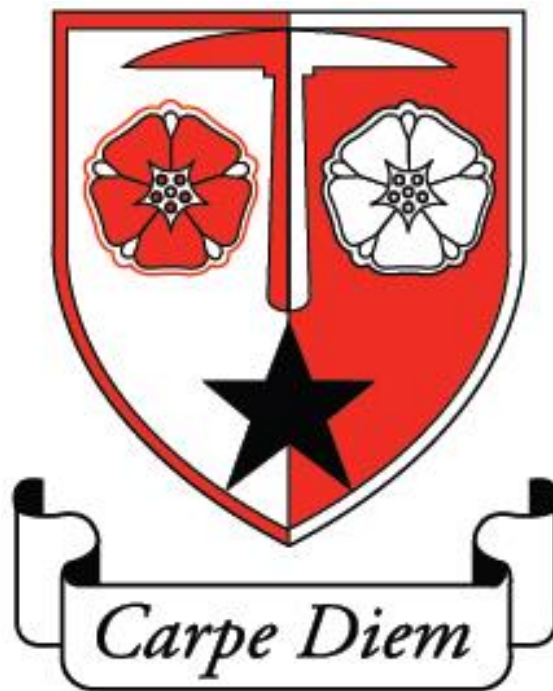


Audenshaw School



Target Setting & Assessment Policy

This policy is reviewed every two years by the Standards Committee.

History of Document

Issue No	Author/Owner	Date written	Approved by Standards Committee	Comments
1	Richard Bond	31/07/14	12/08/14	
2	Richard Bond	24/8/16	30/9/16	New roles and 1-9 grades.
2	Richard Bond	28/09/17	06/10/17	FFT Aspire changes to KS3 & 4

OUR MISSION

The school aims to provide a quality education in a caring community based on an ethos of respect, discipline and a relentless pursuit of excellence in all that we do.

OUR VISION

Audenshaw School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of the school community will be valued and every success will be celebrated.

Audenshaw School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Introduction

“Audenshaw School is committed to ensuring that all students are supported and challenged to raise their achievement to the highest possible standard through the setting of targets that are SMART (specific, measurable, achievable, relevant, and time-limited)”

1. Philosophy

- 1.1 The School believes that setting realistic but challenging targets for students is an essential part of improving achievement. We use Fischer Family Trust (FFT) Aspire to set aspirational targets. FFT is a large national database which can work out individual students' chances of achieving a grade in particular subjects. We use FFT 20 targets as a minimum, which would mean our students would be in the top 20% nationally for progress if they achieve their target grade.
- 1.2 A student's target will automatically be increased if they exceed their target on two occasions.
- 1.3 This policy focuses on the setting of targets to raise achievement, which encompasses both progress and attainment. However separate targets may also be set for attendance, behaviour and social progress.
- 1.4 Students should be closely involved in their evaluation of targets and will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be reported on regularly (at least 4 times per year) to students and their parents/carers.
- 1.5 Sixth form targets will be set by September following the release of the GCSE results.

2. Rationale

- 2.1 All prior attainment data will be used to set challenging targets in order for all students to make rapid progress.
- 2.2 Whole school targets will be cascaded down into departmental and teacher targets.

3. Roles and responsibilities of the Board of Governors

The Board of Governors will:

- 3.1 Nominate a governor to support the Headteacher with the whole school target setting process and agree these targets on behalf of the Board of Governors.
- 3.2 Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them.
- 3.3 Agree action with the Headteacher where the progress towards agreed targets is below expectations
- 3.4 Recognise and celebrate the effort and success of students and all staff.

4. Roles and Responsibilities of the Deputy Headteacher

The Deputy Headteacher will ensure:

- 4.1** That there is a coherent strategy for the effective management of performance data.
- 4.2** Staff and governors receive training on the interpretation and use of data to inform their planning and student-centred target-setting.
- 4.3** Students' attainment and progress is tracked in line with the Assessment, Recording and Reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, and time-limited) targets for teachers' appraisal.
- 4.4** At least one student progress target is agreed with each teacher as part of the appraisal process using the school's web based appraisal tool.
- 4.5** The Board of Governors receives information on progress regularly through the academic year to enable it to make informed decisions when agreeing targets, monitoring and evaluating progress.
- 4.6** FFT aspire will be used to set progress targets
- 4.7** The Data and Assessment support staff will manage the input and flow of data to support the target setting process. The overview of this process lies with the Deputy Headteacher, with delegated line management to the Assistant Headteacher (Achievement).
- 4.8** Progress against targets is evaluated in the school Self Evaluation Form (SEF).
- 4.9** Monitor school and departmental performance and work with curriculum leaders to raise standards.

5. Roles and Responsibilities of the Assistant Head (Achievement)

- 5.1** To assume delegated responsibility for the assessment and reporting of data and report directly to the Deputy Headteacher.
- 5.2** To line manage the strategic use of the Data and Assessment support staff.
- 5.3** To check and authorise the format of the completed assessment and annual reports before they are sent home by checking a sample before they are all printed.
- 5.4** Support the Deputy Headteacher in monitoring school and departmental performance and work with curriculum leaders to raise standards.
- 5.5** To provide appropriate training for staff on the use of data to improve student achievement.

6. Roles and Responsibilities of the Data and Assessment support staff

- 6.1** Create and manage systems for inputting data onto the School Information Management System (SIMS).
- 6.2** Set targets for all students in accordance with this policy.
- 6.3** Review all students' targets after each Assessment point with Curriculum Leaders and teachers and update any raised targets on SIMS (see 11.6).
- 6.4** Import data from SIMS into SISRA to facilitate timely analysis of assessment information.
- 6.5** Manage the input and flow of data to support the target setting process (see 4.7).
- 6.6** Organise the creation, collation and maintenance of the assessment reports and annual year reports.
- 6.7** Support the Assistant Headteacher (Achievement) and SLT generally in providing timely data and assessment for analysis.
- 6.8** Under the authorisation by the Assistant Headteacher (Achievement) provide, when appropriate, timely data and assessment for other members of staff in the school including teachers, Curriculum Leaders and Year Leaders.

7. Roles and responsibilities of Curriculum Leaders

Curriculum Leaders will organise the data so that they can:

- 7.1** Consistently analyse performance data in their curriculum area and use this to effectively inform departmental improvement.
- 7.2** Report to their line manager on the Senior Leadership Team (SLT link) on a regular basis and at least following each assessment point. They will also guide colleagues on the setting of challenging attainment and progress targets for each student.
- 7.3** Monitor the progress of students towards their targets throughout the academic year using the school's web based assessment and data tool SISRA and the School Information Management System (SIMS), and take decisive action if a student is making insufficient progress. This is also reported regularly to the SLT in accordance with calendared meetings. The SLT Link will provide support, monitoring and accountability.
- 7.4** Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance of different groups of students including the vulnerable students. Intervention strategies will then be set in place to address and prevent under achievement.

8. Roles and responsibilities of Leaders of Student Achievement

Leaders of Student Achievement should:

- 8.1** Identify any barriers to learning for students and oversee the implementation of plans to overcome those barriers.
- 8.2** Support and challenge colleagues using assessment data to promote student progress and set ambitious targets.
- 8.3** Monitor and review the impact of interventions with Curriculum Leaders and the Pastoral team to support those students whose progress needs accelerating.
- 8.4** Support students who are eligible for the Pupil Premium funding and identify strategies to accelerate their progress.
- 8.5** Analyse and share data on student performance with key stakeholders to inform intervention and raise standards. (Senior Leadership Team, Governors, Disadvantaged strategy team)
- 8.6** Report regularly and consistently to Senior Leadership Team on student progress and attainment to demonstrate impact of interventions.
- 8.7** Support and challenge Curriculum Leaders to ensure accurate, consistent interventions across whole school meet individual student needs.
- 8.8** Monitor the interventions of staff with designated responsibility for raising student achievement and report this information to relevant stakeholders. (Finance and Disadvantaged strategy team)

9. Roles and responsibilities of Academic Mentors

Academic Mentors should:

- 9.1** Report on a monthly basis to the Leaders of Student Achievement an analysis of actions and impact to improve the progress of an identified cohort of disadvantaged students.
- 9.2** Know and understand each individual student they work with, identify and prioritise barriers to progress and sequentially address these with the support of the disadvantaged strategy team. In addition to this establish effective relationships with parent and carers to as to engage their support through the mentoring process.
- 9.3** Evaluate and track the progress of students as they work with them through a range of indicators including attendance data, academic progress data and softer measures.

10. Roles and responsibilities of Form tutors

Form tutors should:

- 10.1** Monitor and support students' progress using SIMS and SISRA data and report particular concerns to the Year Leaders and parents/carers, discussing the issues with the child. Tutors should monitor future academic progress made by children who have already been flagged as a concern. If there are strong concerns, it may be appropriate to monitor them closely via internal behaviour management systems.
- 10.2** Liaise with Special Education Needs Co-ordinator (SENCO) where required to support students on IEP's (Individual Educational Plan).

11. Roles and responsibilities of Year Leaders or Academic Supervisor (Sixth Form)

Year Leaders should:

- 11.1** Make appropriate interventions with students who are falling behind target in order to raise achievement
- 11.2** Make referrals to the appropriate Learning Mentor and SENCO for additional support.
- 11.3** Report progress to the Assistant Headteacher (Behaviour and Safety) regarding the learning progress made by students in their year and show the interventions that have taken place.
- 11.4** Support the Curriculum Leaders in the target-setting and tracking processes.

12. Roles and responsibilities of Appraisers

Appraisers should:

- 12.1** Ensure that evidence-based student achievement targets are agreed with each appraisee.
- 12.2** Monitor the progress towards the targets regularly during and at the end of each appraisal cycle in accordance with the Appraisal Policy.

13. Roles and responsibilities of classroom teachers

Classroom teachers should:

- 13.1** Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring/evaluating progress and deciding on in-class intervention strategies.
- 13.2** Encourage students to assess their progress towards their targets, and help them to understand what they have to do to improve, using appropriate Assessment for Learning Techniques.

- 13.3** Report the progress of students against their targets to Curriculum Leaders through the year (assessment points, mock exams and verbal updates) and at the end of each academic year through the exams' analysis report.
- 13.4** Report the progress of students against their targets to parents/carers through SIMS and Parents' Evenings.
- 13.5** Celebrate success in meeting targets using the school reward systems (VIVO).
- 13.6** Review and increase as appropriate student targets in collaboration with the Curriculum Leader if they achieve their target on two occasions. This will usually be by one sub level at a time or two sub levels if the teacher deems the student to be capable.
- 13.7** Communicate to the Data and Assessment support staff that a student's target needs to be increased and by how much (see 11.6).

14. Roles and responsibilities of students

Students should:

- 14.1** Take responsibility for their own learning using appropriate Assessment for Learning techniques and understand what is needed to move to the next level of their learning in order to meet their targets, using self assessment and evaluation strategies.
- 14.2** Seek advice from the classroom teacher if they are unsure on how to improve in order to meet their target.

15. Roles and responsibilities of Parents/Carers

- 15.1** To understand the flight path in relation to their child's progress and use this to support them in striving to achieve and exceed their targets.
- 15.2** To work with and challenge school if their child is at any stage falling behind target and to help ensure the best possible outcomes for their child.
- 15.3** To attend relevant events to support the achievement of their child.

16. Monitoring

- 16.1** Progress towards the targets for each student, subject and year group will be analysed at least four times throughout the academic year as well as at the end of the academic year by teachers and Curriculum leaders, and reported to the SLT, Deputy Headteacher and Headteacher.
- 16.2** RAISE Online and other summative performance data will be analysed by the Senior Leadership Team and evaluated with the support of the Board of Governors as soon as the data becomes available.
- 16.3** The school's SLT will continually review its target setting process. Any amendments will take into account students existing targets and ensure change is communicated effectively to all stakeholders.

- 16.4** Each Curriculum Leader will be held accountable for their department's results through the SLT and actions towards achieving targets are to be reviewed following each of the assessment points and at the end of the year.
- 16.5** Each teacher will be accountable for their own results and will support the Curriculum Leader in raising the achievement of their subject.

17. Sixth form

- 17.1** All KS5 students will initially be given a target based on the average GCSE points score. Student's individual targets will also be reviewed in light of particular performance at GCSE in that subject. Where a student has attained a grade significantly higher than their average, then the A-Level Target grade should be raised accordingly. These targets will be discussed and agreed with students and monitored by the Academic Supervisor in the Sixth Form.
- 17.2** At each assessment point, the progress of all students will be reported to the Assistant Headteacher (Sixth Form).
- 17.3** The Academic Supervisor will then manage and record the intervention of students who are not making sufficient progress towards their target grades. Students will be given individual actions for improvement at each assessment point.

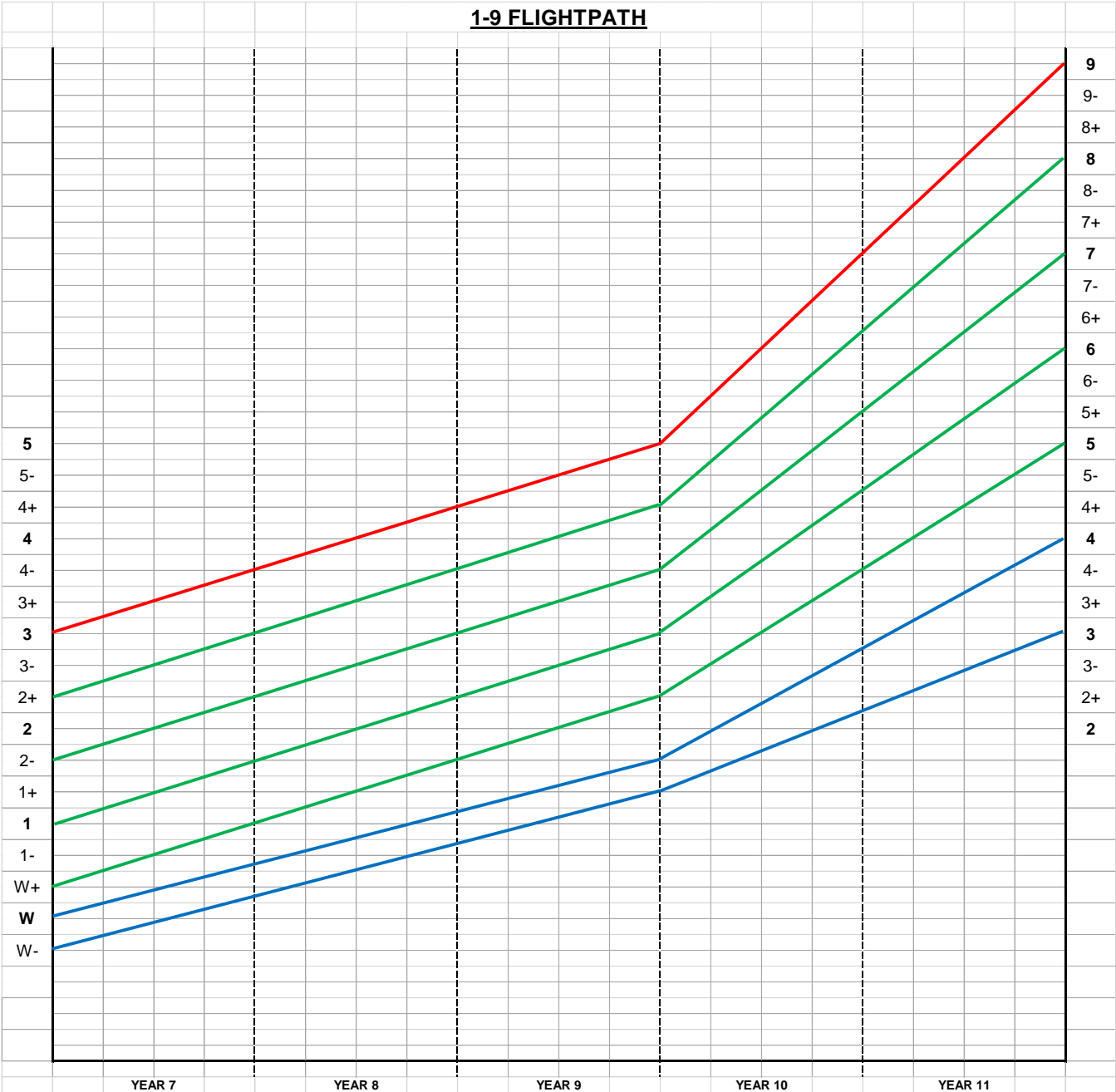
18. Safeguarding

- 18.1** Any information relating to named individuals should be handled and stored securely:
- Computers should be password-protected.
 - Passwords should be kept secret and secure – change them regularly.
 - Data storage devices containing personal information should be kept safe and be encrypted.
 - Papers should not be left out on desks or tables and should be collected from printers promptly.
 - Information on computer screens should not be accessible or visible to other than authorised users.
 - Sensitive" data should be secure and subject to very limited access.

Also see section 6, 11, 12, 13, 14, 15 and 16 of the school's Data Protection Policy

Appendix 1

Below is the flight path expected for each student in achieving their targets from their KS2 level at the start of year 7 to their GCSE target grade.



Appendix 2

The EAP table below shows the same information as the flight path in tabular form showing where each individual student should be at any time to be on target.

	YEAR 7			YEAR 8			YEAR 9			YEAR 10				YEAR 11			
FFT 5 Target	AP1	AP2	AP3/4	AP1	AP2	AP3/4	AP1	AP2	AP3/4	AP1	AP2	AP3	AP4	AP1	AP2	AP3	AP4
3	W-	W-	W	W	W+	1-	1-	1	1+	2-	2-	2	2	2+	3-	3-	3
4	W-	W	W+	1-	1-	1	1+	2-	2-	2	2+	3-	3	3+	4-	4-	4
5	W+	W+	1-	1	1+	2-	2	2	2+	3-	3	3	3+	4	4+	5-	5
6	1	1	1+	2-	2	2+	3-	3-	3	4-	4	4+	5-	5+	5+	6-	6
7	2-	2-	2	2+	2+	3-	3	3+	4-	4	4+	5-	5	5+	6-	6	7
8	2+	2+	3-	3	3+	4-	4-	4+	5-	5	5+	6-	6	6+	7	7+	8
9	3	3	3+	3+	4-	4	4+	5-	5	5+	6	6+	7-	7+	8	8+	9

Appendix 3

The diagram below illustrates how the new 1-9 assessment framework works in relation to the outgoing A*-U framework.

