

TARGET SETTING 21/22

HOW TO GUIDE

PURPOSE

At the beginning of the year or course we set minimum and stretch target grades for all NHC students. We do this to set clear, high, expectations for all of our students about what we believe they can realistically achieve through their course.

SETTING SMART TARGETS

- By the end of September vocational tutors should agree targets with each student including:
 - Minimum and stretch target grades for their vocational qualification.
 - SMART targets relating to a given student's wider engagement with their programme, personal development and destinations.
- Targets should be rooted in initial assessment and discussion with each student. Targets should be recorded in Learn.
- For vocational qualifications, students should be set a minimum and stretch target – using the ready reckoner for level 3 and the value added tables attached at Annex B.
- SMART targets should reflect at least the following:
 - Grade expectations for their vocational qualification
 - Grade expectations for their maths / English qualification
 - Engagement with The Bridge including work experience
 - Attendance – which should be greater than 90%
 - Destinations i.e. further learning, job and / or apprenticeship aspirations
- Whilst setting targets tutors should also discuss with the student what Additional Learning Support needs they may have and any other pastoral issues which we may be able to support the student with whilst they are an NHC student.
- Once set, target grades for vocational and maths / English qualifications may only be lowered by agreement with the Principal. This will help us ensure that throughout the year we monitor student progress against a consistent baseline position – i.e. the targets we set at the beginning of each student's course.

ANNEX A: VALUE ADDED TABLES

WHY DO WE CARE ABOUT VALUE ADDED?

Simply supporting our students to achieve a qualification outcome is not enough. It's our job to make sure that each of our students realises their full potential whilst they're with us.

That means making sure that they achieve a grade profile which represents sufficient distance travelled from their level of attainment on joining us, i.e. that we add real value to their progress.

We do this by:

- Establishing each student's average GCSE points score on entry. The average point score (also known as the QCA score or prior attainment) is calculated as an average of a given student's grades achieved at GCSE;
- Using that points score to set each student a meaningful minimum and stretch target grade for their vocational qualification; and then,
- Supporting them to realise those targets.

HOW DO I CALCULATE MY STUDENTS' MINIMUM AND STRETCH TARGET GRADES?

Level 1, ungraded and level 2 graded qualifications

1. Use the Prior Attainment Calculator to establish each students' average point score. For each student, put in the number of each GCSE grade they achieved, including fails.
2. Use the tables below to determine the minimum and stretch targets that you should set for each student.
3. Add minimum and stretch target grades to Learn for all students.

Level 3 graded qualifications

The Level 3 Value Added Ready Reckoner will calculate your students' average point score, and the estimated grade they should achieve at level 3.

1. Use the 'Prior Attainment Calculator' tab to establish each student's average point score. For each student, put in the number of each GCSE grade they achieved, including fails.
2. Add your student data to the 'Input' tab.
 - Add data to columns A, B, C, D, F, H, I and J only. DO NOT enter data into grey cells.
 - *Qualification code*, *Subject code* and *Size* can be found on the 'Qualification lookup' tab.

NOTE: If you are unable to find your students' qualification, select the most relevant alternative based on qualification size and subject.

- Cohort is always 'Applied general'.
 - Prior attainment is the average points score found in column C on the 'Prior Attainment Calculator' tab.
3. Use the 'Student' tab to find each student's *Estimated points*. The *Estimated points* represent the grade each student should achieve on their level 3 qualification.
 4. Use the 'Points lookup' tab to convert the *Estimated points* score into each student's minimum target grade.
 5. Use the table below to calculate the stretch grade for each student. The stretch target grade should always be at least one grade higher than the minimum target grade.

| LEVEL 3 YEAR 1 | | LEVEL 3 YEAR 2 | |
|----------------------|----------------------|----------------------|----------------------|
| MINIMUM TARGET GRADE | STRETCH TARGET GRADE | MINIMUM TARGET GRADE | STRETCH TARGET GRADE |
| D*D* | D*D* | D*D*D* | D*D*D* |
| D*D | D*D* | D*D*D | D*D*D* |
| DD | D*D | D*DD | D*D*D |
| DM | DD | DDD | D*DD |
| MM | DM | DDM | DDD |
| MP | MM | DMM | DDM |
| PP | MP | MMM | DMM |
| | | MMP | MMM |
| | | MPP | MMP |
| | | PPP | MPP |

6. Add minimum and stretch target grades to Learn for all students.

LEVEL 1 AND UNGRADED QUALIFICATIONS

| | PRACTICAL SKILLS | KNOWLEDGE | RESEARCH | EMPLOYABILITY AND PROFESSIONAL SKILLS |
|--------|---|--|---|---|
| BRONZE | Demonstrates basic practical skills in order to pass the qualification. | Demonstrates a basic level of knowledge in order to pass the qualification. | Utilises a basic range of websites and printed material, selecting essential information. | Demonstrates a basic level of skills and attributes required to be successful in the workplace (this may include collaborative working, presentation skills, organisation). |
| SILVER | Demonstrates a competent level of practical skill. Able to refine their skills with guidance. | Demonstrates a competent level of knowledge and is able to apply this knowledge within a practical setting. | Utilises an adequate range of websites and printed material, and competently uses this research to develop their work. | Demonstrates a competent level of skills and attributes required to be successful in the workplace (this may include collaborative working, presentation skills, organisation). |
| GOLD | Confidently demonstrates excellent practical skills and is able to work well above their expected level. Able to independently review their own progress and refine their skills. | Demonstrates knowledge above and beyond the expected level. They confidently apply this in practical settings and are able to show a broad understanding of knowledge in different contexts. | Independently utilises a wide range of websites and printed material, and confidently uses this to ensure their work is of a standard above the expected level. | Confidently demonstrates skills and attributes required to be successful in the workplace. Their performance is identified as industry standard. |

LEVEL 2 GRADED QUALIFICATIONS

| AVERAGE POINT SCORE | MINIMUM TARGET | STRETCH TARGET |
|---------------------|----------------|----------------|
| Greater than 6.1 | D* | D* |
| 5.5 - <6.1 | D* | D* |
| 4.7 - <5.5 | D* | D* |
| 4.3 - <4.7 | D | D* |
| 3.5 - <4.3 | D | D |
| 2.5 - <3.5 | M | D |
| 1.5 - <2.5 | M | M |
| 0.0 - <1.5 | M | M |

ANNEX B: SETTING SMART TARGETS

WHAT IS A SMART TARGET?

SMART targets should be:

- Specific: the student should be clear about what exactly they need to achieve.
- Measurable: the student should be able to measure achievement of the target.
- Achievable: though challenging, the student should be able to achieve the target.
- Realistic: the student should feel that it is realistic for them to achieve the target and should be able to talk about what they'll need to do to achieve it.
- Time-bound: the student should be clear about when they need to achieve the target.

WHAT SHOULD I CONSIDER IN AGREEING A SMART TARGET WITH A STUDENT?

In agreeing SMART targets with your students – and making sure they are in fact SMART - you should also consider the following factors:

- What does the student want to do once they've finished their course?
- What do they need to do to secure that progression?
- Is the target clearly linked to their proposed destination?
- Does the target address the student's areas for improvement?
- Have you used all available data to set meaningful targets?
- Is the target challenging enough?

EXAMPLES

| INSTEAD OF | USE |
|---|---|
| I am going to improve my attendance to 95%. | I am going to improve my attendance from 90% to 95% by ensuring I attend every class for Hairdressing, English, and maths between now and the end of December 2017. |
| I am going to improve my maths. | I am going to improve my confidence in using fractions by making sure I insert them into every assignment between now and the end of March |
| I want to be able to make pastry. | I will be able to follow instructions to successfully make a shortcrust pastry for an apple pie unaided and within 1 hour. |