



Your Gateway to Success  
A personalised journey



# Shevington High School

## Target Setting Policy

<b>DATE ADOPTED:</b>	<b>13 October 2015</b>
<b>DATE REVIEWED:</b>	<b>February 2017</b>
<b>COMMITTEE:</b>	<b>School Effectiveness</b>
<b>DATE FOR NEXT REVIEW:</b>	<b>February 2018</b>

### **SHEVINGTON HIGH SCHOOL**

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## Shevington High School's Vision

Together we have the highest expectations for all our students, inspiring and enabling them to become amazing and successful individuals. The Shevington Way is one of:



## Shevington Standards

At Shevington High School in order to meet the school vision, Students and Adults are expected at all times to work hard to meet our 5 *Shevington Standards* which we have set in order to promote respect and dignity for all. Our attitudes, systems and rules are drawn from and support these standards. They are:-

1. We will show respect for each other at all times
2. We will show respect for School property and another person's property at all times
3. We will show respect for ourselves and others by ensuring that our actions do not put at risk the health and safety of ourselves or others
4. We will show respect for ourselves and others by ensuring a high standard of personal appearance and organisation.
5. We will show respect for ourselves and others by supporting a positive climate for learning

## **TARGET SETTING PROCEDURES**

### **Rationale**

Our goal is the consistent provision of the highest quality learning opportunities for all students. This encompasses the very best teaching and a curriculum entitlement which delivers breadth of study, relevance, challenge and flexibility for every learner with ambition at the very core.

The active use of performance data to set and review annual challenging performance targets for individual students, subjects curriculum areas and the whole school underpins rigorous school self evaluation and links pedagogy to performance.

Challenging targets play a prime role in securing high and rising standards in all aspects of the school's work and in emphasising the key importance of the highest possible attainment and overall achievement.

To this end we will ensure that pupils are set highly aspirational progress targets, that they are regularly monitored to ensure that targets are being met and where this is not the case appropriate intervention is implemented.

### **Principles**

- The key principle is that each pupil in school will have a positive Progress 8 score that reflects a high enough challenge.
- Pupils' GCSE targets will be set based on Attainment 8 estimates using KS2 scores to create a GCSE target that garners a positive progress 8 score.
- Target setting procedures will consistent across all subjects.
- Targets once set will be reviewed as need dictates and targets which have already been surpassed will be updated.
- Targets will enable effective tracking of students' achievement and progress during termly screenings. This will be used to inform performance management.
- Screening data will be used to monitor the achievement and progress of individual students, subjects and cohorts and identify those pupils who are falling behind in their learning.
- Where underperformance is identified during screening intervention will be implemented at a level the need dictates – subject, cohort, care and guidance etc.
- Students and parents will be regularly informed of achievement and progress in all subjects through termly screenings. The opportunity to discuss these outcomes will be provided by individual meetings as need arises and through annual review days and parents' evenings for all pupils.

## Summary of current target setting for individual pupils

### Year 9, 10 and 11

Attainment 8 estimates for each subject to give a positive Progress 8 Score.

### Year 7 and Year 8

Using the new assessment system progress grid, students are given a minimum target based on the prior achievement group. We review all targets set for the individual and make adjustments according to need, at the same time as maintaining ambition for each child.

The default target we have set our students in KS3 with our new system is:

High Ability → Grade 7+

Middle Ability → Grade 6+

Low Ability → Grade 5+

				Stage 11	Grade 7,8,9
			Stage 10	Stage 10	Grade 5,6
		Stage 9	Stage 9	Stage 9	Grade 4 & 5
	Stage 8	Stage 8	Stage 8	Stage 8	Grade 3
Stage 7	Stage 7	Stage 7	Stage 7	Stage 7	Grade 2
Stage 6	Stage 6	Stage 6	Stage 6	Stage 6	
Stage 5	Stage 5	Stage 5	Stage 5	Stage 5	Grade 1
Stage 4	Stage 4	Stage 4	Stage 4	Stage 4	
Stage 3	Stage 3	Stage 3	Stage 3	Stage 3	Grade U
Stage 2	Stage 2	Stage 2	Stage 2	Stage 2	
Stage 1	Stage 1	Stage 1	Stage 1	Stage 1	
Y7	Y8	Y9	Y10	Y11	GCSE Grades

## New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

**Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A\* to G. Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A\* to G grades.**



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Students will not lose out as a result of the changes. We will use a statistical method (known as comparable outcomes) in 2017 so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.