



A guide to the use of data, target setting and reporting at Staffordshire University Academy

An update for stakeholders 2022/23

Data at SUA

Data at Staffordshire University Academy is a key tool in supporting students to become high future attainers and ensure they have the best life chances. It is used to support students to improve in all aspects of their education both academically and pastorally. We recognise that students' progress is closely linked to their wider needs and support should be provided to improve student outcomes. As such the data collected throughout the year in conjunction with professional judgement is used to support our academy vision.

Target Setting at Staffordshire University Academy

Students' prior attainment at the end of Key Stage 2 (scaled scores for Year 7 from September 2016 onwards) and baseline testing (GL assessments) will provide the basis of target-setting at Staffordshire University Academy. As this starting point places, a ranking of students at the centre, we are able to recognise the national picture of student attainment and be able to then place purposeful support to ensure that progress is sustained. Every year the proportion of students achieving a specific grade is always very similar. With this knowledge we are able to make our target setting competitive and realistic. This model is adaptable year to year which allows us to make accurate and context-based targets for our students.

At Staffordshire University Academy all students are deemed to be high future attainers, irrespective of their starting point, we would never target a Grade 1, as this is not aspirational for any of our students. However, to support target setting, students are expected to make rapid progress, working at a skill level appropriate or above their target grade. These will be allocated on achievement in different elements of the KS2 assessments, which may mean students having different attainment zones in different subject areas, personalising their journey of achievement. The target grade sets a clear minimum, aspirational target area for students to achieve.

This model can be positively flexible to mirror our aspirational target setting. Students can therefore move target grades if they are consistently performing above the standard of work related to their target grade. If a student is consistently demonstrating work 'above target' grade collections in several subjects, then their target grade will be moved a step higher to celebrate their success.

In line with our curriculum vision, Key Stage 3 students are not informed of their target grade until they progress into Key Stage 4. Upon starting Key Stage 4, a GCSE target grade will be generated. They will only be issued to students at the beginning of the Summer Term in Year 10.

Student data is reviewed systematically by class teachers, subject leads and SLT. This approach to target setting reinforces the academy's belief that academic acceleration can take place at different times in a student's academic journey. Likewise, by linking targets to performance, we would ensure that no student is limited by fixed, low targets or demoralised by fixed, unrealistic targets.

Target setting in SUA6 follows the same ethos but is based upon students' attainment in their Key Stage 4 subjects. An average point score is calculated for every student and aspirational targets are set for the subjects they have chosen to follow. Where students have chosen to study that they have not previously studied, a target grade is based upon their performance in comparable subjects. For example, if a student had chosen to study Applied Law in SUA6, a target grade would be generated based upon their performance at Key Stage 4 in English, History or Psychology.

How will you see target setting in action at SUA?

Target setting will be made as simple as possible; however, details of students' target grades will not be shared with students until key stage 4.

In lessons, tasks may well be pitched ahead of the skills and knowledge required for a student's end of Year 11 outcome, suitable steps and scaffolding will support students to achieve. Parents will be aware of the target grade as these are clearly communicated on reports, which are issued twice yearly.

Reporting

Reports are sent home to each student twice a year.

SUA is about more than exam results; we aim to improve the life opportunities for all our students. As a result of this belief, our reporting in KS3 focuses upon student progress (based upon the curriculum delivered in that subject), a student attitude towards learning and their wider development in supporting them in becoming lifelong learners.

Students will receive a score based upon their personal development, their academic development and their attitude to learning. They will receive a score ranging from 1 to 3, with 1 being the highest and 3 being the lowest. The following criteria are used to award a score:

Score	Personal Development	Academic Development	Attitude to learning
1	Outstanding involvement in Team SUA.	Knowledge, understanding and skills of the subject are outstanding	An outstanding attitude towards learning.
2	Involvement in Team SUA is in line with expectations.	Knowledge, understanding and skills of the subject are in line with expectations.	Attitude towards learning in line with expectations.
3	Involvement in Team SUA is below minimal expectations.	Knowledge, understanding and skills of the subject are below minimal expectations.	Attitude towards learning is below minimal expectations.

Students in Key Stage 4 and 5 will also receive a grade that relates to their target grade. Teachers will report a grade based upon their 'working at' grade and a 'teacher forecast'. The 'working at' grade relates to the grade the teacher feels they are most likely to achieve at present. It is based upon the student's recent exam performance. If this column states 'abs', the student did not sit the exam in this subject. The 'teacher forecast' relates to the grade the teacher feels they are most likely to achieve at the end of the course. It is a professional judgement taking all known factors into account including the student's current and recent work rate and assessment results.

Data collections:

Year 7, 8 and 9

2 x Progress Check: Evidence-based data will be recorded in SIMs. These should be rigorously set and moderated. An assessment task must be substantial and support the academy's curriculum intent.

Year 10 and 11

2 x Progress Check: Evidence-based data will be recorded in SIMs. These should be rigorously set and moderated. An assessment task must be substantial and support the academy's curriculum intent. By Year 10 the focus must shift toward the monitoring of progress against the exam performance and the individual needs of students to improve. Target grades will only be evident in Summer of Year 10 and throughout Year 11 and KS5.

Students use of data

At Staffordshire University Academy we believe that it is important that students take ownership of their own progress and are aware of the skills and development that they need to make. Throughout the academic year students use whole class feedback to identify what they need to improve upon within the learning. This will be revisited throughout the year following reporting cycles. Student priorities are shared through tutor time and appropriate support is linked by pastoral leaders.

Teachers use of data in the classroom

Data collected and reported in SIMS is converted into data sheets for staff to highlight the support put in place to support students' outcomes. All teachers have access to marksheets highlighting the prior attainment zones, reading ages and additional key information to support teaching to the top.

Subject leader use of data

Data collected from data captures is used to highlight the key priorities for further support within subject areas. However, it is important to note that each individual student must be carefully considered to identify the specific need to improve.

Senior leadership use of data

Data collection throughout the year will be utilised to identify key groups of individuals. Line management will support in challenging the use of support to improve the progress of student of all abilities.