

EFFECTIVE TARGET SETTING IN KS3

Because of these issues the WORKING AT LEVELS (WAL) given by Cardinal Allen staff at the end of the first term (Christmas or 7/2) will be used.

The following methodology will break down Key Stage 3 into 9 monitoring points. Excel software will be used with training given to Curriculum Leaders. **The target set must have a “Cardinal Allen factor”.** This means that if FFT “D” suggests 6.5, the target set must be 6.8 with the intermediate levels therefore adjusted naturally.

METHODOLOGY

.2 = just there .5 = solid .8 = almost at the next level

Consecutive estimates of levels and any consecutive measured levels staying the same is not a problem. This represents a consolidation. **ALL teachers must be aware and make it plain to each of their students that progression through Key Stage 3 can be illustrated by the table shown below. The pupils must be made aware that progression to higher levels is achieved in stages.**

year / half term end (six ½ terms in a year)	7/4 Estimate Easter	7/6 Estimate Summer	8/2 Estimate Christmas	8/6 Estimate Summer	9/6 Estimate Summer
Subject KS2 Level at 7/2 [Christmas] 4.2	4.64	5.08	5.31	5.75	6.22
ROUNDED	4.5	5.2	5.2	5.8	6.2

Pupils would not be expected to regress an estimated level or show no increase over two consecutive tracking periods.

Subject areas will have different expectations on progress to estimates with curriculum contact (e.g. Geog v History) varying slightly. Advice will be given to Curriculum Leaders on this.

THE MAIN PURPOSE OF THE STAGED SUB LEVELS IS TO ALLOW THE PUPILS TO SEE THEIR WAY FORWARD. FOR THE WEAKEST PUPILS THESE SUB LEVELS MAY NEED BREAKING DOWN FURTHER.

TESTING & ESTIMATES

Testing is obviously a significant part of the means by which we assess progress.

IT MUST NOT BE USED IN ISOLATION TO DETERMINE ESTIMATES

Curriculum areas must design a programme of varied assessment activities designed to evaluate each pupil's skills and knowledge.

It is essential that every teacher should be FULLY conversant with level threshold criteria within their subject. Assessment opportunities can be incorporated into such activities as

FORMAL TESTING	PROBLEM SOLVING	PRACTICAL WORK
GROUP DISCUSSION	HOMEWORK	RESEARCH TASKS etc...

EFFECTIVE TARGET SETTING IN KS4

FFT data is used for all subjects. Curriculum Leaders can suggest amendments based on existing knowledge of individual performance. Any amendments must be in line with the expected progression from the end of key stage 3 level produced by subject teachers.

On 3 occasions per academic year a PROJECTED SCORE will be collated centrally. This score **MUST** be based on **ALL** available data e.g. GCSE modular exam results, coursework, folder work, practical skills, internal testing, classwork, homework etc. Taking all factors into account the score is a *projection* of where the student is likely to be **at the end of Key Stage 4** based on their entire work ethic at the time of sampling. The scores will reflect the vigour of the projected grade e.g. 40 = just C, 42 = solid C, 44 = strong C (nearly B).

Within departments subject staff must be continually assessing **Working At Scores** with a clear knowledge of where a student is expected to be. This is the score that reflects the grade the pupil is *currently working at*. It will be limited by the amount of curriculum that has been covered and hence may be significantly lower than the projected score. However, the expectation is that the WAS will gradually increase and equate to the projected score in the later stages of KS4.

TERMINOLOGY

KS3: WAL = Working at Levels. They define the level that the pupils is currently working at. A steady progression towards the final TARGET should be seen throughout the key stage.

KS4: PS = Projected Score (formerly Working at Score) They are **projected estimates** of the grade a pupil will attain at the end of the key stage based on the current attitude and standards of work. Ideally this will match the final target from the very start of Year 10 and subsequently be maintained or improved. This means that the Value Added Score can be calculated from the start of Year 10. Similarly end of key stage projections for the whole school can be made early in the autumn term of Year 10.

REPORTING

Accuracy and clarity are important in communicating effectively with parents.

Reports can say as much about a teacher as they do about the pupil. These guidelines are designed to help colleagues complete reports:

The current format for reports allows for a free narrative which should succinctly describe the performance of a child and give some advice on where an improvement can be made. Reports should be a narrative of between 40 and 65 words.

General CommentSubject specific informationTarget for improvement

It should begin with a sentence providing an overview of the pupils general progress over the assessment period [e.g. ¼, ½, ¾ or whole year]. It would then continue with subject specific information and finish with a target for improvement. The 3 sections are broken down as follows:

Subject teacher comments should be.....

- Easily understood and accurate in terms of spelling and grammar. Where an error [such as a spelling e.g. “must practice” instead of “must practise”] appears repeatedly in Reports they will be returned for correction. Remember MICROSOFT has a consistent habit of AmericaniZing your words!
- The content must be accurate and balanced, identifying strengths and weaknesses as appropriate.
- The tone of the comments is important. Parents and pupils appreciate frank feedback but this can be communicated in a positive tone.
- Some commonly used phrases are meaningless: “has made satisfactory progress”...this is bland and can reflect badly on the school.
- By identifying targets for improvement reports become diagnostic and an aid to future studies.

Unacceptable comments....

- References or comparisons to siblings or family.
- Judgemental references to a child’s personality [e.g. “lacks sincerity” or “cannot be trusted”] which are beyond the remit of a school report.
- Comments which focus on irrelevant or marginal considerations [e.g. “brought in lots of Tesco Vouchers” or “ helps me tidy up”].

I advise you to take my advice!

Quick checklist:

advice [noun]	Sarah does not listen to my advice My advice would be...
advise [verb]	I advise Sarah to concentrate on her handwriting

The best practice seems to be..... carry on practising

practice [noun]	More practice needed regular practice will help Phil make real progress
practise [verb]	Sue must practise her lines

Either / or. Both spellings are correct:

cooperate	or	co-operate
focused	or	focussed
learnt	or	learned

USEFUL SPELLINGS

appearance
commit
committed
competent
communicate
competitive
commitment
communication
definitely
disappointing
discreet
[a discreet word in your ear]
discrete
[ICT -a discrete subject]
definite
desperate
desperately
enthusiastic
enthusiastically
exaggerate
extrovert
favourably
focused
Interesting
introvert
learnt
necessary
necessarily
occasionally
relevant
separate
skilful
successful
successfully
skillfully
interest

Assessment: Tracking, Target Setting & Reporting

A Framework to Support Effective Target Setting & Reporting for Departments

January 2010



Essential reading for all teachers.



Maths & Computing

SOURCES OF DATA

End of Key Stage targets are based on Fischer Family Trust “D” estimates. These are fully contextualised (Free School Meals information etc.) and aim to put the school in the top 25% of similar schools nationally. “Raw” targets are generated by the FFT and accessed by school. Cognitive Ability Test (CAT) Data is used for comparison and setting/banding purposes.

EFFECTIVE TARGET SETTING IN KS3

Scenario: What do we use as a baseline?

- KS2 results are only applicable to English, Maths & Science
- KS2 teacher assessments come from all Primary Schools in English, Maths, Science and ICT
- Cardinal Allen teachers are asked for “baseline” data at week 7/8. The accuracy of this is questionable due to the short period of contact
- FFT data which helps us set end of key stage targets is not available until after the first half term (7/1)

FFT used directly for: Religious Education, English, Maths, ICT, Science, History, Geography and Languages.

Physical Education, Art, Music, Drama & Technology are asked to set their own targets but have FFT data available.