Target-Setting Policy

(See also Assessment Policy and Marking and Feedback Policy)

This policy represents the agreed principles for the use and application of target setting throughout the school. This policy has been agreed by governors within the school and all teachers representing the Early Years, Key Stage 1 and Key Stage 2.

School aims

Our school community (pupils, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all pupils with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

Introduction

Shepherd Primary School is committed to giving all pupils 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 pupils. Targets may relate to individual pupils, groups of pupils within classes, or whole cohorts of pupils.

Target-setting also enables the school to ask some key questions about its performance. These are:

- How well are we doing?
- How much added value do we make to the progress of pupils at each key stage?
- How do we compare with similar schools?
- 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?

Rationale for target-setting

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.

Pupils are involved in the target-setting process and reviewing their progress against their targets set, and wherever possible, teachers negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes pupils aware of how they can improve their work and achieve their target. Target-setting for our pupils 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 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 parent consultation evenings. This helps parents identify the ways in which they can support their pupil with work and encouragement at home.

Each year, in our School Improvement Plan (SIP), 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 and class teacher performance appraisal 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 SIP on a regular basis.

Aims

In our school the targets we set:

- challenge all pupils to do better;
- take into account each pupils' starting point for learning;
- encourage pupils to discuss and review their progress with teachers regularly;
- involve parents in their children's learning;
- help governors to agree priorities for the school improvement plan;
- lead to more focused teaching and learning and inform the planning process;
- helps us to make judgements about how well our school is doing when compared to all schools and to similar schools.

Target-setting Process

Every school is required by law to set targets in Mathematics and English each year for those pupils who are in Year 6. At Shepherd Primary School targets are set in Reading, Writing, Mathematics and Science for all our pupils, at the beginning of each academic year from Year 1 upwards.

Early Years

When pupils join our school in morning Nursery we assess them using the Age Related Expectation (AREs) from 'Birth to Five Matters'. They are then tracked termly using the Hertfordshire EYFS Toolkit.For those pupils joining us at the beginning of Reception, they are assessed using the AREs and summatively at the end of each term and the academic year using the Early Years Foundation Stage Profile. Pupils have group targets set for writing and number and these are shared with them on an ongoing basis. When pupils achieve their targets these are recorded on their 'Bertie Butterfly' target cards. Pupils also receive individual targets based on improvement marking in writing and mathematics. Parents are informed of pupil targets on the termly newsletter, biannual reports and at parent consultation evenings.

KS1 and KS2

Targets are set for all pupils from Year 1 to Year 6 in Reading, Writing, Mathematics and Science. These targets are set at the beginning of the academic year using assessments from the previous year. The Headteacher with support from the Headship Group sets targets alongside class teachers. These targets are also part of performance appraisal objectives.

Trajectory targets are set for pupils in terms of predicted attainment outcomes at the end of Key Stage 1 in Reading, Writing, Mathematics and Science. Trajectory targets are also set for pupils' predicted attainment at the end of Key Stage 2, for English, Mathematics and Science, using a combination of ongoing progress and value-added expectations calculated from attainment levels at the end of Key Stage 1. These are set with the school's Herts Improvement Partner (HIP) at the progress review meeting during the Autumn Term.

On an ongoing basis, class teachers highlight sheets for five key pupils in their class containing the success criteria for their year group in English, Mathematics, Science and Computing. At the end of each term the children are rated as either 'entering', 'developing', 'securing' or 'mastering', which then informs the class teacher and SLT as to how many pupils are on target to meet Age Related Expectations by the end of the academic year in each year group.

Improvement marking informs individual targets set for pupils in English and Mathematics and these are written onto target sheets which are kept at the front of pupil books. These are shared with parents at parent consultation evenings.

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 pupil groups such as FSM, SEN and EAL

Using and applying data

The school uses a range of information in its target setting process.

This includes:

- RAISE online (ROL - national and similar schools comparative data);
- the LA's School Management Information (MIU county comparative data);
- Fischer Family Trust value-added data;
- the national tests for seven- and eleven-year-olds;

The Headteacher and Headship Group 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 HIP 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 of activities' entitled 'How assessment takes place at Shepherd Primary School' (see appendices i and ii) in line with the assessment, recording and reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) and robust targets;
- 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 appraisal 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;

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' from their target cards (based on improvement marking) in English and Mathematics 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 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 biannual reports in February and July and at corresponding parental consultation meetings;
- review progress termly and update the pupil data class tracking sheets
- identify trends within pupil groups and track them.

Role of pupils

Pupils will:

- know their 'next steps targets' from their target cards in English and Mathematics 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;
- respond to improvement marking using purple polishing pens
- seek advice and help when they need it;
- share their learning and progress with their parents/carers.

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, BME, EAL, CLA, vulnerable groups, and performance within and progress between key stages and performance compared to different subject areas;

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 Improvement Plan;
- ensure that targets and results are published in the School Profile;
- 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.

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 Headship Group, class teachers and subject leaders and these are reported to the governing body.

Monitoring and review

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

Annual Range of Target Setting Activities across the School

Scale of Target Setting	Target Setting Activity	When	Staff involved
Whole School	End of Reception, KS1 & 2 trajectory targets reviewed and set with SIP	October/November	HT, HG, COG, Vice COG
Whole School	Performance Appraisals linked to target setting	September/October	HG
Years R – 6	Pupil progress review meetings and target setting	End of every term	HT, HG, CT
Years R – 6	Pupil Groups identified, tracked and interventions planned to meet targets	End of every term	SLT, SENCo, CT
Years R - 6	Individual target setting in English and Mathematics (based on Improvement Marking)	Daily/weekly	CTs
Years N - 6	Biannual Reports to parents	February and July	HT, HG, CT
Years N - 6	SEN IEP, PSP and G&T targets set and reviewed for identified children	End of every term	SENCo, CT

Key:
HT: Head Teacher
HG: Headship Group
SLT: Senior Leadership Team
SENCo: Special Educational Needs Co-ordinator
CT: Class Teacher
PSP: Pastoral Support plan
IEP: Individual Education plan
G&T: Gifted and Talented