

HOLY TRINITY C.E. PRIMARY SCHOOL.

POLICY FOR TARGET SETTING



THIS POLICY WAS FORMULATED IN February 2007 by staff.

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Lead Group: School Com

1.0	Introduction	pg 3
1.1	Aim	pg 3
1.2	Objectives	pg 3
2.0	Principles of Target Setting	pg 3
2.1	Rationale for Target Setting	pg 3
3.0	Annex A	pg 5 - 8
3.1	Process of Target Setting	pg 5
3.2	Target Setting Data	pg 6
3.3	Roles and responsibilities of head teacher etc	pg 7

This document is a statement of the aims; principles and strategies for target setting at Holy Trinity CE Primary School, Sunningdale. It was developed through a process of consultation with staff and in consideration with LA documentation on target setting.

1.1 AIM

It is our aim that target setting challenges our children to do better and that targets will be derived from the 'normal' band performance of the Fischer Family Trust information.

1.2 OBJECTIVES

In our school the targets:

- take into account each child's starting point for learning;
- encourage children to discuss and review their progress with teachers regularly;
- involve parents in their child's learning;
- help governors to agree priorities for the school improvement plan;
- lead to focused teaching and learning;
- help us to make judgements about how well our school is doing when compared nationally to all schools and similar schools.

2.0 PRINCIPLES OF TARGET SETTING.

In our school we are committed to giving all our children every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

Target setting also allows us to ask some key questions about the performance of our school. These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

2.1 RATIONALE FOR TARGET SETTING

Target setting is a significant strategy in our school for improving the achievement of children. It will only be effective if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic and take into account each child's starting point for learning.

We involve the children in the target setting process and wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target setting for our children means that they have to make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.

We inform parents about the short-term target setting process for their children. They have regular opportunities to talk during Parent Interviews about their

child's progress towards his or her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Governors require targets to be challenging as well as realistic. Governors therefore expect the Headteacher to provide them with information on:

- how the school's performance compares with national standards and with similar schools
- the trends over time
- the performance of different groups of pupils
- performance within Key Stages
- performance within different curriculum areas.

Thus Governors will expect the Headteacher to discuss performance data in the RAISEONLINE or provided by the LA and other bodies.

Each year we identify targets for school improvement within our School Improvement Plan. The targets that we set for our children help to determine the priorities within our School Improvement Plan. The actions that we then plan link to the targets that we have set for our children. This ensures that what we plan really will have an impact on our children's learning. The governors of our school are involved in reviewing and monitoring the targets of our School Improvement Plan on a regular basis.

ANNEX A

1. PROCESS OF TARGET SETTING

At the beginning of each year, the child's class teacher forecasts the National Curriculum level that s/he expects each child to reach at that year and also at the end of the key stage. This will be for reading, writing, mathematics and science. We base this forecast upon the current performance of the child, upon assessment and other data. Also, the teacher's own knowledge of the child's rate of progress during the first term. The teacher then considers what the child could achieve when given an appropriate challenge.

Teachers set curriculum targets for English and mathematics in each class. These targets often relate to the objectives of the National Literacy Strategy and National Numeracy Strategy. Children in Key Stage 2 have their own English targets. The children write these targets on the inside cover of their English and mathematics exercise books. They ask the teacher to review it when they have the evidence to show that they have met the target.

Each teacher discusses the targets that s/he sets with the headteacher and deputy headteacher. We make comparisons with the performance of similar schools in order to ensure that the targets that we set offer a real challenge to the children.

Before agreeing and finalising them, we discuss the draft targets with the Governing Body and the LA. The Governing Body requires that the targets to be set based on the current attainment of each cohort of children. Governors do not necessarily expect targets to improve year on year. They will reflect the ability of each cohort and carry an appropriate level of challenge.

The finalised targets in English and mathematics for eleven year-olds will be in the public domain. These give details of the percentage of children who will achieve Level 4 and Level 5 in the national tests.

Teachers use the targets set for each child to develop classroom activities that are designed to enable children to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children.

The teacher and the headteacher or deputy headteacher review the targets of each child during each half term. This helps teachers review the progress that the children are making towards their targets.

We offer children termly opportunities to review their progress with their teacher. This progress forms part of the discussion that teachers have each term with parents.

We produce a statement about each child's progress towards his or her targets as part of the child's annual report.

2. TARGET SETTING DATA

In our school we use a range of information to support the target setting process. We expect staff to be familiar with:

- the school's Raiseonline (Performance and Assessment Report);
- the LA's School Information File (local comparative data);
- national tests for eleven year olds;
- optional national tests for Years 3, 4 and 5;
- Fischer Family Trust information

We set broader targets in a range of other areas of school life. For example in Year 6 we give each child the opportunity to take part in a musical production. We have a target to encourage more children to take part in extra-curricular activities over the current school year. We also have an agreed target for improvement for school attendance.

3. ROLES AND RESPONSIBILITIES OF HEADTEACHER, OTHER STAFF, GOVERNORS

The **headteacher** will ensure that:

- there is a coherent strategy for the effective management of performance data (this will include noting which optional tests will be used and how and when data will be made accessible to staff)
- staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centered target-setting
- pupils' attainment and progress is tracked in line with the assessment, recording and reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets
- at least one pupil progress target is agreed with each teacher as part of the performance management cycle
- parents receive information about the progress of their children against agreed targets at the end of each term, and otherwise as agreed
- the governing body receives relevant and timely information on progress to enable it to make informed decisions when setting targets and monitoring and evaluating progress
- statutory targets are set and published by 31 December each year.

Subject Leaders will:

- analyse performance data in their curriculum area(s) and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil.
- support their colleagues in the process of agreeing with each pupil targets for personal and social skills, attendance and behaviour
- ensure that evidence-based pupil progress targets are agreed with each team member in the performance management process
- monitor progress of pupils towards the targets at half termly intervals
- evaluate outcomes with reference to local and national comparative data, focusing on trends over time, the relative performance of different groups of pupils – the more and less able, the genders, ethnicity – performance within and progress between key stages, performance in different subject areas.

All teachers will:

- gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress
- agree SMART targets with each pupil for attainment and progress, personal and social skills, attendance and behaviour
- encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve
- report the progress of pupils against their targets to parents formally once each year and informally at least each term.

Pupils will:

- agree targets for improvement with teachers
- assess their own progress and seek advice if they are unsure about what to do to improve.

The governing body will:

- develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them
- ensure that targets and results are published in the annual report to parents and that results are published in the prospectus
- agree action with the headteacher where progress towards agreed targets is below expectations
- recognise and celebrate the effort and success of pupils and all staff.

Arrangements for monitoring and evaluation

Progress towards the aggregated targets for each class, subject and year group will be analysed at the end of each term by curriculum co-coordinators and class/subject teachers and reported to the governing body.

The Raiseonline and other summative performance data will be analysed by the SMT group and evaluated with the support of the governing body during the autumn term.