

# TRACKING, TARGET SETTING AND REPORTING POLICY

Review:

Title of Policy	Tracking, Target Setting & Reporting
Review Cycle	Annual
Policy prepared by	Tim Baguley
Committee responsible	Academy Committee
Reviewed and updated	Tim Baguley May 2021
Next Review	May 2022

## 1. Introduction and Purpose

To ensure assessment, target setting and reporting provides reliable, timely information to parents about how their child is performing and helps drive improvement for pupils and teachers.

## 2. Policy Principles

The key purpose of assessment is:

- To promote learning.
- To set meaningful targets for pupil progress.
- To provide detailed, reliable and timely progress information to students, parents and teachers.
- To give early recognition of pupils who are requiring support and those who are excelling.
- To produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

-Adapted from DfE statements

## 3. Responsibilities & Procedures

### 3.1 Monitoring, leadership and management

To oversee the setting of targets, progress checks, data collection, analysis and presentation of data. Lead the analysis of the data and plan resulting action. Produce instructions for staff and data collection sheets in accordance with the monitoring and assessment calendar. Present data to all staff in an appropriate format.

### 3.2 Roles in assessment

- **Pupils** are empowered to evaluate the progress they have made and the next steps they need to take to progress further. Pupils are actively involved in target setting and monitoring and understand what this means for them.
- **Parents** are able to see how their children are progressing and understand how they can support learning.
- **Class Teachers** communicate progress check grades to students. Compare the performance of students in their subject with that seen in others, modifying teaching and learning strategies as necessary.
- **Heads of faculty** work with colleagues to identify underachieving students, or groups of students and plan action/support where needed. Heads of Faculty must inform their SLT line managers that progress checks/PPE grades have been completed for all key stages before or by the set deadline. Heads of Faculty should keep accurate and up to date records, analyse data and lead their teams in the process of target review.
- **Tutors** communicate progress check grades to students, use data to identify strengths and weaknesses in performance, liaise with subject teachers and heads of house when patterns of underachievement become apparent.
- **Heads of House/Head of Sixth Form** liaise with Faculty where patterns of underachievement are apparent. Disseminate data to Tutors and monitor their use of it, particularly in relation to target review. With their SLT Line Manager and with Tutors analyse the data, identify underperformance and plan action.
- **Line managers** support Heads of House, Heads of department and Heads of Faculty. Ensure progress check information and deadlines are shared in SLT line meetings and that Heads of Faculty are meeting the deadlines for all key stages when set

### **3.3 Baseline** Middle schools provide the following data

- KS2 validated data for English and maths collected via the 'key to success'. This is now in the format of scaled scores and there is no current national guidance for the expected progress from different scaled scores to attainment 8 indicators or targets.
- GL assessments progress test results for English, Maths and Science where completed.
- All subjects transfer high performing students for their subjects through pyramid meetings and the transfer process

### **3.4 Target setting**

Target setting will take place in the Autumn term for KS4 and KS5. Targets are accessible to all teaching staff, with training available to ensure that staff understand how they are generated and are clear about their use. Students will be advised of their targets and these will also be made available to all colleagues in a format appropriate to their role.

#### **Years 9-11**

Students will have two grades:

- Target grade: An aspirational target grade based on KS2 data and using FFT aspire in consultation with HoF/ HoD.
- Progress 8 minimum grade: This lets the students know what is expected of them based on their starting point as a minimum, this is generated through 'Key to Success' prior attainment and FFT Aspire

This gives students a minimum grade which they must achieve but also an aspirational grade to aim for. It is important that all students understand what their grades mean and this has to be discussed both in curriculum time through lessons and in the house system through tutor time and progress hour. Target stickers will be present on all student books.

#### **Post 16**

GCSE outcomes are used to generate target grades for students following post-16 courses in September. Targets are based on KS4 – KS5 progress. We use ALPS targets via ALPS connect to generate challenging targets for our sixth form students. Post 16 targets are sent to HoF/HoD for consultation.

### 3.5 Reporting and parents' evenings

Parents are key players in their children's educational development and accurate, informative reports (both written and oral) facilitate their active involvement.

Every student in the school will receive a full progress check every term and one in the first half of autumn term which just reports Engagement in learning and Home-learning/Independent Study. The progress check will report on the following:

#### Overview of learner – data from SIMs

- Attendance % (Including Number of unauthorised absences)
- Achievement points (House points)
- Behaviour points (Consequences)

#### Subject specifics – to be completed by subject teachers

- Minimum Target Grade: 1-9 or BTEC D\*-P
- Aspirational Target Grade: 1-9 or BTEC D\*-P
- Current grade: Fine grade - for all subjects in Year 10 and Year 11 and Core Subjects (English, Maths, Science and RE) in Year 9
- Tracking target progress: For Year 9 non-core subjects only
  
- Engagement in learning- This is a judgement on how the student is performing in the aspects of organisation, behaviour, work ethic and effort.
- Independent Study - Sixth Form only -This is a judgment on work outside of the lesson. Is the work showing a good effort, meeting deadlines and completed to a high standard in both written work and preparation for assessment.

#### Tutor specifics – to be completed by the tutor

- Punctuality – punctuality to AM tutor and lessons
- Equipment – student has the compulsory equipment for lessons, not used for sixth form
- Homework – completion of homework (knowledge organiser), for sixth form this is covered earlier
- Uniform – uniform expectations met (dress code for sixth form)
- Respect – respectful to staff and other students
- Engagement/Commitment to Hope – taking part in tutor time activities.

*Note: E/M/I = Exceeds expectations/ Meets expectations/ Improvement needed*

In addition to the termly reports each year group will receive two parents' evenings a year to discuss progress of students.

### **3.6 Record keeping**

Differentiation, matching the correct work to the child at the appropriate time, is a fundamental part of the teacher's role and accurate teacher assessment to inform future planning is crucial to this. Clear and concise records of these assessments are necessary to give a clear picture of children's progress and to inform future teachers. SIMS will be used as a central system for current grades and attitude to learning records. SIMS may also be used to keep records of controlled assessments and where data transfer to examination boards takes place.

It is the responsibility of the head of faculty to decide what additional data they keep and how this is maintained. It is the responsibility of teaching staff to keep this up to date. Best practice shows that progress is best where there is a shared responsibility for this data and it is understood by all staff.

Alongside this teachers will want to track students in their classes more closely using Whole Class Feedback Booklets. It is the teacher's responsibility to keep their Whole Class Feedback Booklets up to date and decide what data they need to inform planning and interventions.