

St Andrew's CEVC Primary School, Great Yeldham

Target Setting Policy



**Reviewed Autumn Term 2010
(by Maria Trappitt)**

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Introduction

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?

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 diagnostic feedback within the 'Assessment for Learning' process 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 target setting process and the targets for their children. They have regular opportunities to talk 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.

Each year we identify targets for school improvement within our School Improvement Plans (ScIP). The targets that we set for our children help to determine the priorities within our ScIP. 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 the targets of our School Improvement Plans on a regular basis.

Aims and Objectives

In our school the targets:

- challenge all children to do better;
- are individualised to ensure all groups make progress and the appropriate levels of attainment;
- take into account each child's starting point for learning;
- encourage children to regularly discuss and review their progress with teachers and learning support assistants;
- involve parents in their child's learning;
- help governors to agree priorities for the ScIP;
- lead to focused learning and teaching;
- help us to make judgements about how well our school is doing when compared to all schools and similar schools;

Process of Target Setting

On entry to the Foundation Stage pupils are assessed across the 6 areas of learning from the 'Early Learning Goals', within the first 4 weeks. This is known as the baseline assessment. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort. Further assessment is made in the Autumn, Spring and Summer terms which allows the school to determine value added from the child entering school. The LEA comparative data allows us to identify the expected level of achievement of these children at the end of Key Stage 1 in the national tests. We record this on the electronic assessment programme known as 'Foundation Stage and Primary Target Tracker'.

Foundation Stage Profiling calculates pupil progress as a points score, which is then converted by Primary Target Tracker into a national curriculum level. Half-termly test information is fed into Target Tracker along with KS1 test results, KS2 test results and Optional SATS results in the Summer term.

Target Tracker forecasts the National Curriculum level for each pupil according to KS1 results. These levels are generated for Reading, Writing, Mathematics and Science. These forecasts are based on the child achieving 3/3 level in year 2, 1/3 level in year 3 and 2/3 level in all other year groups i.e. years 4, 5 and 6.

Each class teacher discusses the targets that are set with the head teacher who is also the assessment leader. The class teacher will use Target Tracker to identify cohort percentage targets to be achieved each year for their class. 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 targets, for the current year 4 and 5 which are sent to the Local Authority (LA) each year, we discuss the draft targets with the governing body and the LA. The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. We do not necessarily expect targets to improve year on year. They must reflect the ability of each cohort and carry an appropriate level of challenge

Governors publish the finalised targets in English and Mathematics for eleven year olds in the School Profile (annual report to parents) and School Prospectus. This gives details of the percentage of children who will achieve Level 4 or above in the national tests.

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

The class teacher, Literacy/Mathematics leaders and the head teacher review the targets of each child at least every half-term. This helps class teachers review the progress that their children are making towards their targets.

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

We produce a 'target report' about each child's progress towards his or her learning targets, which is sent to parents, in the Autumn and Spring terms. An end of year report is sent to parents which also includes targets, where appropriate.

Assessment for Learning

There is an effective, coherent and manageable whole-school/whole-setting system for agreeing and revising targets against children's progress. Targets are monitored and evaluated regularly for impact in order to inform the next steps.

- 'Success criteria' is identified in weekly and daily planning.
- 'Success criteria' is written with pupils and kept as evidence.
- BLP and Very Able pupils are identified in weekly & daily planning.
- Objectives for Daily Literacy and Numeracy lessons are written clearly and appropriately, each day for pupil and teacher reference.

- In depth marking to the 'Success criteria' occurs at the end of a block of work in Literacy and Numeracy, using 3 successes and 1 improvement model. A range of coloured marking pencils are used, by the teacher, to identify successes and areas for improvement, consistently across the school;
- Pupils are given the opportunity to improve the Literacy & Numeracy that is marked in depth, with appropriate support for the 'next step' – is part of the Literacy and Numeracy lesson and involves LSAs.
- Other daily/regular marking to uses the traffic light system. This system can be used for marking other areas of the curriculum.
- Pupils know and are able to 'talk' about their year group layered targets and their individual targets, what they are, where they are and how they are making progress in meeting their targets (for Reading, Writing and Mathematics). Pupils are able to talk extensively and confidently about their targets and progress made in meeting their targets, when interviewed.
- Sharing with pupils their progress towards individual targets is imperative if they are to have 'ownership' of these targets and be 'partners' in the process of learning and teaching – is be part of the Literacy and Numeracy lesson and involves LSAs.
- 'Peer Assessment' to be shown in planning.
- 'Peer Assessment' happens regularly/at least twice a half-term in both Literacy and Numeracy and other subjects, where appropriate. Pupils use the 3 successes and 1 improvement model and mark against the 'success criteria' using the traffic light system.
- We are aware of the different learning styles of individual pupils i.e. audio, visual & kinaesthetic with planning, preparation and assessment. School resources are carefully considered with other creative ideas e.g. resources available for practical maths, the soup cauldron (ingredients for writing), espresso resources – video clips, other ICT resources, cross-curricular links etc.

The learning process is valued – there is a supportive atmosphere that allows children to make and learn from mistakes. There is an emphasis on shared learning, analysis and discussion.

Target Setting Data

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

- the Autumn Package (national comparative data);
- the school's Raise-on-line PANDA (Performance and Assessment report);
- the LEA's School Information File (local comparative data), and Fischer Trust data;
- national tests for seven and eleven year olds;
- optional national tests for Years 3, 4 and 5;
- Foundation Stage Pupil Profiling.

Target Setting across the Curriculum

In our school we set a range of different types of targets. We have a statutory obligation to set targets for our children's performance in the national tests at age 11 in English and Mathematics.

Teachers set curriculum targets for English, Mathematics and Science in each class. These targets are set for the individual and relate to the objectives of the National Primary Strategies and Assessing Pupil Progress (APP) sheets.

We set broader targets in a range of other areas of school life. These can be part of the ScIP. We also have an agreed target, with the Education Welfare officer (EWO), for improvement for school attendance.

Reviewed by M Trappitt – **September 2010**

Shared with staff - **September 2010**

Shared with Governors - **November 2010**

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