Trust Target Setting Policy

Version 1.0

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Name and Title of Author:	CEO/Trust School Improvement Director
Name of Responsible Committee/Individual:	Trust Board/Standards and Outcomes Committee
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Contents

Introduction

BFLPT schools/UTC are committed to giving all students/pupils every opportunity to achieve the highest of academic standards. The process of target setting is critical to ensure that all schools meet their performance targets.

Target setting also allows the Trust, school leaders, teachers and governors to ask some key questions about the performance of each school. These are:

- How does the attainment and progress of all children and specific groups of children compare to their starting points?
- How well does attainment and progress compare to the highest performing schools nationally?
- What more should the school aim to achieve or improve upon?
- What action should be taken at Trust and/or school/UTC level and what has been the impact?

Aims and objectives

BFLPT agrees specific targets with each Headteacher which will:

- Challenge all children to achieve the highest outcomes across all measures.
- Take into account each child's starting point for learning.
- Encourage children to regularly discuss and review their progress with teachers.
- Involve parents in their child's learning.
- Help Headteachers and governors to agree priorities for the school improvement plan;
- Lead to focused teaching and learning.
- Help the Trust and school leaders to make judgements about how well each school is performing when compared to all schools and similar schools.

Roles and Responsibilities
Role of the Trust

The Trust has a central role in ensuring that target setting across all schools is ambitious, rigorous, and directly contributes to raising standards. In fulfilling this responsibility, the Trust will:

- Hold Executive Headteachers (EHTs), Headteachers (HTs), Heads of School (HoS) and Local Governing Boards (LGBs) accountable for ensuring that aspirational and challenging targets are set for all statutory and Trust-wide assessments, making use of FFT and other benchmarking measures.
- Undertake Trust-level analysis at each assessment window to evaluate progress and attainment against agreed targets, identifying strengths and areas requiring improvement.
- Use the Standards and Outcomes Committee to monitor school performance in depth and to scrutinise the actions being taken to secure improvement.

- Challenge EHTs/HTs/HoS and subject leaders where underperformance is identified at individual teacher, subject, or cohort level, ensuring that timely and effective interventions are implemented.
- Apply 'Lines of Enquiry' as the basis for Raising Standards meetings with Headteachers, Senior Leaders ensuring that agreed actions are targeted, evidence-based, and designed to secure consistently strong and improving outcomes.
- Monitor progress against targets to ensure Headteachers are using performance data to inform accurate school self-evaluation and to identify and address improvement priorities both immediately and within School Improvement Plans.
- Ensure that progress and attainment against agreed targets form an integral part of the performance management process for EHTs, HTs, HoS and teaching staff.
- Promote a culture that recognises and celebrates the effort and success of pupils and staff across the Trust.
- The CEO will work with the Trust School Improvement Director and Trust Executive Deputy Headteacher to quality assure the ambition of the school/ UTC targets and ensure that progress against targets is a standard agenda item at the CEO/Chair meetings.

Role of the Local Governing Boards (LGB)

The Local Governing Body (LGB) plays a vital role in ensuring accountability for progress against agreed targets. In carrying out this responsibility, the LGB will:

- Develop the knowledge and skills required to analyse and interpret performance data effectively, enabling informed judgements when monitoring and evaluating progress towards targets on a termly basis.
- Maintain a clear understanding and hold leaders to account for the specific actions agreed between the Trust and the school to secure accelerated progress against targets.
- Provide challenge to the Executive Headteacher (EHT), Headteacher (HT) and subject leaders where underperformance is identified, and monitor the impact of improvement actions through LGB meetings and school visits.
- Promote a culture of recognition by celebrating the effort and achievements of pupils and staff.

Role of the Executive Headteacher (EHT) / Headteacher (HT) / Head of School (HoS)

The EHT/ HT and HoS are responsible for ensuring that target setting is rigorous, evidence-based and consistently drives improvement in standards and outcomes. In fulfilling these responsibilities, they will:

- Establish and implement a coherent strategy for setting and using target data in line with the Trust's Secondary/Primary Assessment Policies, ensuring that data analysis is used effectively to raise standards and outcomes.
- Work in partnership with the Trust and the Assessment Leads to set SMART, robust targets for end-of-Key-Stage outcomes for cohorts and pupil groups, derived from

school self-evaluation and benchmarking against local and national data, including FFT.

- Ensure pupils' attainment and progress are assessed in line with the Brighter Futures Learning Partnership Trust (BFLPT) Primary Assessment Calendar, as published in the annual Governance Calendar, and benchmarked against agreed targets.
- Provide training for staff and governors on the interpretation and application of performance data to inform pupil target setting, expectations, and the planning of teaching and learning.
- Ensure that all performance management objectives have a demonstrable and positive impact on pupil progress.
- Regularly review progress against targets with class teachers through pupil progress meetings, Key Stage/Phase meetings, Senior Leadership Team (SLT) discussions and whole-staff meetings, ensuring that all teachers are fully aware of attainment levels and trends.
- Ensure parents receive clear and timely information regarding their child's progress against agreed targets.
- Provide the Local Governing Boards with relevant and up-to-date information on attainment and progress against targets to support their monitoring and evaluation responsibilities.
- Ensure that statutory targets are set annually in agreement with the Trust.

Role of Core and Foundation Subject/Phase Leaders

Core and Foundation Subject Leaders are responsible for ensuring that target setting and monitoring within their curriculum area(s) are rigorous, evidence-based and contribute directly to the raising of standards. In fulfilling this responsibility, Subject Leaders will:

- Analyse performance data within their subject area(s) to identify strengths, areas for development, and priorities for improvement.
- Monitor the progress of pupils and staff towards agreed targets at regular intervals, ensuring that interventions are timely and effective.
- Evaluate outcomes with reference to school-based targets, and local and national comparative data, with particular attention to:
  o Trends over time.
  o The relative performance of different pupil groups, including the more and less able, gender, ethnicity, pupils with Special Educational Needs (SEN), pupils eligible for Free School Meals (FSM), pupils with English as an Additional Language (EAL), Looked After Children (LAC), and other vulnerable groups.
  o Progress between key stages.
  o Comparisons between different subject areas.

Role of Class Teachers

Class teachers are responsible for ensuring that all pupils make strong progress towards their targets through effective use of assessment, planning, and intervention. In fulfilling this responsibility, class teachers will:

- Use data analysis and tracking against targets to ensure that pupils are attaining well and making good progress, with value added demonstrated between year groups and across key stages.
- Monitor the attainment and progress of different pupil groups, comparing outcomes against school-based targets, national averages, and the performance of other groups within the school.
- Work closely with the EHT, HT, HoS and Subject/Phase Leaders during pupil progress meetings to review pupil progress in detail and agree actions to address any underperformance.
- Encourage pupils to reflect on their progress towards their targets and support them in understanding their next steps for improvement.
- Ensure teaching and learning is planned with a clear understanding of pupils' current attainment and the knowledge, skills and understanding they need to develop in order to achieve their targets.
- Regularly share targets with pupils and ensure students/pupils understand their 'next steps'.
- Recognise and reward pupils for achieving their targets and highlight examples of success to motivate and inspire continued progress.
- Involve Teaching Assistants (TAs) wherever possible to maximise progress, ensuring they are fully aware of pupil targets and able to support learning effectively.
- Share concerns about the progress of individual pupils or groups of pupils with the Headteacher and Subject/Phase Leaders to ensure that appropriate early intervention is implemented, in addition to high-quality classroom teaching.
- Report formally to parents on pupil progress against agreed targets through mentoring meetings and other appropriate channels.
- Review pupil progress through high-stakes assessments on a termly basis and update SIMS/pupil data trackers, accordingly, incorporating outcomes from medium-stakes assessments.

Role of students/pupils

Students/Pupils will:
- Know their 'next steps targets' in reading, writing and Maths and apply them to their learning daily.
- Use pupil self-assessment to measure their progress against success criteria and personal targets set.
- Value achieving their targets and know this means they are making progress.
- Know the levels they are working at.
- Seek advice and help when they need it.
- Share their learning and progress with their parents/carers.

Role of Parents
- Schools will share the target setting process with parents and regularly communicate progress against target. Communication may become more frequent when there is underperformance.

Primary Schools Target Setting Process

Targets will be set at school level through agreement with the Trust for each performance headline.

Each school will generate individual pupil targets for each measure using the data as outlined in the table below. All targets will be uploaded to SIMS and used at each assessment point to measure progress against target.

Measure	Target Setting Method
Good Level of Development (GLD)	• Reception Baseline Assessment • Nursery outcomes (from our nursery and information from PVIs) • Previous year outcomes - contextualised • National Outcomes - contextualised
Phonics Reception OT Yr1 Phonics Screening Check (PSC)	• Read, Write, Inc and Essential Letters and Sounds (RWI/ELS assessments) • National outcomes - contextualised • GLD assessments • Previous year outcomes - contextualised • Aspirations for all to pass unless specific SEND
Key Stage 1 Reading Writing Maths SPAG	• FFT 20/50* • GLD outcomes • National outcomes contextualised • Previous year outcomes contextualised
MTC 25/25 Average Point Score (APS)	• National results from the previous year - contextualised • School results from the previous year • Prior and current attainment of child • Potential attainment of child • Baseline assessments • The expectation is that all children should be targeted for 25 unless specific SEND
Years 1,3,4,5 Reading Writing Maths	• FFT 20/5* • Attainment from end of GLD/ Phonics/KS1 to ensure that the child is not making less than expected progress • Attainment from the end of the previous year group is also considered
Key Stage 2 Reading Writing Maths SPAG Science	• FFT 20/5* • National results from the previous year - contextualised • School results from the previous year - contextualised • Attainment of child at the end of KS1 (or GLD if no KS1 outcomes due to Covid) • End of KS1 data for year group • Prior & current attainment of child • Potential attainment of child • Results from end of Y5 SATs paper

Schools within the Trust will use FFT Aspire, specifically the FFT Chance Graphs, to support the setting of individual pupil targets that are both challenging and realistic, taking into account prior attainment, pupil potential and the context of the school. FFT provides estimates based on the outcomes of pupils with similar starting points nationally, adjusted for contextual factors such as gender, month of birth, Special Educational Needs (SEN), English as an Additional Language (EAL), and levels of disadvantage.

Schools will aim to set **high (FFT20)** or **very high (FFT5)** targets, ensuring ambition for all pupils. In cases where the Chance Graph indicates that a pupil has at least a 40% probability of achieving a higher grade, schools and UTCs will adopt the higher grade as the target.

The 'My School' estimate within FFT Aspire will serve as the starting point for discussions on target setting at the school level. This estimate reflects the performance of pupils with similar prior attainment in that school for a given subject over the previous three years, weighted 3:2:1 to give greater emphasis to the most recent year. This methodology ensures that school-level expectations are informed by the most current evidence of performance, while promoting consistency and fairness in target setting across the Trust. Targets will be reviewed collaboratively by Senior Leaders and the Trust in line with FFT updates throughout the academic year.

The process of raising a pupil's target, where they are achieving or exceeding their current target, will be reviewed throughout the academic year during pupil progress meetings to ensure that targets remain aspirational. In addition, targets will be checked against the annual national data release to confirm that all school targets continue to reflect high ambition. **No targets will be adjusted without the approval of the Executive Headteacher/Headteacher and CEO.**

Ongoing Monitoring and Evaluation Processes

Progress towards targets for each class, subject, and year group, covering both statutory and "In Trust" assessments, will be analysed at the end of each term (Reading, Writing and Mathematics; Early Learning Goals) or half-termly (Phonics; Multiplication Tables Check), in line with the Primary Assessment Calendar. This analysis will be undertaken by the Executive Headteacher, Head of School, Subject Leaders, and class teachers.

Data will then be submitted to the Trust using the agreed reporting templates. Summative data will be reviewed at Raising Standards meetings, Local Governing Body meetings, and Pupil Progress meetings. At these forums, attainment will be measured against targets, with robust challenge provided through lines of enquiry. This process ensures that any areas of underperformance are identified promptly, and that clear, targeted actions are agreed to secure improvement.

Key Stage 3 Target Setting

Targets for Key Stage 3 students will be set using FFT, with each pupil assigned a target GCSE grade at the beginning of Year 7 based on prior attainment, progress data, and FFT benchmarks.

Students should be awarded a target linked to an attainment band – (7 to 9), (4 to 6) and (1 to 3).

Students will not be given a target GCSE grade until Year 9 – at the start of their GCSE course.

Targets should align with the progression set out in the National Curriculum and the checkpoint assessments designed to assess the essential skills and knowledge. In maths and English the targets should be linked to Key Stage 2 SATs outcomes and the Multiple Times Check data (MTC).

Assessments will be designed to reflect the standards expected of students in their external assessments with thresholds for achievement and standards.

Termly assessments will assess a student's progress and report a percentage grade which will be benchmarked against a set of grade boundaries determined by each department, linked to the difficulty and challenge set out in the test. (The grade boundary will set out the number of exam marks a student will need to secure progress in one of the three bands.)

Each subject leader/teacher will need to ensure that the level of difficulty is distributed effectively throughout the performance bands. These assessments will reflect the knowledge, skills, and understanding pupils are expected to acquire which are set out in schemes of learning. Teachers will provide clear feedback to students enabling them to improve. This approach ensures progress is monitored consistently, interventions are targeted effectively, and students are well-prepared to meet their aspirational targets.

Key Stage 4 Target Setting

The target setting process aims to generate targets for a cohort of students that adhere to the following school/ UTC level targets on a per subject basis:

- % 4+/5+ in English
- % 4+/5+ in Mathematics
- % 4+/5+ in both English and Mathematics
- Progress 8/ Attainment 8

The target-setting process is essential to ensure that Secondary Schools within the Trust meet their overall performance expectations under the Progress 8 and Attainment 8 measures, while also ensuring that students are set targets that are both aspirational and achievable.

The Trust recognises that, in some contexts, such as at Doncaster UTC, Progress 8 may not always provide the most appropriate measure of school performance. Nevertheless, Progress

8 outcomes will continue to be tracked and monitored alongside other performance indicators.

''Some schools start educating pupils partway through the 5-year period covered by Progress 8, which should be taken into account when comparing their results with schools that start at Key Stage 3. Progress 8 is not the most appropriate performance measure for university technical colleges, studio schools and some further education colleges. These establishments typically start educating pupils at age 14, with a focus on preparing pupils for their future careers by providing an integrated academic and professional education. Other headline measures, particularly pupil destinations, are more important for these establishments''.

In addition, the use of GL Assessments, alongside Redbourne data, will be employed to monitor student progress throughout Key Stage 4 programmes of study. This data will provide the Headteacher or Principal with the information required to analyse performance effectively and to plan bespoke interventions tailored to the needs of individual students

The raw data will be taken from DfE Attainment 8 table:

Key stage 2 fine level	Attainment 8 average	English average	Maths average	EBacc average	Open average
1.5	12.89	2.75	1.75	3.05	5.34
2	16.81	3.66	2.37	3.87	6.91
2.5	17.97	4.24	2.37	3.92	7.38
2.8	19.39	4.62	2.70	4.09	7.98
2.9	20.63	4.78	3.12	4.45	8.28

Extract of part of the DfE Attainment 8 Table (Appendix B of this document)

This table was created by the DfE after the second year of Progress 8 (using the 2016/17 key stage 4 attainment data) to give an indication of the average attainment in each of the Progress 8 'elements'. The target table will be updated annually based on last year's analysed data set.

Individual subject targets for each student are generated using data derived from the student's Key Stage 2 fine levels, as outlined in the relevant tables.

A lookup is created for each assessment element, which is then used in conjunction with FFT20 data to establish subject-specific targets. Targets are generated for every subject recorded within the SISRA database and assigned to students according to the courses they are studying. This approach allows students to move between courses during the academic year, with targets automatically assigned for any course they have not previously studied.

Where FFT data informs target setting, if the '+' designation or chance graphs indicate a 40% or greater likelihood of achieving the next grade, the target will be rounded up to the subsequent grade.

All targets are generated within the SISRA database using each student's actual Key Stage 2 fine level. Flight paths for students in each year group are subsequently devised based on their end-of-Key Stage 4 targets. Reports are produced highlighting headline figures, which indicate the outcomes the school or UTC would achieve if all students met the targets set.

Adjustments to Raw Element Data in Target Generation

When generating student targets, four adjustments are applied to the raw element data provided by the Department for Education (DfE):

1. Adjustment for subject coverage: Rather than using the total score achieved in an element divided by the number of slots covered by that element (e.g., three for EBacc), we divide by the average number of subjects studied nationally by students at the same fine level. This provides a more accurate reflection of the grades individual students are likely to achieve in each subject.
2. Subject-specific fine level adjustment: For English and Mathematics, the highest of the relevant subject fine level (e.g., Mathematics) and the student's average fine level is used as the lookup, rather than the average fine level alone. This ensures targets more closely align with prior attainment in the specific subject. For example, students who achieved a stronger result in Key Stage 2 Reading than in Mathematics will receive a relatively higher target for English.
3. Element-level minimum targets: Element-level targets are set so that they are never lower than the DfE bucket targets based on the student's fine level, irrespective of the subject taken within the bucket.
4. Conversion to awardable grades: The generated targets do not typically align with discrete grades. When assigning a target to a specific subject, the lowest grade exceeding the suggested fine target is used. For example, a suggested target of 6.3 is not an awardable grade for a 9–1 GCSE; the subject target would therefore be set as 7. For analysis, fine targets are compared to final outcomes to determine residuals.

Once targets have been generated and processed through SISRA, each curriculum area receives an export of the targets alongside a comparison with the previous year's targets and predictions. This allows a thorough sensibility check, which considers two key aspects:

1. Review of manually adjusted targets: Any targets that were manually adjusted in the previous year are reviewed again. This may apply to students with additional needs,

including SEND, where the systemic approach to targets may not be appropriate (e.g., a student with a visual impairment who has selected a visual subject such as Art).

2. Identification of under-targeted students: Targets are raised for students predicted to achieve a higher grade than the generated target. Targets are not lowered for students predicted to achieve a lower grade; instead, additional support and interventions are implemented to facilitate progress.

The process of raising the target if a student is achieving or exceeding their target should be visited throughout the academic year to ensure students' targets always remain aspirational, but again, not lowered if the opposite was happening.

Key Stage 5 Target Setting

Doncaster UTC will utilise the Department for Education (DfE) Level 3 Value Added (L3VA) ready reckoner to set targets for students in Years 12 and 13. This tool provides a detailed overview of each student's prior attainment, projected outcomes, and value-added scores, supporting informed target setting and progress monitoring.

Key features of the L3VA ready reckoner include:

1. Student-Level Data: The worksheet lists each examination result included in the Level 3 Value Added calculations, detailing the student's name, qualification and subject, prior attainment, estimated points based on national averages for students with similar prior attainment, the student's actual achievement, and the resulting value-added score in points.
2. Cohort Summary: Headline value-added scores, expressed in grades with confidence intervals, are provided for each cohort. This includes A levels (including AS levels and applied A or AS levels), as well as academic and applied general qualifications.
3. Qualification-Level Data: Value-added scores, with confidence intervals, are presented for each qualification type, such as AS levels or BTEC certificates.
4. Graphical Analysis: The worksheet plots national lines linking prior attainment and outcome attainment. Students with entries in specific subjects are plotted as crosses on the chart. Users can filter by qualification type, subject, cohort, and size where applicable.
5. Prior Attainment Calculation: The tool allows the calculation of prior attainment for each student within the academic L3VA framework, based on GCSE results.
6. Points and Qualification Lookup: The worksheet provides the point scores used for Level 3 qualifications, as will be applied in January 2020 (subject to any amendments confirmed during the September checking exercise). These scores link to the 'Qualification Lookup' and 'Qualification Number' worksheets via the 'New Points Tab ID'. Users can also identify L3VA qualification and subject codes using the Ofqual qualification number (learning aim reference) or the qualification title from the Ofqual Register.
7. Supporting Data: Underlying data for national lines in the Subject Chart worksheet and for the calculation of confidence intervals is included to ensure robust analysis.

This structured approach ensures that target setting for Post-16 students is informed, consistent, and aligned with national benchmarks, supporting both aspirational and achievable outcomes.

Benchmark Estimates:

FFT provides estimates of pupil performance at the end of Key Stage 2, taking into account prior attainment (Key Stage 1 results), gender, and month of birth. These estimates offer a national benchmark to support the setting of targets for individual students.

Challenge Levels:

Estimates are presented at three challenge levels—average, high, and very high—corresponding to different percentiles of national progress. This enables schools to set targets that are both aspirational and achievable, reflecting the potential of each pupil.

Chances Graphs:

The core of the target-setting process is the chances graph, which illustrates the probability of a pupil achieving a particular grade or performance band. This is calculated using FFT benchmarks in combination with the school's own historical performance data, providing a robust basis for setting subject-specific targets and planning interventions where required.

Target Setting Policy Version 1 – Agreed by Trust Board September 2025

Appendix 1

At Key Stage 1 and Key Stage 2, FFT estimates take the form:

- Above expected standard
- Expected standard
- Working towards the expected standard
- Below the expected standard