

Saint John Fisher Catholic High School

Y9 GCSE target setting

FFT

The Fischer Family Trust (FFT) is a charitable organisation established by Mike Fischer whose fortune was created through the company Research Machines –a major supplier of IT to British schools over the last 40 years. They provide free data services to UK schools and to the National Health Service.

In Education, they provide estimates of likely future performance and indicators which schools can use to self-evaluate their performance. They are a very small organisation and work in conjunction with local authorities to support their service.

Estimates

- The FFT provides estimates for each student of their likely future attainment.
- It does this by using information from many thousands of students in the past and linking attainment at one age (e.g. GCSE results at 16) with attainment at a previous age (e.g. KS2 SAT results at 11).
- At KS4, the FFT provides for each student the percentage chance of getting each grade for 24 GCSE subjects. They also show the most likely grade. They do not give estimates for non-GCSE subjects e.g. BTEC. The KS4 estimates can be based on KS2 SAT results or KS3 teacher assessments.
- At KS4 the FFT also provide estimates for whole school indicators such as 5 A*-C including English & Maths or levels of progress in English and Maths.
- BUT – the FFT database may not hold all students and some students didn't take KS2 tests, so it can't provide estimates for everybody.
- ALSO –estimates are not prophecies. Just because **many** students progressed from a particular KS2 score to a such-and-such GCSE outcome doesn't mean that **this** student with their particular circumstances is destined to follow suit.
- The FFT uses a range of models for estimates of which 3 are common:
- **FFT-A** -to make expected progress based on prior attainment, month of birth & gender of the students.
- **FFT-B** as FFT-A but also taking into account the socio-economic background of the school.
- **FFT-D** as FFT-B but raised so that if achieved, the school would be in the top 25% of similar schools for value-added.
- At Saint John Fisher we use **FFT-B for evaluating** our progress. For **aspirational targets** we use FFT-D.

Targets

Everybody hates targets that someone else has set for them. They chip away at a sense of self-control. At Saint John Fisher targets have to be agreed with the person responsible for achieving them.

No target should just be a copy of the relevant FFT estimates.

Research suggests that around 50% of the final grade is predictable by knowing a student's previous attainment. The other 50% is determined by how much they work with their teachers, the support of the home, the determination of the student and other factors.

The purpose of a target is to motivate a person to higher achievement.

This is so important, I'll write it again.

The purpose of a target is to motivate a person to higher achievement.

Always remember this if you are helping a pupil arrive at a target.

It is important that any achievement target is both realistic and aspirational if it is to motivate a person into higher achievement.

At Saint John Fisher we never use the targets a teacher negotiates with their students to evaluate a teacher's performance. We use the estimates from FFT to do this. That is why a teacher can encourage a student to aim high without being afraid of being penalised for it should the student fall a little short of a target. Aim high without fear.

Predictions

Predictions are made by teachers of the final outcomes of students in KS4.

In KS4 our tracking is a forward prediction of the likely attainment of each student at the end of Year 11, taking into account their current quality of work, their level of effort and the maturation that the rest of the course will bring. We use grades like C1, C2 & C3 where C3 is a low C etc.

In KS3, our tracking is our best judgement of their current KS3 attainment in sub-levels. We use grades like 6a, 6b & 6c where 6c is a low level 6 etc.

By examining our predictions against estimates or targets, we can identify any students failing to make good progress and act to improve things.

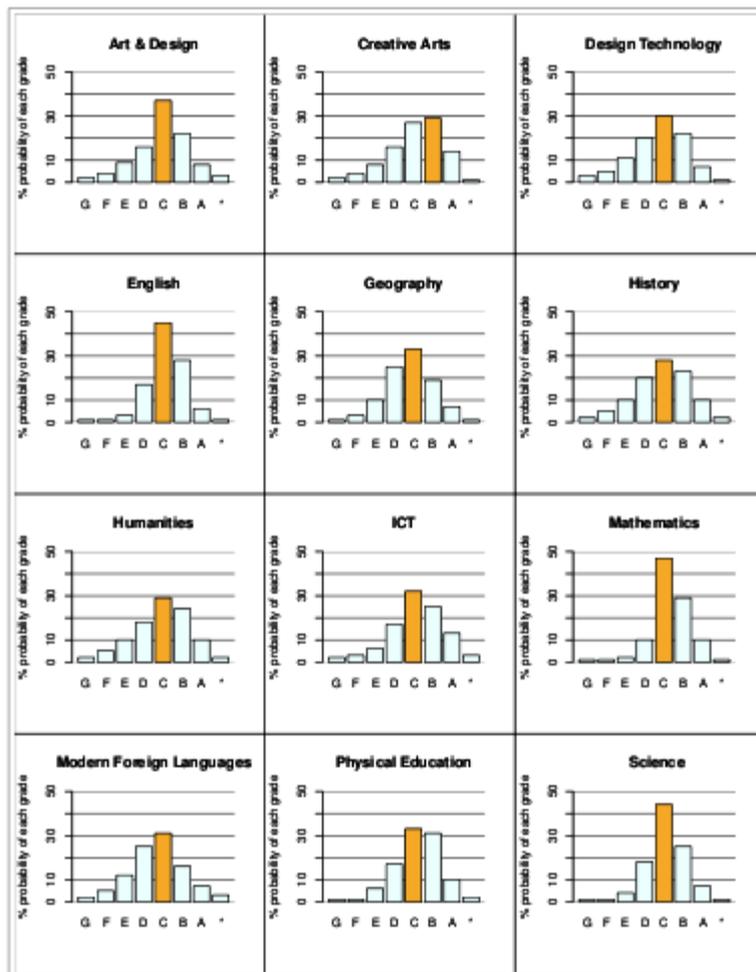
Aspiration Charts at KS4

We take the FFT estimates and put them into bar-charts to make them easier to use.

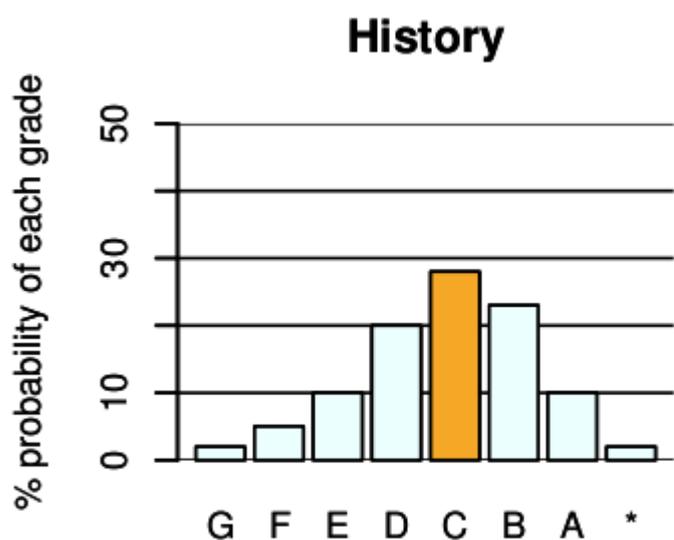
Student charts –example

Students get estimates of 24 GCSE subjects, 12 of which are shown below.

FFT type D GCSE estimates for David Cook, 10A
12 main subject groups



These estimates from the Fischer Family Trust are based on what you scored in your KS2 tests, whether you are a boy or girl, and when in the year you were born. They do not take into account your interests or your effort. Discuss these estimates with your teachers and parents and think what a suitable target might be for each of your subjects. These type D estimates are fairly ambitious. They are what students in the top quarter of schools might achieve if they were similar students to you.



Each subject is a bar-chart:

Note that the most likely grade (here a C) is coloured orange.

This bar-chart is based on FFT-D estimates so already contains aspiration.

Look at the probability of a C – it is about 28%.

Now check the probability of getting a B, A or A* - they are about 23%, 10% and 2%. So the probability of getting above a C is 35% -there is more chance of getting above a C than a C! Of course, that leaves 37% chance of getting below a C.

Above a grade C –35% chance

Grade C –28% chance

Below a grade C –37% chance

The key question is what grade would the student like to achieve? With your guidance, the student can set a SMART target –achievable and realistic, but also with a degree of aspiration.

KS4 student target-setting at Saint John Fisher

The process

Student targets must be ASPIRATIONAL.

Student targets must MOTIVATE STUDENTS.

Therefore, targets must be negotiated and engage students in thinking about their successful futures.

1. Students are introduced to the aspiration charts in assembly. All the uncertainties are explained as well as the vital role effort and determination play in achievement.
2. They are encouraged to think about what grade they would like to aim at in each of their subjects and parents are encouraged to discuss this at home.
3. After a short time they meet with their subject teachers to negotiate their target.
4. Subject teachers enter negotiated targets into our school database.

The role of form tutors

Encourage students to think hard about their targets. Make sure they are included in their planner in pencil before they negotiate with subject teachers.

Explain again where needed all the uncertainties covered in their assembly and help them with individual issues.

The role of subject teachers

The meeting should be brief as each will already know what target they would like. Make sure the student is being appropriately ambitious but not unrealistic.

Try to guide the student to a grade at or above the FFT-D most likely estimate.

Record the agreed target in your mark book and in Bromcom.

Make sure the student records it in their planner for your subject.

Timetable for Year 9

23 rd February	Y9 assembly: GCSE target-setting & Aspiration charts.
24 th – 27 th February	Y9 Tutor group summaries and parental letters distributed to pupils. Personal GCSE targets recorded by pupils in planners.
w/b 2 nd March	Y9 subject teachers negotiate GCSE targets with pupils. <ul style="list-style-type: none">➤ Pupils record targets in planner➤ Subject teachers record targets
16 th – 27 th March	Y9: Attitude to Learning, Forecast and Target grades entered in Bromcom