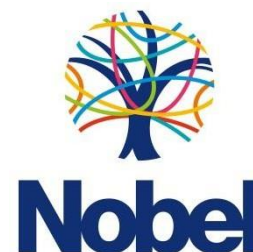


# The Nobel School

## Target Setting Guidance

(Updated Feb 2022)



### Introduction

This guidance has been put together to help students, parents and carers gain an understanding of how Nobel sets student academic targets and measures performance.

### Target Setting

#### KS3

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 two academic reports each year, interim and end-of-year. This will detail the percentage score the student has achieved in their assessments, 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 academic targets set that are linked to their estimated outcome at GCSE. This is determined nationally by using their prior attainment, currently KS2 SATS scores (or calculated KS2 scores using CATs). We use two national providers that are used by many schools, namely 'Fischer Family Trust' (FFT) and 'Alps'. The data provided by these services are compared and then checked for each student. Targets are set to be aspirational and would deliver positive progress scores. Progress against this target is used for internal analysis.

#### KS5

KS5 students have academic targets set that are linked to their average point score from KS4. We use a national provider used by many schools called Alps to set targets that would deliver positive level 3 value-added scores and achieve a high 'Alps T score'. 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.

### School accountability measures

A school's performance is measured against many different parameters, the most significant of which are Progress 8 (P8) and Attainment 8 (A8). The measure of 5 x 9-4 including English and Maths will still be monitored as well.

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

A short video explaining Progress 8 is also available [here](#).