

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 our students. Targets may relate to individual pupils, 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 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 for improving achievement provided that the child is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual child.

Children are involved in the target setting process, discussing their targets and sometimes suggesting the next targets. Feedback from staff makes them aware of how they can improve their work and achieve/exceed their target. Children have to make decisions about their learning once we have made clear, through the target setting process, what they have to do next in order to improve.

Parents are informed of their child's targets. They have regular opportunities to talk about their child's progress towards his/her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.

School improvement targets are identified annually within our School Improvement Plan. The collective targets that we set for the children help to determine the priorities within the School Improvement Plan. The actions that we plan link to the targets and should therefore impact positively upon the children's learning.

The Governors at Bishop Barrington are involved in reviewing the targets of our School Improvement Plan on a regular basis.

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 in local and national benchmark groups.

Process of setting individual targets at Key Stage 3

When children join our school initial targets are generated using prior attainment data. Within the domain of our "Going For Gold" strategy each child receives two targets for core subjects and one target for foundation subjects. Core targets are based around the school's Assessing Pupil Progress (APP) strategy. The silver target sets a minimum expectation of achievement for each child, whilst the gold target is more aspirational and raises the expectation to two levels progress from KS2. Foundation targets are generated based upon an average of a pupil's English, Maths and Science scores at KS2. These are then moderated by foundation subject teachers in the Autumn Term after the first assessment of progress.

Process of setting individual targets at Key Stage 4

Key Stage 4 targets are generated using a combination of KS2 & KS3 prior attainment data. Targets are generated using the Autumn Package and a child receives a silver (median) and gold (upper quartile) target for each subject that they study at KS4.

Targets for core subjects are generated for each child, using KS2 and KS3 prior attainment data. English, Maths and Science targets are generated using data from Key Stage 2 National Curriculum Tests. A second set of targets is generated using data from Key Stage 3 National Curriculum Tests. The two sets of targets are then compared and the more aspirational of the targets is used. All foundation subject targets are generated using data from Key Stage 3 National Curriculum Tests, again the child receives two targets (silver and gold) for each subject studied.

Target Setting/Progress Events

Target Setting/Progress Events are held throughout the year. In the Autumn Term we hold target setting evenings/days for Year 7 and Year 10 parents and pupils to involve them in the initial target setting process. There is an explanation of the target setting process and an opportunity for parents to speak to teachers. There are two progress events per year where parents and pupils are involved in measuring a child's progress towards their targets. Pupils/Parents receive a mid year report in the Autumn Term which allows them to check on their child's progress to date in all subjects. At the end of each academic year parents/pupils receive a more detailed cursive report on the child's progress and are invited to attend a progress evening/day to talk to the child's teachers/mentors.

Pupil Targets

Pupil's targets can be found in their planners in the Targets section. All teaching staff should check targets regularly during lesson time to ensure pupils have every opportunity to fulfill their potential. They should note particularly any subject specific targets as necessary. These targets may be discussion points with individuals or groups.

Form tutors/Mentors should ensure that target sheets have been filed correctly in the form tutor file and that pupils have copied targets into their pupil planners.

Form Tutors/Mentors should raise any issues that have arisen from the target setting process with Subject Leaders and with relevant subject teachers. Teachers should use the targets set for each child to develop classroom activities that are designed to enable children to meet their targets. Planning for suitable differentiation within classes should also be taken into consideration.

Process of Setting Cohort Targets.

All cohort targets are set using FFT Band D data as a starting point. Before collating the targets, agreeing and finalising them, we discuss them with the School Improvement Partner (SIP). They are then taken to the Governing Body for their agreements. The Governing Body accepts that the targets are based on the current attainment of each cohort of children. We do not necessarily expect targets to improve year on year. They reflect the ability of each cohort and carry an appropriate level of challenge.

Target Setting Data

In our school we use a range of information to support our target setting process:

KS2 & KS3 National Curriculum Test Scores.

KS3 Teacher Assessments.

The Autumn Package (national comparative data).

The school's RAISE Report.

Internal Assessment/Achievement Data from PPRs and bi-annual progress checks.

Monitoring and Review

The AHT Pupil Performance, Deputy Head teacher, Head teacher and SMT will together discuss and review targets. Governors will monitor our target setting process.

Review of Policy

This policy will be reviewed on a yearly basis or earlier if necessary.

Policy approved by Governors on 22nd June 2009 (Curriculum Committee)

Policy review date June 2010