

THE COTTESLOE SCHOOL

TARGET SETTING POLICY - SEPTEMBER 2018

Reviewed at Teaching, Learning & Achievement Committee: 13 November 2018

Adopted at Full Governing Body Meeting: 12 December 2018

Review date: Autumn Term 2022

1. Introduction

- 1.1. This policy sets out expectations across The Cottesloe School of how performance data will be used to meet external and school performance targets. It will explain how academic targets for students are used to raise attainment in order to meet those targets.
- 1.2. Further to 1.1, students are set individualised targets based upon their individual KS2 data provided by the Department for Education, the school ensures that the individual targets are aspirational. The sum of these targets should thus be sufficient to meet the whole school targets that have been agreed by the Headteacher and Governing Body.
- 1.3. This policy should be read in conjunction with our policies on Attendance, Behaviour Management (Attitude to Learning), Homework, and Teaching for Learning.

2. Philosophy

- 2.1. The School believes that an essential part of improving achievement (through progress and attainment) is to agree performance targets with each student that are aspirational. The School believes that education is about acquiring knowledge, developing skills and exploring ideas and attitudes.
- 2.2. This policy focuses on the setting of academic performance targets to raise both attainment and rates of progress, however, targets will also be set for attendance, and attitude to learning which influence overall achievement outcomes.
- 2.3. Students should be closely involved in the evaluation of their performance targets and will be supported to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with students and parents.
- 2.4. GCSE attainment targets will be based on prior attainment of each student at the end of Key Stage 2 in Maths, English and Science, with the foundation subjects using teacher assessments from the first six weeks at school .

3. Roles and Responsibilities of Headteacher

- 3.1. That there is a coherent strategy for the effective management of performance data.
- 3.2. Staff and governors receive training on the interpretation and use of performance data to inform their planning and student-centred target setting.

- 3.3. At least one progress target is agreed with each teacher as part of the School's appraisal system.
- 3.4. Parents/carers receive regular and consistent information about the progress of their child(ren) against targets four times a year through the reporting system.
- 3.5. The Governing Body receives information on key performance indicators at the end of each assessment point in the form of an internal Raise Online report and to enable it to make informed decisions when agreeing targets and monitoring and evaluating student progress.
- 3.6. Student progress targets are set by 31 October each year.
- 3.7. Student progress will be evaluated against targets and analysed in the School SEF.

4. Roles and Responsibilities of Heads of Department

Subject Leaders will organise performance data so that they can:

- 4.1. Analyse performance data in their curricular area and guide colleagues to identify and support students making below expected progress and to extend those students who are making expected levels of progress.
- 4.2. Monitor the progress of students towards their performance targets throughout the academic year, using Go4Schools and Compass reports, and take intervention action as and when students are falling behind in their progress.
- 4.3. Monitor the progress of students towards their performance targets throughout the academic year, to ensure all students, including the more able, receive appropriate stretch and challenge in order to attain their full potential.
- 4.4. Evaluate outcomes with reference, when relevant, to local and national comparative data, focusing on a) trends over time; b) the relevant performance of different groups of students (the more and less able, gender, ethnicity, Pupil Premium) and c) the performance within, and progress between, Key Stages.
- 4.5. Include progress and target data in the Faculty SEF along with action taken and impact seen.

5. Roles and Responsibilities of Heads of Year

Year Leaders will organise data so that they can:

- 5.1. Analyse performance across their Year Group and assist Form Tutors in the process of supporting students.
- 5.2. Ensure all Form Tutors are monitoring the progress of students in their Form, ensure appropriate levels of challenge are being implemented in order for the student to attain aspirational targets, and co-ordinate intervention if and when students fall behind target in a subject.
- 5.3. Evaluate outcomes with reference, when relevant, to local and national comparative data, focusing on a) trends over time; b) the relevant performance of different groups of students (the more and less able, gender, ethnicity, Pupil Premium) and c) the performance within, and progress between, Key Stages.

6. Roles and Responsibilities of Form Tutors

Form Tutors will:

- 6.1. Monitor and support students' progress using Go4Schools and Compass Reports and report particular concerns to Heads of Department, as well as taking intervention action by discussing the issue with the student and implementing the appropriate strategies.
- 6.2. Form Tutors will monitor future academic progress made by students who have already been identified as requiring additional support.
- 6.3. Liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCO) when required to support students on SEN support plans.

7. Roles and Responsibilities of SENDCO

- 7.1. Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN student.
- 7.2. Monitor progress of students towards performance targets throughout the academic year using Go4Schools and other data systems that are appropriate and take intervention action quickly where and when appropriate to raise achievement.
- 7.3. Evaluate outcomes with reference, where relevant, to local and national comparative data, focusing on trends over time, the relevant performance criteria and progress between Key Stages, and report this analysis on a termly basis to their link manager.

8. Roles and Responsibilities of Class Teachers

- 8.1. Gain the necessary expertise and knowledge about performance data analysis through training so that informed judgements can be made when monitoring and evaluating student progress and deciding on in-class intervention strategies.
- 8.2. Ensure SEN support plan information is used effectively in lessons to support students with specific learning needs.
- 8.3. Encourage students to assess their progress towards their performance targets and help them to understand what they have to do to improve using the student's personalised learning checklists.
- 8.4. Record current attainment at each assessment point so that student progress can be analysed and shared with subject leaders.
- 8.5. Report the progress of students against their targets to parents through student progress reports and at Parent Subject Evenings.
- 8.6. Celebrate success using the School's reward system.

9. Roles and Responsibilities of School Data Manager

- 9.1. Provide relevant performance data to staff according to the monitoring and evaluation calendar.
- 9.2. Issue quarterly reports to parents/carers regarding student attainment levels.

10. Roles and Responsibilities of Governors

- 10.1. Nominate a Governor to support the Headteacher with whole school performance target setting process with the School Improvement Partner and pass these targets to the Governing Body for approval.
- 10.2. Develop the skills and knowledge they need to enable their members to analyse and interpret performance data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them.
- 10.3. Agree actions with the Headteacher where progress towards agreed targets are below expectations.
- 10.4. Recognise and celebrate the effort, progress and success of students and staff.

11. Monitoring of Data

- 11.1. Progress towards the targets for each class, subject and year group will be analysed four times throughout the academic year, and the findings will be discussed at a termly meeting involving the Head of Department, link manager and Headteacher. The Head of Department will be replaced by the Head of Year when analysing and discussing progress across Year Groups
- 11.2. The Headteacher will report to the Governing Body three times per year using an internal Raise Online format and through the Teaching, Learning and Achievement Committee.
- 11.3. Raise Online and other summative performance data will be analysed by the Senior Leadership Team and evaluated with the support of the Governing Body during the Autumn Term following the issuing of the exam results in August.
- 11.4. The School's Senior Leadership Team will continually review its target setting practice and the tools used to carry out this practice. Any future amendment to the current practice will take into account students already in the 'process' so as to avoid confusion for those students.

12. Review

This policy will be reviewed every four years or earlier if any legislative change.

September 2018