



TARGET SETTING

Rationale

The Wallace High School is committed to ensuring that our pupils are successful and are achieving their potential.

Targets are measures or indicators of what we want our pupils to achieve in their upcoming examinations. These targets should be **challenging, realistic** and **achievable** and will be based on the student's current progress and previous examination outcomes.

Statutory Context

The Education Training Inspectorate (ETI) require all schools to set each student individual targets for improvement based on previous outcomes.

Wallace Context

At Wallace, all students are consulted during a Target Setting Process and are set targets in individual subjects every year based on their previous outcomes. Parents, pupils, and staff are informed of the process via email, information evenings and school assemblies.

The Target Setting Process: Key Stage 3

Winter Examinations

All Year 8-10 students sit Winter examinations in January. The Target Setting Process takes place after these examinations. Pupils are informed in advance of the process by their Head of Year. The Target Setting Booklet forms some of the first pages of the Homework Diary.

Subject interview & self-review

As internal examination scripts are returned, subject teachers set and agree targets with all pupils as part of their departmental post examination self-review process. At this subject interview all strategies and actions to achieve these goals will be agreed and recorded in the target setting booklet. These targets should be **challenging, realistic and achievable** and will be based on the student's current progress and the examination outcome.

Pastoral overview

Once reports are available, each pupil receives a Pastoral interview to discuss their overall academic progress, to identify any areas of concern and to set targets. These interviews take place after February half-term during a period of extended registration. The interview will help assess the extent to which these targets and strategies are being applied.

Pupils complete the Target Setting Booklet in their Homework Diary to support the process.

Parents are asked to sign the booklet to support the process.

Target Setting following Summer Examinations

All Year 8-10 students sit Summer examinations in May.

The Target Setting Process is repeated following these internal examinations. This includes;

a subject interview with each subject teacher acknowledging whether targets set in Winter have been met, and any areas for improvement where necessary.

a pastoral overview also takes place, allowing pupils to reflect upon their performance in the Summer examinations as well as review their targets set in Winter.

The Target Setting Process: Key Stage 4

Induction Process

Students in Year 11 & Year 12 attend an induction event held in school in August. The Induction Process is led by the Key Stage 4 pastoral leads and the class tutors. It is an opportunity for GCSE students to plan for the year ahead. The Year 12 students are asked to evaluate their recent internal examination performance, ie. the Year 11 Summer reports. Students in Year 11 & Year 12 are guided to research their chosen GCSE courses including the coursework and examination weightings. They are also encouraged to create a study plan for the first term which is to include sporting and other personal commitments. This should be a realistic plan that the students can stick to.

Winter Examinations

All Year 11 and Year 12 students sit internal examinations in January. For Year 12 students, these are mock GCSE examinations. The Target Setting Process takes place after these examinations. Pupils are informed in advance of the process by their Head of Year. The Target Setting Booklet forms some of the first pages of the Homework Diary.

Subject interview & self-review

As examination scripts are returned, subject teachers set and agree targets with all pupils as part of their departmental post examination self-review process. At this interview all strategies and actions to achieve these goals will be agreed and recorded in the target setting booklet. These targets should be **challenging, realistic** and **achievable** and will be based on the student's current progress and previous examination outcomes.

Pastoral overview

Once reports are available, each pupil receives a Pastoral interview to discuss their overall academic progress, identify any areas of concern and set targets. These interviews take place after February half-term during a period of extended registration. The interview will help assess the extent to which these targets and strategies are being applied. Pupils complete the Target Setting Booklet in their Homework Diary to support the process. Parents are asked to sign the booklet to support the process.

Target Setting following Summer Examinations

All Year 11 students sit Summer examinations in May. The Target Setting Process is repeated for Year 11 students following these internal examinations. This includes; a subject interview with each subject teacher acknowledging whether targets set in Winter have been met, and any areas for improvement where necessary.

a pastoral overview also takes place, allowing pupils to reflect upon their performance in the Summer examinations as well as review their targets set in Winter.

The Target Setting Process: Key Stage 5

Induction Process

Students in Sixth Form attend an induction event held in school in August. The Induction Process is led by the leadership team and the sixth form pastoral team. It is an opportunity for A Level students to plan for the year ahead. The students are asked to evaluate their recent external examination performance. Year 13 students reflect upon their GCSE results, and Year 14 students reflect upon their AS results.

Students in Years 13 and 14 are guided to research their chosen A Level courses including the coursework and examination weightings. They are also encouraged to create a study plan for the first term which is to include sporting and other personal commitments. This should be a realistic plan that the students can stick to.

Target Grades

Baseline data for the Target Setting process in Sixth Form comes from GCSE and AS examination results in August.

Performance data recorded over a number of years is used to “predict” future **minimum** attainment points and grades at AS and A2 level. All Year 13 & Year 14 students are provided with this table of data, showing the minimum points and targets grades for which they should be aiming.

These targets should be **challenging, realistic** and **achievable** and will be based on the student’s previous examination outcomes and current progress. For Year 14 students, this will be their UCAS predicted grade.

Target Setting Process

Pupils are informed in advance of the Target Setting process by their Head of Year. Target Setting Booklets form some of the first pages of their Homework Diary. The target setting process takes place over a two-week period during October-November, during which time each student should arrange a target setting interview with each of their subject teachers.

Subject interview

During lessons, subject teachers assign time to conduct an interview with each of their A Level students. The teacher will set and agree a target grade based on previous outcomes and work to date.

Students record all strategies and actions to achieve these goals in their target setting booklet. Parents are asked to sign the booklet to support the process.

Pastoral Overview

The Senior Management Team, the Leadership Team and the Sixth Form Pastoral Team will conduct follow up interviews in October-November to monitor the Target Setting process.

Mock Examinations

All Year 13 and Year 14 students sit their AS/A2 mock examinations in January. Once results are known, subject teachers will re-interview each student in February and discuss their performance, offering advice on strategies as well as targets for improvement (as necessary).

Pastoral Follow-up

Staff are asked to identify “Pupils of Concern” for further Pastoral support after the mock examinations in January.

A **final** progress interview takes place for these students with a member of the Leadership Team or the Sixth Form Pastoral Team before Easter. This interview will assess the extent to which these targets and strategies are being applied.