Target Setting Policy 2015-16

RATIONALE

As an academy we are committed to setting aspirational targets for all students regardless of their starting point.

EXPECTATION

The Academy sets a range of targets for students using the children's Key Stage 2 starting point in both English and mathematics. A minimum 3 level, expected 4 level and aspirational 5 level of progress target is set in English, science and all foundation subjects from the English Key Stage 2 level and in mathematics from the children's mathematics Key Stage 2 level.

MONITORING

Data is captured at 3 points throughout the academic year. Staff submit a moderated current working grade and their professional view of an end of year outcome against a learning journey which is bespoke to each subject area and has been constructed by the subject professional.

INTERVENTION

Students not making the minimum 3 levels of progress have personalised and detailed intervention programmes. Timetabled periods are allocated for bespoke intervention and extending learning opportunities for those students who are at or above target grade. If further intervention is required then this is completed by the class teacher and this is monitored by the subject leader.

REPORTING

Parents receive progress reports 3 times a year. The report structure supports parental engagement with the student both for praise and intervention.

New 1-9 Grading for English and Mathematics (2017)

Students in the cohort of 2017 will receive a number in English and Mathematics. Their target is set from their average KS2 score for English and Mathematics. Each students attainment 8 estimate is divided by 10 to give a grade needed in an individual subject. This is rounded up to give a minimum grade, one grade added is for an expected grade and 2 grades added for an aspirational grade.