



**Longfield**Academy

## **Target Setting Policy**

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# Longfield Academy Target Setting Policy

## Rationale - Individual Student Targets

At Longfield Academy we are committed to giving our students every opportunity to achieve the highest standards. Target setting is the means by which we identify specific and measurable outcomes to improve the achievement of our students.

## Key Stages 3 and 4

The targets we set are challenging, but achievable and take into account the starting point of each individual student. Targets are set at an appropriate level that will yield a Progress 8 (P8) score of approximately +1.00 [±0.1] for the academy to ensure challenge. A Target that yields a P8 outcome of 0.00 suggests we expect our students to achieve as well as other students nationally; this represents a basic expectation not a target.

## The Conversion Table

There is an agreement that until the national sample and estimates table settles there may be some year on year fluctuations. The latest information from the DfE will always be used.

The conversion table uses the latest estimates and calculates the contribution of each element to the overall attainment 8 estimate. This is then 'back calculated', rounded and converted to both a numeric GCSE Grade, vocational Grade and MYP Grade that will contribute to a positive value added.

## Key Stages 5

At KS5, ALPS is used as a target setting tool. ALPS Targets are based on 'Best 8' GCSE scores (no vocational qualifications to count) for Academic A Levels. Vocational subjects do qualify in this calculation for Applied General and BTEC qualifications. Each subject can only count for a total of 1 towards the 'Best 8' score, the exception being Triple Science, where all three grades can count separately.

Targets are set in order to achieve an 'ALPS red' category i.e. in the top 25% nationally.

## Reporting and Accountability

In Years 7, 8 and 9 (Key Stage 3 (KS3)) curricular choices have not been made and comparison to a whole school P8 may not be valid. The conversion table continues to be used to create MYP targets and comparisons for attainment are made by considering the percentage of students above, on or below their targets.

In Years 10 and 11 (KS4) curriculum options ensure whole school Attainment 8 and Progress 8 outcomes are a valid measure. In this instance, reporting also reflects National Performance indicators alongside above, on or below Target.

## Changing Targets

Target grades can be moved up - but not down. In these instances a case must be made to the leadership member responsible for setting targets.

Maths and English - where maths and English differ in Target, in line with the estimates, a case can be made and then agreed by the leadership member responsible for setting targets to reverse the order of the maths and English grades where, for example, a student excels at maths but not English at Key Stage 2.

In certain cases, special consideration may be required in setting targets taking into account individual circumstances. Agreement would need to be reached through discussion between the leadership member responsible for setting targets and the Principal.

## Key Terms/definitions

**Target** - The Grade the student should be aiming for

**On Target** - Student is achieving their target

**Below Target** - Student is below their target by specified number of grades

**Above Target** - Student is above their target by specified number of grades

**Estimate** - the grade taken from the most recent DfE GCSE estimates table

**In line with national estimates (P8=0)** - students are making as much progress as their peers nationally given the same KS2 starting points

**Above national estimates (P8>0)** - students are making better progress than their peers nationally given the same starting KS2 points

**Below national estimates (P8<0)** - students are making less progress than their peers nationally given the same KS2 starting points