

## **Target Setting and Assessment Rationale 2019/20**

### **GCSE Target Setting**

At MHS we use aspirational target setting to raise attainment and support student progress.

Minimum targets in each subject are identified for every student at GCSE, using FFT Aspire triangulated with student progress since KS2. FFT calculates estimates from the value-added score of pupils in previous GCSE results. We currently use a mix of FFT50 and FFT20 as benchmarks.

Teachers take ownership through realistic target setting based on these national benchmarks. Teacher targets must not be below the minimum target provided unless through agreement with KLH/KCO.

MHS intends to be a FFT20 school by 2020.

### **Foundation Thresholds:**

All students will be placed into one of three thresholds based on KS2 scaled scores and age-related expectations (FFT aspire). These relate to the current 'bands' of HA, MA and LA. Teachers can allocate students to a higher threshold in their subject based on baseline assessment results (but not lower).

These thresholds are not shared with students nor is progress measured against them in foundation years. This is purely to inform teachers of their prior attainment at KS2.

### **Learning Maps:**

Each subject will create a one sided A4 sheet of paper indicating the 'big ideas', expected knowledge understanding and skills for each topic/unit in Y9 initially. This has been evaluated during 2019/20 and the process will roll out to all years for September 2020.

Students will have a printed copy in books/files, and class teachers will complete an electronic version in SIMS for data collection and reporting. Staff will track progress based on retrieval practice/classwork/homework.

### **Knowledge Organisers:**

Knowledge Organisers (KOs) will indicate the core knowledge needed for each unit/topic. Students will have copies of these in their books/files to revise from for retrieval practice. KOs will be RAG rated by students (not reported or centrally collated), based on low-stakes quizzing/retrieval practice.

### **Assessment:**

Staff will use a range of formative and summative assessment techniques, focusing on retrieval of key knowledge, understanding and skills. Summative assessment will interleave content from previous topics/units. Teachers will assess student progress using the following language:

- Exploring (getting there but not fully understanding consistently)

- Securing (KUS can be seen, recognition that learning requires review to embed a change in long term memory)
- Enquiring (KUS is evident, can make connections/link learning/reason and problem solve)

Summative assessment will take place in each learning cycle and HODs will record and track achievement as required.

**Calendar:**

There will be three learning cycles during the academic year 2019/20, each of 13 weeks length.