

TARGET SETTING, TRACKING, RECORDING AND REPORTING POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

"For the LORD gives wisdom; from his mouth come knowledge and understanding."
Proverbs 2:6

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Summer Term 2022

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Reviewed By: Mr A Holland

APPROVED BY THE HEADTEACHER – Summer Term 2022

Target Setting, Tracking, Recording and Reporting Policy

Introduction

At Balshaw's C.E. High School we believe the purpose of target setting, tracking, recording and reporting is to monitor student performance, analyse the performance data and use this information to plan appropriate teaching and learning experiences and set meaningful progress targets. This policy aims to detail the roles and responsibilities of staff when using target setting, the associated record keeping and subsequent reporting needed to ensure that all students make progress and that future teaching, learning and planning are informed. The way in which this data is collected must be simple to understand, swift and accessible by the full range of relevant stakeholders to interpret.

This policy aims to:

- Give a breakdown of all aspects of Target Setting, Tracking, Recording and Reporting.
- How targets are set and tracked.
- Tracking student progress through departmental teacher records and its impact on student feedback and modification of learning base teaching and planning
- Reporting to parents/carers on Monitoring, Evaluation and Review process
- Give clear guidance to staff as to their responsibilities.

Target setting

The philosophy of target setting is to support students in understanding their own development and progress, encouraging them to set high standards for their achievements. We want to use target data intelligently to ensure that all students progress and maximise their potential. Although targets can be used widely to improve individual or group progress in a variety of Balshaw's activities, this policy is intended to set out the way forward in terms of examinations and assessment.

Aims and Objectives for target setting

At Balshaw's the targets:

- Challenge all students to do better.
- Take into account each student's starting point for learning.
- Encourage students to regularly discuss and review their progress with teachers.
- Involve parents in their son's/daughter's learning.
- Lead to focused teaching and learning.
- Help us to make judgements about how well our school is doing when compared to all schools and similar schools in local and national benchmark groups.

Target setting in KS3

At KS3 targets are set using the GL Assessment CATs. GL Assessment work with FFT to use the CATs to predict GCSE grades and we used these grades to set the KS3 targets. The following table contains the methodology to setting the targets;

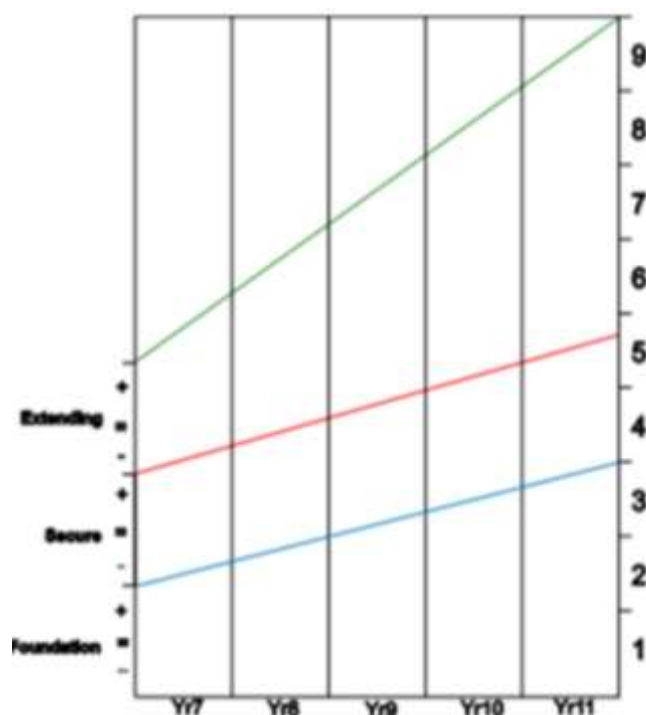
Predicted GCSE grade	KS3 target
1 to 3-	Foundation =
3= to 3+	Foundation +
4- to 4=	Secure -
4+ to 5-	Secure =
5=	Secure +
5+ to 6-	Extending -
6= to 9	Extending =

Tracking in KS3

The basis of the KS3 Tracking system is the Balshaw's Assessment Framework. This framework was introduced several years ago in response to the removal of National Curriculum levels. It uses Foundation, Secure and Extending level descriptors. Each curriculum area has a list of criteria that describe what the students have to be able to do or show to achieve the level descriptor. At each tracking event teachers will be asked to **predict** the final grade the student is expected to achieve by the end of the year. As in target setting teacher use final levels, i.e. S+ to comment the expected of actual level of achievement.

Each student is expected to stay, as a minimum, within the boundaries of the 'Progress Flight Path'. The graphs below illustrate the attainment 'Progress Flight Path' that students are expected to follow.

The flightpath for students 2022/23



Target Setting at KS4

On entry to Balshaw's the vast majority of students have prior attainment levels available in each of English and Mathematics based on Key Stage 2 Standardised Assessment Tests (SATs) and Key Stage 2 Teacher Assessments (TAs). This prior attainment provides an indicator of what students should be able, as a minimum, to achieve in the future.

In order to set target grades at GCSE, Balshaw's uses data provided by an independent charity Fischer Family Trust (FFT). FFT collects all the data nationally every year and looks at how students across the country have performed at the end of Key stage 3 (Year 9) and the end of Key Stage 4 (Year 11) compared with their prior attainment from Key Stage 2.

The data provided by FFT for the top 20% of schools is used to set a minimum expected grade for their subject. This is the grade Balshaw's believe the student is capable of achieving by the end of the key stage assuming that they have good attendance and a positive attitude to learning. Balshaw's aims to maximise the number of our students making desirable national progress against their attainment starting point and the top 20% of school targets set reflect this aspiration.

Below is an extract from the Staff handbook

Rationale

All students in Years 7-11 will have subject specific, end of year targets. These are designed to help raise standards and to help measure progress. To ensure all students achieve the highest standards possible, we use targets and have assessments in all years to determine whether or not individuals are working above, or target or below expectations. Targets are designed to assist teachers in teaching students/classes at an appropriate progress descriptor/grade. Parents also find targets helpful as a guide throughout the year to understand the progress their son/daughter is making.

Guidelines

1. The AHT Target Setting, Tracking and Data will provide targets for every student, in every subject at the beginning of the academic year. All individual student targets should be known by the teacher and student and used regularly throughout the year.
2. All GCSE/KS3 subject targets are negotiable only in exceptional circumstances between the Curriculum Leader and the AHT Target Setting and Assessment.
3. KS3 targets are based on the Balshaw's Assessment Framework that was introduced several years ago in response to the removal of National Curriculum levels. It uses Foundation, Secure and Extending level descriptors. Each curriculum area has a list of criteria that describe what the students have to be able to do or show to achieve the level descriptor. **Fine levels (+, = or -) are also used in setting the targets. The maximum target will be E= and the minimum F=.** For 2022/23 the BAF targets are derived from the students FFT top 20% GCSE targets. The targets are generated by using the CAT4 tests. Further information can be obtained from the AHT i/c Target setting, tracking and data.
4. The KS4 targets are derived from the Fisher Family Trust (FFT) organisation. The targets are set using the top 20% of schools setting. To show how secure each target is and the probable chance of achieving it, plus, equal to and minus are used. **For example 6+ indicates that there is a strong possibility that the student could achieve a grade 7 while a 6- target indicates that the grade is not secure and the student needs to be mindful that there is a possibility that they will not achieve it unless they work diligently.**
5. During the **three** tracking events that take place during the year at KS4 staff will provide a currently working at grade and **predict** the student's end of GCSE progress descriptor or grade. Staff will enter that data on SIMS so that it can be sent home to parents and used for monitoring whole school performance via SISRA. **As with target setting +, = and – are used to show how close the teacher felt the student is to subject grade boundaries. A 7+ indicates that the student is secure at the grade and are close to be predicted to be working at a grade 8 and alternatively a 5- indicates that a student is only just predicted to be a grade 5 and further work is needed to make that grade secure.**
6. All students should be able to articulate how they are going to achieve their target and how to improve their predicted grade.
7. More important than the targets/progress descriptor, is the subject teacher dialogue with a student so they are clear about what needs to be done to improve the level they are working at. At certain key times of the year, work needs to be summatively assessed. These milestones allow for clear signs of progress.
8. All teachers will be expected to participate in an evaluation of performance to assess whether targets have been met. It is the responsibility of the Curriculum Leader to lead this process with the involvement of all subject teachers.

Monitoring of targets at individual student level is as follows:

- AHT Target Setting, Tracking and Data to provide in depth analysis of the tracking data to SLT and Curriculum Leaders following a tracking event.
- CL will analyse their departmental tracking data in order to feedback to feedback to their link SLT and members of their department regarding any key points regarding individual groups, individuals in the cohort and priority sub groups such as boys/girls, PP and SEND.
- Students failing to achieve their targets in a range of subjects are highlighted for additional support in key subjects by Assistant Head i/c Target Setting and Tracking and this information is passed to Heads of House and other relevant staff.

Expectations

Students will record and become familiar with their target grade. Follow carefully the guidance given by teachers, both orally and written, in order to take the necessary steps to reach the next grade.

Parents will use target grades and current working at grades as a basis for discussion with their son/daughter about their learning and support them in following each teacher's advice about what they need to do next in order to progress.

Teachers will monitor students' progress towards FFT estimates for each student in their class. Tell students specifically what they need to do or to improve in order to reach the next grade both orally and in writing on their work.

Recording and reporting

Recording should:

- Comply with the Balshaw's policy to ensure consistency of approach within all subjects.
- Involve a clear distinction between attainment and effort.
- Identify a wide range of student achievement using subject specifications at GCSE and the Balshaw's Assessment Framework at KS3.
- Provide a secure basis for reporting attainment to students and parents.
- Be supported by evidence of students' work.
- Be used to review students' progress regularly and set appropriate targets for the future.
- Provide, in each subject, summative assessment information for the department, SLT, Governors, parents and other external bodies.
- Store evidence of students' work and attainment to support assessment and intervention in each department.

Reporting should:

- Provide parents with a clear picture of their son's/daughter's achievements and progress towards targets in all areas of the curriculum and clearly reflect attainment as judged against objective criteria.
- Be supportive and promote students' self-esteem.
- Encourage parental involvement in their child's learning.

Recording class and home learning

The class teacher is responsible for recording assessment grades for pieces of classwork and home learning where it is relevant to do so. The most likely way of recording this information is in the teacher planner, mark book or electronically on SIMs, which should be kept fully up to date. It is the responsibility of the CL to monitor this.

Teacher markbook

CL will be responsible for ensuring that their colleagues record marks and progress systematically. If a member of staff wishes they can use an electronic mark-book but it will need to be made available on request.

Mark-books should consist of:

- Student name
- Target grade/level
- SEND information
- Half term key assessment opportunities.
- Gender
- Vulnerable groups
- Any other information relevant to the individual staff member in tracking progress.

Recording Non Assessment Examination marks

It is the responsibility of the class teacher to submit controlled assessment marks to the CL for collation. Administration support staff can be used for collation, if desired. Each CL should ensure that there is adequate provision for the storage of student assessments and that moderation takes place when appropriate.

KS3/KS4 Tracking Events and Reporting to Parents

Information regarding progress towards the target grade/level is collated and monitored on a regular basis throughout the school year. Teachers will give each student a predicted grade/level during each termly tracking event. A colour coded system will be generated on SIMs to aid understanding of the tracking information. This will be green (currently demonstrating well above expected progress), blue (above expected progress), yellow (currently demonstrating expected progress), amber (below expected progress) or red (well below expected progress).

Teachers will also give a comment for engagement in class and attitude to home learning thus highlighting praise and any concerns. The comments are Independent, Active, Passive, Reluctant and Resistant. Teachers will also provide a comment for behaviour. The comments for behaviour are Excellent, Good, Requires Improvement and Unacceptable. Tracking reports are collated and published to parents/carers three times a year. For all students this information is then used in the following ways:

- CL can monitor achievement across the teaching groups and plan intervention as needed.
- AHT focuses on monitoring achievement and attitude to learning across a range of tutor groups to inform intervention.
- Tutors use this information as part of their mentoring and target setting conversations with students; this process is vital in tracking progress and ensuring appropriate intervention is

put in place where needed. By using this data we are able to monitor and plan on a strategic and an individual level. Students will be expected to log their targets in their Individual Planner.

- Celebrate achievement and target intervention.

Below is an extract from the Staff handbook

Rationale

All parents will receive 3 termly tracking reports per year. Reports are a formal school document and remain a key part of a child's profile whilst at Balshaw's.

Guidelines

1. There are 3 termly tracking reports.
2. All staff must adhere to the report deadline as outlined on the calendar.
3. All reports are completed in SIMS.
4. We need to remember that students/parents look forward to school reports. Most families retain school reports and they are an important document related to any child's development in school.
5. It is the responsibility of Curriculum Leaders to offer guidance on tracking progress towards targets and to help with the checking process.
6. Reports will be sent to parents via email on the date on the school ARR calendar.

Course outlines

Course summaries of the work to be covered in each subject/project will be provided for students and families through the Balshaw's website.

Parent Evenings/Meetings

There is the opportunity for parents to meet with both teachers and tutors on a scheduled parents evening during the year. For 2022/23 all Parents Evenings will continue to be online using the SchoolCloud system. This has been used in the last 2 academic years and has proved to be very popular with students, parents and staff.