

Target Setting Policy

Introduction

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, cohorts of children or the whole school.

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?

Rationale for target setting

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.

We like to 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.

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 towards his or her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Each year we identify targets for school improvement within our School Development 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 of our School Development Plan on a regular basis.

GAP software is used to analyse B'Squared assessment data this process may provide further insight into children's progress.

A Benchmarking process for each child is being developed, this makes a judgement on the % improvement a child should make over an academic year taking into account that child's capacity and level of disability

Targets for some children will be agreed and monitored by other specialists such as the physiotherapist or speech and language therapist.

2. Aims and objectives

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;
- 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 within the first term of their schooling, using the B'Squared Recording and Assessment system, this initial assessment acts as a baseline and gives reference points for measuring future progress and setting appropriate targets.
- 4.2 At certain times each year, the child's class teacher forecasts the 'P' level or NC levels that she/he expects each child to achieve in a year's time. These become objectives which form the basis for the Individual Education Plan. We base this forecast upon the current performance of the child, assessment data, the B'Squared target setting system and the teacher's own knowledge of the child's rate of progress.
- 4.3 Each teacher discusses the targets that she/he sets with their team, these are then reviewed by the Headteacher. In time we will be able to 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 Before agreeing and finalising whole school or cohort targets, we discuss them with the governing body and the link inspector. 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 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.
- 4.6 The teacher reviews individual 'P' level and NC level targets each month and updates each child's data. This helps teachers review the progress that the children are making towards their targets. IEP targets are on going and may be recorded against each day.
- 4.7 We offer children regular opportunities to review their progress with their teacher. This progress forms part of the discussion that teachers have each term with parents.
- 4.8 We produce statements about each child's progress towards his or her targets as part of the child's annual review and end of year report.
- 4.9 Group Analysis data is used to give further insight into children's progress.
- 4.10 The Head Teacher will agree a bench mark for each child. This will be a % improvement in progress to be expected over an academic year. In Year progress will be set against this figure to help to identify where progress is above or below expectations.
- 4.11 Two children in each year group are tracked, evidence for each subject is collected each term. This is collated and scrutinised by a TA and a member of the leadership team. Since September '06 the school has been organised by developmental age rather than chronological, a new way of identifying children to be tracked is now required.
- 4.12 Targets for some children will be agreed and monitored by other specialists such as the physiotherapist or speech and language therapist.

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:
 - Baseline assessment
 - B'squared Assessment System

- Bench Marking
- Setting SMART Targets
- Individual Education Plan Target setting
- PEP R

6. Individual Target setting across the curriculum (IEP)

- 6.1 In our school we set a range of different types of targets. We have a statutory obligation, when appropriate, to set targets for our children's performance in the national tests at age 11 in English and Mathematics. Progress is recorded and monitored in all subjects.
- 6.2 Each child will also have targets within their IEP. These are likely to be broader and will include areas of development such as communication and PHSE
- 6.3 Two children in each year group are tracked, evidence for each subject is collected each term. This is collated and scrutinised by a TA and a member of the leadership team.
- 6.4 Some children, particularly at years 5 and 6 will achieve all their annual targets. Most children will achieve 75% of their annual targets. Some children, particularly when working within the first three P'levels, may not achieve 50% of the progress predicted, but will have learnt new complementary skills.
- 6.5 IEP targets for each child are agreed annually. These are displayed in child friendly formats in classrooms and recorded against on a daily basis by members of each class team. Whenever appropriate children will participate in reviewing their progress. The Head Teacher previews every Annual Review report before it is published, and where necessary, particularly if a target has been 'carried over', will review that area of development with the teacher. This may result in a more focussed and stepped objective, alternative learning opportunities or the involvement of other staff or specialists. A member of the admin team, dedicated to the Annual Review process, records the outcomes of Annual Review objectives.
- 6.6 Targets for some children will be agreed and monitored by other specialists such as the physiotherapist or speech and language therapist.
- 6.7 Teachers set curriculum targets for all areas of learning in each class. Targets may relate to the objectives of the National Strategies, National Curriculum or Developmental Curriculum many are likely to be drawn from the B'squared skills checklist.
These targets will be published and displayed as appropriate for each child.
- 6.8 We set broader targets in a range of other areas of school life. For example, in Years 5 and 6 we give each child the opportunity to learn to ride a horse and we also have an agreed target for improvement for school attendance.
- 6.9 This policy will be further informed by the policy for Assessment, Recording and Reporting.

Whole School Targets

- 7.1 2003/4
Every child will learn three new skills in Maths, English or PHSE. - Achieved
10% (5) of children will improve by one complete P'level in one subject. - Achieved
- 7.2 2004/5
Every child will learn three new skills in Maths, English and PHSE. - Achieved
10% (7) of children will improve by one complete P'level in one subject. - Achieved
- 7.3 2005/6
Every child will learn four new skills in Maths, English and PHSE. - Achieved

15%(9) children will move up a level in more than one subject. - Achieved

7.4 2006/7

Targets in all appropriate* subject areas for the academic year 2006/7

Class 1 – a group of children with profound and multiple needs operating within the first 3 P levels – will show a 10% increase in skills acquisition and learning in those areas of their developmental curriculum which cross reference with NC subjects.

Classes 3, 4 and 6 – children with severe autism operating within the first 5 P levels – will show a 14% improvement in skills acquisition and learning.

Classes 2,5 and 7 – children with severe learning difficulties operating within the first 6 P levels – will show a 17% improvement in skills acquisition and learning.

Class 8 – children operating above P level 6 – will show a 30% improvement

Class 9 – a small group of three children who require the highest level of support – their targets for overall improvement will be; GH – 10%. SH – 15%. CM 20%

(appropriate* - non verbal children will be disadvantaged in an area such as 'Speaking and Listening', and may be dependent on augmentative means of communication.)

7.5 2007/8 Every child will be within 5% of their benchmarked figure in each core subject.

Reviewed April 2008