

**TRINITY ACADEMY NEWCASTLE TRUST  
UPPER SITE**

**TARGET SETTING POLICY**

**Approved by the Head of School – July 2025  
On behalf of the Board of Trustees**

**Next Review Date – July 2026**

## **Introduction**

An essential part of improving achievement is to agree targets for each learner that are challenging, achievable and aspirational. Most learners join Trinity Academy Newcastle Upper Site (The Centre) are working below age related expectations. Targets are set to ensure learners make rapid progress to reach and exceed the standards expected for their age.

We are committed to giving all our learners every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific, measurable and challenging goals that help to improve the standards achieved by all our learners. Academic targets will be shared with learners, who will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with learners and their parents.

## **Rationale for target-setting**

Target-setting is a significant tool for improving the learner's achievement. Attainment targets will be based on the prior attainment of each learner, national data and contextual information. The targets that we set are ambitious and take into account each learner's starting point with a clear expectation that we are working to close the gap with age expectations.

It is important that learners are secure in concepts and can apply them in a sophisticated way before they move on. The centre's target setting policy is founded on the belief that the security of knowledge is paramount before progressing to new content. Many learners have gaps in their knowledge when they join the Centre due to a variety of factors. It is vital that we address these and understand their readiness to progress to the next stage.

We involve the learners in the target-setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes learners aware of how they can improve their work and achieve their target.

We inform parents about our target-setting process and our targets for their child. Parents have regular opportunities to talk about their child's progress towards their targets.

## **Aims**

Targets we set will:

- meet the individual needs of the learner;
- challenge all learners to achieve and exceed the standards expected for their age;
- take into account prior attainment;
- encourage learners to discuss and review their progress with teachers regularly;
- involve parents in their learners learning;
- lead to more focused teaching and learning;

## **Guidelines - Areas of responsibility**

### **Teachers will:**

- Plan and deliver a curriculum appropriate to the needs of each learner
- Report to parents regularly informing them of learner progression and areas for improvement. Parents will receive a full written report at the mid-point of the year and a summary report at the end of the year.
- Track pupil progress through ongoing formative and summative assessments 3 times per year.
- Set short-term targets for learners in order to focus them on what they need to improve.

Design and implement an intervention plan if a student is falling below expectations of progress. Consult with parents, carers and other professionals as and when appropriate read and consider all relevant documentation relating to each learner.

### **The leaders responsible for a Subject / Department, Teaching, Learning and/or Assessments will:**

- Ensure that assessment materials are readily available to each teacher.
- Oversee moderation exercises to ensure accurate assessments
- Collate and analyse outcome data including analysing cohorts of learners and individuals.
- Ensure that the information is reported to appropriate individuals and organisations
- Provide guidance, advice, support and training for class and/or subject teachers.
- Provide information and recommendations for the Leadership Team.

### **Deputy Heads will:**

- Ensure that records are kept by each teacher, in order to show progress made by each learner.
- Monitor progress termly
- In conjunction with the Head of School, set challenging whole school targets for subjects/cohorts.
- Observe lessons to ensure the quality of education.

### **Parents and Carers will:**

- Consider their child's targets and discuss any support required with the teacher
- Attend Annual Education, Health and Care Plan review meetings to share pertinent information
- Support their child through homework

## **Targets and the Assessment Process – all key stages**

End of year targets are set at the start of each academic year. These are based on a combination of a learner's attainment in the previous year, their age-related expectations and their ability. We set targets that aim to meet and exceed age-related expectations by providing sufficient challenge whilst keeping it achievable. Teachers carry out formative assessments continuously, with progress towards targets recorded at least 3 times a year. This approach identifies immediate strengths and weaknesses, and informs short term

classroom targets so learners can stay focused on what they need to achieve next. Teachers use the targets set for each learner to inform classroom activities that are designed to help learners meet their targets.

For all subjects, a grading is given or generated at the end of each term to assess whether a learner is on track to reach their target – i.e., if they are working at the standards expected based on their targets. If a grading is assigned that would suggest the learner is working below the expected standard, an intervention plan will be implemented.

When learners join the school, we assess their prior knowledge within the first half term. We take in account teacher assessment and information from previous schools, including national tests.

As part of the learners' termly report card, teachers produce a statement about progress towards their targets.

### **Additional provisions for Target Setting in Key Stage 3 and 4**

All targets at Key Stage 3 and 4 are set using FFT 50 estimates, extending to the more challenging "FFT 20" and "FFT 5" if appropriate. An online assessment tool will be used in conjunction with standard teaching, learning assessment practices to monitor progress and support target setting.

Learners access a full curriculum choosing pathways for KS4 which include a wide range of GCSEs and accredited vocational qualifications at the appropriate level.

### **What evidence do we keep?**

- Examples of children's work: books, folders, pictures, photographs, worksheets, etc.
- Completed Assessment sheets with supporting evidence
- Annotated Planning
- Intervention Plans
- Coursework and externally moderated materials
- Short Term targets

### **Monitoring and review**

This policy is monitored by the Deputy Heads, the Centre Data, Assessments and Exams manager and the Curriculum Committee, and will be reviewed in two years, or earlier if necessary.

**Signed on behalf of the Board:**

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**Peter Carter (Chairperson of the Board)**

**Date: July 2025**