

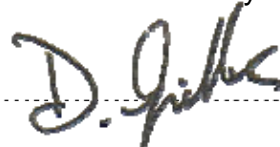
HELLESDON HIGH SCHOOL

TARGET SETTING AND REPORTING POLICY

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Signed: _____



Chair

1. REPORTING

Parents/Carers will receive regular information about both the School's performance and their child's performance. N.B. Students/Parents/Carers are entitled to see any information held on them by the School under the Data Protection Act 1998 (see also Data Protection Policy)

The Head Teacher will provide School performance information to the Governing Body. The Governing Body is responsible for individual student information relating to those who are eligible for assessment in KS3 and will ensure it is made available to the National Data Collection Agency and other external marking agencies.

a, School Prospectus

The Governing Body will publish in the School Prospectus information about the performance of the School in National Curriculum assessments at Key Stage 3 and public examination results by students aged 13 to 18.

2. TARGET SETTING

Hellesdon High School will carry out target setting and reporting arrangements in line with the legal requirements detailed below.

School Targets and Information

The Education (School Performance Targets) (England) Regulations 2004 require schools to set targets in relation to student achievements in the final year of KS3 and, for students over the age of 15 years, to set targets in relation to GCSE and other external qualifications approved by The Qualifications and Curriculum Development Agency (QCDA). This allows

schools to include external qualifications approved by QCDA when setting targets for students 15 years and over, and to include a requirement for schools to report their targets to the Local Authority.

a, Introduction

Hellesdon High School is committed to giving all students every opportunity to achieve the highest of standards. Target setting is the means by which the School identifies specific and measurable goals that help to improve the standards achieved by all the students. Targets may relate to individual students, groups of students within classes or whole cohorts of students.

Target setting also allows the School to ask some key questions about its performance. These are:

- How well is it doing?
- How well should it be doing?
- What more should it aim to achieve?
- What must it do to make it happen?
- What action should it take and how does it review progress?

b. Rationale for Target Setting

Target setting is a significant strategy in the School for improving the achievement of students. It will only be effective if the School remembers that the student is at the heart of the process. The targets set must be challenging, but realistic, and take into account each student's starting point for learning.

Students are involved in the target setting process and, wherever possible, should negotiate and be encouraged to set targets for themselves. Regular feedback from teachers makes students aware of how they can improve their work and achieve their targets. Target setting for the students means that they have to make decisions about their own learning. This helps students learn more effectively by making clear what it is that they need to do next in order to improve.

The School informs Parents/Carers about the target setting process and the targets for their child and any revision to their targets or method of assessment. They have regular opportunities to talk about their child's progress towards his/ her target. This helps Parents/Carers identify the ways in which they can support their child with work and encouragement at home.

Each year the School identifies targets for its improvement within the School Improvement Development Plan (SIDP). The targets set for the students help to determine the priorities within the SIDP. The actions the School then plans can link to the targets that have been set for the students. This ensures that such plans will have an impact on the students' learning. The Governors of the School are involved in reviewing the targets of the SIDP on a regular basis.

c, Purpose

Education is about acquiring knowledge, developing skills, and exploring ideas and attitudes. Targets will be agreed for academic attainment, social and personal development, attendance and behaviour. Students will be helped to understand what they need to do to achieve them. Targets, and progress being made towards them, will be discussed regularly with students and their Parents/Carers. Attainment targets will be based on the prior attainment of each student, and referenced to the indicative targets produced by appropriate professional bodies e.g. Fischer Family Trust (FFT), A-level Indicator Scores (ALIS).

d, Roles and Responsibilities of Head Teacher, Other Staff and Governors

Head Teacher

The Head Teacher will ensure:

- There is a coherent strategy for the effective management of performance data
- Staff and Governors receive training on the interpretation and use of data to inform their planning and student-centred target setting
- Students' attainment and progress is tracked in line with the Assessment Policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets
- At least one student progress target is agreed with each teacher as part of the performance management cycle
- Parents/Carers receive information about progress of their child against agreed targets each term through the School's reporting programme
- The Governing Body receives information on progress at the middle and end of each academic year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress
- Statutory targets are set and published by 31st December each year
- Office and Teacher Assistant time is allocated to manage the input and flow of data to support the target setting process.

Subject Leaders

Subject leaders will organise the collection of relevant data so they can:

- Analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each student
- Monitor progress of students after each assessment collection deadline
- 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 ethnic minority, Special Educational Needs (SEN), Free School Meals (FSM), English as an Additional Language (EAL), Looked After Children (LAC)

Special Educational Needs Coordinator (SENCo)

SENCo will organise the collection of relevant data so that they can:

- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN student
- Monitor progress of students relevant to targets
- Evaluate outcomes with reference, where relevant, to local and national comparative data, focusing on trends over time.

Performance Management Team Leaders

Performance Management Team Leaders will:

- Ensure that evidence-based student progress targets are agreed with each team member in the Performance Management process
- Monitor progress of students being taught by different teachers.

All Teachers

All Teachers will:

- Gain the necessary expertise and knowledge about data analysis through training, so that informed judgements can be made when setting targets and monitoring and evaluating progress
- Agree targets and differentiate lessons to promote attainment and progress, personal and social skills, attendance and behaviour
- Encourage students to assess their progress towards their targets, and help them to understand what they have to do to improve
- Report the progress of students against their targets to Subject Leaders using the assessment collection process
- Report the progress of students against their targets to Parents/Carers formally once each year and informally at least each term. Additional specific guidance will be provided for the completion of formal written reports through existing school systems.
- Celebrate success in meeting targets using School reward systems.

Students

All students will:-

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

Governing Body

The Governing Body will:

- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them
- Ensure that statutory targets and results are published through the appropriate means and that results are published in the School Prospectus
- Agree action with the Head Teacher where progress towards agreed targets is below expectations
- Recognise and celebrate the effort and success of students and all staff.

e, Arrangements for Monitoring and Evaluation

The following will be analysed each time data is collected:

Progress towards the aggregated targets for each class will be analysed by the teacher and Head of Department.

Progress towards the aggregated targets for each subject will be analysed by the Head of Department and Link Leadership Team member.

Progress towards the aggregated targets for each year group will be analysed by the Head of Year and Link Leadership Team member.