



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

School Policy 14b – Target Setting

The Governors' Committee responsible for this is the Curriculum, Teaching and Learning Committee.

The person in the school who prepares the text of this policy for Governors and the Headteacher is the Assistant Headteacher (Learning, Assessment, Data and Progress).

This policy was reviewed in January 2022 and is reviewed annually.

Introduction

Archbishop Tenison's Church of England High School is an 11 to 18 mixed comprehensive School whose purpose is to provide academic excellence for each person as part of a Christian Community. A principal method by which this aim is achieved is by an effective and accurate use of target setting.

Rationale

This policy makes explicit the principles behind the school's existing practice in target setting.

Archbishop Tenison's is a Christian community where every individual is valued and where we are concerned to promote the learning and development of all our pupils in order that they can fulfil their promise and maximise their potential. This means that every pupil and student at Tenison's should have access to appropriate work based on their prior attainment and future potential.

Responsibilities

- The Governors determine this policy on the advice of the school. They also review its effectiveness through their Curriculum, Teaching and Learning Committee.
- The Headteacher sets out the vision for how this policy fits into the wider purpose of the school in developing its target setting, curriculum and teaching and learning.
- The Deputy Headteachers have a particular concern for the role of effective target setting in pupil progress and in developing strong academic leadership amongst both staff and pupils.
- The Assistant Headteacher (Learning, Assessment, Data and Progress) formulates and communicates the policy to staff, students, pupils and parents and ensures it is well used and followed.
- Heads of Department work out how targets apply in their subject areas and play a leading role in achieving those targets, both in their area and the school as a whole.
- Subject teachers are those who have the most critical role in using targets within their teaching and for looking at the most significant way in which they can use targets to inform the planning of lessons that supports the learning of pupils and students.
- Heads of Year and Form Tutors can consider the performance of pupils against their targets in their pastoral work with those in their care.
- Target setting relies on pupils understanding their targets and how they correspond to their progress.

- Parents and Carers are informed by seeing targets on reports and progress checks.

Principles

Key Stage 3 (Years 7-9): As a school we have taken the opportunity of assessing without levels to look closely at what we expect pupils to achieve. Each department area has written a standard for their subject for Year 7 - 9. These are called standards and are written with the expectation that year 7 will work towards standard 1, year 8 standard 2 and year 9 standard 3. Some pupils may of course exceed these expectations just as some may require more assistance to reach them. Therefore, the target for each pupil is to achieve the standard for their year group as a minimum. We assess them against this standard and report on whether they are:

- Excelling (at their standard)
- Consistently achieving (their standard)
- Sometimes achieving (their standard)
- Working towards (their standard)

Key Stage 4 and 5 (Years 10 to 13): Targets are generated using the FFT Aspire database. FFT Aspire is the reporting and data tool for schools and Local Authorities. This data tool calculates each pupil's target in each subject.

Review, monitoring and evaluation occurs through the school's half termly Progress Checks and through the annual Full Report process. These are based on current work, formal exams, end of unit tests and controlled assessments. In addition, targets are used for pupils and students setting themselves additional targets each half term. Governors are kept informed by the Headteacher and senior leaders of relevant changes to the target setting process and to pupils and students' progress against these targets.