



# CASTLE MANOR ACADEMY TARGET SETTING POLICY 2018-19



We work hard



We are kind



We are PROUD

Date Approved	November 2018
Signed	 (Chair of Local Governing Body)
Name	Justine Dawkins
Minuted	November 2018
Date of Next Review	July 2020

## Target Setting Principles:

We will

- Set targets for students in each year group and each subject based on prior attainment.
  - Share targets with students
  - Use targets to measure and track progress
  - Use the targets set for individual students to inform team, school and teacher performance targets.
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## Target Setting

Castle Manor Academy utilises Fischer Family Trust (FFT) benchmarks for target setting. FFT calculates estimates of what a student should achieve at the end of Key Stage 4 from the value Added scores of students from the previous year's national dataset. As FFT takes into account similar characteristics (including prior attainment, gender and month of birth) the benchmarks provide a realistic indication of what each student can achieve. The benchmarks it provides are based on how similar students nationally performed in the subject.

There are three options for these benchmarks, which can be altered to reflect the ambition of the school. The first benchmark is FFT50 - this shows the grade similar students achieved in this subject in schools that made average progress (the 50<sup>th</sup> percentile progress); the second benchmark is FFT20 - this shows the grade similar students achieved in the subject in schools that made greater than average progress (20<sup>th</sup> percentile progress); the third benchmark is FFT5 - this shows the grade similar students achieved in this subject in schools that made much greater than average progress (5<sup>th</sup> percentile progress).

At Castle Manor, teachers will set either the FFT20 or the FFT5 as the teacher target. Teachers select the grade that they believe is both aspirational, yet achievable, depending on their professional judgement. In some cases, for example some EAL students, teachers may wish to set a teacher target beyond FFT 5. This would need to be discussed and agreed with the Team Leader before input.

Some students arrive at Castle Manor Academy without any KS2 data. However, all students complete a standardised baseline assessment (using GL assessments). From these, a comparable FFT20/5 target will be input by the Data Manager using the FFT targets from students with KS2 data who achieved similarly in the baseline assessment.

At Key Stage 4, the FFT benchmarks are bespoke to the courses that the children are studying. The exception to this is some technical qualifications where national benchmarks are not available and in these circumstances, the benchmarks have been taken from the most comparable course. At Key Stage 3, the FFT benchmarks are taken from a combined English and Maths benchmark.

## Target Setting for Pupil Premium and SEND students

Students who are Pupil Premium (PP) will have targets set individually. If the student's prior attainment is in line with national average/expected standard at KS2 (4b, 4.5 or 100) then the process will be the same as for non-PP students. However, where a PP student is entering KS3 with an attainment gap between their achievement and their non-PP peers, a personalised target can be set by the Deputy Headteacher responsible for PP on a case-by-case basis. This personalised target would be designed to enable the student to make accelerated progress. This will be done to ensure the gap can be narrowed by the time they reach the end of KS4.

For students with SEND, the SENDCo holds responsibility for setting personalised targets. Where the specific special educational need or disability can be managed with no detriment to academic attainment, for example where reasonable adjustments can be made in the classroom to support the student, then the process will be the same as for students without SEND.

However, where a student's special educational needs have impacted on their prior attainment or their rate of progress, resulting in an attainment gap between their achievement and that of their peers, the SENDCo will look at progress from KS1 to ascertain rates of progress and set an appropriately challenging target for each SEND student based on their own, individual needs.

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Teachers cannot set a target lower than the FFT20 benchmark, unless in very rare, exceptional circumstances. This would need to be agreed by the Senior Deputy Headteacher.