Garstang Community Academy

KS4 Target Setting and KS3 Banding

Setting Key Stage 4 targets for Year 10 & 11 Students

When target setting for a whole year group, the prior attainment of that particular cohort will be carefully analysed to ensure the correct level of challenge is applied to the target data. We have two year groups with no KS2 SATs data; therefore, a combination of Teacher Assessment, NGRT results, CATs tests and internal summative assessment data will be used when setting their year 10 targets.

English and Maths KS4 targets are formulated separately using the most appropriate data, not KS2 aggregates. English targets are based primarily on the KS2 reading exam scores with the KS2 grammar, NGRT GL reading scores and CAT scores used as consolidatory evidence. Maths targets are based on the KS2 Maths scores with Maths progress GL and CAT scores being used as consolidatory evidence. Targets for subjects other than English or Maths will mirror the English targets, although some adjustments will be made for more maths-based subjects e.g. Physics and for subjects with a large practical assessment.

Towards the beginning of year 10, students will be issued with challenging GCSE equivalent 9-1 targets in all subjects other than Life Skills and Games. These will be based primarily on their performance at the end of KS2 (see above), but will also consider student performance during KS3. Each student will be given a target range comprising of a minimum grade required and an aspiration grade to strive for. Factors such as SEND needs will always be considered when setting targets. Targets for Pupil Premium and CLA students will be looked at individually to ensure prior under-performance is not being perpetuated by setting targets which are too low.

All Subject Leaders will be asked to review target ranges and will have the opportunity give feedback to their SLT line manager once year 10 targets and ranges are formulated. Once finalised, target ranges will be shared with students and parents within the first month of Y10. SLT, in liaison with Subject Leaders, will review the validity of these targets at the end of year 10 and adjust where appropriate.

Progress will be reported to parents / students using the B,E,S,N scoring system; this will compare attainment from the most recent summative assessments to progress made towards target ranges. The target range will also be communicated in these progress reports. ATL judgements will be included in these reports (see Data and Reporting Policy).
All staff have easy access to student targets. Teaching staff receive CDP to ensure they understand the difference between the 'target grade' and the target range, allowing staff to be confident in and accurate when, communicating progress information to parents.

Staff always aspire to support students to reach the highest possible grade and plan learning outcomes to stretch students to achieve their 'upper target' within the range for Y10 and 11 students. Students in year 10 and year 11 should be aware of their target ranges and will be encouraged /pushed to be ambitious to reach their 'upper target grade'.

Key Stage 3 Academic Banding

Students in years 7-9 will be assigned an 'academic band' in order for teachers to measure their progress throughout the key stage. The banding will be based on KS2 SATs scores, NGRT data and CAT tests. There will be 4 bands: Enhanced, Higher, Developing, Foundation. There will be banding reviews at the end of year 7 and year 8 during involving consultation with Subject Leaders and Year Leaders.

Progress will be reported to parents / students using the E or S scoring system; this will compare attainment from the most recent summative assessments in relation to the academic banding of the student. ATL judgements will be included in these reports (see Data and Reporting Policy).
All staff have easy access to student banding. Teaching staff receive CDP to ensure they understand the difference between the academic bands allowing them to effectively communicate progress information to parents.

Responsibilities

• **Teachers**
- To ensure that students they teach in years 10 and 11 know their target ranges, and how they can improve on their current position.
- To use target data to plan lessons that will 'challenge' every student in the class (teach to the top approach)
- To identify students who are unlikely to meet their targets and to adopt appropriate intervention strategies to track and support these students (this may, including communicating with parents outside normal reporting windows).
- To use assessment information to inform the planning of future work.
- To report student progress to the Subject Leader, parents and students by analysing attainment and target data in a timely manner.

Subject Leaders
- To ensure that members of the subject team collaborate and engage with student targets / target ranges.
- To monitor the implementation of the policy and take appropriate action as required to ensure its implementation.
- To maintain accurate self-evaluation data and report on progress and attainment against targets to SLT in line with the self-evaluation calendar through the SCP and Appraisal Reviews.

Leadership Team as a whole
- To ensure Subject Leader have clarity regarding the wholistic target data set for their department
- To work with Subject Leaders to ensure student target are suitability challenging
- To support Subject Leaders in their role (see above)

Assistant Headteacher (Assessment)
- To ensure individual targets and subject targets will support students to make outstanding progress.
- To keep abreast of national developments on target setting.
- To review the impact of the policy on practice.
- To lead on policy amendments.
- To maintain accurate data to support self-evaluation.

SENCo
- To liaise with Assistant Headteacher (Assessment) to ensure appropriate targets are set for SEND students.
- To keep accurate records of additional diagnostic assessments which have taken place for SEND students.

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