Audenshaw School

Target Setting & Assessment Policy

This policy is reviewed every two years by the Standards Committee.

History of Document

Issue No	Author/Owner	Date written	Approved by Standards Committee	Comments
1	Richard Bond	31/07/14	12/08/14	
2	Richard Bond	24/8/16	30/09/16	New roles and 1-9 grades.
3	Richard Bond	28/09/17	06/10/17	FFT Aspire changes to KS3 & 4
4	Phill Murphy	09/10/19	18/12/19	Reviewed and amended
5	Phill Murphy	14/07/21	26/07/21	Reviewed and amended
6	Phill Murphy	04/03/24	20/05/24	Reviewed and amended
7	Phill Murphy	09/10/26	16/11/26	Reviewed and amended

Our Vision

At Audenshaw School, working together in partnership, we build exceptional young men. Through developing Respect, Responsibility and Resilience, we empower all boys, no matter their starting point, with the knowledge and character to shape the pathway to their future success.

Our Mission

We build exceptional young men by being:

- High in our expectations
- Ambitious in our achievements
- Bold in our aspirations

Our Values

- Respect
- Responsibility
- Resilience

Our Safeguarding statement

Audenshaw School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Introduction

"Audenshaw School is committed to ensuring that all students are supported and challenged to raise their achievement to the highest possible standard through the setting of targets that are SMART (specific, measurable, achievable, relevant, and time-limited)"

1. Philosophy

1.1 The School believes that setting realistic but challenging targets for students is an essential part of improving achievement. We use Fischer Family Trust (FFT) Aspire to set aspirational targets. FFT is a large national database which can work out individual students' chances of achieving a grade in particular subjects. We use FFT 20 target, which would mean our students would be in the top 20% nationally for progress if they achieve their target grade. Although this method is used for the majority of our cohort, their targets aren't capped at this grade and can therefore be reviewed. Each review will be bespoke to student need in each subject.

1.2 This policy focuses on the setting of targets to raise achievement, which encompasses both progress and attainment. However separate targets may also be set for attendance and/or behaviour.

1.3 Targets and progress being made towards targets will be reported at Progress Evenings. our annual event where parents/carers meet their son's subject teachers.

1.4 All prior attainment data will be used to set challenging targets in order for all students to make rapid progress in line with the top 20% nationally in all subjects as a minimum.

2. Roles and Responsibilities of the Vice Principal

The Vice Principal will ensure:

2.1 That there is a coherent strategy for the effective management of performance data.

2.2 Staff and governors receive training on the interpretation and use of data to inform their planning and student-centered target-setting.

2.3 The Board of Governors, namely the Standards Committee, receives information on progress regularly through the academic year to enable it to make informed decisions when discussing, monitoring and evaluating student progress.

2.4 To line manage the strategic use of the Data and Assessment support staff.

2.5 The Data and Assessment support staff will manage the input and flow of data to support the target setting process. The overview of this process lies with the Vice Principal for Achievement and Standards.

2.6 Progress against targets is evaluated in the school Self Evaluation Form (SEF) cycle and is used to inform QA data Line Management discussions between SLT and CLs during the year.

2.7 Monitor school and departmental performance and work with curriculum leaders to raise standards.

2.8 To check and authorise the format of the completed assessment and annual reports before they are sent home by checking a sample before they are all printed.

2.9 To provide appropriate training for staff on the use of data to improve student achievement.

3. Roles and Responsibilities of the Data and Assessment support staff

3.1 Create and manage systems for inputting data onto the School Information Management System (SIMS).

3.2 Set targets for all students in accordance with this policy.

3.3 Review all students' targets after each Assessment point with Curriculum Leaders.

3.4 Import data from SIMS into SISRA to facilitate timely analysis of assessment information.

3.5 Manage the input and flow of data to support the target setting process (see 2.5).

3.6 Organise the creation, collation and maintenance of the assessment reports.

3.7 Support SLT generally in providing timely data and assessment for analysis.

3.8 Under the authorisation by the Vice Principal for Achievement and Standards provide, when appropriate, timely data for other members of staff in the school including teachers, Curriculum Leaders and House Leaders.

4. Roles and responsibilities of Curriculum Leaders

Curriculum Leaders will organise the data so that they can:

4.1 Consistently analyse performance data in their curriculum area and use this to effectively inform departmental improvement and student progress.

4.2 Report to their line manager on the Senior Leadership Team (SLT link) on a regular basis and at least following each assessment point.

4.3 Monitor the progress of students towards their targets throughout the academic year using the school's web-based assessment and data tool, SISRA Analytics, and the School Information Management System (SIMS), and take decisive action if a student is making insufficient progress. This is also reported regularly to the SLT in

accordance with calendared meetings. The SLT Link will provide support, monitoring and accountability.

4.4 Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance of different groups of students including the vulnerable students. Intervention strategies will then be set in place to address and prevent under achievement.

5. Roles and responsibilities of Form Leaders

Form Leaders should:

5.1 Monitor and support students' progress using SIMS and SISRA data and report particular concerns to the House Leaders and parents/carers, discussing the issues with the child. Form Leaders should monitor future academic progress made by children who have already been flagged as a concern. If there are strong concerns, it may be appropriate to monitor them closely via internal behaviour management systems.

5.2 Liaise with Special Education Needs Coordinator (SENDCO) where required to support students on IEP's (Individual Educational Plan).

6. Roles and responsibilities of House Leaders

House Leaders should:

6.1 Use student assessment progress and attitude to learning data to identify individual students who are not progressing sufficiently. Liaise with Curriculum Leaders to address barriers to learning and aid progress. Work with parents/carers to deliver actions plans and offer support.

6.2 Make appropriate interventions with students who are falling behind target in order to raise achievement

6.3 Make referrals to the SENDCO for additional support, as and when required.

6.4 Report progress to the Assistant Principal (Access and Inclusion) regarding the progress made by students in their House and show the interventions that have taken place.

6.5 Support the Curriculum Leaders in the target-setting and tracking processes.

6.6 Regularly celebrate the achievements and progress of all students in assemblies and school social media accounts.

7. Roles and responsibilities of classroom teachers

Classroom teachers should:

7.1 Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring/evaluating progress and deciding on in-class intervention strategies.

7.2 At KS4 encourage students to assess their progress towards their targets, and help them to understand what they have to do to improve, using appropriate Assessment for Learning Techniques.

7.3 Report the progress of students against their targets to Curriculum Leaders through the year (assessment points, mock exams and verbal updates) and at the end of each academic year through the exams' analysis report.

7.4 Report the progress of students against their targets to parents/carers at Progress Evenings

7.5 Review and increase as appropriate student targets in collaboration with the Curriculum Leader at the time of the target reviews.

8. Roles and responsibilities of students

Students should:

8.1 Take responsibility for their own learning using appropriate Assessment for Learning techniques and understand what is needed to move to the next level of their learning in order to meet their targets, responding to teacher feedback and using self-assessment and evaluation strategies.

8.2 Seek advice from the classroom teacher if they are unsure on how to improve in order to meet their target.

9. Roles and responsibilities of Parents/Carers

9.1 To work with and challenge school if their child is at any stage falling behind target and to help ensure the best possible outcomes for their child.

9.2 To attend relevant events to support the achievement of their child.

10. Monitoring

10.1 Progress towards the targets for each student, subject and year group will be analysed at least three times throughout the academic year as well as at the end of the academic year by teachers and Curriculum Leaders, and reported to the SLT, Vice Principal and Principal.

10.2 Summative performance data will be analysed by the Senior Leadership Team and evaluated and reported to the Board of Governors, and Standards Committee as

appropriate.

10.3 The school's SLT will continually review its target setting process. Any amendments will take into account students existing targets and ensure change is communicated effectively to all stakeholders.

10.4 Each Curriculum Leader will be held accountable for their department's results through the SLT and actions towards achieving targets are to be reviewed following each of the assessment points and at the end of the year.

10.5 Each teacher will be accountable for their own results and will support the Curriculum Leader in raising the achievement of their subject.

11. Safeguarding

11.1 Any information relating to named individuals should be handled and stored securely:

- Computers should be password-protected.
- Passwords should be kept secret and secure – change them regularly.
- Data storage devices containing personal information should be kept safe and be encrypted.
- Papers should not be left out on desks or tables and should be collected from printers promptly.

- Information on computer screens should not be accessible or visible to other than authorised users.
- "Sensitive" data should be secure and subject to very limited access.

Also see section 6, 11, 12, 13, 14, 15 and 16 of the school's Data Protection Policy