St Brigid's

Target Setting and Tracking Policy

Report Author	PH
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St. Brigid's Policy –Target Setting, Tracking and Intervention

An essential part of improving achievement is to agree targets with each pupil that are aspirational, in nature. We believe at St. Brigid's school that education is about acquiring knowledge, developing skills as well as exploring ideas and attitudes. Targets will be agreed for academic attainment, social and personal development and where necessary, attendance and behaviour. Pupils are an **integral** part in deciding their targets and will be helped to understand what they need to do, in order to achieve them. Targets and progress being made towards them will be discussed regularly with pupils and their parents/carers.

Targets set at St. Brigid's will be based on:

- Fischer Family Trust (FFT Challenge 5 – Most Aspirational)
- Prior attainment of each pupil
- Cognitive Ability Test scores (CATS)
- Teacher professional judgement

Targets will also be referenced against indicative targets produced for GwE.

This policy must be read in conjunction with the school's other policies.

Who was consulted?
- All staff, governors and pupil and parent representatives were consulted during the production of this policy.

As St. Brigid's School is a 3-19 school, slightly different approaches to target setting will be taken in the primary and secondary phases:

Foundation Phase Target Setting:

Since September 2011, a new assessment approach was adopted nationally in Wales. Currently within the Foundation Phase, baseline assessments (using the Foundation Phase Pupil Profile) are used along with teachers' on-going assessments using the Skills Framework 2015 and PIRA reading assessments along with phonics assessments to identify pupils' potential and allow for differentiated approaches to teaching and learning.

In accordance with National guidelines, Reception pupils will be observed and assessed using the Foundation Phase Pupil Profile during their first 6 weeks of school. This enables teachers to set national targets for pupils, with estimated outcomes for the end of the phase. Outcomes will be tracked and monitored using the SIMS tracking system which will identify pupils as being:

Red - 'below target'

Yellow - 'on target'

Green - 'above target'

This information will be monitored and passed on to the Y1/2 teacher along with PIRA reading test scores and phonics scores to ensure pupils fulfil their potential.

The Y1/2 teacher will undertake a similar process during Y1 and Y2, however at the end of the phase, assessment information will be put onto the whole school tracking system, taking into account FFT predictors, PIRA scores, National Literacy and Numeracy scores etc. and regression lines to set end of Key Stage 2 estimates for pupils.

Key Stage 2 tracking:

Pupils will be tracked using the whole school tracking system, which will highlight pupils as 'red, amber or green,' according to the 'trajectory' expected to enable a pupil to reach their target.
This indicator allows the AHT (Primary) the ability to quickly identify pupils who are:

RED = 'below target' (i.e. >2 sub-levels below)

AMBER = 'just below target' (1-2 sub-levels below)

GREEN = 'on target'

BLUE = 'above target' (i.e. >0 sub-levels above)

Key assessed pieces of work, National Literacy and Numeracy test scores, CAT scores etc. will all be recorded onto the school's system. We realise that pupils do not always make 'steady' progress and that the nature of learning is not 'continuous' , thus the key part of this process is the discussion that professionals have about the data and what the data 'tells us'.

FP ➜ KS2 Data Collection Points over the Academic Year

Year Group	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Nursery	✓	✓	✓	✓	✓	✓
Reception	✓	✓	✓	✓	✓	✓
1	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	Final FP Outcomes	✓
3	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	Final KS2 LEVEL	✓

Key Stage 3 and 4 Target Setting:

On entry into Year 7, pupils will take Cognitive Ability Tests (CAT) early in their Autumn Term. These scores, along with FFT estimates (Challenge 5), prior attainment and teacher professional judgement contribute in enabling an aspirational target to be set and agreed with pupils. These targets are then further discussed with both pupils and their parents/guardians at a Parents' Evening.

Targets are closely monitored from Years 7-11 and can be amended both 'up' and on some occasions, 'down', if necessary. The Deputy Headteacher will send out a request for any agreed target grade changes at the beginning of the academic year, with any changes to be agreed and corrected on SiMs by October half-term.

Any such amendments in the first place, must involve evidenced discussion between the subject teacher and Curriculum Managers but most importantly, between the subject teacher and pupil. Parents will be notified of any changes to agreed school targets.

Data Collection Points over the Academic Year

Year Group	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
7	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	Final KS3 LEVEL	x
10	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	x

KS3-4 Tracking

In Years 7-11, pupils are tracked on a half-termly basis, staff input current performance levels/grades into the school's tracking system and a coloured current performance indicator for each pupil is calculated against their agreed school target for that particular subject.

NB.

At Key Stage 4, teachers must also take into account, (when entering a current grade) whether their subject has, for example: a Controlled Assessment element or whether external examinations have already been taken (or in some cases, both). This knowledge will help guide the teacher to formulate (using their professional opinion), a grade that is reflective of the pupil's progress trajectory for that particular subject, at that particular point in time.

This indicator allows all Subject Teacher/Form Tutors/Curriculum Managers and SLT the ability to quickly identify pupils who are:

RED = 'below target' (i.e. >2 sub-levels below)

AMBER = 'just below target' (1-2 sub-levels below)

GREEN = 'on target'

BLUE = 'above target' (i.e. >0 sub-levels above)

The following actions can then be taken with respect to these traffic light indicators:

The Form Tutor

The Form Tutor can access the half-termly progress of their form by accessing the relevant mark sheet on SiMs.

If a pupil has an AMBER/s on their traffic lights following a particular half-termly data collection point, then their form tutor will discuss the issue(s) with them, during a form time mentoring session in the subsequent half-term. This must be noted in their school planner.

If a pupil's data is indicating only one 'RED' traffic light out of all of their subjects, then it will be dealt with as above. If there is more than one, then this will be picked up by SLT monitoring.

The Subject Teacher

The subject teacher should already be fully aware that a pupil has indicated an 'Amber' or 'Red' traffic light after they have inputted their levels/grades at a calendared data collection point. This 'AMBER' or 'RED' traffic light should instantly generate a discussion with the pupil; **any conversation** should be noted down in the pupil's planner and the subject teacher's planner.

The Subject Teacher will then monitor the next half-term's outcomes, in order to ensure the pupil is back 'on target' in relation to their agreed school target.

NB.
If a pupil's data is indicating a 'RED' traffic light for the **first time**, then it will be dealt with as above.
If any further issues arise during this monitoring period then the appropriate Curriculum Manager must be notified immediately.

The Curriculum Manager

The Curriculum Managers will meet biweekly with their respective Curriculum Lead to discuss tracking in their faculty.

If when reviewing the traffic light data, a pupil is found to have **two consecutive 'REDS' in the <u>same subject</u> following consecutive data collection points**, then the Curriculum Manager should then speak to the Head of Year, who will interview the pupil based on this resulting conversation–it may also be necessary to inform parents/carers at this stage. See Appendix (i) for draft letter example.

The Curriculum Manager must then monitor the next term's outcomes to ensure the pupil is back or working towards 'on target' in relation to their agreed school target. The Curriculum Manager may also recommend at this stage for an appropriate intervention to be employed.

The Head of Year

The Head of Year will monitor pupils who attain two consecutive 'REDS' in the <u>same subject</u> following consecutive data collection points in their particular year group. The Head of Year will interview the pupil–it may also be necessary to inform parents/carers at this stage. See Appendix (i) for draft letter example.

The Senior Leadership Team

The Senior Leadership Team will discuss tracking as an agenda item, in their weekly SLT meetings.

If on reviewing tracking data **for all subjects**, a pupil receives more than one 'RED' traffic light over a particular data collection period, then a decision with respect to appropriate intervention will be actioned immediately and the relevant Curriculum Managers notified.

KS3/4 Teacher inputs level/grade into SiMs Tracking System.

If Traffic Light system indicates:

GREEN

No further action required

AMBER

Immediate Action Required

Form Tutor- AMBER

If a pupil has an amber/s on their traffic lights following a particular half-termly data collection point, then their form tutor will discuss the issue(s) with them, during a form time mentoring session in the subsequent half-term. This must be noted in their school planner.

Subject Teacher – AMBER

*The subject teacher should already be fully aware that a pupil has indicated an 'Amber' after they have inputted their levels/grades at a calendared data collection point. This 'AMBER' trafficlight should instantly generate a discussion with the pupil; **any conversation** should be noted down in the pupil's planner and the subject teacher's planner.*

The Subject Teacher will then monitor the next half-term's outcomes, in order to ensure the pupil is back 'on target' in relation to their agreed school target.

Curriculum Manager – AMBER

If any further issues arise during this monitoring period by then the appropriate Curriculum Manager must be notified immediately by the subject teacher.

KS3/4 Teacher inputs level/grade into SiMs Tracking System.

If Traffic Light system indicates:

RED

Immediate Action Required

Form Tutor- RED

If a pupil's data is indicating only **one** 'RED' traffic light out of all of their subjects, then it will be dealt with as an AMBER result. More than one will be monitored by SLT

Subject Teacher – RED

If a pupil's data is indicating a 'RED' traffic light for the **first time**, then it will be dealt with in the same manner as an 'AMBER' traffic light.

Curriculum Manager – RED

If when reviewing the traffic light data, a pupil is found to have **two consecutive 'REDS' in the same subject following consecutive data collection points**, then the Curriculum Manager should then speak to the Head of Year concerned who will interview the pupil based on this resulting conversation–it may also be necessary to inform parents/carers at this stage. See Appendix (i) for draft letter example.

The Curriculum Manager must then monitor the next term's outcomes to ensure the pupil is back or working towards 'on target' in relation to their agreed school target. The Curriculum Manager may also recommend at this stage for an appropriate intervention to be employed.

SLT – RED

If on reviewing tracking data **for all subjects**, a pupil receives more than one 'RED' traffic light over a particular data collection period, then a decision with respect to appropriate intervention will be actioned immediately and the relevant Curriculum Managers notified.

Key Stage 5:

The Dyffryn Clwyd tracking system is used at KS5. It is very similar to St. Brigid's tracking process but uses 'RED, AMBER, GREEN, BLUE and PINK'.

N.B. PINK - indicates a long period of illness.

In Years 12-13, pupils are again tracked on a half-termly basis, staff input current performance grades into the consortium's tracking system and a coloured current performance indicator for each pupil is calculated against their agreed school target (based on ALPS) for that particular subject.

An additional ALPS report is generated in the spring term of each year, following the Year 12 and 13 mock examinations. This enables teachers to monitor progress in the light of ALPS value-added potential.

The 'Stages System'

In addition to this, the Stages System in place enables teachers to closely monitor and intervene should students fall 2 grades or more beneath their ALPS target grade. The system also facilitates monitoring of attendance.

STAGE 1:
Issues-
- Student has consistently poor attendance (e.g. -90%)
- Student is failing to meet deadlines
- **Standard of work is below target grade expectation**
- An incident of very poor behaviour

Action –
- Subject teacher to discuss with student, offer support, identify reasons.
- Brief report of targets set – to be kept in department
- Give **3 week period** to rectify concern – this may involve re-submission of work, re-sitting of test and/or improvement in next assessment

Inform – student mentor of discussion and actions agreed; refer to Learning Coach if appropriate.
- If targets are met, no further action and student is removed from Stage 1.

STAGE 2:

Issues-

- Stage 1 intervention has not improved situation.

Action –
- Student concern referred via subject teacher to Head of Sixth, if appropriate – with record of actions/targets
- Head of Sixth to discuss with student, offer support, identify reasons
- Give **3 week period** to address concern – this may involve re-submission of work, re-sitting of test and/or improvement in next assessment
- Head of Sixth to inform parents that student is at Stage 2 and being monitored
- If targets are met, no further action, but student remains on Stage 2 and is closely monitored by Head of Sixth for remainder of year.

Stage 3:

Issues-

- Stages 1 and 2 have not improved situation

Action –
- Student referred to Deputy Head or Head Teacher
- Final warning to improve
- Student either down to Stage 2 for additional 3 week improvement period, or may result in measures taken for dismissal from sixth form.

Roles and responsibilities of SLT, other staff, governors

The SLT will ensure that:

- There is a coherent strategy for the effective management of pupil performance data.
- Staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centred target-setting.
- Pupils' attainment and progress is tracked in line with the Assessment and Reporting policies.
- Parents receive information about progress of their children against agreed targets each term using the tracking system's interim report process
- The governing body receives information on progress termly, in order to monitor and evaluate progress
- Whole school targets are set and communicated to the local consortium each Autumn Term.

Curriculum Managers will:

- Curriculum Managers guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil in their faculty.
- Monitor progress of pupils towards their targets over the academic year.
- Monitor progress of team members towards their classes' targets over the academic year.

Class Teachers will:

- Agree pupil targets with their Curriculum Manager.
- Monitor pupils' progress for their classes
- Report concerns to the Curriculum Manager
- Liaise with ALNCo where required to support pupils with IEP's (Individual Educational Plan) and MAT pupils (Head Teacher)
- Encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve
- Report the progress of pupils against their agreed school targets to parents formally once each year.
- Celebrate success in meeting targets using school reward systems

The ALNCo will:

- Organise the collection of relevant data so that s/he can guide teachers on the setting of realistic and challenging attainment and progress targets for each ALN pupil.
- Monitor progress of ALN pupils towards the targets termly.
- To look at appropriate interventions at KS2/3/4 to support pupils in achieving their target at all phases.

Pupils will:

- Agree targets for improvement with teachers.
- Assess their own progress and seek advice if they are unsure about what to do to improve.
- Implement actions from their teachers.

The Governing Body will:

- Carry out their statutory duties in respect to target setting and monitoring
- Challenge and monitor agreed actions with the Head Teacher, where progress towards agreed targets is below expectations
- Recognise and celebrate the effort and success of pupils and all staff.

Appendix

(i)Draft Curriculum Manager Letter to parents/carers following two consecutive 'Reds' in a particular subject.

Insert Date

Dear Parents/Carers of *****************,

Following recent Red traffic light outcomes for two consecutive tracking data collection points, concerns have now arisen from '**Insert Pupil Name'** '**Insert Subject'** teacher, regarding him/her struggling with **his/her********** work.

Therefore, I have set '**Insert Pupil Name'** several targets with a full review of her progress in '**Insert Subject'** to be held before **Insert Date**.

The targets are as follows:

1.
2.
3. .

However, to ensure that their work attains 'on target' status in **Insert Subject**, **Pupil Name** work must be of the requisite standard so as to ensure that **his/her** progress is appropriate.

As you can appreciate, we at St. Brigid's will always have **Pupil Name** best interests at heart, and that any decision with respect to targets set are not taken without prior discussion with teachers, pupils and parents.

If you require any further information, please do not hesitate to contact me.

Yours sincerely,

Insert Your Name
Curriculum Manager for **Insert Area of Learning**