



# TARGET SETTING AND GETTING

*“It is better to fall short of a high mark  
than to reach a low one”*

Year 7



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# Session Aims:

- To understand the reasons why, and how we set targets.
- To understand how our assessment process tracks and supports each student's progress.
- To let you know about how we report to you.

# What do we get out of goals?

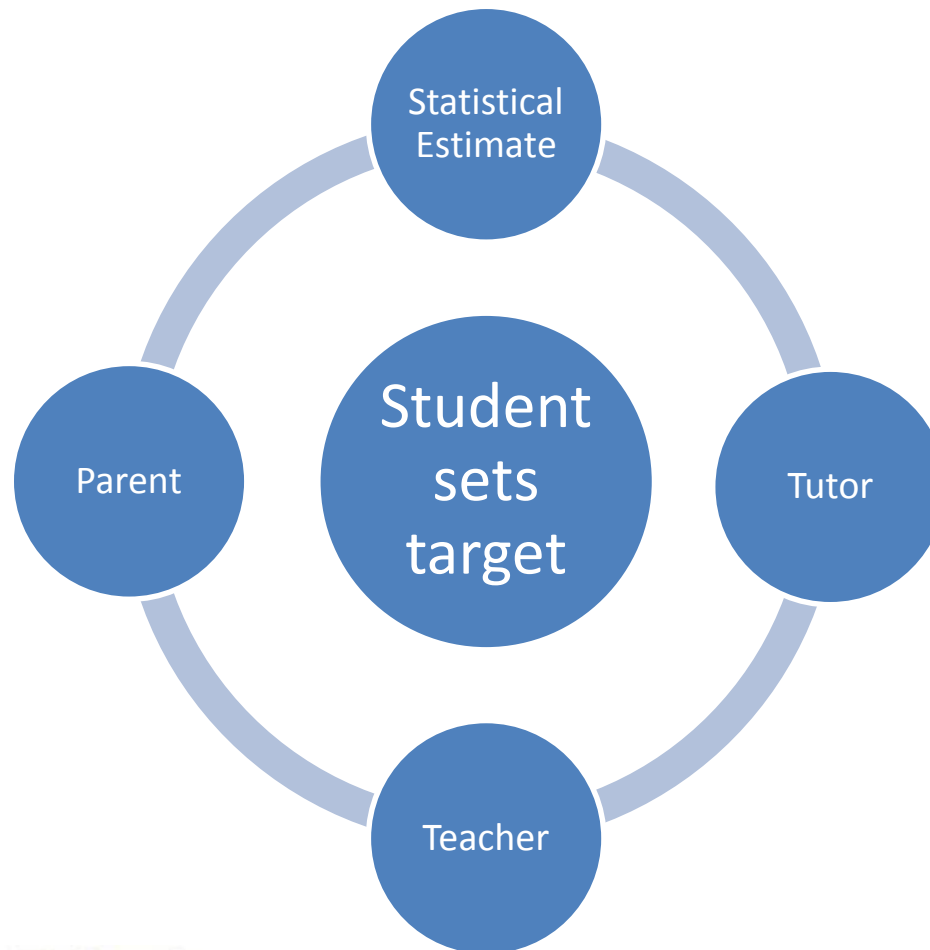
Goals/targets help in different ways:

- **Choice:** goals focus attention and direct efforts into one direction.
- **Effort:** goals can lead to more effort; someone may work more intensely towards a goal than they would otherwise.
- **Persistence:** someone becomes more likely to work through setbacks if pursuing a goal.

# Student agreed target grades

- Students who set their own targets achieve better results.
- The process encourages them to engage and take responsibility for target setting.

Students will be helped to select their target grade:



# What system of targets and assessment do we use?

- The old National Curriculum levels (e.g. 4b, 5a) are no longer used.
- Different schools are introducing different systems to measure **attainment** (the end result) and **progress** (how far a student has moved on).
- Like many schools, we are adopting the system that will eventually be used to grade student's GCSEs.
- Instead of grade A\*-G, these are replaced with a 9-1 grading system.
- We have designed our curriculum as a 5 yr. curriculum leading to the GCSE examinations. It makes some sense to use the same numbering system



# What do the GCSE grades mean?

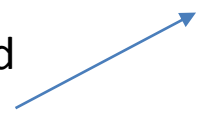
Old Grade	New Numerical fine grade
A*	9H
A*	9M
A*	9L
A*	8H
A1	8M
A1	8L
A2	7H
A2	7M
A3	7L
B1	6H
B1	6M
B2	6L
B3	5H
B3	5M
C1	5L
C2	4H
C3	4M
C3	4L
D1	3H
D2	3M
D3	3L
E1	2H
E2	2H
E3	2M
F1	2L
F2	2L
F3	1H
G1	1H
G2	1M
G3	1L

**L=low (Meeting some of the criteria)**  
**M=Mid (Secure in the criteria)**  
**H= High (All criteria mastered)**

We can draw a rough equivalence between the new GCSE grades (1-9) and the old grades A\*-G



Similarly, we draw up a rough equivalence between the old National Curriculum levels and the new numerical grades

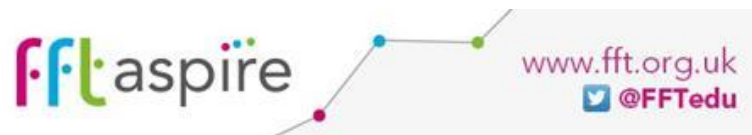


KS2/3 sub – level	New numerical fine grade
8b	6L
8c	5H
7a	5M
7b	5L
7c	4H
6a	4M
6b	4L
6c	3H
5a	3M
5b	3L
5c	2H
4a	2M
4b	2L
4c	1H
3a	1H
3b	1M
3c	1L
2a	B9
2b	B8
2c	B7
1a	B6
1b	B5
1c	B4
w	B3
w	B2
w	B1



# Target setting process

- We work with an organisation called FFT – Fischer Family Trust.



- FFT is a non-profit organisation with expertise in helping schools measure analyse and improve student progress.
- Student's prior attainment (how well they did in primary school) is uploaded to the FFT system.
- Target grade ranges are developed for each student, by analysing the ultimate performance of like-students



# Target setting process

- Students will be given a sheet (similar to the one on the next slide) that tells them how likely they are to achieve each grade.
- Students will be guided in how to use this information and should discuss it with parents/guardians then write a suggested target for each subject on the sheet.
- Each of their subject teachers will discuss the suggested target with students and they will agree on a final target.

	Estimated percentage chance of achieving each grade									Median	Recommended Target	Student suggestion	Agreed Target
	1	2	3	4	5	6	7	8	9				
Art	1	5	10	20	22	19	11	8	4	5M	6M		
English	0	1	5	20	28	28	13	4	1	5H	6H		
French	0	5	14	18	20	18	13	7	5	5M	6M		
Geography	0	3	9	12	18	22	20	11	5	6L	7L		
History	1	3	8	12	17	21	20	12	6	6M	7M		
ICT	1	2	5	8	15	24	22	15	8	6M	7M		
Mathematics	0	0	1	5	13	27	23	20	11	7L	8L		
Music	1	3	7	11	16	22	21	13	6	6M	7M		
P.E.	0	1	8	12	19	26	19	11	4	6M	7M		
Religious Studies	1	2	7	10	16	22	21	13	8	6M	7M		
Science	0	1	8	20	27	26	12	5	1	5H	6H		
Technology	1	4	11	14	20	24	15	8	3	5H	6H		



	1	2	3	4	5	6	7	8	9	Median	Recommended Target
Art	1	5	10	20	22	19	11	8	4	5M	6M

In Art, this student has a median grade of a 5M. This means that the average grade for a student like them would be a 5. It would be good to set a target of a 6 as they have a 42%  $(19+11+8+4)$  chance of gaining at least this higher grade.

**Realistically aspirational**

# Reporting to you.....

- Around every half term we will let you know about the progress of students.
- You will be provided, in each subject, with student's **current attainment** (expressed as a fine grade). You will also be given an **effort** grade.
- This half term, paper copy. Future reports will be provided electronically (the “Learning Gateway” – more of that to come.)
- As students make progress, their attainment will improve towards their year 11 target grade.

# Reporting to you.....

- We devise a 'flightpath' to check that students are making good progress along the way (e.g. yearly progress targets).
- The flightpath lets teachers know if students are not progressing or if there are students making excellent progress.
- We will use a range of **interventions** to help students not fall behind and stay on track.
- We will celebrate the achievements of those performing in excess of expectation and/or making great effort.
- Later in the year, parents will also receive a full written report, followed by the opportunity to meet with subject teachers.



# Next steps...

- Students will be given data sheets to take home on Friday 16<sup>th</sup> October. Their tutors will explain how the target setting system works
- They should discuss these targets with parents over the weekend and identify a provisional target.
- In lessons week beginning 19<sup>th</sup>, subject teachers will discuss these with students.
- Teachers will then enter the student agreed target into our reporting system.
- This will inform our first data report to you, after half term.