Policy on Target-Setting

1 Introduction

1.1 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.

1.2 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?

2 Rationale for target-setting

2.1 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.

2.2 We involve the children in the target-setting process wherever possible. 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.

2.3 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.

3 Aims and objectives

3.1 In our school, the targets we set:

- 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;
- help governors to agree priorities for the school improvement plan;
- 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.

4 The target-setting process

4.1 When children join our school, we make an assessment of their learning within the first term, using the EYFS Learning Goals. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. National and LA comparative plus Fischer Family Trust (FFT) data allow us to

identify the expected levels of achievement for these children in the national assessments at the end of Key Stage 1. We record these expectations in our pupil tracking system.

4.2 At the end of each year, the child's class teacher forecasts the National Curriculum standard that they expect each child to reach at the end of the Key Stage. In Key Stages 1 and 2, this will be for reading, writing and mathematics. We base this forecast on the child's current performance, on assessment, FFT 20 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.

4.3 Teachers discuss with the headteacher the targets they have set at regular Pupil Progress Meetings.

4.4 Before agreeing and finalising the statutory targets for our Year 6 pupils we discuss the draft targets with the governing body and if necessary the LA. 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.

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

4.7 The teachers review each child's targets with the headteacher during the first half of the spring term. This helps teachers to monitor the progress that the children are making towards their targets.

4.8 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.

4.9 As part of the child's annual report, we produce a statement about progress towards his or her targets.

5   Target-setting data

5.1 We use a range of information in our target-setting process. We expect teachers to be familiar with:

- the school's Performance and Assessment Report;
- the LA's School Information File (local comparative data);
- Fischer Family Trust contextual value-added data;
- the national assessments for 7- and 11-year olds;
- optional national tests for Years 3, 4 and 5;
- the national Foundation Stage Profile.

6   Target-setting across the school

6.1 In our school, we set a range of different types of target. We have a statutory obligation to set targets for our children's performance in the national tests at age 11 in English and mathematics. In each year of Key Stages 1 and 2, we set targets for reading, writing and mathematics.

6.2 Teachers set curriculum targets for English and mathematics in each class. These targets often relate to the objectives of the national literacy and numeracy strategies.

6.3 We have agreed absence rate targets with the L.A. in response to the DfES School Attendance Regulations of 2005.

7   Monitoring and review

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

This Policy was reviewed by the Curriculum Committee 29 September 2021

Date of next review September 2023