Target Setting Policy

St Ethelwold's VA School

Approved by:	[Name]	Date: [Date]
Last reviewed on:	[Date]	
Next review due by:	[Date]	

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?

Aims and objectives
In our school the targets are:
- 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.

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 Development Plan. The targets that we set for our children help to determine the priorities within our school improvement plan. 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 our improvement targets.

Roles and Responsibilities

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 Headteacher where progress towards agreed targets is below expectations;
- recognise and celebrate the effort and success of pupils and all staff.

The Headteacher 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 assessment coordinator to set 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
- staff and governors receive training on the interpretation and use of data to inform pupil target setting and expectations to inform planning of teaching and learning ;
- all performance management targets will impact positively on pupil progress;
- parents receive information about the progress of their pupils against agreed targets;
- The governing body receives relevant and timely information on progress to enable it to make informed decisions when setting targets and monitoring and evaluation progress;
- Statutory targets are set and published by 31st December each year;

Curriculum Team 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, EAL, LAC, vulnerable groups, and performance within and progress between key stages and performance compared to different subject areas;

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;
- Work closely with Assessment Coordinator at APP meetings to focus closely on pupils progress and to set appropriately challenging targets
- 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' from the rocket displays (based on child friendly APP) in writing and Maths and other targets in other areas of the curriculum;
- reward pupils upon achieving their targets and highlight pupils achieving;
- involve TAs wherever possible to maximise progress;
- report concerns about progress of individual pupils or groups of pupils to the Headteacher and 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 mentoring meetings;
- review progress termly and update the pupil data class tracking sheets each term

Role of pupils Pupils will:
- ✓ know their 'next steps targets' in reading, writing and Maths 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.

Process of target setting
When children start in the Nursery, we assess the children within the first term of their schooling using a baseline test. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort.

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Early on in the autumn term staff meet to set the statutory end of Key Stage Targets These targets are then scrutinised by the Head Teacher and the Assessment co-ordinator. The targets set are then discussed and agreed with a System Leader from the GWE Consortium before going to the governing body for their approval. The Target setting process and comparisons between targets and actual results form a large part of the System Leader's Annual Performance Review of the school.

National Literacy and Numeracy tests have be administered to Y2 – Y6 as part of the Welsh Government's Literacy and Numeracy Framework. This data is analysed carefully by the Core subject leaders and the SLT. Comparisons are made against targets set and teachers assessments. Data is also used by "The Fischer Family Trust" to produce value added data for the school. This Value Added data is copied to all teachers. The Head and the Assessment co-ordinator carry out a detailed analysis to identify trends, strengths, weaknesses and more specifically;

- achievement towards year group targets for that track year on year progress of the cohort, groups and individuals including any gender differences in achievement.
- achievement towards year group targets for that academic year – have they been met?
- value added of the cohort, groups and individuals
- track year on year progress of the cohort, groups and individuals including any gender differences in achievement.

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.

Each teacher discusses the targets that s/he sets with the headteacher and deputy headteacher using our Assessing Pupil Progress or "APP" meetings. 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.

The Class Teachers and each individual pupil agree targets during the course of lessons and upon discussion and marking of work. These small targets are relayed through feedback and acted upon immediately. Assessment for Learning strategies are used by the pupil and teacher to record progress towards achieving these individual targets.

We inform parents about our target-setting process and our targets for their pupils. The parents also have regular opportunities to talk about their pupils' progress towards their targets during mentoring meetings. This helps parents identify the ways in which they can support their pupil with work and encouragement at home.

Each year, in our School Development Plan (SDP), we identify and prioritise targets. The targets that we set for our pupils help to determine these priorities. The actions that we then plan are linked to the pupils' targets. We thus ensure that our plans really will have an impact on our pupils' learning. Our governors are involved in reviewing the targets in our SDP on a regular basis.

Benchmarking
In all these above target setting processes, national, local and school based data trends and averages for attainment and value Added are applied to ensure accurate and challenging targets for progress and attainment are set for whole cohorts, individual pupils and vulnerable pupil groups such as FSM, SEN and EAL

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 school's Marking Policy

- The daily formative assessment undertaken by teachers and teaching assistants in their classrooms or outdoor learning areas
- Recording observations of pupils made while undertaking tasks or responding to stimuli .(Good examples of this is seen in the Foundation Phase)
- Baseline Assessment undertaken at the beginning of The Foundation Phase
- FISCHER Family Trust value added data
- Target setting data produced by GWE
- End of K.S. Data produced by the Welsh Government through the use of DEWi (Data Exchange Wales initiative).
- W.G. School Family data produced by FFYNNON
- SIMs (electronic tracking system) data produced for each class
- INCERTS
- GL Assessment data

The SLT and the Assessment co-coordinator make use of these data packages to help in setting targets and analysing our school's performance against national and benchmark data.

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 Headteacher and Assessment Coordinator, class/subject teachers and these are reported to the governing body.