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HIGH SCHOOL

# Targets Update

2018-19





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# How are targets created?

- Targets are created based on performance in KS2 assessments.
- Each student is compared to how other previous students with similar KS2 scores have gone on to perform in their GCSEs.
- For each subject a most likely grade is given as their target. This will be a GCSE grade at KS4. This grade is converted to Platinum, Gold, Silver, Bronze for KS3.
- We use fft20, which automatically creates high targets and would result in excellent progress if met.



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# Issues

- The grade selected is the most likely grade, but some students will make more progress and some will make less progress over the 5 years from KS2 to GCSE.
- The targets are based on KS2 data, so if your son/daughter was highly coached for the KS2 SATs or ill in the lead up to or on the day, then this is reflected in the KS2 scores and therefore their targets.
- As an ambitious school, our targets tend to be on the high side for most students. This means that most students won't hit all of their targets. We have noticed this becoming more of an issue with the new GCSE specifications, even though our progress data as a school is excellent.
- It is impossible to set precise targets that are appropriately challenging and differentiated for every single child in every single subject. Targets are necessarily based on prior attainment data (i.e. KS2 SATs) which is problematic in itself (for example, how do we set appropriate targets for more practical subjects given that SATs only cover English and Maths?) but all students also face different challenges at different stages and learn at very different rates.





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# Summary

- The target setting system is a valuable guide to performance. It can be used to motivate and encourage students to reach their potential. It is helpful to have some idea of where they should be aiming.
- However, targets are not perfect. At times they can be too high and at times they can be too low. The current system does not provide the flexibility to reflect your son/daughters natural flair for a subject or struggles they face.
- Some students can feel like failures if they don't hit their targets in all subjects (which often isn't realistic) and this can have a negative impact on their wellbeing.



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# Changes

- Overall we feel that targets provide a useful guide to performance, but can be too rigid as well as placing unwarranted pressure on some students. They can also act as a cap to some.
- We have removed the individual subject targets from reports and instead have given a general guide target. Conversations with teachers regarding personal goals will be encouraged.
- This will be supplemented with more information in relation to the exams data such as: quartiles at KS3 and grade boundaries for mock exams and benchmarking figures for the whole year group at KS4.

# Year 10 Progress Report 3 – Summer 2019

Name – Form  
Attendance - xxx

Based on his/her prior attainment and our high expectations as a school, [Name] should be aiming to achieve grades 7/8 (or D\*) in most subjects.

SUBJECT	STAFF	Emerging Grade	Attitude to Learning	Concerns				
				Behaviour	Effort	Equipment	Homework	Punctuality
English Language	Ms J. Peach	7	Outstanding					
Maths	Mr D. Eyres	8-	Outstanding					
Biology	Mr P. Flynn	8	Outstanding					
Chemistry	Mrs H. Cattell	7+	Good					
Physics	Mr S. Barton	7	Outstanding					
French	Mrs S. Williams	6	Good					

# Year 8 Progress Report 1 - Autumn 2018

Name - Form  
Attendance - xx%

Based on his/her prior attainment and our high expectations as a school, [Name] should be aiming to achieve Silver grades in most subjects.

SUBJECT	STAFF	Emerging Grade	Attitude to Learning	Concerns				
				Behaviour	Effort	Equipment	Homework	Punctuality
English	Mrs S. Culver	Silver-	Good					
Maths	Mr M. Thompson	Gold	Outstanding					
Science	Mr P. Flynn	Silver	Good					
Art	Miss S. Tomczyk	Silver+	Good					
Drama	Mrs R. Richards	Gold-	Outstanding					
French	Mrs S. MacPherson	Bronze+	Good					



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# Key Stage 4

## Website Example Boundaries:

SUBJECT	1	2	3	4	5	6	7	8	9
Maths Higher			13%	20%	32%	45%	58%	70%	84%
Maths Foundation	11%	25%	38%	52%	67%				
Geography	8%	17%	26%	35%	42%	49%	57%	65%	73%
etc									

# Key Stage 3

## Website example stats

SUBJECT	75 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile (average)	25 <sup>th</sup> Percentile	10 <sup>th</sup> Percentile (top 10%)
English	41%	53%	65%	76%
Mathematics Higher whole cohort equivalent	N/A	45%	67%	80%
Mathematics Foundation whole cohort equivalent	64%	94%	N/A	N/A
Geography	48%	63%	75%	85%



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