



Target Setting Policy

Summer 2008

Introduction

At Cavendish Primary School we are committed to giving all our children every opportunity to achieve the highest 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 (see below).

Target setting also allows us to ask some key questions about the performance of Cavendish school. These are:

- How well are we doing?
- How well should we be doing?
- What more could we 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 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 involve the children in the target setting process by ensuring they understand them and what they have to do to meet them. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Targets help 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 targets set for their children. They have the opportunity to talk about their child's progress towards his or her targets at twice yearly parental consultation meetings. Children who receive additional support because of Special Educational Needs (SEN) or because they have English as an Additional language (EAL) are set additional targets by support teachers to accelerate their learning.

Each year we identify targets for school improvement within our School Improvement Plan. We ensure that what we plan really will enhance teaching and learning. The governors of our school are involved in reviewing the targets of our School Improvement Plan on a regular basis.

Aims and objectives

At Cavendish 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, (progress is recording on the schools Target Tracker software);
- Involve parents in their child's learning;
- Lead to focused learning and teaching,
- Help us to make judgements about how well our school is doing when compared to all schools and similar schools.

What type of targets do we set?

Different types of targets relate to individual children, groups of children within classes and whole cohorts of children.

School Targets

The school, in consultation with the local authority and our School Improvement Partner (SIP), sets statutory end-of-key-stage targets. In setting these targets the school takes into consideration the cohort profile, current achievement, Raiseonline and Fischer Family Trust data. Targets set are rigorous and challenging. In addition to statutory targets, the school also sets targets for Science and for levels 3 & 5 in English, Maths and Science.

The governing Body challenges and approves the targets through the curriculum committee.

Group Targets

Teachers set group targets for pupils working at a similar level within a subject. Group targets for English, Maths and Science can be generated using Termly Target Tracker. Group Targets may also be set in Foundation subjects and ICT.

Individual targets

Every child in Key Stage 1 & 2 is set individual numerical targets in Speaking and Listening, Reading, Writing, Maths and Science. These targets record SATs sub-levels and are reviewed termly, using a combination of teacher assessment and summative tests. Progress is recorded on Termly Target Tracker.

Individual 'next steps' pupil targets are also set. These identify what the pupil needs to do to progress to the next level. They are shorter term and should involve the pupil and their parents in their setting and review. These can be generated using Termly Target Tracker.

Children with special educational needs will also have individual targets set and reviewed as part of their Individual Education Plan (IEP).

Assessment for Learning

Cavendish School uses assessment for learning as part of its assessment policy. The use of process success criteria related to the learning objective in each lesson is an important part of the target setting process. Process success criteria give pupils short term targets for each lesson that enable them to know clearly what they need to do in order to achieve the learning objective.

Foundation Stage

Foundation Stage staff use baseline assessment data to inform their planning and to set next steps targets for pupils in the six areas of learning. These may be group or individual targets depending on need.

Process of target setting

At the beginning and end of the reception year and at the end of Year 1, we use the PIPS Assessment programme to assess standards and achievement. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the class. The PIPS data analysis, in

conjunction with Foundation Stage Profile data and teacher assessment, allows us to identify the expected level of achievement of these children at the end of Key Stage 1 in the national tests. We record this on Target Tracker.

At the end of the year, the child's National Curriculum levels are transferred automatically from Termly Tracker to Target Tracker. Levels are based upon an analysis of the current performance of the child, upon assessment tests (the optional SATs undertaken in KS2 in June) and the teacher's own knowledge of the child's rate of progress during the year. The Assessment Co-ordinator uses this data to analyse individual and group performance in each class. This allows us to compare progress between boys and girls, EAL, SEN and Free School Meals children etc. In June or July targets for progress in the following year are then produced for each child.

Each teacher discusses the targets that have been set for children in their class with the next class teacher, headteacher, deputy headteacher or assessment co-ordinator and any agreed amendments are then made.

This data is used to set targets for expected levels of achievement for the end of each Key Stage. The targets that we set are based upon the current attainment of each cohort of children. We do not necessarily expect targets to improve year on year. They will reflect the ability of each cohort and carry an appropriate level of challenge.

All targets set, whether individual, group or whole class, should be SMART targets (Specific, Measurable, Achievable, Realistic and Time related). They should be regularly reviewed. Next steps targets should be shared and reviewed with children and given to them in a format that is easily referred to (e.g. on a card at the front of their books). A pupil's progress towards meeting their targets forms part of the discussion that teachers have each term with parents.

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. The SMT will make use of this data when deciding upon the allocation of support staff and SEN time.

The teacher and the headteacher or deputy headteacher and assessment co-ordinator review the targets of each child during the first half of the spring term. This helps teachers review the progress that the children are making towards their targets. Whenever targets are reviewed under-achieving children are identified, any necessary interventions are then put in place in consultation with the special needs coordinator, and their progress tracked.

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

Target setting data

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

- Raiseonline (national comparative data);
- the Local Authority's school and local comparative data;
- national tests for seven and eleven year olds;
- optional national tests for Years 3, 4 and 5;
- PIPS Assessment Scheme;
- Foundation Stage profile;
- Target setting across the curriculum
- Target Tracker programmes

Monitoring

The assessment coordinator is responsible for the monitoring of the implementation of this policy. The Governing Body, in its role as critical friend, oversees the setting of targets and ensures that there is sufficient challenge in the targets set.

Policy Review

The policy will be reviewed every four years.