



## Target Setting Policy

<b>UN Convention on the Rights of the Child</b>	
Article 28	You have the right to a good quality education. You should be encouraged to go to school to the highest level you can

**Approved by:** Curriculum Committee **Date:** 17<sup>th</sup> May 2021

**Last reviewed on:** 17<sup>th</sup> May 2021

**Next review due by:** May 2024

## **Purpose**

An essential part of improving achievement is to have high aspirations for all pupils, and that staff use on-going observations and assessment to identify what children need to do to improve and this is shared with pupils.

We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, and targets will be agreed for academic attainment, but also for social and personal development, attendance and behaviour as appropriate. Pupils will be involved in reflecting on their targets and will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with pupils and their parents. Attainment targets will be based on the prior attainment of each pupil.

## **Relationship to other policies**

This policy should be read in conjunction with our policies on assessment, curriculum, performance management, attendance & behaviour, SEN, equality, marking and feedback and the home-school-pupil agreement.

## **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
- Staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centred 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 target covering pupil progress is agreed with each teacher as part of the performance management cycle
- Parents receive information about progress of their children against agreed targets each term through Parents' Evenings and Pupil Reports.
- The governing body receives information on progress each term to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress

### **Subject Managers will organise the collection of relevant data so that they can:**

- Analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil
- Monitor progress of pupils towards the targets at the middle and end of each term
- Evaluate outcomes with reference, where relevant, to local and national comparative data, focussing on trends over time, the relevant performance of different groups of pupils including low, middle and high attaining children, boys and girls, ethnic groups, disadvantaged pupils and those with Special Educational Needs and Disabilities,
- Evaluate performance within and progress between key stages
- Report analysis to the Senior Management Team in accordance with agreed school procedure

**Class Teachers will:**

- Agree targets for personal and social skills, attendance and behaviour with each pupil where relevant
- Monitor pupils' progress according to the school's Assessment and Record Keeping policy
- Interpret Continuous Assessment data and report concerns to the Senior Management Team
- Liaise with Special Education Needs Co-ordinator (SENCO) where required to support pupils on IBP's (Individual Behaviour Plans) and IEPs (Individual Education Plans)

**The SENCO will organise the collection of relevant data so that s/he can:**

- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN pupil
- Monitor progress of SEN pupils towards the targets at the middle and end of each academic year
- Evaluate outcomes with reference, where relevant, to local and national comparative data, focussing on trends over time, the relevant performance within and progress between key stages, and report this analysis to the Senior Management Team in accordance with agreed school procedure.

**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 and, where required, complete IEP's 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 Subject Managers at the middle and end of each academic year
- Report the progress of pupils against their targets to parents formally once each year and informally at least each term, discussing, reviewing and drawing up new IEP's where required
- Celebrate success in meeting targets using school reward systems
- Set targets for pupils who are Not on Track to meet Age Related Expectations (ARE) in particular domains and record these, and progress made towards them.
- Use assessment tasks such as Apprentice Writes (English) and Cold questions (maths) to set class, group and individual targets for lessons or series of lessons
- Set differentiated targets for individual lessons in the form of "I cans" and share these at the start of the lesson and give children time to assess their progress against them at the end of a lesson
- Assess against the "I cans" at the end of each lesson to show whether the children have achieved them and any next steps

- Use Whole Class Feedback sheets to record individuals and groups who need personalised targets and the actions that will be taken to achieve them.
- Ensure these targets are shared with pupils and that pupils are given dedicated time to act upon them.

**Pupils will:**

- Engage with teachers at an appropriate level when agreeing and deciding their targets
- 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 both statutory targets/results and their interpretation are published online.
- 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 3 milestones over the year and at the end of the academic year by the assessment manager, subject managers, SENCo and Headteacher, and reported to the governing body. ASP, Perspective Lite data, Fisher Family Trust and other summative performance data will be analysed by the Senior Management Team and evaluated with the support of the governing body during the autumn term.

*The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.*