Introduction to the Key Stage 1 school target setting dashboards within FFT Aspire
The following help files provide an overview of the Key Stage 1 target setting dashboard reports currently available within FFT Aspire (April 2017).

Key Stage 1

Overview
Subject dashboard

Pupil groups
Subject dashboard

Pupils
Subject dashboard

Subjects
Pupil dashboard
Subject dashboard: Overview

What does the report show?
The report provides FFT benchmarking information for KS1 subjects using the new assessment framework. Estimates are provided at FFT's three benchmarks progress points: Average FFT<sub>60</sub>, High FFT<sub>20</sub>, and Very high FFT<sub>5</sub>.

Navigation
Three reports make up the KS1 subject dashboard. Click on a tab name to change report.

Cohort summary
A summary of the cohort's context information. The figures update when are applied.

Subjects
FFT benchmarks at each level of challenge (Average, High, Very High) are listed for each indicator - for each subject. Two indicators are displayed on the report.

My School
Currently blank. Once more cohorts have received teacher assessments under the new framework, estimates will be provided in the My School column based on the school's own previous performance each subject.

Year groups
Select other year groups to view their benchmark estimates.

Filters
Recalculate the whole report for specific groups of pupils. The selected group names will appear at the top of the report in a grey bar, and the cohort summary figures will reflect the selections.

Chart
Click on a column header to turn it blue and view the estimates for the column in the chart.
Subject dashboard: Pupil groups

What does the report show?
The interactive reports provides estimates of future end of Key Stage 1 subject performance for key pupil groups.

Navigation
Click on the tabs to move to the Overview or Pupils report.

Overview  Pupil groups  Pupils

Cohort summary
Profile of the cohort including average EYFS outcomes, % FSM6 and attendance in the current key stage.

Benchmarks
% National standard (or higher)

<table>
<thead>
<tr>
<th>Pupils</th>
<th>Average</th>
<th>High</th>
<th>Very high</th>
<th>My school</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFT 50</td>
<td>66%</td>
<td>74%</td>
<td>81%</td>
<td>-</td>
</tr>
</tbody>
</table>

FSM (in last 6 years)

| 23     | 66%     | 74%  | 81%       | -         |

Chances of each group attaining the subject indicator based on each of FFT's levels of challenge: Average, High and Very high. The 'My School' column will be populated once more cohorts have completed the new KS1 assessment framework.

Pupil groups
Pupil groups are based on either contextual information from the school census, or pupils' prior attainment. Prior attainment groupings indicate the number of pupils within each third of the national picture, when they received their FSP assessments: Highest = top third of pupils nationally, Middle = middle third, Lower = bottom third.
Subject dashboard: Pupils

What does the report show?
The interactive reports provides pupil estimates for end of KS1 subject performance. Exploring pupil benchmarks is the starting point for discussions regarding expectations, aspirations and targets for individuals.

Change subject
Click to choose other subjects (reading, writing or maths).

Search box
Enter a pupil’s name to find them within the cohort.

Context tokens
Quickly identify Pupil Premium (FSM6), EAL and SEN pupils.

Notes
Record textual information regarding the pupil within the individual subject.

Alerts
Quickly identify pupils who may require further support to reach their aspirational targets.

Early Years Results
Average Early Learning Goal outcomes (0-3) for Language, Literacy, Maths and Personal & Social areas. H = top third of FSP pupils nationally, M = middle third, & L = Lowest third.

FFT benchmarks (FFT Bands W, N & A)
Based on the level of challenge selected, the benchmark ranges display the chances (as percentages) of attaining each FFT benchmark band. The band in the grey circle represents the FFT benchmark band; this is where there is a 50% chance of attaining the band or a higher band. The chances of attaining a whole band above or below are also indicated.

Year groups
Select other year groups to view their benchmark estimates.

Pupil group filters menu
Filter for pupil groups. Filter selections appear in a grey filter bar.

Save targets
Save or cancel changes. To undo an individual target, click on the undo button.

Target reviewed
A tick indicates a manually entered target or an accepted pre-populated target.

Entering targets
Enter the agreed target, and the chances of attaining the target based on benchmarks will be displayed.

Target setting process
FFT do not set targets; schools and teachers set targets. Benchmark ranges simply inform discussions and must be professionally moderated to become predictions, with challenge added to arrive at pupil targets.

Use the reports ALONGSIDE other data, your own professional judgement and knowledge of the pupil, AND THE ASPIRATIONS AND MOTIVATIONS OF YOUNG PEOPLE THEMSELVES.
Pupil dashboard: Subjects

Context tokens
Quickly identify Pupil Premium (FSM6), EAL and SEN pupils.

Early Years Results
Average Early Learning Goal outcomes (0-3) for Language, Literacy, Maths and Personal & Social areas.

Targets set count
How many targets have been set/reviewed for the pupil.

Notes
Record textual information about the pupil within the subject.

Pupil group filters menu
Filter pupil for groups or change year group. Filter selections appear in a grey filter bar.

Search box
Enter a pupil’s name to find them.

Entering targets
Targets cannot be entered through this report screen, they are entered through the Pupils area of the Subject Dashboard. Targets are entered as and FFT Band (W, N or A). Once a target is entered the chances of attaining the target based on the level of challenge displayed in the ‘How likely’ column.

Target reviewed
A tick indicates a manually entered target or an accepted pre-populated target.

FFT benchmarks bands
FFT Aspire provides three benchmarking challenge levels - average progress (50th percentile), high progress (20th percentile) and very high progress (5th percentile). The benchmarks are based on the progress made by similar pupils nationally between EYFS and KS1 last year. The FFT model uses prior attainment, gender and month of birth as a starting point for pupils to produce the benchmarking ranges.

Where school FFT Administrators have selected default levels of challenge for each subject and year group, the benchmark ranges display the chances (as percentages) of attaining each benchmark band based on the selected defaults. Otherwise, the chances are based on the FFT50 level of challenge. The band in the grey circle represents the FFT benchmark band. This band is where there is a 50% chance of attaining this band or a higher band. The chances of attaining a higher whole grade and risk of attaining a lower whole grade are also displayed.