

**TRINITY ACADEMY  
NEWCASTLE**

**Target Setting Policy**

**Approved by the Resources Committee – Oct 2016**

**Next Review Date – Oct 2017**

## **Introduction**

An essential part of improving achievement is to agree targets for each pupil that are challenging, achievable and aspirational. At Trinity Academy we do not see ability as permanent or predetermined. We are committed to giving all our students every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific, measurable and challenging goals that help to improve the standards achieved by all our students. Academic targets will be shared with students, who will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with students and their parents.

## **Rationale for target-setting**

Target-setting is a significant tool for improving the student's achievement. Attainment targets will be based on the prior attainment of each student, national data and contextual information. The targets that we set are ambitious and take into account each student's starting point.

It is important that students are secure in concepts and can apply them in a sophisticated way before they move on. Trinity Academy's target setting policy is founded on the belief that the security of knowledge is paramount before progressing to new content. Many students have gaps in their knowledge when they join Trinity and it is vital that we address these and understand their readiness to progress to the next stage.

We involve the students in the target-setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes students aware of how they can improve their work and achieve their target.

We inform parents about our target-setting process and our targets for their child. Parents have regular opportunities to talk about their child's progress towards their targets.

## **Aims**

Targets we set will:

- meet the individual needs of the student;
- challenge all students reach their full potential;
- take into account prior attainment;
- encourage students to discuss and review their progress with teachers regularly;
- involve parents in their student's learning;
- lead to more focused teaching and learning;

## **Guidelines - Areas of responsibility**

**Class Teachers will:**

- Plan and deliver a curriculum appropriate to the needs of each student
- Write termly reports and detailed End of Year reports for each student informing parents of progression in the year so far and areas of focus for the coming term.
- Track pupil progress by assessing 4 times a year
- Set short term targets for students in order to focus them on what they need to improve.
- Implement an intervention plan if a student is falling below expectations of progress.

- Consult with parents, carers and other professionals as and when appropriate read and consider all relevant documentation relating to each student.

**The Leader for Assessment will:**

- Ensure that assessment materials are readily available to each class teacher.
- Oversee moderation exercises to ensure accurate levelling
- Collate and analyse outcome data including analysing cohorts of students and individuals.
- Ensure that the information is reported to appropriate individuals and organisations
- Provide guidance, advice, support and training for class teachers and subject leaders.
- Provide information and recommendations for the Leadership Team.

**Assistant Heads will:**

- Ensure that records are kept by each class teacher, in order to show progress made by each student.
- Monitor progress termly in conjunction with the Leader for Assessment.
- In conjunction with LT, set challenging whole school targets for subjects/cohorts.
- Observe lessons to ensure the overall good quality of teaching, learning and assessment.

**Parents and Carers will:**

- Consider their child's targets and discuss any amendments with the class teacher
- Attend Annual Review meetings and share pertinent information
- Support their child through homework

**Assessment Process**

End of year targets are set at the start of each academic year. Assessment is then carried out 4 times a year, twice in the Autumn term and at the end of the Spring and Summer terms. This assessment identifies strengths and weaknesses, and informs short term classroom targets so students can stay focussed on what they need to achieve. Teachers use the targets set for each student to develop classroom activities that are designed to help students meet their targets.

For all subjects, a RAG grading is given at the end of each term to predict whether a student is on track to reach their target. If a Red grading is assigned, an intervention plan will be implemented for each student in each subject.

When students join the school we make an assessment of their learning within the first half term. We take in account teacher assessment and information from previous schools, including national tests.

As part of the student's termly report we produce a statement about progress towards his or her targets.

**Target Setting in Key Stage 4**

Students at KS4 follow a very different curriculum with an emphasis on independence and preparation for life after school. While all the required National Curriculum subjects are offered, the breadth and scope of the 14 – 19 provision creates a need for a different type of target setting and monitoring system.

Students can access GCSE's, Functional Skills and BTEC qualifications as well as Vocational subjects such as mechanics and construction.

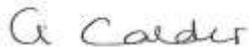
**What evidence do we keep?**

- Examples of children's work: books, folders, pictures, photographs, etc.
- Completed Assessment sheets with supporting evidence
- Annotated Planning
- Intervention Plans
- Coursework and externally moderated materials
- Short Term targets

**Monitoring and review**

This policy is monitored by the Assistant Heads and curriculum committee, and will be reviewed in two years, or earlier if necessary.

**Signed on behalf of the Governing Body:**



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**Ann Calder (Chairperson of the FGB)**

**Date: 04.10.16**

**Minute Reference:**