NEYLAND COMMUNITY SCHOOL

TARGET SETTING POLICY

Introduction

In our school we are committed to give all our children every opportunity to achieve the highest 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 a class or whole cohorts of children.

Target-setting is a significant strategy in our school for improving pupil’s achievement. We know that it will be effective only if we remember that the pupil is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each pupil’s starting point.

An essential part of improving achievement is to set targets for each pupil that are aspirational. We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, and targets will be agreed for academic attainment, social and personal development, attendance and behaviour.

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

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

Rationale for Target Setting

- Target setting 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 point of learning.

- We involve the children in the target setting process and, whenever possible, 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.

- Each year we identify targets for school improvement within our School Development Plan. The targets that we set out for our children help to determine the priorities within our school improvement plan. The actions that we then plan to the targets that we have set for our children. The governors of our school are involved in reviewing the targets of our School Development Plan on a regular basis.
**Aims and Objectives**

In our school the targets:

- 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 compared to all schools and similar schools.

**Process of Target Setting**

- When children join the school, we make an assessment of their learning with the first half term of their schooling, using the CEM Aspects Nursery Assessment. We use the outcome of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort. The comparative data and core data sets allow us to identify the expected level of achievement of these children at the end of Foundation Phase. We record this on the LEA G2 mark books.

- The children in Reception are assessed using the PIPS Baseline assessment; this provides us with an estimate of the child’s predicted Outcome at the end of Foundation Phase which the teachers use to target set.

- Transition meetings are held in the summer term of each academic year between the current teacher and the pupils new class teacher in which targets are set for the new term. At the beginning of every academic year, the child’s class teacher in consultation with the previous year’s teacher forecasts the Foundation Phase Outcome / National Curriculum Level that s/he expects each child to reach at the end of Foundation Phase / Key Stage 2 for the core subject areas. We base this forecast upon the current performance of the child, upon teacher assessment, WAG test data and other internal test data. The teacher’s own knowledge of the child’s rate of progress throughout the year is also taken into account.

- Each teacher discusses the targets that he/she sets with the SMT and co-ordinators. We make a comparison 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 the targets, we discuss the draft targets with the governing body. The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. They must reflect the ability of each cohort and carry an appropriate level of challenge.

- 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.
We offer children opportunities to review their progress with their teacher. This progress forms part of the discussion that teachers have when they meet with parents.

**Target Setting Data**

In our school we use a range of information to support the target setting process:

- Use of benchmarking data
- Use of continuous teacher assessment
- Use of specific assessment materials such as ‘Snapshot’, NFER.
- Use of core data sets
- PASS information
- Use of NVR and VR assessments
- Use of G2 data.

Reviewed: July 2014