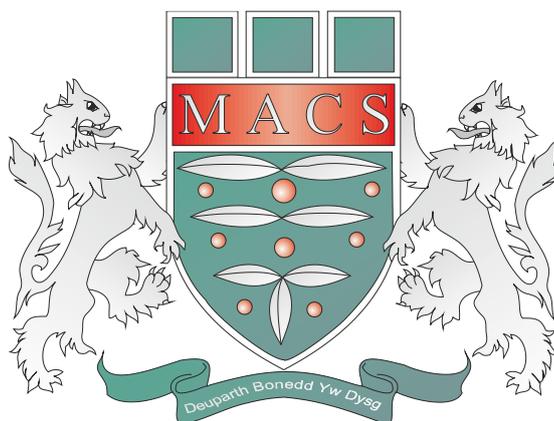# MOUNTAIN ASH COMPREHENSIVE SCHOOL

YSGOL GYFUN ABERPENNAR

TARGET SETTING

Signed_____ *P. Jarman.* _____(Chair of Governors)

Date_____11.2.19_____

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Introduction

"The greatest danger is not that our aim is too high and we miss it, but that it is too low and we reach it".

(Michelangelo)

For a number of years now, schools have had a statutory duty to set targets for its learners. Governing Bodies have a duty to set targets by 31st December each year.

Changes in curriculum and performance indicators that have occurred since the legislation have resulted in some confusion. This guide aims to provide as much clarity as is possible for schools and will be updated as Welsh Government clarifies the changes and future requirements.

The legislation that sets this out can found using the following link to the Welsh Government website (link).

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Target Setting

High expectations are central to the target setting process and to providing the conditions that enable all pupils to realise their potential. Target setting is about defining aspirations for individual pupils and ensuring that every effort is made to support them in achieving their targets.

Targets should be set for individual pupils at subject level and then collated to produce targets for the cohort. Teachers have a key role to play in using their professional expertise in determining just how far each pupil can progress when given the provision and support necessary**. It is however, the school, not an individual teacher, that sets the targets.** No longer should a school claim that there will be a delay in setting targets each year as 'the teacher is getting to know them'. The school's system of pupil tracking and assessment, recording and reporting procedures, together with regular pupil progress reviews, should all come together to ensure that a school knows its pupils and what can be expected of them. Clearly, it is essential that systems are informed by accurate assessment information if they are to be of value.

Whilst individual schools systems will vary, it is key that they are underpinned by high expectations. In simple terms, **why should any child do less well in one school than they would do in another**?

Schools have a range of performance data available to them:

- **comparative performance data** which allows schools to consider how pupils are doing in comparison with pupils in other schools;
- **previous performance data** which can be used to set an expectation of at least expected progress for pupils with that particular level of attainment; and
- **current performance data** which can inform about the amount of progress made over a period of time

In target setting some key principles come into play:

- **Aggregated targets should aim to place the school's performance in the two higher national benchmarking quarters**. All schools should aspire to at least be in the top 50% performing schools.
- **Individual targets should aim to place the pupil's performance in line with or above the expected progress based on prior attainment**. Reference should therefore be made to individual pupils' performance in various year groups. Fischer Family Trust data and the school's own records will be of use here. Care needs to be taken however if a pupil has underachieved in the past. Targeting the expected level of progress based on previous underperformance would clearly not be acceptable. Robust comparison of a learners' performance at previous key points such as end of foundation phase/end of key stages should be made and used to inform the target setting process.

Target Setting

- Self-evaluation for improvement
- Accurate assessment
- Moderation processes
- Use of assessment information
- Recording and reporting
- Monitoring standards and progress over time
- Responsive and informed provision

In a successful school, target setting procedures will inform and/or be informed by:

- a shared belief that pupils in the school can achieve at least as well as pupils in the highest performing similar schools;
- a precise understanding of each pupil's performance profile, strengths and areas for improvement;
- a clear knowledge of each individual pupil's starting point and their trajectory based on at least expected progress connecting outcomes in Foundation Phase to levels during key stages 2 and 3 and grades at key stages 4 and post 16;
- an expectation that the school should at least meet the targets through quality provision that responds to pupils' needs, successful interventions and having a positive impact through school improvement activity.
- accurate assessment that takes into account a wide range of information about the pupils' learning

- a shared understanding of levels/outcomes developed through regular opportunities for teachers from both within and across schools to moderate pupil's work and develop.

- robust, accurate and regular tracking of each pupil's progress used to continuously inform individual and school targets. As part of the process of tracking pupils' progress, good schools monitor and analyse pupils' current performance at regular intervals through the year. This analysis identifies the proportion of pupils who, at the time of submission to CSC, in the school's view are likely to achieve at least the targets set for them against the key indicators on the basis of performance at that point in the year In this sense the term currently secure refers to the level that the pupil is working at at that point in time.. The proportion of pupils who are considered to be secure will change and should increase through the year as a result of successful interventions and the positive impact of effective provision and school improvement activity. Information about the proportion of pupils currently secure in achieving their targets should be presented to the governing body at regular intervals; Good schools will also use outcomes from tracking activities to evaluate provision and inform improvement planning.

- intervention and support that are closely aligned to individual needs, have a proven record of success, are timely relative to the emergence of 'off track' performance and implemented in response to limitations on individuals' progress relative to their own trajectory ;

- the involvement of each pupil in assessing strengths, areas for improvement and in identifying how particular aspects of their learning can be improved - pupils are more likely to make progress if they understand clearly their present levels of achievement, know what they need to do next and are involved in discussing how to improve their work;

- the involvement of pupils and their parents to develop a shared understanding of the roles they play in achieving the targets through an awareness of the assessment information, associated trajectories and the next steps.

<u>The Process</u>

The school's own processes should produce a set of draft targets. These should be submitted via your Local Authority SIMS unit in July 2016 and by **1st September 2016**. This should fit in with the schools' end of year assessment and reporting procedures. Issues this year with regard to changes in performance indicators at secondary school has resulted in a lack of clarity. Therefore the deadline has been extended. The consortium will provide further guidance as soon as information is available from Welsh Government.

The requirement is that the targets set are agreed by the local authority. The school's challenge adviser acts on behalf of the local authority in performing this role. The challenge adviser has a duty to challenge the school to ensure that ambitious targets have been set for each and every learner. This needs to have been done by **24th October 2016.**

The school's governing body should formally set the targets by **31st December 2016**, having been assured that the process has been accurate and robust.

Schools may find the following grids of use:

Schools can use the tables below to compare the progress made by pupils in the school with the average progress made by pupils at an all-Wales level.

Pupils' progress compared to the average progress made by pupils in Wales (Wales average FSM about 20%) 2014/15

KS2 Levels of progress	English		Welsh		Mathematics		Science	
	School	Wales (2015)	School	Wales (2015)	School	Wales (2015)	School	Wales (2015)
0								
1+								
2+		93.7%		87.5%		92.4%		90.9%
3+		30.7%		18.5%		28.5%		24.6%

Pupils' progress compared to the average progress made by pupils in Wales (Wales average FSM about 20%) 2014/15

KS3 Levels of progress	English		Welsh		Mathematics		Science	
	School	Wales (2015)	School	Wales (2015)	School	Wales (2015)	School	Wales (2015)
-1								
0								
1+		92.2%		94.6%		93.4%		93.6%
2+		43.9%		49.5%		54.9%		51.1%

Key documents

Good assessment in Secondary Schools (Research)	http://learning.gov.wales/docs/learningwales/publications/130429-good-assessment-in-schools-en.pdf
Bridging the gap (Guidance)	http://learning.gov.wales/docs/learningwales/publications/130429-bridging-the-gap-en.pdf
A framework for assessment (Scotland)	http://learning.gov.wales/docs/learningwales/publications/130429-framework-assessment.pdf
A framework for assessment: Quality assurance and moderation	http://learning.gov.wales/docs/learningwales/publications/130429-quality-assurance-and-moderation-en.pdf
Securing teacher assessment-programme of external verification	http://learning.gov.wales/docs/learningwales/publications/160314-programme-of-external-verification-en.pdf