

Teaching and Learning Information

Approach to Target Setting & Reporting



For yourself & for others

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Target Setting & Reporting Progress

How Are GCSE Targets Set?

- When students sit their SATS at the end of KS2, they receive a standardised score for reading, writing and maths between 80 and 120. A standardised score of 100 is secondary school ready and scores about 110 indicate 'greater depth'
- We use Fisher Family Trust to translate these scores into aspirational targets which would see our students making progress in the top 20% of students nationally.
- For cohorts that have not completed KS2 standardised tests due to COVID 19, or individuals who did not complete KS2 SATS, we use CAT4 cognitive ability tests to create a baseline assessment that is inputted to Fisher Family Trust and translated to an aspirational target.
- At KS3, we share a broader estimated grade range with students and parents to reflect the fact that 'target grades' are based on statistical estimates and are therefore not personalised for each student and their own academic progress journey. These are called **Target Academic Profiles (TAPs)**.
- Targets and estimated grade ranges are reviewed at the end of each school year and are refined as needed to ensure that all students are being suitably challenged and supported.

Target Academic Profile	GCSE outcome link
Excelling	Students on the excelling progression model would typically achieve GCSE grades in the range of 6 to 9
Flourishing	Students on the Flourishing progression model would typically achieve GCSE grades in the range of 4 to 7
Securing	Students on the Progressing progression model would typically achieve GCSE grades in the range of 3 to 5
Establishing	Students on the Establishing progression model would typically achieve GCSE grades in the range of 1 to 4

The assigned TAPs are not designed to limit students' ambition, they merely act as a benchmark to enable us to ensure that students are making good progress through Key Stage 3. Where students consistently perform well their TAP may be raised.



Reporting Progress to Students, Parents and Carers

For every subject, leaders have published ‘curriculum checkpoints’ that identify what students know, can do and remember of the curriculum they have been taught. Teachers compare these levels of competency to a student’s TAP.

The report will indicate a **Current Academic Profile** (CAP), based on students’ knowledge and understanding of the curriculum at a given point in time. Reports will outline the rate of progress being made by students through one of the following categories:

Progress of Students	Assessment Criteria
Beyond Expected – we anticipate around 20% of students to be operating in this category	A student’s current knowledge and understanding of the curriculum exceeds the expected standard for their TAP, OR students are working beyond the identified knowledge, skills and understanding for ‘Excelling’.
Expected – we anticipate around 50% of students to be operating in the category	A student’s current knowledge and understanding of the curriculum matches the expected standard for their TAP.
Slightly Below Expected – we anticipate around 20% of students to be operating in the category	A student’s current knowledge and understanding of the curriculum is one band below their TAP, or for students whose knowledge and skills are expected to be ‘Developing’, they are not fully meeting the expected standard
Below Cause for Concern	Current knowledge and understanding of the curriculum <u>is</u> more than one band below the TAP, or for students whose knowledge and skills are expected to be ‘Developing’, they are significantly below the expected standard.

Once students are learning within Key Stage 4, we start to use specific GCSE target grades for students. These continue to be based on students KS2 STAS scores but also reflect our knowledge of students’ learning and progress through KS3. On-going attainment against KS4 target grades is monitored through Working at Grades (WAGS) which allow us to see whether students are on track for their target grades, exceeding them, or falling behind and requiring some intervention.

We report on student attitudes to learning (AtL), attendance, behaviour, and reward points annually for all year groups through our 3Rs expectations.

