# North Stainley CE Primary School
# Target Setting Policy

## 1       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, or groups 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 we are aiming to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

## 2       Rationale for target setting

Target setting is a significant strategy in our school for improving the achievement of children. The targets that we set are challenging, but realistic, and take into account each child's starting point for learning.

Through discussion we involve the children in the target setting process so that they are aware of how they can improve their work and achieve their targets. 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 which are in the children's books. 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 Development Plan (SDP). The targets that we set for our children help to determine the priorities within our school improvement plan. The governors of our school are involved in reviewing the targets of our School Improvement Plan on a regular basis.

## 3       Aims and objectives

In our school the targets:

- challenge all children to do better;
- take into account each child's starting point for learning;
- encourage children to regularly discuss and review their progress with teachers;
- 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 to all schools and similar schools.

## 4       Process of target setting

The school uses a tracking system in which every child's attainments and future targets are entered, monitored and analysed.

When children join our school in reception, we make an assessment of their learning within the first term of their schooling, using the Foundation Stage Profile. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort. The LA 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 our pupil profiling system.

In Reception the children's progress is tracked using LA 'On Track' resources. In KS1 and 2 ongoing teacher assessment is used to track pupil progress. This involves recording the national curriculum levels in the core subjects on a half termly basis. The children's attainment in foundation subjects is also assessed against QCA (Quality and Curriculum Authority) level descriptors. From Year 2 to Year 6 pupil attainment in optional and end of Key Stage SAT's is recorded on our school tracking system. These results are compared with predicted levels of attainment and those children who are under achieving can then be targeted for specific support.

Targets are discussed by staff and governors and we endeavour to set realistic but challenging targets. 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 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.

Teachers' planning will take account of the expected target when identifying work for different groups of children.

## 5      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'
- the LA's School Profile (local comparative data);
- national tests for seven and eleven year olds;
- optional national tests for Years 3, 4 and 5;
- Foundation Stage/KS1/KS2 moderation
- APP-Reading, Writing, Maths

## 6      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. We set targets for these subjects in each year of Key Stage 2. We also set targets for science in each year of Key Stage 2. In Key Stage 1 we set targets in reading, writing and mathematics for each year.

Teachers set curriculum targets for English and Mathematics for each child. These targets relate to the objectives of the National Literacy Strategy and National Numeracy Strategy. These targets are accessible to the children during each lesson.

We set broader targets in a range of other areas of school life. We also have an agreed target for improvement for school attendance.

## 7      The Head Teacher will ensure:

- 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)
- Work with the LA appointed EDA to set trajectory targets which are **SMART** and robust for end of Key Stages for cohorts and pupil groups derived from school self evaluation and national and local data benchmarking
- Pupils' attainment and progress is assessed according to the  assessment schedule The information is used to set SMART
  **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-limited) and robust targets

## 8      Roles and responsibility of class teachers

Class teachers will:

- Use and apply their data analysis and tracking training to ensure pupils are attaining well and making good value added progress between years and key stages

- be aware of different pupil groups and their relative attainment and progress against targets set, national averages and between groups.
- encourage pupils to assess their progress towards their targets and help them understand what they have to improve.
- ensure their planning for teaching and learning is based upon a crucial awareness of where pupils are in their learning and where they need to go next.
- ensure pupils know their 'next steps targets' in writing and maths and other targets in other areas of the curriculum.
- reward pupils upon achieving their targets and highlight pupils achieving their targets.
- involve TAs wherever possible to maximise progress.
- report concerns about progress of individual pupils or groups of pupils to the Head Teacher and Headship Group to ensure these pupils receive early intervention outside 'first class' teaching in the classroom
- report the progress of pupils against their targets to parents formally via Parental consultation meetings and reports.
- review progress termly and update the pupil data class tracking sheets termly on SIMS.

## 9. Role of pupils
Pupils will:
- know their 'next steps targets' in reading and writing and apply them to their learning on a daily basis
- use pupil self-assessment to measure their progress against success criteria and personal targets
- set value achieving their targets and know this means they are making progress
- know the levels they are working at
- seek advice and help when they need it
- share their learning and progress with their parents/carers

## 10. Role of Subject Leaders
Subject Leaders will:
- analyse performance data in their curriculum area(s).
- monitor progress of pupils and staff towards the targets at regular 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, gender, ethnicity, SEN, FSM, LAC, EAL vulnerable groups, and performance within and progress between key stages and performance compared to different subject areas.

## 11. Role of governing body
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 judgments when setting statutory targets, and in order to monitor and evaluate progress towards them.
- use progress against targets set linked to bench marking against national and local data to help inform school self evaluation and to identify key priorities for improvement in the School Development Plan.
- ensure that targets and results are published.
- agree actions with the Head Teacher where progress towards agreed targets is below expectations;
- recognise and celebrate the effort and success of pupils and all staff.

## 12. Arrangements for monitoring and evaluation
Progress towards the targets for each class, subject and year group will be analysed at the end of each term by the HT and Headship Group, class/subject teachers and these are reported to the governing body.

## 13. Monitoring and review
This policy is monitored by the governing body, and will be reviewed annually.