

Doncaster UTC: Target Setting Policy

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Status	UTC Specified
Responsible Committee	Local Governing Body
Author	Vice Principal
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Year 9-13 Target Setting Process

Year 9-11 Target Setting

The target setting process aims to generate targets for a cohort of students that adhere to the following academy-level targets on a per subject basis:

- % 4+/5+ in English
- % 4+/5+ in Mathematics
- % 4+/5+ in both English and Mathematics
- Progress 8

The target setting process is critical to ensure that Doncaster UTC meets its overall performance targets under the Progress 8 measures whilst also ensuring students have achievable, aspirational targets. Doncaster UTC is aware that Progress 8 might not always be an appropriate way to measure itself, although this will be tracked and monitored.

“Some schools start educating pupils partway through the 5-year period covered by Progress 8, which should be taken into account when comparing their results with schools that start at Key Stage 3. Progress 8 is not the most appropriate performance measure for university technical colleges, studio schools and some further education colleges. These establishments typically start educating pupils at age 14, with a focus on preparing pupils for their future careers by providing an integrated academic and professional education. Other headline measures, particularly pupil destinations, are more important for these establishments”.

The raw data will be taken from DfE Attainment 8 table:

Key stage 2 fine level	Attainment 8 average	English average	Maths average	EBacc average	Open average
1.5	12.89	2.75	1.75	3.05	5.34
2	16.81	3.66	2.37	3.87	6.91
2.5	17.97	4.24	2.37	3.92	7.38
2.8	19.39	4.62	2.70	4.09	7.98
2.9	20.63	4.78	3.12	4.45	8.28

Extract of part of the DfE Attainment 8 Table ([Appendix B of this document](#))

This table was created by the DfE after the second year of Progress 8 (using the 2016/17 key stage 4 attainment data) to give an indication of the average attainment in each of the Progress 8 'elements'. The target table will be updated annually based on the last year's analysed data set.

We generate the individual subject targets for each student utilising the data from the above table, generated using the student's KS2 fine level. We create a lookup for each 'element' using the data and use this lookup in conjunction with FFT 20 to create a subject target.



We generate a target for every subject that is in the SISRA database and then assign targets to each student dependant on studied courses. This allows students to move between courses throughout the year and automatically be assigned a target (for a course they haven't studied previously). Where FFT is used to guide targets, where there is a '+' this will be rounded up to the next grade.

All targets are generated within the SISRA database using the students' actual Key Stage 2 fine level. Flight paths for each student in each year groups are then devised based on the end of KS4 target for each year group. Reports are then produced outlining the headline figures for the UTC and this tells us what outcomes the UTC would achieve if all students achieved the targets set, taking into account any previously certified grades. If the headline measures reported do not meet the desired level for the academy, then we make incremental adjustments to all students Key Stage 2 fine levels (as if they achieved slightly better results in Year 6) and run through the process again. This is repeated until the desired academy outcomes are reached.

When generating the targets, we make 4 adjustments to the raw element data provided by the DfE:

1. Rather than using the total score achieved in an element and dividing by the number of slots covered by that element (e.g. 3 for EBacc), we instead divide by the average number of subjects studied nationally for students at a given fine level. This provides a more accurate reflection of the grades individual students achieved in each subject.
2. When generating targets for English or maths, rather than using the student's average fine level as the lookup, we take the highest of the relevant subject fine level (e.g. maths) and the average fine level. This allows for the generation of targets that are more in line with the student's prior attainment in the relevant area. (i.e. students that achieved a stronger result in KS2 reading than maths will receive a relatively higher target for English)
3. Element level targets are set, which will be no lower than DfE bucket targets based on the student's fine level, regardless of the subject taken in the bucket"
4. The generated targets do not generally align with grades. When assigning this target to a subject, we lookup the lowest grade that exceeds the suggested target. E.g. a suggested target may be 6.3, which is not an awardable grade for a 9-1 GCSE. Instead, for this subject we would provide a subject target of 7. For analysis we would use the fine targets for the group and compare them to the final outcome grades when determining the residual.

Once targets have been generated and run through SISRA, we supply each curriculum area with an export of the targets alongside a comparison of the previous year's targets and predictions. This allows a sensibility check to be performed. There are two aspects to this check:

1. To ensure any targets that were manually adjusted in the previous year are looked at again. This may be where a student has additional needs, including SEND, and the systemic approach to targets does not fit (e.g.: where a student has a visual impairment and has chosen a visual subject i.e. Art)
2. To raise any targets for students who are being predicted to achieve a higher grade than the one that has been generated. Note, we would not lower a target if a student was being predicted a lower grade but rather increase the support and intervention.



The process of raising the target if a student is achieving or exceeding their target should be visited throughout the academic year to ensure students targets always remain aspirational, but again, not lowered if the opposite was happening.

Year 12-13 Target Grades

Doncaster UTC will use the DfE Level 3 value added ready reckoner to set targets for years 12 and 13. This worksheet lists each exam result included in level 3 value added calculations, showing the name of the student, the qualification and subject, the student's prior attainment, what other students with the same prior attainment achieved on average (Estimated points) and what the student actually achieved, and the resulting value added score (in points).

This worksheet shows the headline value added scores (in grades) with confidence intervals for each cohort (see User Guide tab): A level (including AS levels and applied A or AS levels), academic and applied general.

This worksheet shows the value-added scores (in grades) with confidence intervals for each qualification type, e.g. AS level or BTEC certificate.

This worksheet plots the national line linking prior attainment and outcome attainment, and if the school or college has any students with entries in a particular subject those entries are plotted as crosses on the chart. The drop-down box can be used to select the qualification type, subject, size (where applicable) and cohort (where applicable) (see below)

This worksheet can be used to calculate prior attainment for each student for academic L3VA, if you know their GCSE results.

This worksheet shows the point scores used for level 3 qualifications to calculate level 3 value added, which will be used in January 2020 (subject to any accepted amendments made in the September checking exercise). This is linked to the 'Qualification lookup' and 'Qualification number' worksheets by the 'New Points tab ID'. This worksheet can be used to look up the L3VA qualification and subject codes using the Ofqual qualification number, also known as learning aim reference, or the qualification title (from the Ofqual Register). This worksheet contains the underlying data for the national lines in the Subject chart worksheet. This worksheet contains the underlying data for the calculation of confidence intervals.

