

LOUDWATER COMBINED SCHOOL

Policy on Target-Setting

Introduction

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 much added value do we make to the progress of children 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 the children's achievement. 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, but realistic, and take into account each child's starting point.

We involve the children in the target-setting process and, wherever possible, negotiate 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 inform parents about our target-setting process and our targets for their children. The parents have regular opportunities to talk about their children's progress towards their targets. This helps parents to identify the ways in which they can support their child with work and encouragement at home.

Aims and objectives

In our school, the targets we set:

- Are related to prior attainment in Foundation Stage and KS1 when setting targets for the end of KS1 or KS2;
- recognise that 5/6 steps of progress, according to Target Tracker and our teacher assessments is expected progress over an academic year;
- challenge all children to do better;
- take into account each child's starting point for learning;
- encourage children to discuss and review their progress with teachers regularly;
- involve parents in their child's learning;
- provide information for governors;
- lead to more focused teaching and learning;
- help us to make judgements about how well our school is doing when compared with all schools and with similar schools.

The target-setting process

When children join our school, we make an assessment of their learning within the first term, using the EExBA Early Excellence baseline. We use the outcomes of the baseline to identify strengths and areas for improvement in individual children and in groups of children. National and LA comparative data allow us to identify the expected levels of achievement for these children at the end of Key Stage 1. These targets are recorded in Target Tracker.

At the beginning of each academic year, the child's class teacher sets targets, as relevant, according to EYFS outcomes, phonic screening outcomes, end of KS1 and KS2 outcomes, that s/he expects each child to reach at the end of the year and at the end of the Key Stage. These targets related to age related expectations and are recorded on Target Tracker and inform the teacher's performance management pupil progress target.

In Foundation Stage this is for the ELGs, in Key Stage 1, this will be for reading, writing and mathematics. In Key Stage 2, this will be for reading, writing, mathematics and science. We base this forecast on the child's current performance, on assessment and other data, and on the teacher's own knowledge of the child's rate of progress during the year. The teacher then considers what the child could possibly achieve, beyond the forecast, if appropriately challenged.

Teachers discuss with the headteacher and deputy headteacher the targets they have set. We make comparisons with the performances of similar schools, in order to ensure that the targets that we set do offer a real challenge.

Although no longer a statutory requirement we do set targets for the end of Key Stage One and Two. These are discussed with the governing body.

The governing body 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 ensuring that all groups make good or better progress.

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

The teachers review each child's targets with the headteacher or deputy headteacher on a half termly basis. This helps teachers to monitor the progress that the children are making towards their targets.

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 each term with parents.

As part of the child's interim and annual report, we produce a statement about progress towards his or her targets. We use information from Target Tracker to illustrate this.

Target-setting data

We use a range of information in our target-setting process. We expect teachers to be familiar with the following as they relate to their role within school:

- the school's Raise online data;
- the LA's analysis School Performance Analysis (SPA);
- the national tests for KS2;
- Rising Stars optional end of year tests
- The Phonics screening check outcomes
- the EExBA FS baseline;

- the Early Years Foundation Stage Profile.

Monitoring progress towards targets

Progress will be tracked on a half termly basis. It is the responsibility of the class teacher to update Target Tracker with child's achievements on a half termly basis.

Pupil progress meetings will be held half termly to celebrate progress made and explore why some children may not have progressed at an acceptable rate. This will enable interventions to be put in place to enable pupils to accelerate their progress. It may also be necessary to make improvements to the quality of the teaching.

Target-setting across the curriculum

In our school, we set a range of different types of target. We set targets for our children's performance in the national tests at age 11 in English and mathematics. We set targets for these subjects in each year of Key Stage 2, when we also set targets for science. In each year of Key Stage 1, we set targets for reading, writing and mathematics.

Teachers set curriculum targets for English and mathematics in each class. These targets relate to the National Curriculum. Children in Key Stage 2 have their own reading, writing and mathematics targets, which are contained in their books. They ask the teacher to review the target when they have evidence to show that they have met it.

We set broader targets in a range of other areas of school life. These may relate to behaviour or another area of school life, for example, to encourage more children to take part in extra-curricular activities over the current school year. We also have an agreed target for improvement in school attendance.

Monitoring and review

This policy will be reviewed by the Admission and Curriculum Committee in two years, or earlier if necessary.

Reviewed April 2017

Approved by Governors

Published for parents

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