



Target Setting and Progress Tracking

At North Axholme School, we define target setting and progress tracking as below:

- 1) *Target Setting* – Targets are set at student, subject, department and whole school levels to raise aspirations, encourage students to achieve challenging outcomes and provide a benchmark against which progress is tracked and outcomes are evaluated.
- 2) *Progress Tracking* – Progress is tracked at student, subject, department and whole school levels to identify underachievement in order to plan effective and timely interventions. Where tracking indicates that students are making good progress, this is recognised within our rewards framework (see Pg. 5 of the 'Attendance and Behaviour Policy').

Student Target Setting

Academic Target Setting

Process (KS3) - End of year targets are set for Y7, 8 and 9 students (end of KS3 for Y9). KS3 targets are recorded in department KS3 Progress Tracking Spreadsheets. FFT (Fischer Family Trust) estimates are used directly for Y9s and are lowered by approximately 2 sub levels per year to set appropriate targets for Y7 & 8 students (-4 sub levels for Y7 and -2 sub levels for Y8). KS3 targets are recorded in progress tracking grids in students' exercise books.

Process (KS4) - End of KS4 targets are recorded in spreadsheets for all Y10 & 11 students. Selected KS4 FFT estimates are collated and made available in a spreadsheet to assist teachers in setting targets. End of KS4 targets are collated, published in reports and made available to teachers, KS4 students and parents within the first ½ term of each academic year.

KS3 Curricular Target Setting

Purpose - Curricular targets are descriptors of knowledge, skills or understanding relating to a subject or cross curricular dimension (PLTS - Personal, Learning and Thinking Skills). Curricular targets are written using appropriate language which students can understand. As a result of involving students in target setting and reviewing their learning and progress, they will become increasingly effective and independent learners.

Process - In core departments, curricular targets are set using national APP (Assessing Pupils' Progress) materials. In foundation subjects, subject specific and PLTS curricular targets are shared with students before beginning the body of work to be used for a periodic assessment (see Pg. 1 of the 'Whole School Assessment Policy'). At the beginning of a periodic assessment, students select curricular targets that they will try to achieve during the completion of a body of work. After a periodic assessment, students review the feedback given by their teacher and use this to judge whether they have successfully achieved their curricular targets.

Effort Grade Target Setting

Process - At the beginning of an academic year, students set an end of year effort grade target for each subject in their progress tracking grids. At the end of each term, students record the effort grade awarded for each subject in progress tracking grids. Students are

encouraged to compare this to their end of year target and consider how they can improve their effort if they have not yet achieved their target.

When effort grades have been published, students are given an effort grade review sheet to complete during morning registration. Effort grade review sheets contain students' effort grades, an average effort grade and year group ranking. Students review their effort grades with form tutors and set targets for the following term.

Effort grade criteria stickers are available for departments to use with students to set targets using the specific criteria necessary to improve their effort grade.

Periodic Assessments

Purpose - To provide students with detailed feedback consisting of targets outlining precisely what they need to do in order to make good progress.

Process - After a body of work has been assessed, students are given detailed feedback about the knowledge, skills and/or understanding they need to develop in order to improve on the NC Level awarded.

End of Year Report Review

Purpose - To encourage students to use their end of year reports formatively to set targets for improvement at the beginning of each academic year.

Process - During an extended registration period on students' first day back in September, they review their end of year reports to identify strengths, areas for improvement and set targets for improvement based on their teacher comments.

Academic Consultation Evenings

Purpose - To enable form tutors to engage with parents and students to review students' progress and set targets for improvement.

Process - All form tutors receive collated comments and data from subject teachers. Form tutors discuss the comments and data with parents and students, and set general and / or subject specific targets for improvement.

Towards the end of each academic year, end of year review meetings are held to review targets with students and parents after end of year reports have been published.

Pastoral Support & SEN

Purpose - To provide selected students with needs based personalised intervention and support. As an outcome of this support, students are set specific targets which reflect their individual needs and circumstances. Targets are set for:

- Behaviour: Green, Amber and Red reports
- Effort: Pastoral Support Plans
- Special Educational Needs: SEN Core Targets

Student Progress Tracking

Purpose - Students' progress is tracked closely in order to identify underachievement. Where underachievement is identified, effective interventions are implemented to ensure that all students make good progress. Interventions can be introduced at cohort, group or student levels.

Process - During KS3, students' progress is tracked using:

- Progress tracking grids held in students' books. Students' NC levels (inc sub levels) and effort grades are recorded against previous levels / effort grades and end of year targets.
- KS3 progress tracking spreadsheets. Students' NC levels (inc sub levels) awarded after periodic assessments are recorded in departmental spreadsheets. Spreadsheets enable teachers to compare students' levels against previous levels, national expectations (in core subjects), FFT end of key stage 3 estimates and end of year targets. Departments review students' progress during department meetings and 1/2 termly KS3 standardisation meetings.
- Promotions and demotions process. At the end of each academic year, effort grades and teacher assessments are collated and ranked to identify students to be moved bands based on their ability and effort. In January, equivalent data is used to identify students at risk of being demoted at the end of the year. Students and parents are notified, and end of year targets for improvement are agreed.

Process - During KS4, students' progress is tracked using:

- Department records containing mock exam results, coursework completion rates, portfolio completion rates, module and controlled assignment results. This data is regularly reviewed against targets, FFT estimates and national expectations (in core subjects).
- ARR spreadsheets. End of KS4 predictions are recorded each term alongside students' end of KS4 targets.
- English and maths VENN tracking process. During fortnightly VENN tracking meetings (involving core HoDs, the KS4 pastoral team, SLT and voluntary observers) we closely track students' progress and coordinate a range of interventions to ensure that selected C/D and A/B borderline students make good progress in core subjects (A/B tracking planned to commence from Summer term 2010/11). Rates of progress are regularly communicated through subject teachers, VENN diagrams, students' progress update meetings and parents' progress update meetings.
- In-year attainment and progress data packs. The school data manager collates end of KS4 predictions on a termly basis. Departments are provided with data packs containing comparative performance data for all subjects. Departments analyse the data and develop intervention plans for students predicted to perform below their expected level.
- Academic mentoring process. The KS4 Lead Learner selects key Y11 students to be involved in the mentoring process. Academic mentors meet regularly with students to review their progress and set specific targets for improvement.

Assessment, Recording and Reporting & Academic Consultation Schedule 2010/11

The activities which will take place during the 2010/11 academic year are:

- Sept: Year 8 – 11 end of year report review and target setting
 - Year 10 & Year 11 end of KS4 targets recorded in ARR spreadsheets
 - KS3 end of year targets recorded in subject progress tracking spreadsheets
 - KS3 end of year attainment and effort grade targets recorded in students' progress tracking grids
- Nov: Year 7 'settling in' parents' evening with form tutors
 - Year 10 'settling in' parents' evening with subject teachers
- Jan: Year 7 – 11 effort grade report cards sent home to parents providing average effort grades, subject effort grades and year group ranking
 - Year 11 full reports published
 - Year 11 parents' evening with subject teachers
 - Year 11 academic mentoring programme continues from EoY 10
 - Year 7 – 10 effort grade review and target setting with form tutors
 - Year 7 – 10 academic consultation evenings with form tutors (3:30pm to 8pm for one evening running for two consecutive weeks).
 - Year 7 – 10 students at risk of demotion at EoY identified and parents informed
 - KS3 Autumn term levels and effort grades recorded in students' progress tracking grids
- Apr: Year 7 – 11 effort grade report cards sent home to parents providing average effort grades, subject effort grades and year group ranking
 - Year 7 – 10 effort grade review and target setting with form tutors
 - Year 11 academic mentoring programme continues
 - KS3 Spring term levels and effort grades recorded in students' progress tracking grids
- Jul: End of year reports published
 - Year 7 – 10 effort grade review and target setting with form tutors
 - Year 7 – 10 promotions and demotions informed by effort grade and NC level / KS4 grade analyses
 - Year 7 – 10 end of year review meetings with students, parents and form tutors
 - Year 10 students at risk of underperforming at the end of KS4 identified. Academic mentors allocated and initial target setting meetings take place
 - KS3 Summer term levels and effort grades recorded in students' progress tracking grids