression in GCSE Grade
8	A* in maths
7	A and A* in English
6	B
5	C
4	D
3	E
2	F
Below 2	G

#### Information for Progression Targets KS2 – 4

Key Stage 2 NC Level	3 Level Progression in GCSE Grade
6	A/A*
5	B
4	C
3	D
2	E
Below 2	F/G

#### GCSE and equivalent point score

Grade	Points
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

BTEC Grade (2)	Performance Points	In Performance Tables
*Distinction	116	58
Distinction	104	52
Merit	92	46
Pass	80	40

## **Principles**

- Target setting procedures will be fair to all subjects.
- There will be a place for an individual student's aptitude or talent for a subject to be recognised in the target set for them.
- To enable students, parents and teachers to have a better understanding of targets, the only change will be to raise a target which has already been surpassed.
- Targets will take account of other measures of progress available – KS2, KS3, CAT, Jesson, FFT Estimates and teacher's professional judgement.
- Analysis of individual student progress at each of the 4 data cycles enables effective tracking of students against their targets. This is used to inform Appraisal.
- In English, Mathematics and Science the most challenging available target will be used:- KS2 +2 at KS3 and KS3 +2 or KS2 +3 whichever is the greater at KS4. Students with a Capped Point Estimate of 400+ will have targets set at A/A\* level.

## **Guidelines**

Every student in every subject in year 7 has challenging targets for KS3 agreed prior to the first progress report being sent home in November. All prior performance data and estimates currently held (FFT, KS2 and CAT) will be available ASAP in the academic year and stored centrally in SIMS for all staff to access. For the first progress report a minimum target for English, Mathematics and Science will be issued from KS2+2. This is the end of Key Stage 3 Target. Realistic challenging targets will be set for all other subjects using English, Mathematics and Science as benchmarks.

This target will then remain with the student throughout the Key Stage. End of year targets will be generated from the end of Key Stage target. These targets will not be lowered, but could be raised in light of exceptional progress.

Students will be tracked 4 times annually against these targets. Results of this tracking will then be available for Leadership Link, Curriculum Leaders, Progress Managers, Progress Tutors and Subject Teachers to identify where students are falling behind and enable intervention to happen sooner. This information will also be available for Appraisal purposes.

For Year 10 students the KS4 target will be set prior to progress report 1, in light of KS3 performance, Jesson levels and FFTD Capped Point Estimates.

## **Conclusion**

High emphasis will be placed on the use of targets throughout school. Students and parents will be aware of their targets in all subjects and information regarding progress towards these targets will be collected four times per year and sent home twice. A rewards system for academic progress and effort will support the tracking system. The school is targeting continuing change of culture and uplift in results.

Equality and Diversity Impact Assessment

<b>Date:</b> 14/05/14	<b>Policy/Activity:</b> Target Setting	<b>Assessor:</b> HT
--------------------------	---	------------------------

Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
1	<b>Disability</b>	✓	Information accessibility	Make a range of accessibility tools available e.g. 'text to audio', large text, etc. as needed.
	Example: physical disabilities, learning difficulties or medical needs	✓	Accessibility	Keep accessibility arrangements under review
	Young carer/carer			
2	<b>Gender</b>			
	Females/Males			
3	<b>Sexual Orientation</b>			
	Example: Gay, Lesbian			
4	<b>Gender Reassignment</b>			
	Gender Reassignment			
5	<b>Race/Ethnic Group</b>			
	Example: Black, Asian, Chinese, etc			
6	<b>Pregnancy/Maternity</b>			
	Pregnancy or maternity/paternity			
7	<b>Marriage/Civil Partnership</b>			
	Marriage/Civil Partnership			
8	<b>Religion or Beliefs</b>			
	Example: Jewish, Muslim, Christian etc			
9	<b>Age</b>			
	Age			