

## Target Setting Policy

### Aims

The aims of this policy are to ensure all students staff and parents have an understanding of minimum expected progress but that most students aspire to achieve beyond this.

### Rationale

The academy recognises that all students should be aiming to exceed national expected progress threshold but that students learn at varying rates and have strengths that develop as they progress through this phase of learning.

### Attainment on entry

Students currently on roll at Stanchester will have achieved a national curriculum level at the end of Key stage 2 in English, maths and science. For the majority of students these levels will be used to determine initial targets set for them. All students will also complete baseline assessment in maths, reading and writing (to include SPAG) and science. For students who enter the school without a key stage 2 level, the baseline will be used to determine the starting point for their progress measures. In some cases the baseline assessment may be used to adjust the key stage 2 baseline for progress, this is particularly the case for science.

### Determining progress

Since the removal of key stage 2 and 3 levels in 2015 the Academy has used the new framework GCSE grades to identify progress throughout the year. The following model illustrates the relationship between key stage 2/ 3 levels, GCSE legacy grades and new GCSE framework grades.

KS2 Subject:	A*	9 (top 5%)
		8
	A	7
	B	6
	C	5
		4
6	D	3
5a	E	2
5b		
5c		
4a	F	1
4b		
4c		
3	G	
Personalised Support		Entry Level

Students entering Stanchester will be given GCSE minimum targets within the first term. The targets will be based on them achieving 3, 4 or 5 levels of progress from entry. For example, a student entering with a level 3 would be expected to achieve at least a grade 3 at GCSE (3 levels of progress). Students entering with a level 5 would be expected to achieve at least a grade 7 (4 levels of progress).

Students who enter the academy below level 3 of the national curriculum will be placed on a personalised support route that is determined by the SENCo and VP for attainment and progress – these students will be expected to achieve 3 levels of progress but their path will be tracked and adjusted according to the needs of the individual student. Decisions on suitability for GCSE entry will only be taken in Year 11 in order to maintain high aspiration and expectation for these students.

Progress will be measured against the separate KS2 levels and not on combined APS.

Student targets will also be fine graded throughout years 7 to 11 to enable staff to measure progress within grades and to ensure every student makes measurable progress each term. The fine grades will be reported to parents to enable them to identify the progress their children are making.

Policy Document

**Minimum Target Grades**

The academy uses ‘minimum target grade’ as the student’s initial target which is set according to the target setting model (below). The minimum target grade is known as the ‘flight path target’ and it ensures the culture of high expectation remains and students aim higher than the minimum threshold. The use of minimum targets removes any perceived ceilings placed on students’ progress. The minimum target also reflects national and school data which acknowledges that whilst 100% of students do not exceed expected progress, our students aim beyond average levels.

**The Progress Model**

The table below illustrates the minimum target grades expected of students:

Level on Entry							A+	9 (top 5%)	
								8	
							A	7	
							B	6	
								5	
							C	4	
								3	
6							D		
5a							E	2	
5b									
5c									
4a							F	1	
4b									
4c									
3							G		
Personalised Support	Students will access an individualised curriculum to support them in accelerating their progress in core subjects.						PS2, PS1, Entry Level		

**Personal Targets**

All students have the opportunity to increase their flight path target and identify, in collaboration with their teacher, a personal target. The personal target will only be identified once students are exceeding their flight path. If students increase their flight path target without understanding the skills and knowledge required to first achieve their flight path they will not understand the additional level of challenge to achieve higher than the schools minimum expectation.

**Assessing Progress**

Teachers assess students against GCSE grades from Year 7 onwards. Staff provide information about progress for parents 3 times a year. Progress is reviewed with students every term against a termly target which, when necessary, feeds into a review of the student’s flight path target and the creation of a personal target and revised flight path.