



Target Setting Policy

Written by the Staff of Durand

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Durand Primary School

Target Setting Policy

Introduction

At Durand Primary School we are committed to giving all pupils every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific, measurable, achievable and realistic targets 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 and how well individual children and groups of children are doing. These include questions such as:

- ✓ How well is each child doing from their starting point?
- ✓ How well are groups of children doing?
- ✓ Are our Curriculum and Assessment Policies ensuring pupils make progress?
- ✓ Is the standard and quality of our teaching high enough?
- ✓ Are our pupils involved and engaged in the learning and making progress?
- ✓ Is additional support required for some pupils?
- ✓ Are their high expectations for each child to achieve their potential or beyond?
- ✓ How well is our school doing?
- ✓ How much added value do we make to the progress of children from their starting points?
- ✓ 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?

Target setting is a significant strategy for improving children's achievement. At Durand Primary we know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are challenging and take into account each child's starting point. We ensure that all children are treated as individuals.

We involve the children in the target setting process 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 them learn more effectively, by making clear what it is that they need to do next in order to improve.

We discuss with parents the targets set for their children twice yearly at Parent / Teacher Consultation meetings. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Each year, in our School Development Plan, we identify and prioritise targets for development within the school overall. The targets that we set for our pupils help to determine some of the priorities within our School Development Plan. The actions that we then plan link to the targets that we have set for our pupils. This ensures that what we plan will have an impact on learning for our pupils. All staff and governors are involved in reviewing the targets in our School Development Plan on a regular basis.

Aims and Objectives

Our aims in target setting are to raise standards of achievement by:

- achieving specific objectives that are being taught in the curriculum and plan for next steps;
- giving children targets to reach in a given time;
- setting targets that are specific, measurable, achievable, realistic and time related;
- being aware of the strengths and weaknesses of individual children or groups of children and to target support and differentiated activity as appropriate;
- setting high teacher expectations and challenges that raise the standards of pupils' achievement;
- working in partnership with parents/carers to contribute to the development of individual children.

In our school, the targets we set:

- challenge all children to do the very best they can;
- take into account each child's starting point for learning and any additional learning needs that may require support and a bespoke plan;
- encourage children to discuss and review their progress with teachers regularly;
- involve parents in their child's learning and understanding of the targets;
- ensure Governors are part of the decision making process around targets;
- help Governors to agree priorities for the School Development Plan;
- lead to more focused teaching and learning for each child, for groups of children, for the class and the school as a whole;
- help us to make judgements about how well our school is doing when compared to all schools and to similar schools.

Target Setting Process

Yearly Targets

When children join our school in our Reception class we make an assessment of their learning within the first term, using the Foundation Phase Profile. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. We record these results using the online system, Incerts.

During the summer term each year, the child's current class teacher together with the receiving class teacher forecasts the Foundation Phase Outcome or National Curriculum level that s/he expects each child to reach at the end of the key stage from Year 1 up to Year 6. This is for Language, Literacy and Communication, Mathematical Development and Personal and Social Development, Well-being and Cultural Diversity in Foundation Phase and English, Mathematics, Science and Welsh Second Language in Key Stage 2. We base this forecast on the child's current performance, using a variety of assessment data (see list below), and on the teacher's own knowledge of the child's rate of progress during the year. The teachers then consider what the child could possibly achieve, beyond the forecast, if appropriately challenged. These draft targets are then reviewed by the same teachers at the beginning of the Autumn term of the new school year.

Before agreeing and finalising the targets, the Headteacher discusses them with the EAS Challenge Adviser for the school. The draft targets are submitted to the EAS for approval before they are finally agreed by the Governing Body and the Local Authority. 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 become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level.

These yearly targets are recorded on the school SIMS system and are submitted to the EAS Learning Intelligence team via their EASi portal. It is statutory to submit targets for Years 2, 4, 5, and 6 and optional for Year 1 and 3.

Once the targets are finalised these are monitored termly by the class teacher to ensure that the pupils are given every possible opportunity to meet these targets. The EAS monitor progress towards targets in Year 6 in December and both Year 2 and Year 6 in March each year.

Governors publish the finalised targets for Achieving Outcome 5+ and Outcome 6+ in Language, Literacy and Communication, Mathematical Development and Personal Social Development, Well-being and Cultural Diversity for Year 2 pupils for the current year and for Achieving Level 4+ and Level 5+ in English, Mathematics and Science for Year 6 for the next three years in their annual report to parents. This gives details of the percentage of children who will achieve Outcome 5 or above for Year 2 pupils and Level 4 or above for Year 6 pupils in the Teacher Assessments.

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

Every term we offer opportunities for the children to review their progress with the teacher. The progress the children are making forms part of the discussion that teachers have twice yearly at the parent / teacher consultations.

As part of the child's annual report we produce a statement about progress towards his or her targets and provide targets for further development for their child.

We have a School Attendance target agreed each year which takes into account improvement in school attendance levels.

Target Setting Data

We use a range of information to support our target setting process. These include:

- Our own tracking systems
- Incerts
- On-going teacher assessment
- Foundation Phase Profile
- National Reading test results Year 2–6
- National Numerical Procedural test results Year 2-6
- National Numerical Reasoning test results Year 2-6
- Non-Verbal Reasoning Years 1-6
- SWST Spelling Years 1 - 6

On-going Targets

Targets in Foundation Phase

In the Foundation Phase individual pupil targets are introduced gradually across the three core areas of learning.

Reception

In Reception targets are set in Personal and Social Development, Well-being and Cultural Diversity.

In the Autumn Term the targets are whole class targets set by the class teacher. An award is given to put onto a class display when each pupil achieves the goal.

In the Spring Term, during the SEAL Topic 'Going for Goals' the children discuss their own strengths and areas for development. The class teacher then gives group targets in PSDWBCD related to the children's areas of development, again the pupils will receive an award to display when they achieve the goal.

In the Summer Term the pupils, in discussion with the class teacher, set their own individual target in PSDWBCD. They each have a Seal picture and get a star to add to the Seal each time they achieve their target, up to 3 times.

Year 1

In the Autumn Term each pupil decides with the class teacher a target for Literacy. The targets are stuck in the front of the Literacy books and reviewed regularly by the class teacher and pupil. A star is added to the target each time the pupil achieves the target, up to three times, then a new target is set. In the Spring Term a Numeracy target is also set and the same process is followed.

Year 2

The same process as Year 1 is followed in Year 2. However, each pupil has a Literacy and Numeracy target from the Autumn Term onwards, these are reviewed by the class teacher and pupils on a half termly basis.

Targets in KS2

Literacy Targets

In Key Stage 2 all learners have individual Literacy targets in the front of their English books. These targets are agreed through discussion between the class teacher and the learners. When targets have been deemed met by the class teacher they are dated and signed off as achieved. Appropriate, new targets, are then added to the front of the English book and learners are provided opportunities, through relevant tasks, to achieve these over a half term period.

Numeracy Targets

In Key Stage 2 all learners have individual Numeracy targets in the front of their Maths books. These targets are agreed through discussion between the class teacher and the learners. When targets have been deemed met by the class teacher they are dated and signed off as achieved. Appropriate, new targets, are then added to the front of the Maths book and learners are provided opportunities, through relevant tasks, to achieve these over a half term period.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Headteacher:

Chair of Governors:

Date: