

## Target Setting: a student's 'progress' journey

At Nobel we intend to ensure that student progress is carefully tracked on an annual basis and that any required intervention takes place at the most timely point in a student's education. Our aim is to support students to make up any shortfall at the earliest point, rather than try to do so at the end of KS4, when some students have gaps in attainment that are too large. The most likely progress journey, if we aim to be in the top 10 % of schools in the county is shown below.



This column shows the average KS2 test result. The rest shows where a student should be at the end of each year. Move from left to right across any row, depending on a student's starting point row.

Y6	Y7	Y8	Y9	Y10/11
2C	2a (2)	3B (2)	4C (2)	GCSE F
2B	3C (2)	3A (2)	4B (2)	GCSE F/E
2A	3B (2)	4C (2)	4A (2)	GCSE E
3C	3A (2)	4B (2)	5C (2)	GCSE E/D
3B	4C (2)	4A (2)	5B (2)	GCSE D
3A	4B (2)	5C (2)	5A (2)	GCSE D/C
4C	4A (2)	5B (2)	6C (2)	GCSE C
<b>e.g. 4B</b>	<b>5C (2)</b>	<b>5A (2)</b>	<b>6B (2)</b>	<b>GCSE C/B</b>
4A	5B (2)	6C (2)	6A (2)	GCSE B
5C	5A (2)	6B (2)	7C (2)	GCSE B/A
5B	6C (2)	6A (2)	7B (2)	GCSE A/A*
5A	6B (2)	7C (2)	7A (2)	GCSE A*
6C	6A (2)	7B (2)	8C (2)	GCSE A* (4LP)
6B	7C (2)	7A (2)	8B (2)	GCSE A* (4LP)
6A	7B (2)	8C (2)	8A (2)	GCSE A* (4LP)

(The 2 in brackets indicated 2 sublevels of progress per year)

Although the year by year table above plots a general journey of likely progress for an individual, it is fair to say that student outcomes do vary slightly in different subjects and their achievement can also be impacted upon by external pastoral issues. Some subjects, like Languages, which have not previously been studied, may track at a lower rate, gaining more in years 10 and 11.

Students whose progress is impeded by other issues will be supported by the school's intervention process. It is important to recognise that an annual approach to target setting and monitoring is likely to result in earlier intervention and more chance of affecting a positive change.