

**TRINITY ACADEMY NEWCASTLE
TRUST**

TARGET SETTING POLICY

**Approved by the Committee – November 2018
On behalf of the Board
Next Review Date – November 2019**

Introduction

An essential part of improving achievement is to agree targets for each learner that are challenging, achievable and aspirational. Most learners join the Trust working below age related expectations. Targets are set to ensure learners make rapid progress to reach and exceed the standards expected for their age.

We are committed to giving all our learners 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 learners. Academic targets will be shared with learners, 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 learners and their parents.

Rationale for target-setting

Target-setting is a significant tool for improving the learner's achievement. Attainment targets will be based on the prior attainment of each learner, national data and contextual information. The targets that we set are ambitious and take into account each learner's starting point clear expectation that students are working to close the gap with age expectations.

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

We involve the learners in the target-setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes learners 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 learner;
- challenge all learners to achieve and exceed the standards expected for their age;
- take into account prior attainment;
- encourage learners to discuss and review their progress with teachers regularly;
- involve parents in their learners 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 learner
- Report to parents regularly informing them of learner progression and areas for improvement. Parents will receive a full written report at the mid-point of the year and a summary report at the end of the year.
- Track pupil progress through ongoing formative assessments and data collection 4 times per year.
- Set short-term targets for learners 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 learner.

The Leader for Teaching, Learning and 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 learners 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.

Deputy Heads will:

- Ensure that records are kept by each class teacher, in order to show progress made by each learner.
- Monitor progress termly in conjunction with the Leader for Teaching, Learning and 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. Teachers carry out assessments continuously and progress against targets are recorded at least 3 times a year. This assessment identifies strengths and weaknesses, and informs short term classroom targets so learners can stay focused on what they need to achieve. Teachers use the targets set for each learner to develop classroom activities that are designed to help learners meet their targets.

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

When learners 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 learners termly report we produce a statement about progress towards his or her targets.

Target Setting in Key Stage 3 and 4

All targets at Key Stage 3 and 4 are set using FFT 50 estimates, extending to FFT 20 and 5 if appropriate. An online assessment tool (Doddle) will be used to monitor progress and support target setting.

Learners access a full curriculum choosing pathways for KS4 which include a wide range of GCSEs and accredited qualifications at an appropriate level.

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 Deputy Heads, Data and Exams manager and curriculum committee, and will be reviewed in two years, or earlier if necessary.

Signed on behalf of the Board:

A handwritten signature in black ink, appearing to read 'P. J. Carter', with a long horizontal stroke extending to the right.

Peter Carter (Chairperson of the Board)

Date: November 2018