



Target Setting

Chair of Governors: *Mr A Burnell*

Headteacher: *Mrs T Buckle*

Date : **May 2020**

Review: **May 2022**

Introduction

At Trerobart Primary 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.

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.

All children are involved in the target setting process and, wherever possible, they are encouraged 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 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 and carers about our target setting process and our targets for their children. The parents and carers have regular opportunities to talk about their children's progress towards their targets. This helps parents and carers to identify the ways in which they can support their child 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 children help to determine these priorities. The actions that we then plan are linked to the children's targets. We thus ensure that our plans really will have an impact on our children's learning. Our Governors are involved in reviewing the targets in our SIP on a regular basis.

Aims and objectives

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 or carers in their child's learning;
- help Governors to agree priorities for the SDP;
- 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 an in house Baseline based on the outcomes in the Foundation Phase Framework. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. We record this information on our pupil tracking system.

At the beginning of each year, the child's class teacher forecasts the expected outcome/level that she/he expects each child to reach at the end of the year. In Foundation Phase, this will be for Language, Literacy and Communication (LLC), Mathematical Development (MD) and Personal and Social Development and Wellbeing (PSDW). In Key Stage 2, this will be for English, mathematics and science. We base this forecast on the child's current performance, on assessment and other data, and on the previous teacher's own knowledge of the child's rate of progress during the previous year. The teacher then considers what the child could possibly achieve, beyond the forecast, if appropriately challenged.

A team approach to both teacher assessment and target setting is adopted, in order that experience and expertise is shared and a consistent and coherent approach across the school is adopted. Teachers discuss with the Headteacher, the targets they have set. These are then discussed further with the Deputy Headteacher. We make comparisons with the performances of similar schools, in order to ensure that the targets that we set do offer a real challenge.

Before agreeing and finalising them, we discuss the draft targets with the Governing Body and the LA Systems Leader. 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.

End of Year 2 and Year 6 results are published. Copies are provided to parents of those pupils and to the Governing Body. In addition to this, Core subjects results are shared in great detail with the appropriate Link Governor. This information is also used to benchmark performance against other like schools, the Local Authority and Wales.

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.

The teachers review each child's targets with the SLT during the first half of the spring term. This helps teachers to monitor the progress that the children are making towards their targets and identifies those who may need additional support or an intervention.

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 with parents and carers during parent consultations.

As part of the child's annual report, we produce a statement about progress towards his or her targets, and identify future targets for the following academic year. The children, in years N to Year 6, also input or have input into their own self-assessment and set a target for the following academic year.

Target setting data

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

- RCT tracker
- Consortium tracker
- School performance Data
- Baseline
- Cohort Assessment Files

Skills tracking in INCERTS

Target setting across the curriculum

At Trerobart Primary we set a range of different types of target. We set statutory targets for Year 2 and Year 6 over a three year period. Targets are also set for all pupils from Nursery to Year 6. In-line with Consortia requests we set projected targets each September for the end of the Foundation Phase and Key Stage 2 for Years 1, 4 and 5.

Pupils' progression in skills acquisition is tracked across the school and recorded using LA trackers.

Monitoring and review

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

Reviewed May 2020

Next review May 2022