

Key Stage 3 (KS3) Targets – An Overview

Aims and principles

At the Ursuline we use the Ursuline Key Stage 3 Four Standards Framework for target setting and progress tracking. This aims to raise standards by strengthening teaching, learning and assessment across the curriculum at Key Stage 3 (Years 7-9). This supports the delivery of high-quality teaching, learning and assessment, and ensures teachers consistently communicate feedback and next steps enabling students to improve in what and how they learn.

What is the Four Standards Framework?

Standards are based on age-related expectations and are a continuation of the language used at Primary School when tracking and monitoring progress. There are four possible targets within the Framework: **Bronze, Silver, Gold, and Platinum.**

Each of the four Standards are subdivided into three steps:

- D Developing (Lower Level)**
- S Secure (Middle Level)**
- P Proficient (Higher Level)**

See page 2 overleaf for further information.

When are students given a Standard Target for their subjects?

Upon entry in the school, students are given a Standard Target for all their subjects. Targets and progress reports can be found in [Arbor](#). Also, parents/carers can always keep up to date with their child's progress by reviewing their results logs (in each exercise book).

How are targets set?

Targets are set for each subject based on Key Stage 2 (KS2) data from the Department of Education and analyses from the Fischer Family Trust (FFT-see below for further information) alongside information sent to us by primary schools and our own internal Autumn term assessments in each students' subjects.

Students will need to ensure they always work to their targets and try their best to move up to the next target. Teachers will explain what students need to do to meet and exceed these targets by the end of KS3 in Year 9. Targets can change in line with progress.

Fischer Family Trust (FFT)

[FFT](#) is a nonprofit providing educational analysis and data to help schools make more effective use of pupil performance data, set targets and help students achieve their potential. FFT takes students' performance at primary (KS2) and uses this to set an appropriate target for KS3 and KS4.

Targets

The Bronze Standard Target (Below Age-Related Expectation).

This target will be allocated to students arriving in Year 7 below Age-Related Expectation.
Students attaining Bronze by the end of Year 8 will be targeted a Grade 3 at GCSE.
Students will be supported to work towards Silver.

The Silver Standard Target (At Age-Related Expectation).

This target will be allocated to students arriving in Year 7 at Age-Related Expectation.
Students attaining Silver by the end of Year 8 will be targeted a Grade 4-5 at GCSE.
Students will be supported to work towards Gold.

The Gold Standard Target (Above Age-Related Expectation).

This target will be allocated to students arriving in Year 7 above Age-Related Expectation.
Students attaining Gold by the end of Year 8 will be targeted a Grade 6-7 at GCSE.
Students will be supported to work towards Platinum.

The Platinum Standard Target (Significantly Above Age-Related Expectation).

This target will be allocated to students arriving in Year 7 significantly above Age-Related Expectation.
Students attaining Platinum by the end of Year 8 will be targeted a Grade 8-9 at GCSE.

Assessment and Reporting

Students are expected to meet or exceed their standard target at each assessment point throughout years 7-9, particularly for the summative point, twice yearly.

Standards are not capped. Students making outstanding progress may be recorded as working above their target standard. A student achieving a standard below their target is considered underachieving.

KS3 students are regularly assessed, and attainment and targets for improvement are tracked for each subject. Twice yearly there are formal assessments on work completed to date (at the end of January and in May/June). In addition, students complete regular class tests, referred to as EMBs (Electronic Markbook Grades) so that teaching staff can regularly track progress and address gaps.

For each subject, students will be given a set of Standard Descriptors explaining what knowledge, understanding and skills need to be acquired to achieve their target from Autumn A to Spring A (up to February half-term). After February half-term (the start of Spring B), students will receive a new set of Standard Descriptors for Spring B to Summer B.

During the year, parents/carers will receive regular grade reports and one full report. There will be one parents evening where you will meet your daughter's subject teachers and two Academic Review Days where you will meet your daughter's form tutor and/or Head of Year. All Reports are uploaded to Arbor and parents/carers will be notified when these are available. At all times, parents can view their student's Results Logs which can be found in subject exercise books.

Contact Us: If you have any questions regarding our Standards, please contact [Mrs Alexander](#), Deputy Headteacher.