

A possible approach to target setting based on the identified 'outcomes' within the QCA scheme of work

Some schools now see the need to extend their target setting process in order to challenge pupils and teachers in the teaching and learning of science.

Each of the QCA units of work within the scheme has identified outcomes (referred to as unit expectations) at three levels. The QCA teacher's guide that accompanies the units of work suggests that judgements are made against the identified outcomes through reference to oral responses made the pupils and their recorded work. It is not necessary to produce a written 'end of unit' test in order to decide which level has been achieved.

Logically each of these can be assigned a 'best fit' level based on the

- level descriptions for the four science attainment targets
- 'average points score' measures.

The table below identifies target levels based on the 'above', the 'expected' and the 'below expected' paragraphs for each unit of work.

Using this structure it is possible to set challenging targets for pupils as they progress from Year 1 to Year 6.

Y1	Y2	Y3	Y4	Y5	Y6
A = 1A/2C	A = 2A/3C	A = 3B	A = 3A	A = 4C	A = 5C/5B
X = 1B	X = 2B	X = 3C	X = 3B	X = 3A	X = 4B/4A
B = 1C	B = 2C	B = 2B	B = 3C	B = 3B	B = 3A

The codes used indicate the identified levels of expectation identified on the front of each unit of work i.e.

<p>QCA units of work have outcomes to show</p> <p>A = above average</p> <p>X = expected outcome</p> <p>B = below expectation</p>	<p>1A/2C indicates achievement between a high level 1 and a low level 2</p> <p>2B indicates a 'fairly solid' level 2</p> <p>4A indicates a high level 4</p> <p>3A/4C indicates between slightly above a typical level 3 and a low level 4</p> <p>etc.</p>
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