



Leigh Academy
Longfield

Target Setting Policy

September 2025

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M Shaw

Leigh Academy Longfield Target Setting Policy

Rationale - Individual Student Targets

At Leigh Academy Longfield we are committed to giving our students every opportunity to achieve the highest standards. Target setting is the means by which we identify specific and measurable outcomes to improve the achievement of our students.

Key Stages 3 and 4

The targets we set are challenging, but achievable and take into account the starting point of each individual student. Targets are set at an appropriate level that will yield a Progress 8 (P8) score of approximately +1.00 [+/-0.1] for the academy to ensure challenge. A target that yields a P8 outcome of 0.00 suggests we expect our students to achieve as well as other students nationally; this represents a basic expectation not a target.

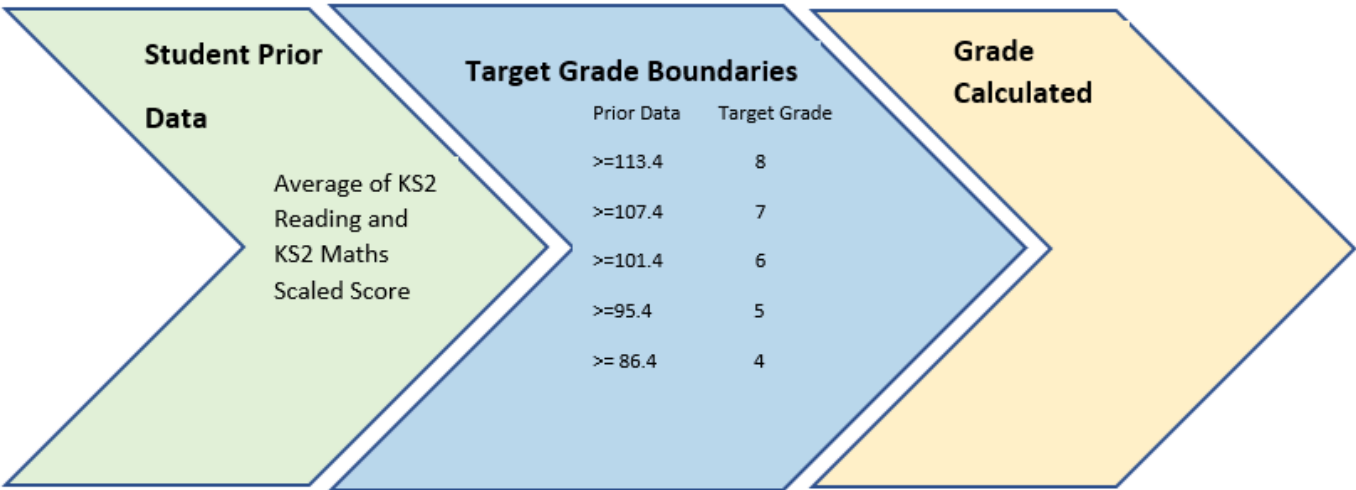
The Conversion Table

There is an agreement that until the national sample and estimates table settles there may be some year on year fluctuations. The latest information from the DfE will always be used.

The conversion table uses the latest estimates from a student's KS2 Reading and Mathematics Scaled Score and calculates the contribution of each element to the overall attainment 8 estimate. This is then 'back calculated', rounded and converted to both a numeric GCSE Grade, vocational Grade that will contribute to a positive value added. Where a student does not have a KS2 score the academy may use internal baseline assessments to set targets from.

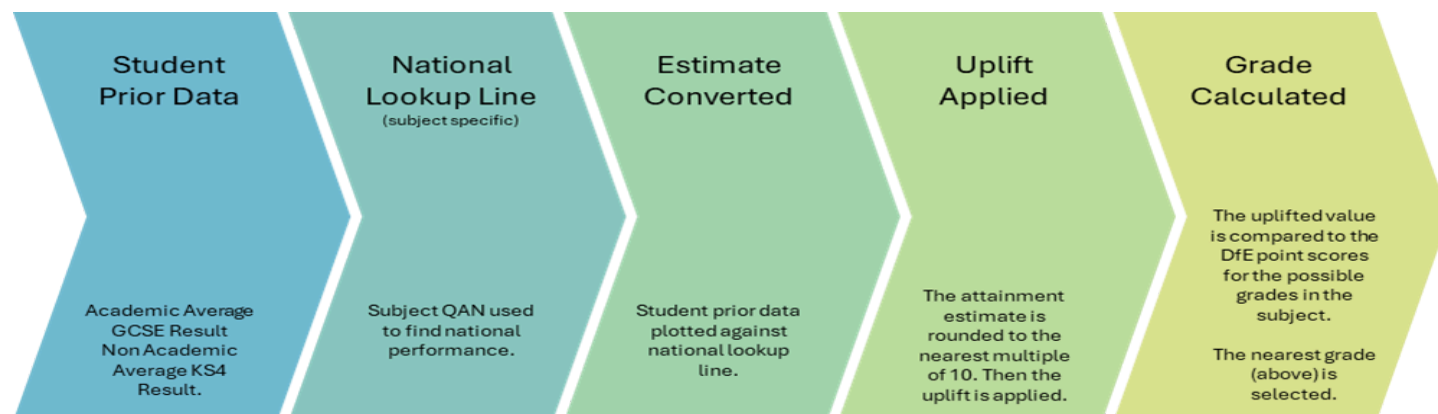
MYP Target Grades

MYP target grades for Years 7, 8 and 9 are set using the trust target setting model. This uses a student's KS2 Reading and Mathematics Scaled Score and calculates a target grade based on this. The diagram below shows the methodology used to calculate target grades. Where a student does not have a KS2 score the academy may use internal baseline assessments to set targets from.



Key Stages 5

At KS5, we use the Leigh Academies Trust Target Setting tool. The methodology can be seen in the diagram below with aspirational targets set for each student. Targets are based on 'Best 8' GCSE scores (no vocational qualifications to count) for Academic A Levels. Vocational subjects do qualify in this calculation for Applied General and BTEC qualifications.



Reporting and Accountability

In Years 7, 8 and 9 (Key Stage 3 (KS3)) curricular choices have not been made and comparison to a whole school P8 may not be valid. The conversion table continues to be used to create MYP targets and comparisons for attainment are made by considering the percentage of students above, on or below their targets.

In Years 10 and 11 (KS4) curriculum options ensure whole school Attainment 8 and Progress 8 outcomes are a valid measure. In this instance, reporting also reflects National Performance indicators alongside above, on or below Target.

Changing Targets

Target grades can be moved up - but not down. In these instances a case must be made to the leadership member responsible for setting targets.

Maths and English - where maths and English differ in target, in line with the estimates, a case can be made and then agreed by the leadership member responsible for setting targets to reverse the order of the maths and English grades where, for example, a student excels at maths but not English at Key Stage 2.

In certain cases, special consideration may be required in setting targets taking into account individual circumstances. Agreement would need to be reached through discussion between the leadership member responsible for setting targets and the Principal.

Key Terms/definitions

Target - The grade the student should be aiming for

On Target - Student is achieving their target

Below Target - Student is below their target

Above Target - Student is above their target

Estimate - the grade taken from the most recent DfE GCSE estimates table

In line with national estimates ($P8=0$) - students are making as much progress as their peers nationally given the same KS2 starting points

Above national estimates ($P8>0$) - students are making better progress than their peers nationally given the same starting KS2 points

Below national estimates ($P8<0$) - students are making less progress than their peers nationally given the same KS2 starting points