

GLC Target Setting Policy (Secondary)

This Policy was ratified by the Board of Directors on :	Spring 2024
This Policy will be reviewed by the GLC Board on :	Spring 2026

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

The GLC Target Setting Policy [Secondary]

The philosophy behind target setting at The Gateway Academy [TGA] is to ensure that all students maximise their potential and leave the Academy with the best possible qualifications. We aim to do this with a focus on:

- Good progress in every lesson.
- Increasing student's attainment.
- Improving student's attitudes to learning.

The vehicle to do this is The Gateway Academy Assessment model. Progress of students is monitored during years 7-11, students are awarded age-related GCSE grades 1-9, three times each academic year.

Our assessment system is made up of interlocking layers:

- Termly assessments (Summative).
- Interim assessments (Formative).
- Annual Tests (GCSE age related standard and external exams).

Expected Grades

We understand that it is important to ensure aspirations are high and that students are always encouraged to maximise their own potential. **The expected grade represents the grade the student should achieve at the end of the course (Year 11). This is generated based upon a student's prior attainment at Key Stage 2.** We follow the logic that expected grades should be **aspirational but achievable**. Our default target is that students make at least $\frac{1}{2}$ + grade additional to their base grade over the 5 years of secondary school. This means if a student achieves their expected grade, they will be performing better than their peers nationally given their starting point in Year 7, due to the degree of challenge built (aspiration) into the expected grade.

The senior team moderates' the expected grades for individual students every year following analysis of the student's data, national data and discussions with subject and pastoral leaders, as a result a student's expected grades can be revised.

Displaying of Expected Grades

EG and summative stickers are produced and placed on the left-hand corner of all student books in every subject. The expected grade must be filled in at the start of the academic year and updated if grades are changed.

Current Grades

The current grade represents an age-related grade. Age-related grades indicate what is expected of a student by a specific age or year group. This grade represents the standard that the student is currently working at, based upon the skills, knowledge and understanding that they should have acquired at this specific point in the GCSE (or equivalent) course.

The current grade does not tell you what a student would get if they took the GCSE at this moment in time. For example, if a student achieves a current grade 9 at the end of the Summer Term of Year 7, it means their teacher thinks they are performing as well as could be expected for their age group.

A student staying at the same grade is making progress. For example, a student can get a grade 9 in year 7, however, a grade 9 in year 11 is reflective of the demand and challenge which is higher as a student progresses up through the Academy.

Predicted Grades

The predicted grade is the grade the teacher expects the student to achieve at the end of the course, when the student completes the GCSE (or equivalent) examination. This is generated by taking into consideration the student's current grade, past grades, performance in lessons and attitude to learning.

Implications of the grading system

- **Staying at the same grade is making progress.** You can get a grade 9 in year 7, please note it means something different from a grade 9 in year 11, the demand is higher as you progress up through the Academy.
- The system measures attainment and progress in the same way as the progress 8 measure which means they are able to calculate a progress and attainment score from term to term. For example, a student might arrive in year 7 with an average scaled score of 104 based on their KS2 SATs. If they secure an Attainment 8 score of 44 across all subjects in their final exams, they will obtain a Progress 8 score of +0.27 based on 2023 official figures. (See Appendix 2)

Year 10 and Year 11 Target Setting (2021 and 2020 cohort)

From analysing the Teacher Assessed SATs Grades in English and Maths, student CATS (Cognitive Ability Tests) retrospective scaled score indicator (2019) results and their current grades from the Autumn 2021 Term, students were set expected GCSE grades [EGs] with an additional degree of challenge due to the accelerated progress that students need to make following a long period of missed education (Covid related) and students joining the Academy significantly below national average at the beginning of Year 7.

For example, in the Year 7 cohort (2021) the following challenge was added

	CATS Grade if challenged	Additional Challenge	Expected Grade
Maths/Computer Science	3.6	0.8	4.4(Grade 4)
English	3.7	0.1	3.8(Grade 4)
Science/Art	3.7	0.0	3.7(Grade 4)
Geography	3.2	0.5	3.7(Grade 4)
History /French	3.0	0.4	3.4(Grade 3)
PE/Dance	3.1	0.3	3.4(Grade 3)
Art	4.0	0.0	4.0(Grade 4)
Design/Religious Studies	3.8	0.2	4.0(Grade 4)

- Food Technology, the EGs were based on teacher assessments and other data compiled.

A small number of students will have their EGs revised at the end of the academic year once we have collected further data regarding their academic performance.

A similar approach was used when setting the expected grades for Year 8 (2020 cohort).

Year 7, Year 8 and Year 9 Target Setting (2022, 2023, 2024 cohort's)

Student EGs were calculated based upon their KS2 scaled score and the national conversion charts provided by the DFE (these levels/scores change each year as the conversion charts are reviewed nationally). The intake scores used were for Reading, Maths and an overall average with national benchmark progress measures applied.

Nationally all intake levels equate to an expected grade and expected Attainment 8 score and the Academy used these as a basis to set all EGs. The Academy will always aspire to exceed national average for progress and attainment. **To achieve this additional challenge is always added when setting expected grades.**

In a small number of subjects such as Food Technology, Music and Dance, the expected grades were based on teacher assessments, students expected attainment and progress scores and other data compiled.

The exception to this is students with significant barriers to learning. These students are set aspirational and achievable targets based upon their individualised support plans.

The senior team moderates' the expected grades for individual students every year following analysis of the student's data, national data and discussions with subject and pastoral leaders, as a result a student's expected grades can be revised.

APPENDIX 1

Language of Assessment



LANGUAGE OF ASSESSMENT

CURRENT GRADE

The current grade represents an age-related grade. Age-related grades indicate what is expected of a student by a specific age or year group. This grade represents the standard that the student is currently working at, based upon the skills, knowledge and understanding that they should have acquired at this specific point in the GCSE (or equivalent) course.

The current grade does not tell you what a student would get if they took the GCSE at this moment in time. For example, if a student achieves a current grade 9 at the end of the Summer Term of Year 7, it means their teacher thinks they are performing as well as could be expected for their age group.

A student staying at the same grade is making progress. For example, a student can get a grade 9 in year 7, however, a grade 9 in year 11 is reflective of the demand and challenge which is higher as a student progresses up through the Academy.

OLD GRADING STRUCTURE	NEW GRADING STRUCTURE
	9
A*	8
A	7
Upper B	6
Lower B Upper C	5
Lower C	4
D	3
E	2
F	1
G	

EXPECTED GRADE

The expected grade represents the grade a student should achieve at the end of the course (Year 11). This is generated based upon a student's prior attainment at Key Stage 2. We follow the logic that expected grades should be achievable and aspirational. This means if a student achieves their expected grade, they will be performing better than their peers nationally given their starting point in Year 7, due to the degree of challenge (aspiration) built into the expected grade.

PREDICTED GRADE

The predicted grade is the grade the teacher expects the student to achieve at the end of the course, when the student completes the GCSE (or equivalent) examination. This is generated by taking into consideration the student's current grade, past grades, performance in lessons and attitude to learning.

APPENDIX 2

2023 Attainment 8 & Progress 8 conversion chart

2023 A8 Official Estimates									
Baseline	A8 Estimates								
KS2 Scaled Score	Attainment 8 Estimate	English Estimate (double required score)	English Required Score	Maths Estimate (double required score)	Maths Required Score	EBACC Estimate (three subjects)	EBACC Average Required Score	Open Estimate (three subjects)	Open Average Required Score
80.0	15.86	3.81	1.91	2.29	1.15	4.19	1.40	5.56	1.85
80.5	15.86	3.81	1.91	2.29	1.15	4.19	1.40	5.56	1.85
81.0	15.86	3.81	1.91	2.29	1.15	4.19	1.40	5.56	1.85
81.5	15.86	3.81	1.91	2.29	1.15	4.19	1.40	5.56	1.85
82.0	15.86	3.81	1.91	2.29	1.15	4.19	1.40	5.56	1.85
82.5	16.47	4.08	2.04	2.38	1.19	4.14	1.38	5.88	1.96
83.0	16.47	4.08	2.04	2.38	1.19	4.14	1.38	5.88	1.96
83.5	16.47	4.08	2.04	2.38	1.19	4.14	1.38	5.88	1.96
84.0	16.47	4.08	2.04	2.38	1.19	4.14	1.38	5.88	1.96
84.5	16.47	4.08	2.04	2.38	1.19	4.14	1.38	5.88	1.96
85.0	16.47	4.08	2.04	2.38	1.19	4.14	1.38	5.88	1.96
85.5	16.47	4.08	2.04	2.38	1.19	4.14	1.38	5.88	1.96
86.0	16.47	4.08	2.04	2.38	1.19	4.14	1.38	5.88	1.96
86.5	19.27	4.75	2.38	3.04	1.52	4.9	1.63	6.59	2.20
87.0	19.27	4.75	2.38	3.04	1.52	4.9	1.63	6.59	2.20
87.5	19.27	4.75	2.38	3.04	1.52	4.9	1.63	6.59	2.20
88.0	20.77	5.03	2.52	3.35	1.68	5.34	1.78	7.05	2.35
88.5	20.77	5.03	2.52	3.35	1.68	5.34	1.78	7.05	2.35
89.0	20.77	5.03	2.52	3.35	1.68	5.34	1.78	7.05	2.35
89.5	22.19	5.36	2.68	3.64	1.82	5.77	1.92	7.41	2.47
90.0	22.19	5.36	2.68	3.64	1.82	5.77	1.92	7.41	2.47
90.5	22.19	5.36	2.68	3.64	1.82	5.77	1.92	7.41	2.47
91.0	23.86	5.66	2.83	4.08	2.04	6.21	2.07	7.91	2.64
91.5	23.86	5.66	2.83	4.08	2.04	6.21	2.07	7.91	2.64
92.0	23.86	5.66	2.83	4.08	2.04	6.21	2.07	7.91	2.64
92.5	25.69	6.00	3.00	4.51	2.26	6.74	2.25	8.45	2.82
93.0	25.69	6.00	3.00	4.51	2.26	6.74	2.25	8.45	2.82
93.5	27.01	6.33	3.17	4.8	2.40	7.09	2.36	8.79	2.93
94.0	27.01	6.33	3.17	4.8	2.40	7.09	2.36	8.79	2.93
94.5	28.21	6.57	3.29	5.11	2.56	7.43	2.48	9.1	3.03
95.0	28.21	6.57	3.29	5.11	2.56	7.43	2.48	9.1	3.03
95.5	29.79	6.89	3.45	5.46	2.73	7.91	2.64	9.53	3.18
96.0	29.79	6.89	3.45	5.46	2.73	7.91	2.64	9.53	3.18
96.5	31.11	7.14	3.57	5.79	2.90	8.3	2.77	9.88	3.29
97.0	31.11	7.14	3.57	5.79	2.90	8.3	2.77	9.88	3.29
97.5	33.09	7.53	3.77	6.22	3.11	8.89	2.96	10.45	3.48

98.0	33.09	7.53	3.77	6.22	3.11	8.89	2.96	10.45	3.48
98.5	34.64	7.82	3.91	6.61	3.31	9.36	3.12	10.86	3.62
99.0	34.64	7.82	3.91	6.61	3.31	9.36	3.12	10.86	3.62
99.5	36.39	8.17	4.09	6.96	3.48	9.91	3.30	11.35	3.78
100.0	36.39	8.17	4.09	6.96	3.48	9.91	3.30	11.35	3.78
100.5	38.08	8.47	4.24	7.37	3.69	10.44	3.48	11.8	3.93
101.0	38.08	8.47	4.24	7.37	3.69	10.44	3.48	11.8	3.93
101.5	39.9	8.81	4.41	7.76	3.88	11.04	3.68	12.28	4.09
102.0	39.9	8.81	4.41	7.76	3.88	11.04	3.68	12.28	4.09
102.5	41.57	9.14	4.57	8.11	4.06	11.59	3.86	12.73	4.24
103.0	41.57	9.14	4.57	8.11	4.06	11.59	3.86	12.73	4.24
103.5	43.73	9.55	4.78	8.55	4.28	12.3	4.10	13.33	4.44
104.0	43.73	9.55	4.78	8.55	4.28	12.3	4.10	13.33	4.44
104.5	45.55	9.90	4.95	8.91	4.46	12.92	4.31	13.83	4.61
105.0	45.55	9.90	4.95	8.91	4.46	12.92	4.31	13.83	4.61
105.5	47.77	10.30	5.15	9.41	4.71	13.66	4.55	14.41	4.80
106.0	47.77	10.30	5.15	9.41	4.71	13.66	4.55	14.41	4.80
106.5	50.41	10.75	5.38	9.97	4.99	14.59	4.86	15.1	5.03
107.0	50.41	10.75	5.38	9.97	4.99	14.59	4.86	15.1	5.03
107.5	52.87	11.20	5.60	10.49	5.25	15.43	5.14	15.76	5.25
108.0	52.87	11.20	5.60	10.49	5.25	15.43	5.14	15.76	5.25
108.5	55.6	11.67	5.84	11.11	5.56	16.35	5.45	16.47	5.49
109.0	55.6	11.67	5.84	11.11	5.56	16.35	5.45	16.47	5.49
109.5	58.25	12.13	6.07	11.67	5.84	17.26	5.75	17.19	5.73
110.0	58.25	12.13	6.07	11.67	5.84	17.26	5.75	17.19	5.73
110.5	60.63	12.56	6.28	12.17	6.09	18.04	6.01	17.86	5.95
111.0	60.63	12.56	6.28	12.17	6.09	18.04	6.01	17.86	5.95
111.5	63.4	13.02	6.51	12.76	6.38	19.02	6.34	18.59	6.20
112.0	63.4	13.02	6.51	12.76	6.38	19.02	6.34	18.59	6.20
112.5	66.17	13.47	6.74	13.38	6.69	19.95	6.65	19.37	6.46
113.0	66.17	13.47	6.74	13.38	6.69	19.95	6.65	19.37	6.46
113.5	68.6	13.91	6.96	13.88	6.94	20.77	6.92	20.05	6.68
114.0	68.6	13.91	6.96	13.88	6.94	20.77	6.92	20.05	6.68
114.5	71.02	14.25	7.13	14.49	7.25	21.59	7.20	20.7	6.90
115.0	71.02	14.25	7.13	14.49	7.25	21.59	7.20	20.7	6.90
115.5	73.33	14.63	7.32	14.95	7.48	22.35	7.45	21.4	7.13
116.0	73.33	14.63	7.32	14.95	7.48	22.35	7.45	21.4	7.13
116.5	75.6	15.00	7.50	15.41	7.71	23.11	7.70	22.08	7.36
117.0	75.6	15.00	7.50	15.41	7.71	23.11	7.70	22.08	7.36
117.5	77.51	15.39	7.70	15.76	7.88	23.68	7.89	22.68	7.56
118.0	77.51	15.39	7.70	15.76	7.88	23.68	7.89	22.68	7.56
118.5	79.77	15.73	7.87	16.28	8.14	24.4	8.13	23.36	7.79
119.0	79.77	15.73	7.87	16.28	8.14	24.4	8.13	23.36	7.79
119.5	81.97	16.19	8.10	16.62	8.31	25.01	8.34	24.16	8.05
120.0	81.97	16.19	8.10	16.62	8.31	25.01	8.34	24.16	8.05