

## Target Setting

At the beginning of **Year 7**, students are given a threshold target band for each of their subjects. Targets have been generated using Key Stage 2 SATs results for writing based subjects (English, Maths, Science, History, Geography, RS, French, Spanish, ICT) and our own baseline assessments for more practical subjects (Music, PE, DT, Drama and Art). These target thresholds give an indication of what we might expect students to achieve at GCSE based on their starting points (See below). However, these targets **are not** designed to be **limiting as we do not want to limit aspirations**. We encourage **all students** to aim for '**Excellence**'.

Threshold	Description
<b>Excellence</b>	The highest level of attainment, students achieving this threshold would be working towards for an 8 or 9 at GCSE.
<b>Secure</b>	We would expect students reaching this threshold to be working towards a 6 or 7 at GCSE.
<b>Developing</b>	We would expect students reaching this threshold to be working towards a grade 4 or 5 at GCSE.
<b>Foundation</b>	We could expect students reaching this threshold to be working towards a grade 3.

All KS4 students are assigned **an aspirational target grade** for each of their subjects. This is based predominantly on student performance in the KS2 SATs, and the progress made by students whilst at Rossett. We use the Fischer Family Trust (FFT) service to help generate these targets. FFT is a nationwide independent organisation that provides estimates for UK schools, teachers, and governors to support effective target-setting. These target grades are then used as a guideline of an individual students' potential in each subject. They are, however, in no way a cap on the progress the students are able/expected to make.

At KS5 students are assigned an aspirational target based on their average GCSE points score using ALIS+. These targets are expected grades based on nationally produced data.

## Reporting to parents

Verbal reports of student progress are made to parents on an annual basis at Parents' Evenings. Year 7 also have a 'settling in' evening, where parents can meet with form tutors and Year 11 and 13 have a second parents' evening.

Progress measures are reported at four data entry (Student Progress Monitoring - SPM) points during the year directly to parents, alongside 3Rs scores. The timings of these reports are shown on the School Calendar.

Year 11 and 13 only have progress reported at three times during the year as they are not here for the Summer Term.

At **KS3** (Year 7-9) the progress will be reported as which threshold band they are working within, e.g. whether they are currently working at Foundation, Developing, Secure or Excellence.

Reports to parents include an aspirational target grade/threshold, the current grade/threshold, related to current performance, proportionate to the course completed and then the 3Rs score. The report also reports on pupil attendance.

A score between 1-5 (1 worst, 5 best) of how Responsible, Resilient and Reflective the student is will also appear on the report. The 3Rs scores will be colour coded to place an emphasis on growth mind set and our School's Core Values. See appendix for the detailed criteria.

The most recent Reading Age Test Score will be on the student report for Year 7 and 8. This is normally tested once per year. The aim is for the reading age to be at least in line with their chronological age.