

# The Nobel School

## Target Setting Guidance

(Updated October 2019)



### **Introduction**

As many of you may be aware, there has been much change in education over the past five years. New GCSEs in English and maths were introduced in September 2015, with many more subjects starting their new courses in 2016. The last group of subjects, including business studies, design and technology and ICT commenced their new GCSEs in September 2017.

In September 2014, a new KS3 national curriculum was introduced. As part of this new curriculum, the government announced that there would no longer be national curriculum levels and that it was down to schools to decide for themselves the best way of assessing students in KS3.

This guidance has been put together to help students, parents and carers gain an understanding of how Nobel has adapted its practice in light of these changes.

### **TARGET SETTING**

#### **KS3**

In 2018-19, Nobel re-designed its curriculum at KS3. Part of the evaluation looked at the way we assess, record and report information to students and parents. The outcome from the review was that Training Groups (The Nobel system introduced after the government removed National Curriculum Levels) did not have the intended effect of giving stakeholders clear and transparent evidence of progress that was reliable and valid.

At Nobel we don't limit or cap student attainment. We therefore hold to the value that all students will be able to access our curriculum and be successful. Our target is that 100% of students will acquire 100% of the curriculum content. No individual targets are set. Parents will receive an interim report and an end-of-year report. This will detail the percentage score the student has achieved in their exams, the subject average percentage and the highest percentage achieved in the year group. This is to allow parents and students to compare the progress of their child with the rest of the cohort.

#### **KS4**

KS4 students have a target set that is linked to their estimated outcome at GCSE. This is determined nationally by using their prior attainment, currently KS2 SATS scores. We use a national provider that is used by many schools called 'Fischer Family Trust' (FFT), and we set aspirational targets that would deliver positive progress scores. FFT is used as the minimum target grade (MTG). Progress against the MTG is used for internal analysis.

#### **Changes to GCSE grading**

Nationally we have transitioned from the familiar system of A\*-G grades to a new system of grading with numbers. In addition to the changes to the structure of the GCSEs, the government is also raising the expectation of the standard of GCSE that will be considered as a 'strong pass' from a C to a new grade 5. Because the content in the new GCSEs is so different there is no simple and direct way to convert between the old GCSE A\*-G grades and the new number grades. However, to ensure that the new system is fair to those students taking the new exams the government has fixed the percentages of students gaining particular grades against the old system. So for example the same proportion of students that gained an 'A' and above in the old GCSEs will now gain a grade 7 and above in the new GCSEs.

The diagram from OFQUAL below provides further information concerning the proportions of students that receive each grade compared with the old system.

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9                     |                           |
| 8                     | A*                        |
| 7                     | A                         |
| 6                     | B                         |
| 5                     | C                         |
| 4                     |                           |
| 3                     | D                         |
| 2                     | E                         |
| 1                     | F                         |
|                       | G                         |
| U                     | U                         |

### School accountability measures

There has also been a change in a way that schools accountability is measured. The main difference being that the attainment model of 5 x A\*-C including English and maths has been replaced with a new Progress 8 model.

The Progress 8 measure is a new secondary school accountability system. It aims to encourage schools to teach a broad curriculum and reward schools that teach all pupils well. It will measure pupils' progress across 8 subjects from age 11 to 16.

A short video explaining Progress 8 is also available: <https://www.youtube.com/watch?v=4IAEgFMSGDY>

### KS5

KS5 students have a target set that is linked to their average point score from KS4. We use a national provider used by many schools called ALPS, along with the Department for Education's ready reckoner to set targets that would deliver positive level 3 value-added scores. Level 3 value-added is a progress measure for school sixth forms and colleges which is used in the 16 to 18 performance tables. Progress against this target is used for internal analysis.