



‘Every Child, Every Chance, Every Day’

Reviewed By	Peter Gould	Policy Owner	January 2017
Ratified by	Peter Gould	Governor	January 2017
NEXT REVIEW			January 2019

Purpose

Appropriate target setting is a tool to support children and staff to achieve success. We aim to set challenging, realistic and effective targets for improvement which can be achieved within a manageable process.

Target setting for pupils

Target setting is an ongoing process which involves a dialogue between teacher and pupil about the pupil’s work and progress. Target setting must be meaningful and appropriate to the child’s level of development and maturity. Targets can be set for specific learning, but also to encourage the development of skills for learning. Targets are set daily for each piece of work and presented to children as ‘I can’ statements. Pupils and teachers assess progress against these targets. Broader targets are also set termly, and children are increasingly encouraged to contribute to, and to set their own targets.

Targets are shared with parents, at parents’ evenings and through reading diaries, and opportunities exist for parents to review progress when looking at children’s work at celebration events and pupil progress drop in sessions. Curriculum workshops and information about progression in learning (e.g. maths booklets) are available to parents.

Small step targets are set for pupils with Special Educational Needs/Disabilities and for pupils with challenging behaviour and are recorded on Individual Education Plans, Individual Behaviour Plans, and group target sheets. Progress against targets is reviewed with children by teachers during the course of their work on an ongoing basis.

Individual teachers use a variety of target setting strategies within their own classes as appropriate in response to children’s needs.

Attainment targets

Targets for End of Year attainment in Reading, Writing and Maths are set annually by class teachers and are based on a range of evidence;-

Summative assessment outcomes

End of Foundation Stage outcomes

Teachers’ ongoing assessment and consideration of pupil progress to date

School expectations (historical Raise online data/comparative data/ SEF)

Teachers’ targets are reviewed and moderated by SLT, DHoS and HoS and Executive Headteacher.

End of Key Stage cohort targets are set in Year 1 & 5 by DHoS and the Year 1 & 5 Leaders predict the needs of the cohort and therefore plan accordingly.

Individual pupil targets are set in Spring 1 for years 1-6 and progress against these targets is reviewed each half term by class teachers and year group leaders. The SLT then review the ½ term data reports comparing key groups between the three classes and previous cohorts. Children at risk of not achieving targets are discussed and provision is put in place where necessary (specific support for maths/ handwriting etc).

Target setting for Teachers and support staff

Targets for teachers, support staff and admin staff are set on an annual basis as part of the school's Performance Management policy and procedures. (Linked policy – Performance Management).

School Improvement Targets

The School Improvement Plan details the agreed targets for teaching and learning, but also for British Values, Social, Moral, Spiritual and Cultural development, school building improvement and Governors are involved in setting targets for the plan as well as reviewing and monitoring progress against the plan on a termly basis by the teaching and learning committee.

Governing Body

The Governing Body has a key role to play in the target setting process.

The Teaching and Learning Committee monitors progress towards school targets as well as pupil attainment targets and holds the school to account for performance. This committee reports to the FGB.

Performance Management is monitored by the safeguarding, Finance and Premises Committee and reports to the FGB.

Governors carry out the Performance Management process for the Executive Headteacher.

Jefferys Education Partnership

The Academic Board reviews attainment targets for each school in the Multi Academy Trust and together with the Education Improvement Officer challenge the schools to strive to achieve the best outcomes for pupils in each school. Headteachers report progress against targets to the Academic Board. The Academic Board may take action to support schools who are at risk of not achieving targets.