

Wickford Primary School Target Setting Policy

1 Introduction

- 1.1 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.
- 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 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 achievement of children. It will only be effective 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 for learning.
- 2.2 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 children 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 the target setting process and the targets for their children. They have regular opportunities to talk about their child's progress. This helps parents identify the ways in which they can support their child with work and encouragement at home.
- 2.4 Each year we identify targets for school improvement within our School Improvement 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 the targets we set.

3 Aims and objectives

- 3.1 In our school the targets:
- 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;

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- 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.

4 Process of target setting

4.1 When children join our school, we make an assessment of their learning as soon as we can after giving an appropriate amount of time for the children to settle with us.

In EYFS, Early Excellence baseline assessments are carried out within the first 3 weeks of children starting school.

For pupils joining the school in Y3, assessments are carried out based on the Y2 curriculum within the first 3 weeks of September.

For other pupils who transfer mid-year, baseline assessments are carried out according to their age.

We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort. Using comparative data, we can identify the expected level of achievement of these children at the end of Key Stage 2 in the national tests.

4.2 ~~We use their end of Key Stage 1 SATs and baseline data to predict the level children could reach at the end of key stage 2.~~ We gain further information for this forecast from the current performance of the child, and the teacher's own knowledge of the child's rate of progress during the year.

4.3 Each teacher discusses the progress the child is making after our termly assessments with the Headteacher, Deputy Headteacher and/or other member of the Senior Management Team. 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.

4.4 We discuss the targets with the governing body. 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.

4.5 Governors publish the finalised targets in English and mathematics for eleven year-olds in our school prospectus.

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

4.7 The teacher and the Headteacher or deputy Headteacher review the targets of each child from our formal assessments and ongoing teacher assessment. We hold pupil progress meetings to discuss the progress of the children and to ensure there are programmes to support pupils who are falling behind.

4.8 We offer children opportunities to review their progress with their teacher. This progress forms part of the discussion that teachers have with parents.

4.9 We produce a statement about each child's progress towards his or her targets as part of the child's annual report.

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5 Target setting data

5.1 In our school we use a range of information to support the target setting process. We expect teachers to be familiar with:

- pupil's attainment at Key Stage 1
- pupil's baseline assessments taken in the Autumn term of year 3:
- national tests for seven and eleven year olds;
- Y1 phonics tests
- Y4 multiplication & times tables check
- termly assessments in reading, writing and maths;

6 Target setting across the curriculum

6.1 In our school we set a range of different types of targets. We set targets for our children's performance in EYFS based on Development Matters, the national Y1 phonics test and the national year 2 and year 6 tests in English and mathematics.

6.2 ~~Teachers set curriculum targets for English and mathematics in each class. Children have layered targets for English and Maths based on previous attainment.~~

6.3 We set broader targets in a range of other areas of school life. For example, we give each child the opportunity to take part in a school assembly. ??????We also have an agreed target for improvement for school attendance.

This policy was written in Jan 19 and will be reviewed biannually.