

# UTC READING

## Target Setting Policy

### Introduction

Targets are set in line with the UTC Reading (UTC) improvement priorities. Some targets such as attendance, learning, teaching, student progress and attainment are always in place and reviewed as appropriate. Other targets are set periodically when there is a specified need for them.

This Policy focusses on the setting of student attainment targets. Other target setting processes are referred to in the relevant policies.

### Aims

Challenging student targets play a prime role in securing high and rising standards in all aspects of the UTC's work and in emphasising the key importance of the highest possible attainment and overall achievement. The active use of performance data to set and review annual challenging performance targets for individual students, identified groups of students, subjects, and the whole school underpins rigorous school self-evaluation and links pedagogy to performance.

### Process

On entry to UTC the majority of students have prior attainment levels available in each of English, Mathematics and Science based on Key Stage 2 Standardised Assessment Tests (SATs) and Key Stage 2 Teacher Assessments (TAs), as well as End of Key Stage 3 results from their previous School. This prior attainment provides an indicator of what students should be able, as a minimum, to achieve in the future.

In order to set Minimum Target Grades (MTGs) UTC uses data provided by an independent charity called Fischer Family Trust and Cognitive Associate Tests (CAT). Fischer Family Trust collects all the data nationally every year and looks at how students across the country have performed at the end of Key stage 3 (Year 9) and the end of Key Stage 4 (Year 11) compared with their prior attainment from Key Stage 2. They also take into account many other things such as gender, date of birth, any special educational needs, the area in which they go to school and other socio-economic factors. The CAT 4 test uses prerequisite questions that set challenging targets. They provide a minimum target that a student should achieve and a challenging target grade for all subjects.

Each teacher will use the data provided by Fischer Family Trust and CAT 4 together with their professional judgement of each student's current attainment to set a Minimum Target Grade for their subject. This is the grade they believe the student is capable of achieving by the end of the key stage 4 assuming that they have good

attendance and a positive attitude to learning. UTC aims to maximise the number of our students making desirable national progress of at least 4 whole levels of progress across the 2 key stages (5 years), targets set reflect this aspiration.

All UTC students will be encouraged to work as hard as they can at all times. A MTG is the **minimum** grade that we believe the student is capable of achieving in each subject. If they really work as hard as they can and follow up on all advice from teachers, taking responsibility for developing their own learning they should be able to achieve even higher levels or grades than their MTG.

MTGs for the end of Key Stage 4 (GCSE or BTEC grades) are set in October of Year 10 using CAT 4 and relooked at using the FFT data in January. This end of Key Stage 4 MTG is used as the benchmark MTG throughout Key Stage 4.

During the Academic Year there will be specific review points for MTGs for all students including BME, CIC, EAL, FSM, G&T and SEN. At these points teachers are required to reflect on whether student MTGs are sufficiently challenging and whether they need to be adjusted. The process is a rigorous one requiring teachers to justify why they wish to change the MTGs and has to include reference to prior attainment.

MTGs are NEVER amended downwards because of poor attendance or behaviour. In this way students who are underperforming are identified and teachers/mentors are responsible for ensuring that appropriate intervention is put in place to accelerate their progress.

For Post 16 UTC Reading have an established way of formulating student Minimum Target. In September, students complete a CAT 4 test which provides us with initial targets for all subjects. In January the L3VA ready reckoner provides us with an indication of what students with a similar Average Points Score (APS) at the end of Year 11 have gone on to achieve at A/S and A2 (or equivalent). This will be used to guide the appropriate Minimum Target Grades for students, with the CAT 4. However the L3 VA ready reckoner only uses students APS and does not take into account how they actually performed in the subject (or related ones) that they are now studying. Each teacher will use the data provided by the L3 VA ready reckoner together with the student's GCSE or equivalent) grade in that subject and their professional judgement to set a Minimum Target Grade for their subject. This is the grade or level they believe the student is capable of achieving by the end of the course stage assuming that they have good attendance and a positive attitude to learning. In addition each subject teacher and tutor will meet with each Post 16 student and discuss and agree a higher aspirational Grade which the student wishes to work towards. Whole UTC targets against key measures are set annually informed by the Fischer Family Trust Self Evaluation Document and raise online target setting information together with the aggregate of student Minimum Target Grades.

#### **Tutors will:**

Use MTGs and Current Grades as a basis for a mentoring dialogue about learning with members of their mentoring group and Decide which subjects are areas for concern and develop an action plan so that the student can be tracked by the mentor throughout the year.

**Students will:**

Record and become familiar with their MTGs and Current Grades by writing them on their computer in a form of a Progress Check document that they discuss with their tutors regularly. Follow carefully the guidance given by teachers, both orally and written, in order to take the necessary steps to reach the next grade.

**Parents will:**

Use MTGs and Current Grades as a basis for discussion with their child about their learning and support them in following each teacher's advice about what they need to do next in order to progress.

**Teachers will:**

Set appropriately challenging MTG's, informed by prior attainment data, including CAT 4 and FFT estimates for each student in their class. Tell students specifically what they need to do or to improve in order to reach the next grade both orally and in writing on their work and student reports.

**Monitoring and Evaluation**

The Board of Governors and Principal will monitor the operation and effectiveness of UTC's target setting procedures.

Date created: February 2016

Date agreed: February 2016

Date of Review: April 2016

Next Review: April 2019