

Target Setting for Schools

Aims

To ensure effective practice and procedures in assessment, tracking, target-setting and reporting which make a significant contribution to raising standards of achievement for all students in Key Stages 3, 4 and 5.

Objectives

- To involve the student in the reporting, target-setting and assessing process.
- To ensure that this process assists learning and promotes progress.
- To inform parents about progress and involve them in the learning process.
- To ensure consistency of practice across all departments.

The Warriner School follows the statutory requirements for assessment, recording and reporting (appendix 1 provides details of current practice).

Assessment and Target-Setting

Each subject department will undertake formative and summative assessments in all Key Stages appropriate to the curriculum area in order to:

- inform teaching;
- support learning;
- monitor the quality of teaching and learning;
- establish learning targets;
- monitor and evaluate pupil progress in relation to established targets.

Targets will be set annually in all subjects in order to:

- maximise each students opportunity to achieve full potential
- ensure early intervention in cases of under-performance

Marking

The school believes that effective marking of pupils' work plays a vital role in assessing learning, ensuring progress, evaluating comprehension, in keeping with school homework and marking protocols.

Work should:

- be specifically linked to learning objectives
- subscribe to the principles of Assessment for Learning
- be consistent across a department
- provide information in relation to targets set and next steps for learning
- draw as appropriate on the school's rewards and sanctions system

Each department will conform with the school marking protocol which will underpin departmental procedures

Appendix 1: Details of practice in Assessment, Tracking, Target Setting and Reporting

Public examination results and National Curriculum (NC) assessments are published in the school prospectus and are reported to the LA and the School Governors.

Teacher Assessments are recorded and reported for all subjects as required at the end of Key Stage 3.

Every member of teaching staff is given access to performance data, in the form of Key Stage 2, 3 and results at the beginning of each academic year. The evidence from the data is discussed at whole school meetings, line management meetings, middle management meetings, and departmental meetings.

Each student then has a conversation during term 1 with each subject teacher to set aspirational targets based on this data. Teaching staff are encouraged to set suitably challenging targets and, if appropriate, to look to higher levels than the grade with the highest probability. Students are encouraged to 'own' these targets as to view them as challenging yet achievable.

Individual teachers are encouraged to use data in connection with Performance Management Targets. It should be noted that the aspirational targets set through individual teacher-student conversations may be different from the benchmarking process undertaken as a review of individual teaching and departmental performance.

Departmental targets and actual results at Key Stage 4 are reviewed through the annual examinations analysis process. A framework for this is provided by the Assistant Headteacher in the form of a pro-forma detailing individual, class and departmental performance. These results are discussed with the Headteacher, Senior Deputy Headteacher and Deputy Headteacher at a Self-Evaluation Meeting (SEM1) in October. Departments are asked to set themselves targets for overall student attainment where underperformance is identified.

Records are kept in school on every pupil.

Progress in the form of NC levels at KS3 and GCSE grades at KS4 are held on a central database, updated between three and six times during the academic year as part of the target setting and reporting process.

Each parent/student will receive 6 'Grade Reports' during the academic year. These grade reports detail the progress made in all subjects taught as part of the school curriculum and set out the targets agreed with students. In addition information around levels of engagement and the quality of homework is also provided to parents.

At all Key Stages, professional predication are reported.

Information is passed on with a pupil when he/she transfers to another school.

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From these grade reports, summary data on engagement and academic achievement will be released to Subject Leader's, Directors of House, Student Achievement Managers, Tutors and teaching staff in order to promote the identification of, and subsequent intervention with underachieving students.

A written report is sent to parents annually during term 6. In addition to the data on the Grade Reports, this contains an evaluative section written by the tutor summarising the students' performance and detailing targets and 'next steps' for the subsequent academic year. A SEAL skills review, individual achievements (such as success through school reward schemes) and the contribution of the student to the wider school community is also included as part of this report. The student also completes a formal review of the year. The report includes information on attendance. The statutory Key Stage 3 Report informs parents of performance in all National Curriculum subjects.

All students are interviewed with parents to discuss progress with tutors during the Academic Tutoring Week.

Parental subject consultation evenings are also run throughout the academic year.

In addition to target grades, students set themselves individual learning targets three times annually which they record in their planner. These are agreed between the student, their subject teacher and their tutor and are reviewed at an appropriate time. The use of planners in supporting students' own tracking and identification of their 'next steps' is central to the process and is designed to encourage ownership and involvement of students in their own learning.

In determining the Assessment and Reporting policy, the school has referred to the OFSTED Report on Good Assessment in Secondary Schools (HMIE 462 published in March 2003)