

OGAT Target Setting Process

Year 7-11 Target Setting Process

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 each academy meets its overall performance targets under the new measures whilst also ensuring students have achievable, aspirational targets.

In previous years, we have used the raw data from within the RAISEOnline Transition Matrices to generate individual subject targets, but with the discontinuation of RAISEOnline and the introduction of Progress 8 we have taken the raw data from the 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'.

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 to assign targets to all subjects.

We generate a target for every subject that is in the Praising Stars 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).

All targets are generated within the Praising Stars system using the students' actual Key Stage 2 fine level. Reports are then produced outlining the headline figures for the academy and this tells us what outcomes the academy 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.

This “stretch and challenge” iterative process is important and the majority of Outwood Academies perform much better than national average.

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. We adjust element level targets to ensure that they would never be lower than the “average” target for a given fine level. E.g. if the nominal estimated attainment 8 score for a student was 52, and the target suggested for an element was 4.8, we would instead increase the suggested target to 5.2 to ensure that the target would not give a negative “progress contribution” if achieved.
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.

Once targets have been generated and run through Praising Stars, we supply each academy 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.

Appendix A - Nominal 9-1 Targets for Average KS2 Grades

Note that this table shows rounded grades for a 9-1 subject, and does not take into account the adjustment made to a student's KS2 fine level for English and maths.

KS2 Scaled Score*	KS2 Fine Level	Englist
80 to 81.5	1.5	
82 to 82.5	2	
83 to 87.5	2.5 to 2.8	
88 to 91	2.9 to 3.5	
91.5 to 93.5	3.6 to 3.9	
94 to 94.5	4	
95 to 97.5	4.1 to 4.3	
98 to 100	4.4 to 4.5	
100.5 to 103	4.6 to 4.8	
103.5 to 105	4.9 to 5	
105.5 to 108.5	5.1 to 5.3	
109 to 113	5.4 to 5.6	
113.5 to 120	5.7 to 5.8	

*The KS2 Scaled Score is mapped to The KS2 Fine Level using an internal calculation based on OGAT Director input, this will be updated when an official DfE mapping matrix is released.