Target Setting Policy

Introduction

At the New Bridge Academy our aim is to give every student the opportunity to achieve and be successful in their studies. The process of setting targets is the manner in which we identify achievable goals for our students whilst ensuring their continued progression with the various aspects of the curriculum. Targets may be subject specific or related to S.E.M.H. issues, the majority of students having targets in both areas. Targets may relate to individual students, groups of students or an entire cohort of students.

The setting of targets enables us to monitor and assess some key areas of performance;

- How well are individuals doing?
- How well are we doing in delivering the curriculum?
- Which areas are we succeeding in?
- Which areas require additional support or interventions?
- What more could we achieve?
- How well are we doing compared to previous years?

Response to the Commission Report on Assessment without Levels.

Attainment targets and levels were introduced with the national curriculum in 1988. When the new national curriculum was published in 2014, new forms of assessment were developed to align with its content and principles. From September 2015, the D.f.E. indicated that national curriculum levels should no longer be used for statutory assessments. The Commission on Assessment Without Levels was set up to provide advice and support to schools in developing new approaches to their own in-school assessment and to ensure they have information to make informed choices about what might work for their pupils, staff and curriculum. At New Bridge Academy we initially retained the use of N.C. levels but from 2016 onwards student progress will be monitored and recorded without reference to N.C. levels.

The rationale for the removal of levels

Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. This distorted the purpose of in-school assessment, particularly day-to-day formative assessment. The Commission believes that this has had a profoundly negative impact on teaching.

Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace. Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level. This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were.

Target Setting at New Bridge Academy.

Target setting is essential to ensure each student works at their full potential and achieves the best outcomes possible whilst also being realistic, achievable and taking into account the starting point of each individual.

In a change from previous years students will no longer be given a specific grade target within each subject area. Rather, the student will be made aware with each piece of assessed work the grade standard the piece of work falls within and formative feedback will be given to indicate how to improve the work to reach the next higher grade.

Formative assessment is essential in this process. Following high-quality instruction, pupils undertake formative assessment that shows what they have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved the skill), pupils retake a parallel assessment.

To monitor and track student progress at New Bridge Academy we have chosen to adopt a system which Links to the new format of KS2 Assessment in terms of;

- Mastery of the curriculum.

- Links to age related national expectations.

- Links to GCSE grades and vocational qualification so we can consider the skills required for success and assess these.

- Removing differences in levels due to different starting points.

- Being understood by pupils, teachers and parents.

- Teaching that staff have confidence in.

- A minimum of additional workload for staff.

At KS3 we will be using Sims assessment tracker which will allow us to track pupils' knowledge, skills and understanding against the entire National Curriculum Programme of Study. Given their KS2 starting point, students will be recorded as either, emerging, developing, secure or have mastered their understanding of the core curriculum for that particular year.

At KS4 Pupils will be graded on formal assessments and classroom work with a GCSE style grade from A*- G. (1 – 9). These grades will be based on their understanding and comprehension of the scheme / topic of work in that year. An equivalent system will be used to track student progress towards their expected grades in Level 1 and Level 2 vocational qualifications.

Entry Point

Each student will have a predicted GCSE grade based on their KS2 prior attainment or MidYis / Insight baseline assessment results.   This will then be used to set a "baseline threshold" for each student and target for the end of KS4. This target grade is not shared with the student it is merely recorded at the whole school level. It is within the whole ethos of "life without levels" that pupils will no longer have an end of year target grade.

We wish to remove what has become a ceiling to attainment in some cases and encourage a culture of "I can do" rather "than I can't do". (Life without levels Commission Report September 2015)

Pupils will be told to aim for the highest grade they can. This does not mean teachers will not challenge pupils on underachievement. Effort grades given by teachers and formative feedback will tell pupils how to improve their work. Data regarding student progress towards meeting their target grades, (their flight path), will be taken 3 x year, i.e. autumn, spring and summer terms.

Students will also be given an expected target. These are created once a student's attendance, engagement and attitude to learning are apparent. These targets will be reviewed on a termly basis and adjusted accordingly. Students frequently join us after long term school absences and the predicted target (from KS2) may not be appropriate or realistic for the student to achieve.

Aims and Objectives of Target Setting.

At New Bridge Academy setting realistic targets aims to;

- Challenge all students to achieve their full potential.
- Take into account each students starting point.
- Engage students into a discussion with teachers regarding their progress.
- Involve parents and carers in the student's learning.
- Lead to focused teaching and learning.
- Help us to make judgements about how well we are doing compared to all schools nationally and with similar schools.

Baseline assessment.

A key feature of any target setting process is a requirement for a good understanding of each student's current ability, their individual starting point against which progress is to be judged.

At New Bridge Academy we take a number of measures into account when gauging a student's current level of attainment.

- KS2 Level or fine point score.
- On intake students undertake either MidYis or Insight baseline assessment.
- Subject specific baseline assessment.
- Teacher assessment.

Midyis Baseline assessment.

MidYIS is a baseline assessment for secondary school for students aged 11-14, designed to measure a student aptitude for, and attitude to, learning. It is designed to monitor student progress throughout KS3 and facilitate transition to KS4 with value-added progress measures and target-setting information for external examinations. The assessment is computer-delivered and taken individually by each student. As the assessment is adaptive, each student sees a unique assessment and is challenged at a level that is suitable for them, making the assessment enjoyable, age-appropriate, engaging and time-efficient. Assessments are marked externally from the school and therefore produce a robust, accurate and independent measure of a student current ability and future potential.

How does the MidYIS assessment work?

MidYIS assesses students in key cognitive areas which research shows are linked to later academic outcomes. The assessment comprises four separate, timed modules, always following the same order of vocabulary, mathematics, non-verbal and skills:

- Vocabulary – word fluency and understanding

- Mathematics – logical thinking, manipulating numbers and numerical concepts

- Non-verbal ability – recognising shapes, matching patterns, applying spatial awareness and visual intuition

- Skills, such as proofreading, and perceptual speed and accuracy

What can the MidYIS assessment tell us?

With MidYIS assessments we receive high quality baseline feedback to help us recognise student and cohort strengths and weaknesses, and identify gifted students or those requiring interventions. Reliable "predictive" information helps us to set appropriate targets for the individual student, class or subject and develop learning plans accordingly.

We also receive 'value-added' reports or progress, calculated using students' baseline results and their GCSE grades. The value-added analysis compares the outcomes of students of similar ability in relation to their baseline. These can offer valuable insight into our school's performance and help with tracking student progress, school self-evaluation and inspection.

MidYIS assessment reporting and feedback includes:

- Nationally standardised scores – comparing student performance in relation to the national and independent school averages

- Individual Pupil Record sheets – providing a visual breakdown of students' relative strengths and weaknesses

- Predictions and chances graphs – showing likely future performance at GCSE to support target-setting

- 'Value-added' evidence for students and subjects – showing progress to (I)GCSE

Insight assessment.

INSIGHT is a curriculum-based checkpoint assessment for age 13-14, normally taken at the end of year 9, providing a robust progress measure in place of national curriculum levels. The assessment measures what students have learned, measures developing ability, as well as attitudes to school, education and careers. The assessment is computer-based and adaptive, meaning the difficulty level adjusts to match each individual student, offering an entirely individualised and tailored assessment.

How does the INSIGHT curriculum assessment work?

The INSIGHT curriculum assessment enables you to quickly understand what students know and can do. It comprises four assessments, plus an additional measure of attitudes:

- Reading – speed reading; text comprehension; and passage comprehension

- Mathematics – number and algebra; space, shape and measures; and handling data

- Science – biology; chemistry; physics; attitudes to science

- Developing Ability – non-curriculum measure of underlying potential, assessing abilities in three sections: vocabulary; non-verbal; and skills

- Attitudes – to school, education and careers.

What can the INSIGHT curriculum assessment tell us?

The INSIGHT assessments provide a range of feedback reports at an individual, class and cohort level. Student scores are standardised against national averages to enable comparison of individual progress with national norms. This can inform appropriate planning for learning, and reliable predictors can facilitate realistic and motivational target-setting for GCSE, helping to maximising student potential.

'Value-added' progress reports across subjects can help to monitor school performance, document key information for inspectors or parents and governors, and can help to inform school self-evaluation, accreditation and improvement plans. Additionally 'value-added' can be measured from MidYIS scores to INSIGHT, and from INSIGHT to GCSE grades.

INSIGHT assessment reporting and feedback includes:

- Nationally standardised scores – comparing individual student performance to average performance across the UK

- Individual Pupil Reports – providing a visual breakdown of students' relative strengths and weaknesses

- Predictions and chances graphs – predicted (I)GCSE grades for each student in each subject, along with chances graphs to show likely attainment

- 'Value-added' evidence for students and subjects – showing progress from MidYIS to INSIGHT, or from INSIGHT to GCSE

All of these factors are taken into account prior to placing students into one of four "thresholds", i.e. Emerging, Developing, Secure or Mastered. The KS2 point score, (or alternative measure), is then used to plot an expected "flight path" to the students predicted KS4 target. This enables a student's current rate of progress to be judged against the ideal predicted rate. Obviously progress at a rate higher than predicted is to be welcomed. Conversely, students progressing at a rate which would see them not achieving the minimum expected outcome can be identified and suitable intervention strategies implemented. Again, students are not informed of which threshold they are placed or their final predicted grade, this is recorded at whole school level to give an indication of the expected rate of progress and most likely final outcome. All students are expected to strive to obtain the best result they are capable of with high quality formative feedback playing an essential role in the process.

Process of Setting Individual Targets.

When a student joins us their KS2 prior attainment data together with subject specific baseline tests, MidYis or Insight assessments are used to generate KS4 outcome targets. Each student will normally receive two targets, **predicted** and **expected**.

Predicted targets are generated using KS2 prior attainment data or school based baseline assessment data if no KS2 information is available.

Expected targets are created once a student's attendance, engagement and attitude to learning are apparent. These targets will be reviewed on a termly basis and adjusted accordingly.

It must be remembered that these targets are not routinely shared with the student, it is within the whole ethos of "life without levels" that pupils will no longer have an end of year target grade.

We wish to remove what has become a ceiling to attainment in some cases and encourage a culture of "I can do" rather "than I can't do". (Life without levels Commission Report September 2015)

Pupils will be told to aim for the highest grade they can within an achievable range. This does not mean teachers will not challenge pupils on underachievement. Effort grades given by teachers and formative feedback will tell pupils how to improve their work. Assessment data will be used by teachers to monitor a student's progress to ensure they are "on track" to achieve their full potential.

Example of GCSE progress tracking.

			KS2 English Level	KS2 English Point Score	KS2 Maths Level	KS2 Maths Point Score	Average point score	KS 2 Average Level	Threshold Strand	Predicted Level Of Attainment	Year 9 data 1 (Autumn)	Year 9 data 2 (Spring)	Year 9 data 3 (Summer)	Year 9 Progress average	Year 10 data 1 (Autumn)	Year 10 data 2 (Spring)	Year 10 data 3 (Summer)	Year 10 Progress average	Year 11 data 1 (Autumn)	Year 11 data 2 (Spring)	Year 11 data 3 (Summer)	Year 11 Progress average	Predicted Level Of Attainment (from KS2)	Expected Grade	Year 9 - 11 progress average	progress total
Student	2	year 11	4a	29	5c	31.00	30.00	5	SECURE	C-B/L2	0	1	2	1	1	2	-1	0.67	1	2	-1	0.67	C-B/L2		0.78	7.00
Student	3	Year 11	W	3	B	3.00	3.00	B	EMERGING	G-F/L1	-1	0	1	0	-1	2	1	0.67	1	0	0	0.33	G-F/L1		0.33	3.00
Student	4	year 11	2c	13	B	3.00	8.00	1	EMERGING	G-F/L1	0	0	1	0.33	0	1	0	0.33	-1	1	0	0.00	G-F/L1		0.22	2.00
Student	5	Year 11	1b	9	B	3.00	6.00	B	EMERGING	G-F/L1	0	1	0	0.33	-1	-1	0	-0.67	1	2	1	1.33	G-F/L1		0.33	3.00
Student	6	year 11	4c	25	4a	29.00	27.00	4	DEVELOPING	E-D/L1	1	0		0.33	0	0	0	0.00	0	0	0	0.00	E-D/L1		0.11	1.00
Student	7	Year 11		#N/A		#N/A	#N/A				1	0	2	1	-1	-1	-1	-1.00	0	1	1	0.67			0.22	2.00

Student 2 was placed in the "Secure" strand based on KS2 prior attainment indicating the most likely KS 4 outcome at GCSE to be grades C – B. In year 9 the student made average progress of 1 Grade above expected. In year 10 his average grade was 0.67 above predicted mainly as a consequence of not performing particularly well during the summer term. A similar pattern followed during year 11 resulting in an average progress of 0.6 grades above expected. This indicates the student is on track to meet his predicted target grade.

Student 5 was placed in the "emerging" strand based on KS2 prior attainment indicating the most likely KS 4 outcome at GCSE to be grades F – G. In year 9 the student made average progress of 0.3 Grades above expected. In year 10 his average grade was -0.67 indicating the student was falling behind his predicted level of attainment. As a consequence of this appropriate intervention strategies were put in place and in the final year the student averaged 1.3 grades above predicted. This resulted in a final average grade of 0.3 grades above predicted indicating the student was back "on track" to achieve their predicted level of attainment.