



Target Setting & Reporting Information for Parents

At Ormiston Denes Academy, we believe all students should have the opportunity to succeed at the highest level. All aspects of our school life aim to inspire students to have aspirations and be ambitious. This is matched by a curriculum that is designed for all students to experience rigorous academic challenges, whilst enabling all our students to make positive life choices so they are healthy, polite and respectful. With this in mind, we also set challenging and aspirational targets.

Why do we set targets?

By setting ambitious, aspirational and achievable targets for all our students we help them stay motivated and help them to understand the progress they are making at school. Students tell us that they value these targets, they appreciate knowing how well they are doing, and they want to understand how to improve.

How do you decide what my child's target will be?

By placing ambition at the core we set targets grade +1 from the typical national progress models. The aim is for better progress than students nationally, ensuring higher levels of attainment which results in improved future life choices. These targets reflect what your child should aspire towards/ We are ambitious in our desire for all students to reach a minimum of Grade 5 because this is the benchmark set for a 'strong pass' by exam boards. Further education and training establishments and employers also recognise this too therefore we will not set a target lower than a -5 but will help and support your child work towards this target.

Throughout the academic year, teachers in each subject can raise a student's targets to reflect particular talents of or knowledge of the child.

What do these targets look like?

As you may be aware, the Office of Qualifications and Examinations Regulation (Ofqual) has introduced reformed GCSEs. These have more content, a higher focus on literacy and in most cases are assessed through examination only. In addition, the grades awarded are from Grade 9 to Grade 1, instead of A* to G. Therefore, in Year 7-11 targets will also be set as grades 9-1. Some specialist courses that can be chosen from Year 10 such as BTECs have an alternative system (for example; Pass, Merit, Distinction, Distinction*).

New Grade	GCSE	9	8	7	6	5	4	3	2	1	U
Old GCSE Grades		A*		A	B		C	D E F		G	U



When is this target set for?

All targets are set at the beginning of the year and remain till the end of the academic year. This means students should be working towards meeting this target throughout the academic year.

What information will I receive about my child's progress?

Target grades are reported along with progress towards targets to parents and carers using Go4schools (www.go4schools.com). The progress of all students is tracked by the academy each term and progress reports are then produced which are available for parental viewing.

Forecast grades reflect the professional judgement of the class teacher who uses a range of assessment methods combined with a subject specialist's understanding of how learning progresses in the subject to make a forecast of the likely outcome at either the end of the academic year for KS3 students or the end of the key stage for KS4 students.

Also available through Go4Schools:

- Timetables – daily and weekly timetable.
- Attendance – Shown from the start of the academic year.
- Rewards and Behaviour information.

When can I expect a progress report?

We aim to send a progress report to parents at the end of the final week of half term or the week immediately following a school break (depending on the length of the half term). Year 7-10 will receive three full progress reports at the end of each term supported by interim Attitude to Learning updates communicated to parents each half term. As Year 11 students' academic year is shorter, parents will receive two, one at the end of the Autumn term and then one at the end of the Spring term (the forecast grades of both can be used required for college applications).

How will I know how well my child is doing?

Through subject based assessments - every student receives a Current Grade (a reflection of where they are currently working in a subject) and a Forecast Grade (the grade that the teacher believes they will reach by the end of year/or GCSE/BTEC course for Year 10 and 11s).



What do each of the Grades mean?

Current Grade – The grade your child is **currently working at**. This is based on their current level of work and assessments.

Forecast Grade – The grade your child is **predicted to gain** at the end of the academic year (or GCSE/BTEC course for Year 10 and 11s).

- This is based on their current level of work and their teacher's professional judgement as to their likely progression with them continuing their current level of effort.

Student Target Grade – The grade your child should be **attempting to achieve** by the end of the academic year (or GCSE/BTEC course for Year 10 and 11s).

- All targets are aspirational and challenging and based on national figures from the Fischer Family Trust (FFT).

Is getting a grade 9 in Year 8 the same as getting one in Year 11?

No. They are not being assessed against a GCSE exam criteria. If they continue to develop at this level achieving a Grade 9 at the end of GCSE is possible. But as these grades are age-related grades it shows they are performing as well as could be expected for their age group.

What will happen if my child doesn't achieve their target?

The targets we set are challenging and aspirational and it may be that not all students will achieve all of their targets all of the time. All teaching staff regularly review the progress that individual students make, to ensure the support is in place that will help your child achieve their target. In class intervention and strategies are constantly reviewed to ensure every student has the best chance of success. Where this is the case in several subjects, the Heads of Year will take the lead on setting actions and these will be limited to a few areas at a time.

Acknowledgement should be given to progression; if a student is not yet on target but they have made progress this is positive. Equally, achieving a Grade 7 across KS3 is still making progress as the standard of work and difficulty of assessment progressively builds each year.



Attitude to Learning Grade

Through the academic year, students will receive attitude to learning grades which show how they have been responding in lessons, how much effort they have been putting into their learning and the quality and frequency of the home learning. These grades are used by both the academic and pastoral teams to support students who are struggling to reach their full potential as learners and to celebrate and reward others who are striving to achieve theirs. The table below shows how teachers make these judgments.

	Behaviour & Attitude for Learning	Effort	Home Learning
5	Is responsible and takes feedback well, always acting upon it. Works independently.	Respect for learning is shown and all work is attempted with enthusiasm and effort.	All homework and revision is ready on time, and thoroughly.
4*	Can be responsible and will usually take feedback well. Works well in most lessons.	Respect for learning is shown and all work is attempted with good levels of effort.	Homework and revision is ready on time, maybe one missed deadline. It is completed well.
3	Is sometimes responsible and sometimes takes feedback well. They are not yet consistent in their approach to learning.	Respect for learning is shown and all work is attempted but is slow to start and needs prompting.	Homework and revision is inconsistent in quality and not ready with deadlines missed on multiple occasions.
2	Is not responsible and does not take feedback well. Rarely acts independently and they need constant prompting.	Some respectfulness in limited attempts to engage in work limited and often is incomplete or rushed without care.	Homework and revision is not usually complete in readiness for lesson and extended deadlines are missed.
1	Has been absent for long periods so difficult to judge mindset.	Has been absent for long periods so difficult to judge effort and work quality.	Has been absent for long periods so difficult to judge home learning.

*working at a 4 supports reaching academic targets.

How will I know if my child's attitude to learning is good enough to succeed?

This year, we have introduced a coloured coded system to help us identify those students who need further support and to celebrate and reward students who are doing well. At the end of every half term, students work with form tutor to set academic targets in the planners to help them improve over the next half term.



The colour coded system is as follows:

- **Platinum is amazing.** You will meet with the Principal and receive a reward.
- **Gold is excellent.** You will receive a letter from the Principal and a reward.
- **Silver fantastic.** You will receive a letter from the Vice Principal and a reward.
- **Bronze means that you are on track,** and you will receive a letter home from your year team; if you can move up to silver next time will receive a reward and a positive letter home.
- **Green means your average score for AtL is just above 'satisfactory'.** Well done, but we want you to push hard to get bronze or higher next time, so we can contact home to say 'well done' and reward you.
- **Yellow is concerning.** This means your average score for AtL is below 'satisfactory'. Your form tutor help you set targets until we see improvement. You should aim for nothing less than 'Green' ranking next time. The most improved student in the year group will be rewarded.
- **Orange is very concerning.** This means your average score for AtL is well below 'satisfactory'. You will go on report to a HoY until we see improvement. The most improved student in the year group will be rewarded.
- **Red is deeply concerning.** This means your average score for AtL is very low. You will go on report to a member of SLT until we see improvement. The most improved student in the year group will be rewarded.