UP HOLLAND
HIGH SCHOOL
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Target Setting, Tracking and Intervention Policy

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# Target Setting, Tracking and Intervention Policy

Target Setting

Targets will be generated following scores from the end of year Primary Y6 testing and assessments. These will be sourced initially from Key to Success and NCA information. They will be used in conjunction with FFT20 to generate and project end of Year 11 targets. The FFT20 targets produce the grades needed for students to be in the top 5th of pupils nationally with the same prior attainment. Data produced by FFT in November will be used to measure the performance of subjects and teachers for the previous KS4 cohort. This will show how the average points score for each subject compares with that of pupils nationally with the same prior attainment. This will provide a correction factor to be applied to the average grades from target figure for each teaching group used in the performance management of teaching staff. The targets generated on entry will inform end of Year targets and flight plans across the school. This allows school leaders, staff, parents and students to track progress from entry through both key stages to the end of Year 11.

Flight plans will be used at KS3 for all subjects except PE and Performing Arts. This is because the practical nature of the PE and Performing Arts courses at KS3 do not equate to the largely theory-based courses at KS4. For this reason PE and Performing Arts will set their own end-of-year targets for Y7 from baseline assessments and set targets for Y8 and Y9 based on ability shown in lessons. In French and Spanish flight plans have been adopted which vary somewhat from the generic versions used in other subjects. The GCSE target grade will still be set as FFT20 though the corresponding targets for end of Y7, Y8 and Y9 will be set taking into account the average attainment leading to each grade at GCSE achieved by previous pupils at the school. These generally show a slower rate of progress initially with accelerated progression as skills and knowledge become embedded.

Target grades by year

	Y6	Y7	Y8	Y9	Y11
9	2+	4-	5=	6+	9
8	2=	3=	4=	5+	8
7	2-	3-	4-	5-	7
6	1+	2=	3-	4-	6
5	1=	2-	2+	3=	5
4	1-	1+	2-	2+	4
3	1-	1=	1+	2-	3
2	0+	1-	1=	1+	2
1	0=	0=	0+	0+	1

Flight paths
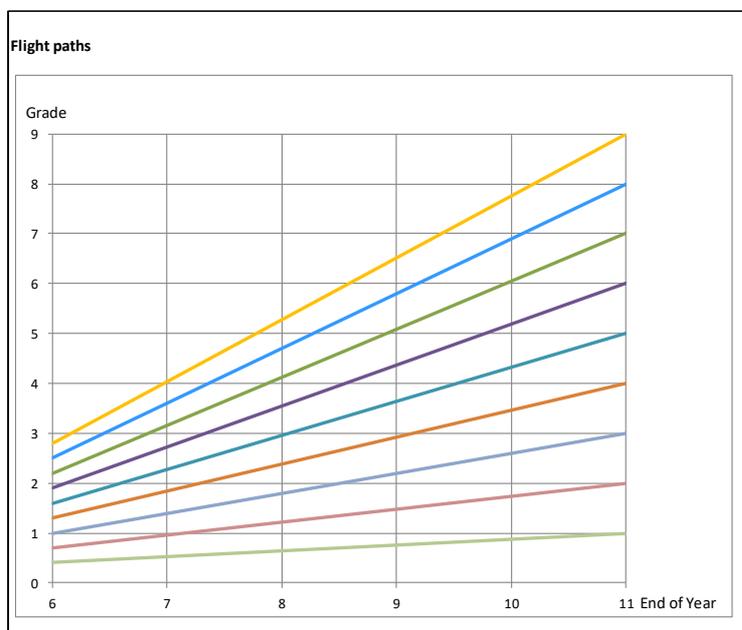
Whole School Tracking

Students in Years 7, 8 and 9 will have four data captures which indicate their current grades (the grade they are currently working at).

Year 10 and 11 will have four data captures per year. For each of these, a current grade (the grade they are currently working at) and a forecast grade (professional prediction) will be recorded.

With each data capture, we will also ask for the sub grade which will be represented with a minus, equals or plus sign to represent how secure that grade is.

A minus will represent a student developing some understanding at that grade (weak), an equals sign will represent a student that demonstrates a firm understanding of most aspects of that grade (secure) and a plus sign will represent a student that is mastering all aspects of work at that grade (strong).

(*It is important to remember that the National Curriculum now demands that all students develop a deep level of understanding and master all aspects of every grade before they move on to higher grade work.*)

Each department will work together to modify their assessment grades before they enter the data into the system to ensure that the information is as accurate as it can possibly be, based on a number of indicators that include classwork, homework, formative and summative testing. The schemes of work for each department should indicate the assessment models being used which are consistent with both the methodology and timing of each data capture.

Each data capture will compare student progress towards end of year targets. This data will also allow us to demonstrate progress over time, particularly throughout GCSE courses.

The working at and the predicted grade data will be analysed using SISRA Analytics, flight plans and will be Quality Assured by the Progress Leader in the first instance and the Quality Assurance Manager in the second instance.

Department Tracking

Each department will ensure that their own internal tracking monitors what students can actually do against a series of agreed competencies and assessment objectives that are identified in the grade descriptors of GCSE specifications. These will also clearly link into the National Curriculum at Years 7, 8 and 9. These competencies will be continuously assessed and reviewed to indicate whether a student is at weak, secure or strong within that grade.

These judgements will be reinforced through the marking and assessment in books using a minus to represent that the student is demonstrating some elements of that GCSE grade; the equals sign representing that the student has most of the elements of that grade; and a plus sign to represent that the student has understood all elements of that grade. Each department will use a whole school assessment sheet that will be visible in every pupil's book, allowing for a consistent approach that is easy for all pupils to understand.

This whole school system will allow staff, students and parents to know exactly what grade each student is currently working at and/or the grade they are predicted to achieve across all subjects. This universal approach to assessment will also ensure that the data entered into the tracking systems is more valid, making it easier to demonstrate progress over time in exercise books and with data captures. Focusing on what students can and can't do using the competencies and standards at each grade in detail (minus, equals and plus signs) will also lead to more focused and appropriate interventions.

Intervention

Every time there is a data capture the Classroom Teacher, Progress Leader, Head of Year and Senior Leaders will analyse the data looking for trends of underachievement with individuals and groups that include the most vulnerable like the disadvantaged and SEN alongside students that are Able and Ambitious.

An analysis of data is emailed to all staff and is available on the X-drive. Data for all year groups is uploaded to SISRA providing a very detailed break-down of performance for each subject, class and pupil as well as for pupil groups such as Pupil Premium and SEN.

For those students that are identified as underachieving early intervention will be planned firstly by the classroom teacher. For pupils with the most serious concerns in a department the

intervention will be led by the Progress Leader or Assistant Progress Leader. For pupils where there are problems across a wide range of subjects the intervention will be led by the Head of Year or by the form tutor if a lighter touch is required. For pupils on the SEN register, or are Pupil Premium or Able and Ambitious, interventions will be led by the members of staff responsible for those areas.

For pupils where intervention is led by a member of middle management, details should be recorded on the Intervention Record Sheet kept on the X-drive. Criteria used for the pupil's selection for intervention and types of intervention used should be recorded. At the subsequent tracking point, impact against the original criteria should be stated and the next stage for any further intervention stated.

Example of partly completed Intervention Record Sheet

INTERVENTION RECORD SHEET FOR PROGRESS LEADERS AND ASSISTANTS, HEADS OF YEAR, FORM TUTORS, LEADERS FOR PP, SEN AND AGT											Data Capture 3: March 2018		Year 10
Surname	Forename	Form	PP (Y/N)	SEN (Y/N)	AGT (Y/N)	Initials of person leading intervention	Area of responsibility (pick)	Criteria which triggered intervention (e.g. name subject(s) below target and by how much, low PLP)	Brief details of intervention made C calls home T texts home BLD break and lunch detentions ASD after-school detentions R report card H homework check SP seating plans amended IC intervention classes attended YBC You've Been Claimed (Y11) O Other (please specify)	Further details	Impact to be completed at next tracking point (e.g. name 2 more subjects on target, higher PLP)	Further Action (pick)	Brief details of any future intervention (more details on next intervention record sheet)
Balding	Clare	10EAT	N	Y	N	CC	SEN	Maths 2 grades below target	C O	Arrange greater TA support in Maths			
Boe	Alfie	10DDC	Y	N	Y	JI	Pupil Premium	Science, PE and Spanish 2 grades below target; average PLP 5.85	C R H SP	Weekly check on homework planner and report card to check engagement in class			
Cowell	Simon	10BLM	N	N	N	KH	English	3 grades below target in Language & Literature	C R SP H	Checking reading of set texts in Literature			
Cowell	Simon	11BLM	N	N	N	SA	Humanities	2 grades below target in Geography and History	T SP IC	Liaise with KH and JCO			
Faith	Paloma	10DDC	N	N	N	JCO	Year	Lowest P8 of the year. Well below target in English and Science. PLP of 6.54	C BLD RH	Liaise with KH and AH			
Hamilton	Lewis	10APC	Y	N	N	RH	English	Language and Literature 2 grades below target; average PLP 5.15	C R H IC	Checking reading of set texts in Literature			
Katona	Kerry	10CPH	N	N	N	JCO	Year	2 grades below target in English & Maths; attendance 70%	C SP BLD	Liaise with KH, MS and LL			

Left Report

UP HOLLAND HIGH SCHOOL
Sandbrook Road, Orrell, Wigan, WN5 7AL   Telephone: 01695 625191
Headteacher: Mr P. Scarborough BA (Hons) NPQH

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YEAR 9 REPORT 3   **REPORT**   MARCH 2018

Name: Ann Onymous   Form: 09DMR   Attendance: 91.6%   School Attendance Target: 97.0%+

SUBJECT	PUPIL LEARNING PROFILE (PLP)	HOMEWORK	CURRENT GRADE	END OF YEAR 9 MINIMUM TARGET GRADE	ON TRACK FOR END OF YEAR TARGET?	CHALLENGE TARGET GRADE	TEACHER
ENGLISH	6	Good	3=	4-	Below target	-	Mrs L. Wood
MATHS	7	OK	3=	5-	Below target	-	Mrs E. Merritt
ART & DESIGN	6	OK	4=	5-	Below target	-	Mr M. Johnson
COMPUTING	6	OK	3+	4-	On target	-	Mrs J. Charlton
DESIGN TECHNOLOGY	8	OK	4=	5-	Below target	-	Mr J. Smith
FRENCH	7	Good	3+	4-	On target	-	Miss G. Cockram
GEOGRAPHY	7	Good	3+	4-	On target	-	Mrs S. Akers-Warburton
HISTORY	7	Good	4-	4-	Above target	4=	Ms L. Nixon
MUSIC	7	Good	4+	5-	On target	-	Mr J. Lyon
PEGS Philosophy, Ethics & General Studies	8	Good	3+	4-	On target	-	Mrs G. Eyre
PHYSICAL EDUCATION	7		3=	5-	Below target	-	Ms S. Fraser
SCIENCE	7	Good	3+	5-	Below target	-	Mrs D. Preston
AVERAGE PLP	6.92						

Grades There are 3 sub-grades (+,=,-) for each grade. The steps are consistent with the new GCSE grading system which replaces A*-G. The grades which Ann attains at the end of Y9 will give some indication of the GCSE grades for which she is on track:

End of Y9 grade	6+	5+	5-	4-	3=	2+	2-	1+	0+
On track for GCSE grade	9	8	7	6	5	4	3	2	1
Equivalent to present GCSE grade		A*		A	B	C		D	E	F G

Changes in the skills, knowledge and understanding assessed in the GCSE examinations may limit the accuracy of the progression chart above.

End of Year 9 Minimum Target Grade This is the minimum which Ann should achieve at the end of Year 9 based on her core assessments:

KS2 Levels: Average 5c Reading 4b Writing 5 Maths 5b

Cognitive Abilities Tests (CAT): Average: 89 Verbal: 95 Quantitative: 93 Non-Verbal: 92 Spatial: 74 National average: 100

On track for end of year target? The judgement of the teacher on whether Ann is set to exceed, just reach, or fall short of her end of year target. This is based on work produced so far. If Ann is shown as tracking to go below target, the target may still be reached with additional effort and through extra support given.

Challenge Target Grade. This is given if Ann is on track to exceed her end of year minimum target grade.

How Ann can improve Please look at Ann's exercise books and files to see details of this.

Contact us If you have any questions or concerns about Ann's report, please phone us on 01695 625191.

Pupil Learning Profile (please see levels given above)

10	This pupil is a self-motivated and independent learner who undertakes additional study and completes extensive enrichment work.
9	This pupil is very well-motivated. He/She participates fully in all lessons whether working independently or in groups.
8	This pupil is well-motivated. He/She participates fully in lessons and is clearly focused on learning goals.
7	This pupil is motivated, always maintaining concentration and participating well in lessons.
6	This pupil is usually motivated but can on occasions lose concentration and allow his/her standards of work to slip.
5	This pupil is quite well-motivated but can sometimes be easily satisfied with second best.
4	This pupil usually shows some motivation but sometimes does the minimum of work. He/She can lose concentration easily.
3	This pupil does only the minimum of work unless closely supervised. He/She tends to lose concentration easily and can distract others.
2	This pupil usually does only the minimum of work even when closely supervised. He/She can on occasions disrupt the learning of others.
1	This pupil has very little personal motivation. He/She often remains uncooperative, even with considerable teacher input, sometimes disrupting the learning of others.

Right Report

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YEAR 11 REPORT 3   **REPORT**   MARCH 2018

Name: Ivor Noname   Form: 11DMP   Attendance: 93.6%   School Attendance Target: 97.0%+

SUBJECT	PUPIL LEARNING PROFILE (PLP)	HOMEWORK	MOCK EXAM	FORECAST GRADE	GCSE MINIMUM TARGET GRADE	ON TARGET ?	GRADES ABOVE OR BELOW MINIMUM TARGET	CHALLENGE TARGET	TEACHER
ENGLISH Language & Literature	6	OK	3= 3=	4+ 4+	5 5	Below target	-1 -1	- -	Miss K. Higgs
MATHS	7	Good	2=	3=	4	Below target	-1	-	Mr A. Taylor
FOOD Preparation & Nutrition	6	OK	1+ (h=mini assessment)	5=	5	On target	0	-	Mrs R. Aiker
GEOGRAPHY	5	OK	1-	2=	4	Below target	-2	-	Mrs J. Corner
HEALTH & SOCIAL CARE	7	OK	D= (h=mini assessment)	B+	C	Above target	1	A	Ms J. Catterall
ICT	7	OK	D= (h=mini assessment)	C=	C	On target	0	-	Mrs J. Charlton
PHYSICAL EDUCATION	5								Ms S. Fraser
RESISTANT MATERIALS	8	Good	C= (h=mini assessment)	C+	C	On target	0	B	Miss K. Tickle
SCIENCE Combined	7	OK	1= 1=	4+ 4+	4 4	On target	0 0	5 5	Mrs D. Preston
AVERAGE PLP	6.44	AVERAGE NUMBER OF GRADES ABOVE OR BELOW TARGET					-0.40		

Mock Exam: This is the grade achieved on the mock examination taken in January/February. Each grade is divided into + (strong), = (secure) and – (weak). The mock examination grade includes controlled / internal assessment where applicable.

Forecast Grade: This is the teacher's professional prediction based on evidence to date. If Ivor continues working as he is now, this is the most likely final grade he will achieve.

New GCSE Grades: There is a new grading system for most subjects:

New Grade	9	8	7	6	5	4	3	2	1
Equivalent		A*		A	B	C		D	E	F G

Grade 4 is needed for a 'standard pass'. Grade 5 is needed for a 'strong pass'. Rules for colleges and employers vary.
Changes in the skills, knowledge and understanding assessed in these subjects may limit the accuracy of forecast grades.

GCSE Minimum Target Grade: This is designed to be challenging but achievable. It is the minimum GCSE grade which Ivor should achieve based on his previous core assessments: KS2: Average 5c Reading 4b Writing 4 Maths 3a CAT Score: 92

Challenge Target: This is given if the teacher considers that the pupil is likely to exceed the GCSE minimum target grade.

What Ivor can do to improve: Please look at Ivor's exercise books and files to see details of this.

Contact us: If you have any questions or concerns about Ivor's progress, please phone us on 01695 625191.

Important dates
Thursday 8th March: Y11 Parents' Evening 3.30 – 6.30pm
Tuesday 8th May – Tuesday 19th June: GCSE examinations

Pupil Learning Profile (please see levels given above)

10	This pupil is a self-motivated and independent learner who undertakes additional study and completes extensive enrichment work.
9	This pupil is very well-motivated. He/She participates fully in all lessons whether working independently or in groups.
8	This pupil is well-motivated. He/She participates fully in lessons and is clearly focused on learning goals.
7	This pupil is motivated, always maintaining concentration and participating well in lessons.
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