

British School of Vila Real



THE BRITISH SCHOOL OF VILA-REAL

Secondary Tracking and

Target Setting Policy

(2019-20)

Secondary Tracking and Target Setting Policy

Academic monitoring is important to ensure that learning is taking place and students continue to make the progress that is expected of them. It also helps parents to keep track of their children and ensure that their child is achieving to their full potential. Equally it focuses each student on their learning and makes them realise that they are responsible for it. It also gives each child greater confidence in their ability and challenges them to make even greater progress.

It is the responsibility of each department to track student progress and ensure that any students that are not progressing, are flagged up and reported to form tutors, Key Stage Coordinators and parents (see later). Each department must be able to demonstrate how they track student progress and the system they use.

To help this process, and especially to keep parents more informed about their child's progress, we have introduced target setting in both KS3, 4 and 5. This is a process by which we can ensure students are focused on where they should be by the end of the year and their parents can easily see if they are on-target or not.

The Target Setting Process

Target setting is an extremely important process as it forms the basis of our tracking system. The underlying object of our tracking policy is that all students achieve their potential. We want to ensure that all our students are learning and that those students whom are under-achieving are identified and intervention is put in place. The tracking process should not only focus on our weaker students but also on those more able students that are 'cruising'.

At the start of the first term subject teachers need to set targets for each student in the form of BSV grades for Year 7, 8, 9, and 10, IGCSE grades for Year 11, and AS-Level or A2-Level grades at KS5. This is best done together with the individual student and the target arrived at through a discussion with the teacher. This can be done quickly during a lesson whilst the other students are working quietly. Setting targets is a difficult task and should be based on test data from previous years. The target must be personal to each student and has to be thought through very carefully to avoid demotivating students. A target set too high can demotivate some students whilst a target set too low can demotivate others. This often depends upon the character and confidence of each student and how they respond to challenge. The target should be challenging for the student to achieve but not impossible or too easy. We use the targets as a way of tracking students during the year so it is important that we get the targets set as correctly as possible. The student's target is then recorded in their agenda and these targets can form the basis of discussion during a PSHE lesson.

Once this first step is completed, we need to inform the students' parents about the targets that their child has been set and it needs uploading on the Engage system. It is important that the parents are fully informed about this process and how it works so that they can monitor their child. It is crucial that they understand that the targets are individually set for their child and that other students' targets may be higher or lower than their own child's targets. Parents must also understand that target setting is about monitoring their child to ensure that they are making progress and not about just setting them a grade 9. They should also understand that we are not expecting their child to achieve their target by the first end of term report. It is a process that should take most of the year to achieve. The initial parental contact regarding targets will be discussed during the Welcome meetings at the beginning of the year and then an information sheet will be included when the parents have access to the targets through the Engage system.

Once the parents are informed about the start of the process we need to inform them throughout the year about whether their child is on target or not. In the End of Term report (1st and 2nd term only) there will be a 'drop-down' box to say if the student is on target or not in each subject. In the End of Year Report, subject teachers need to mention in their written comment whether the student has achieved or not achieved their target.

During the school year we will also have Parents evenings with individual subject teachers and it is important that each teacher mentions whether the student is on-target or not. This will need the subject teachers to use their experience, test results and homework marks to decide whether a student will achieve their target or not by the end of the year.

Target setting in Key Stage 5

Targets for students in KS5 will be assessed using the ALPs data produced by Alkemygold Ltd. Alps (Advanced Level Performance Systems) uses the UK Department for Education national dataset to set targets for A-Level students based on the A-Level results of the top 25% of students in the UK whom had similar IGCSE results.

What if Students are not On-target?

It would not be surprising to find that a child is not on-target in one subject during the year because academic progress is not a linear process but has lots of ups, downs and plateaus. If this is the case then there is not too much to worry about. The form tutor might want to have a quiet word with the student or the teacher of that subject. The parents may also wish to contact the subject teacher and arrange a tutorial with them.

If a child is not on-target in two or three subjects then the Form Tutor needs to investigate further and contact the parents of the student via email or invite them in for a tutorial.

If a child is not on-target in four or more subjects then the KS Coordinator will investigate further and invite the parents of the student in for a tutorial. The KS Coordinator should also inform the Head of Secondary.

What if Students do not achieve their Target by the End of the Year?

This can be dealt with in a number of ways and depends entirely on the child in question and the effort that they have put in during the year. The main point of this exercise is that parents are informed throughout the year about their child's progress or lack of it. This is the main purpose of target setting so that parents are aware of any problems and are not surprised at the end of the year.

A number of scenarios may occur by the end of the year. Some students may:

1. not have worked sufficiently hard during the year and have lacked effort and commitment towards their learning.
2. have worked really hard but find a subject difficult and have just missed their target.

In the first scenario the student's parents will have been kept informed of this as the year has progressed. A final meeting at the end of the year or a comment in their report can stress the need for the student to complete the summer work set by the teacher.

In the second scenario, we do not want to penalise students that have tried their hardest all year. It is important that they do not feel demotivated by a perceived lack of ability or a 'failure' to achieve their target. In this scenario it is important that, in the report, the subject teacher reinforces that the targets were meant as a challenge and we know the student has worked hard towards achieving them and we cannot ask for more.

The key to successful target setting is that it is done sensitively and on an individual basis so that each child feels their confidence is increased and not demoralized. Hopefully, if we can get this right it will help to keep our parents more informed and start to push those students who are currently just doing enough but will ultimately underachieve without intervention.

Tracking Pupil Learning at Laude BSV

Targets and constant comparison with previous data form the basis by which we track our students' academic progress. The data should be comparable to national data and should be reliable in nature. The systems used to collect and monitor the data need to be manageable by staff to ensure maximum usability. The data staff collect through the year informs them so they can make a decision regarding whether the student is on-target or not.

The Tracking Calendar

September - set targets

Before the year begins, KS Coordinators should review the previous year's end of year reports and identify key individuals whom have been under-performing. This is especially important for those students whom are new to KS Coordinator.

Within the first four weeks of the school year, all students should have a target set for them in every subject (see the above section to see how this is done). This needs to be entered by the class teacher onto Engage and made available to parents as soon as possible.

October - mid-term appraisal

After six weeks of the school year beginning, the first whole school tracking event takes place. Each teacher is asked simply if they believe that each of their students is on-target to achieve their target by the end of the academic year. They are also asked what is the student's current grade. To ensure they are ready for this process, each teacher/department must have done a formal assessment to enable them to evidence their assessment of the student.

December - end of term report

At the end of the first term each student will have a report written by each of their subject teachers. This report is the first large data haul available to HoDs, HoSs and KS Coordinators. Included in this report is the student's current grade and if they are on-target to achieve their target by the end of the academic year. It also includes their level of spoken English and their attitude to learning. The content of this report is explained in more detail in the BSV Reporting policy.

February - mid-term appraisal

After six weeks into the second term, the second mid-term appraisal takes place. This will take the same format as previously and departments will need to have done a formal assessment to justify their assessment of the student.

March/April - end of term report

At the end of the second term we have our second large-scale data haul. For Years 7, 8, 9, 10, and 12, it is the same style of report as the previous end of term report. For Year 11 and 13, it is a full written report. The BSV Reporting policy explains this in more detail.

June - end of year report

As the summer term is relatively short there is no mid-term appraisal during this term. In theory, if a child is not achieving their target then most intervention will have been done before this point. Students in Year 7, 8, 9, 10, and 12 will receive a full written report as explained in the BSV Reporting policy. Students in Year 11 and 13 will have the simple report as they had their full written report before the Easter holiday. The data from the end of year report is the grade that the students have achieved for the year and will be recorded as such for all tracking purposes in the future.

KS Coordinators, HoDs and HoSs and form tutors should analyse the End of Year report and identify those students whom we need to monitor from the first day back in the new academic year.

The above shall be referred to as 'tracking events' in the rest of this document.

Roles and responsibilities

The tracking process depends upon a number of key individuals:

Heads of Department and Heads of Subject

It is the responsibility of the Head of Department and the Head of Subject to track the learning of the students in their care. Before the initial target is sent home in September, the HoD should ensure that the targets that their staff have set are appropriate. After each tracking event, whether it is a mid-term appraisal or an end of term report, the HoD or HoS must analyse the data for their subject and assess which students need intervention. From September 2018, each department must have a master tracking file that contains the end of year grades that the students have achieved in previous years, their target for this year, and their grade for each of the assessments that they have done so far this year. It will look something like this:

	Y7	Y8	Y9	Y10 Asmt 1	Y10 Asmt 2	Y10 Asmt 3	Y10 Xmas Report	Y10 Asmt 4	Y10 Asmt 5	Y10 Asmt 6	Y10 Spring Report
Student X	7	7	7	6	7	6	6	7	6	7	7
Student Y	8	7	6	4	5	4	4	5	5	5	5

From September 2018, departmental meetings should be used to inform and update staff regarding the progress of these students and should be an integral part of each departmental meeting. One departmental meeting a month should be given over to reviewing the master tracking file for trends and patterns in the data.

Key Stage Coordinators

It is the responsibility of the KS Coordinators to track the learning of the students in their care but their responsibility should be focused on those students whom are off-target in a number of subjects. They need to work with the form tutors and HoDs to decide the best way to support these students. As described above, the Key Stage coordinator should focus on those students whom are off-target in four or more subjects. It is also their responsibility to inform form tutors which students in their form are off-target in 1, 2, or 3 subjects so that form tutors can work with these students. The KS Coordinator should also support the form tutors in this role.

Key Stage meetings should be used to inform and update form tutors and should be an integral part of each Key Stage meeting.

Form Tutors

In KS3 and 4 the form tutor is responsible for supporting students if they are off-target in 1, 2, or 3 subjects. In KS5 the form tutor is responsible for supporting students if they are off target in 1 or 2 subjects. He or she needs to work closely with their KS Coordinator to ensure they know which students need monitoring.

Head of Secondary

It is the responsibility of the Head of Secondary to support the HoDs, HoSs and KS coordinators and enable them to track all the students in Secondary. The Head of Secondary should ensure that all data collection mechanisms are in place and available to staff at the correct time. It is also his/her responsibility to analyse the effectiveness of the system and discuss it at the Middle Managers meetings and the Head of KS Meetings. All suggestions for improvements should be considered and included if appropriate. It should be noted that this process is in a state of evolution and will be subject to change. It is the duty of the Head of Secondary to inform the Director and Sub-director of any possible concerns. It is also the his/her responsibility to ensure parents are informed regarding the tracking system.

During the 2017- 18 academic year the Head of Secondary and Heads of Key Stage are trialling parts of the tracking process and the criteria for intervention to see if they function correctly and will be fit for purpose by September 2018.

Intervention

Intervention will take place at Key Stage level, Subject level, and form tutor level:

Intervention at Departmental/Subject level

At KS3 and 4 departmental/subject level, intervention should be triggered if a student is either:

- not on target by 2 or more grades, or;
- is working below UK grade 4 or Spanish grade 5

At KS5 departmental/subject level, intervention should be triggered if a student is either:

- not on target by 2 or more grades, or;
- is working below a UK grade E or below Spanish grade 5.

A student can be included in any intervention even if they don't meet the above criteria if it is feared that they will slip further if nothing is done about it.

At the first Departmental meeting after a tracking event, each department should decide upon the level of intervention that each student should receive.

Level 1 - This could be something as simple as a discussion with the student about their learning and progress so far. Emphasis should be placed on being positive and supportive of the student.

Level 2 - As well as a discussion with the student to identify weakness etc (as in Level 1) students can be issued with extra homework to help them work on their weaknesses. At Level 2 it is important to inform parents that this is taking place and this can be done by email or tutorial.

Level 3 - As well as a discussion with the student to identify weakness and extra homework, it may be appropriate to give a student in need of Level 3 intervention more one-to-one attention. They may receive extra support, especially in the core subjects, by being removed from other subjects such as PSHE. This can only be done in agreement with the Head of Secondary and the parents of the student. The SEN department will also play an important part in providing some of this extra support. The parents of the student should be invited in for a tutorial and our plan of action explained.

From September 2018, once the students in need of intervention have been identified, the HoD/HoS need to complete a HoD/HoS Student Intervention Plan on Google drive (See Appendix 1). This should be a quick process with a plan of intervention sketched

out. This should then be shared with the appropriate form tutor, KS Coordinator and Head of Secondary.

It is important that we coordinate our work amongst departments and KS Coordinators so that we don't bring a student's parents in to have lots of separate tutorials. Key Stage Coordinators and the Head of Secondary should be informed if parents are being invited in for students needing Level 3 intervention.

HoDs and HoSs should work closely with the KS Coordinators to ensure that the intervention is appropriate and does not undermine the work that either is doing with the student.

After the end of first term reports have been sent out and after each successive tracking event, departments should review those students that have intervention and decide if the intervention should continue or not. They should update the Student Intervention sheet to reflect this. It is important that parents are informed of any changes if they have been contacted previously. KS Coordinators should also be informed if a student is no longer receiving intervention.

Intervention at Key Stage Level

At Key Stage 3 and 4, intervention should be triggered if a student is either:

- not on target in four or more subjects, or;
- is working below UK grade 4 or below Spanish grade 5 in three or more subjects.

At Key Stage 5, intervention should be triggered if a student is either:

- not on target in 2 or more subjects (English and Spanish curriculum subjects) or;
- is working at UK grade U or below Spanish grade 5.

A student can be included in any intervention even if they don't meet the above criteria if it is feared that they will slip further if nothing is done about it.

As explained previously the KS Coordinator is responsible for those students in their care whom are having problems across subjects and may need a different form of intervention. From September 2018, after each tracking event the KS Coordinator needs to produce a KS Coordinator Tracking sheet (see Appendix 2) to help them identify students in need of intervention.

If a student needs intervention the KS coordinator needs to meet with the student's parents and ensure they are fully aware of the situation. He/she then needs to meet with the student and discuss why they are having problems with the subject and come up with an action plan for the student. They can then fill in the KS Coordinators Student Intervention Plan on Google drive (See Appendix 3). This should be shared

with the Head of Secondary and the student's form tutor and can then form the basis of the KS Coordinators tracking and can be reviewed throughout the term. If appropriate a student can be put on report if more detailed monitoring is deemed necessary.

It is also important that the KS Coordinator and HoDs/HoSs communicate effectively to avoid 'overlap' and doubling their work. The responsibility for helping the student to improve their weaknesses at a subject level is that of the HoD or HoS.

Target groups

At present, all our KS Coordinators have target groups of student whom we feel are in danger of 'failing' the year. These students are identified from the data in the end of term reports, and more recently, the trial mid-term interim reports. They meet regularly with the students and the parents of these students to make sure the parents are fully informed of our concerns and to plan ways in which we can support the students.

Intervention at form tutor level

From September 2018, form tutors will be informed by the KS Coordinator which students in their form are off-target in any subjects. This will be done at the first KS meeting after each data event. When the form tutor is informed by the KS Coordinator which of their students are not on-target, they should decide upon the correct level of intervention:

Level 1 - If a student is off-target in one subject the form tutor can have a short discussion with the student about their learning and progress so far. Emphasis should be placed on being positive and supportive of the student.

Level 2 - If a student is off-target in 2 or 3 subjects, the form tutor should contact the parents and tell them of our concerns. This can be done in a tutorial or by email and should explain what we have done and that we will be monitoring the students over the coming weeks.

They can then fill in the Form Tutor Student Intervention Plan on Google drive (See Appendix 4). This action plan can then form the basis of the form tutors tracking and can be reviewed throughout the term.

Raising awareness of Intervention/tracking/achievement - Our Data Board.

From September 2018, to raise awareness of tracking and learning we will have a Data Board in the staffroom where we can write on any information regarding data, tracking of students or student achievements. It is hoped that this will be a 'live' display that is updated regularly and will bring a raised awareness of data and tracking student learning in our school.

***Updated by Dave Cross July 2019**

Appendix 3 - KS Coordinates Student Intervention Plan

From September 2018, this document is to be used by all KS Coordinators after a tracking event to show what action is being taken with these students. It will be shared on Google Drive.

	A	B	C	D	E
1	KS3 Coordinator Student Intervention Plan				
2					
3	Name	Form	In which subject are they off target?	Plan	Date Intervention finished
4	Oscar Hernandez	9A	Maths	Mark S met parents on 23/2/18 and explained our concerns. Parents will look into having a tutor to help Oscar once a week.	
5			English	Meeting with Oscar on 25/2/18 to discuss what he needs to do.	
6			French		
7			Geography		
8	Carla Llop	8B	English	Mark S met parents on 28/2/18 and explained our concerns.	
9			Science	Carla's behaviour was identified as a problem and it was decided to put her on report to monitor her behaviour and raise her confidence. Parents asked staff to be positive with her.	
10			History		
11			Maths		
12					
13					
14					
15					
16					

Appendix 4 - Form Tutor Student Action Plan record sheet

From September 2018, this document is to be used by all form tutors after a tracking event to show what action is being taken with these students. It will be shared on Google drive.

	A	B	C	D	E
1	8B Form Tutor Student Intervention Plan				
2					
3	Name	Form	In which subject are they off target?	Plan	Date Intervention finished
4	Pasqual Verdoy	8B	Maths	FC spoke to Pasqual about this on 27/10/17. Pasqual says he messed up the last test because he didn't revise. He will be better prepared next time.	10/1/18
5					
6					
7	Maria Arrufat	8B	English	I spoke to Maria and emailed parents on 28/10/17. She is not completing her homework in either subject and her parents will moinor this. If she continues to have problems we will put her on report.	
8			Science		
9					
10				1/12/17 Update Maria put on report.	
11					
12					
13					
14					
15					