YSGOL BRYN ALYN

Target Setting Policy

Policy formally approved by Full Governing Body/Committee	Date: 28/03/2023
Policy Review	** Date(s): March 2024
Policy Type:	Statutory Policy / Statutory Documents LA Recommended Policy / Document School Policy
Policy Origin i.e:	** *Chair/Headteacher indicate where the policy originates from by circling or highlighting before sending to Clerk* **LA Model Policy / LA Policy / Welsh Assembly Government Model Policy / Other** (If 'Other' please detail source below): **Recommended policy written by School**
Is this a new or revised policy:	**New** / Revised
Equality Impact Assessment Completed:	Date: EIA Number:
Name of SLT responsible for review and implementation of policy:	**A Slinn** / A Kipping / R Ransome / E Williams / J Ebrey
Chair of Governing Body / Chair of Committee:	Signature: Date:
Issue No:	1

Summary of Target Setting Process

In addition to following Welsh Government guidelines set out in *'*School target-setting regulations: statutory requirements and changes',* please find below Ysgol Bryn Alyn's target setting policy.

Target Setting

Targets are provided for pupils so that they work towards appropriately challenging goals by the end of their secondary education. Pupil targets also inform decisions about curriculum design and courses so that Ysgol Bryn Alyn offers progression routes within education and training to all pupils.

Individual pupil targets are collated to form whole school attainment targets; these are analysed to ensure that they are in line with cohort expectations and reviewed on an annual basis. These targets are ratified by the Governing Body and presented to the Local Authority / GwE for agreement.

Targets are aspirational for all pupils. All pupils undergo CATS (Cognitive Ability Testing) in the first half term of Year 7 and Year 9, which, along with the school's internal Progress Tracker will set their estimate grades in each subject. Each pupil has a GCSE grade estimate for all subjects**.

Internal Target Setting Process

Estimate Setting - Part 1

- Year 7 CATS produce Year 11 estimates for all pupils in all subjects and is the starting point for all pupil targets (referred to as pupil estimates).
- Pupil estimates in Years 7, 8, 9 and 10 are obtained by following the school's Progress Tracker (see page 3).
- All Faculties / Curriculum areas implement an assessment in the first half term of Year 7 to establish content / skill knowledge for Year 7 pupils.
    - o Any major discrepancies between Year 7 estimates and pupil performance in a subject area is discussed with HoF and SLT. Individual pupil estimates may be amended at this point (please see Cohort / Subject Area Target section on Page 2 for more detail).
- Year 7, 8, 9, 10 & 11 estimates follow the school progress tracker. Year 10 and Year 11 estimates are shared with parents and pupils.

Estimate Setting - Part 2

- When pupils reach Year 9, CATS produce a second set of Year 10 & Year 11 estimates for all pupils for all subjects. Year 10 and Year 11 pupil estimates may be amended at this point.
- Year 10 and Year 11 estimates are shared with pupils and parents at the beginning of Year 10.
- When reporting pupil progress to parents, Year 10 & Year 11 estimates are published to parents.

Cohort / Subject Area Targets

Cohort and Faculty / Curriculum area targets are initially agreed by the Headteacher, Deputy Headteacher and Senior Assistant Headteacher using the above process. Cohort targets are ratified via the Governing Body and presented to the Local Authority / GwE for agreement.
All targets are provisional and reviewed on an annual basis at the start of the academic year.

Amendment of Estimates / Targets

At the beginning of Year 7 and Year 10, middle leaders (in particular Additional Learning Needs Coordinator (ALN)) have the opportunity to discuss and potentially amend departmental and individual pupil targets based on any additional data / evidence. A combination of the below data may contribute to an individual pupil's estimate being amended:

1. Welsh National Tests (WNT) results:
   i. Literacy
   ii. Numeracy
2. International Dyslexia Learning (IDL) test results.
3. Updated CAT results from Year 9.

Any changes to curriculum area / pupil targets has to be agreed by the Senior Assistant Head teacher, Deputy Headteacher and Headteacher.

* Please note that at the time of updating this policy, Welsh Government is in the process of updating *School target-setting regulations: statutory requirements and changes'.

** A minority of GCSE courses studied in Years 10 and 11 follow an English examination grading criteria of 1 to 9 or a WJEC grade of Pass, Merit and Distinction. These pupils follow an amended progress tracker. Additionally, the Spanish curriculum area follows an amended progress tracker.

Whole School Progress Tracker

3 Full Grades from Y7 to Y11 (9 sublevels – 4 Yr 11 to 10 then 2 from 10 to 9)					
Start of Y7	**End Of Y7**	**End of Y8**	**End of Y9**	**End of Y10**	**End of Y11**
5 SUB GRADES				**4 SUB GRADES**	
C3	C2	B3	B1	A2	A*1
D1	C3	C1	B2	A3	A*2
D2	D1	C2	B3	B1	A*3
D3	D2	C3	C1	B2	A1
E1	D3	D1	C2	B3	A2
E2	E1	D2	C3	C1	A3
E3	E2	D3	D1	C2	B1
F1	E3	E1	D2	C3	B2
F2	F1	E2	D3	D1	B3
F3	F2	E3	E1	D2	C1
G1	F3	F1	E2	D3	C2
G2	G1	F2	E3	E1	C3
G3	G2	F3	F1	E2	D1
WTG	G3	G1	F2	E3	D2
WTG	WTG	G2	F3	F1	D3
WTG	WTG	G3	G1	F2	E1
WTG	WTG	WTG	G2	F3	E2
WTG	WTG	WTG	G3	G1	E3
WTG	WTG	WTG	WTG	G2	F1
WTG	WTG	WTG	WTG	G3	F2
WTG	WTG	WTG	WTG	WTG	F3
WTG	WTG	WTG	WTG	WTG	G1
WTG	WTG	WTG	WTG	WTG	G2
WTG	WTG	WTG	WTG	WTG	G3

*EL = Entry Level   **WT = Working Towards

When calculating point scores for each subject or cohort, the following point scores are adhered to:

A* = 58 pts   A = 52 pts   B = 46 pts   C = 40 pts

D = 34 pts   E = 28 pts   F = 22 pts   G = 16 pts

EL = 0 pts   WT EL = 0 pts

EL = 0 pts   WT EL = 0 pts