



Woldgate School

All pupils at Woldgate are set academic targets for every subject that they follow. These targets are published to pupils and their families at the start of each Key Stage and appear on all the Progress Reports that are sent home each term. In addition, pupils in KS4 & KS3 have Subject Tracker pages in the back of their pupil planners. Targets, and progress toward them, are regularly updated in these pages.

This year we have adapted our target setting process to the demands of the new examination routines that Years 10 & 7 will face as they move through the school.

National expectations of 3+ 'Levels of progress' between KS2 SAT scores and GCSE outcomes are the very minimum target we have set any student. Many are targeted to reach the national levels for 'Good' Progress, 4+ Levels of Progress, and several targeted for 'Exceptional' Progress, with 5+ Levels of Progress built into their targets. For Year 10 (IAA) English Language, English Literature and Mathematics GCSE's will be tracked in the new 9-1 scale.

*In 2015 GCSE Results 71% of all grades awarded showed students making **at least 3** (expected) Levels of Progress between KS2 SATs and GCSE, 37% of grades showed 4 (good) or more levels of progress and 10.3% showed 5 (exceptional) levels of progress. Results of this calibre put Woldgate's 2015 GCSE results into the top 21% of schools nationally. We are, therefore, confident in challenging our students to be the very best they can be.*

Key Stage 3 (Yr7LPS): Once the end of Key Stage 4 target is established, our systems calibrate what progress needs happen each year for a student to be 'on track' to reach their Year 11 outcome target. This is published as an end of Key Stage 3 target, expressed in National Curriculum Levels. It is then broken down into targets for the end of Years 7 & 8. In light of changes to the National Curriculum this year we have adapted the previously published levels to meet the new framework, and to match where we think GCSE changes will go by the time 7LPS reach KS4 (though that will be subject to change as we find out more). Levels are published with 3 sublevels a, b, & c where 'a' means attainment at the top of the level, 'b' in the mid part of the level and 'c' means just inside the criteria for that level. Levels range from 1 to 8.

Progress Reports are colour coded to highlight how current performance matches to the 'flight path' to the end of Year 9 set for each individual pupil, in each subject they study. The coding is explained on each set of Progress Reports we publish. As pupils move into Year 9, many have already met the challenges set for them at the start of Year 7. Where that happens pupils will be set 'challenge targets' and these will be recorded in their Subject Trackers. Our aim is high and we would encourage every student to strive to be the best they can be.

Key Stage 4 (Yr. 10 IAA & 11 MSM): Targets are set using the data provided by Fischer Family Trust. This is a massive database which compares each of our student's KS2 SAT scores with similar attaining students nationally and tells us how those pupil's performed at GCSE in specific subjects. Using that information, and with a minimum expectation of at least 3 Levels of Progress, Year 10 pupils have a GCSE Grade to aim to for every subject. On their Progress Reports we will publish their GCSE Target and their current 'working at' grade. This is, in their **teachers'** judgement, the GCSE grade that their **current work** would receive if it were judged against GCSE criteria. Clearly at the start of their GCSE journey pupils still have skills & techniques to develop, where teachers judge them to be 'On Track' to meet their target despite not yet producing work of that standard, they will indicate that on each Progress Report. Towards the end of Year 11 we would expect pupils to be consistently producing work at or above their target levels and for their Progress Reports to reflect that.

Finally, I think it important to note that targets are not predications of future outcomes – they are there to be aimed for and, in many cases, beaten. They represent qualifications that other pupils with the same starting points have reached in the past – if that can happen to so many other people across the population it can happen to students here at Woldgate. A target is not a guarantee of success however; it has to be worked toward over a period of time. Neither is it a cap on expectations; targets can, and have, been soundly beaten by many pupils in the past. Target setting is a tool to lift expectation, provide a focus for effort, and as a measure of success.