

**Whatever you do, work at it with all your heart.
Colossians 2:23**



St Mark's C of E Primary School Target Setting Policy

Approved by governors: (date)

Reviewed: January 2018

To be reviewed: January 2019

Target Setting Policy

Mission Statement

At St Mark's C of E Primary School we will:

- Welcome everyone
- Build Christian values and worship into our teaching
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our World

Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. We do not tolerate bullying.

1 Introduction

- 1.1 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.
- 1.2 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?

2 Rationale for target-setting

- 2.1 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.
- 2.2 We involve the children in the target-setting process and, particularly with older children, 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 them learn more effectively, by making clear what it is that they need to do next in order to improve.
- 2.3 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.

2.4 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 SIDP on a regular basis.

3 Aims and objectives

3.1 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;
- 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.

4 The target-setting process

- 4.1 When children join our school during the foundation stage, we make an assessment of their learning within the first 6 weeks, using the national Foundation Stage Profile. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. Likewise, for children that join our school during KS1 or KS2, information from their previous school(s) is used along with our assessments to identify their strengths and weaknesses and areas for improvements.
- 4.2 National expectations allow us to identify the expected levels of achievement for children at the end of each year. This information and knowledge about individual children enables us to set realistic but challenging end of year targets. We record these targets in our pupil profiling system.
- 4.3 At the end of each term, the child's class teacher records each child's current level of attainment for reading, writing, SPG and maths, using our SMAM system. This is based on the child's current performance, on assessment and other data, and on the teacher's own knowledge of the child's rate of progress during the term. Teachers then review this information with members of the SLT and puts in place strategies to support any children who may for a variety of reasons be falling behind their expected rate of progress, in order to support them in reaching their end of year target.
- 4.4 At the end of each year the National Curriculum level that each child is likely to attain at the end of KS1 or KS2 (as appropriate) if (s)he maintain steady progress is forecast. Where this forecast is below that expected from end of last key stage results, that child will become a special focus in the coming year, in order to make accelerated progress.
- 4.5 When setting targets we make comparisons with the performances of similar schools, in order to ensure that the targets that we set do offer a real challenge.
- 4.6 Before agreeing and finalising them, we discuss the draft targets with the School Improvement Partner (SIP), the governing body and the LA. 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.
- 4.7 Governors publish the finalised targets in English and mathematics for 11-year-olds in their annual report to parents and carers. Up until Summer 2015 this gave details of the percentage of children who achieved Level 4 or above in the national tests. From 2016 onwards, details will be published in line with instructions from DfE.

- 4.8 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.
- 4.9 As part of the child's annual report, we produce a statement about progress towards his or her targets and the progress the children are making forms part of the discussion that teachers have each term with parents and carers.

5 Target-setting data

- 5.1 We use a range of information in our target-setting process. We expect teachers to be familiar with:
- The school's RAISE online (Reporting and Analysis for Improvement through School Self-Evaluation);
 - The LA's School Information File (local comparative data);
 - The national tests for seven- and 11-year-olds;
 - The national Foundation Stage Profile;
 - SMAM information/procedures
 - APP guidelines;
 - Basic skills booklets.

6 Target-setting across the curriculum

- 6.1 In our school, we set a range of different types of target. We have a statutory obligation to set targets for our children's performance in the national tests at age 11 in English and mathematics. We set targets for these subjects in each year of Key Stage 1 and Key Stage 2.
- 6.2 Teachers set curriculum targets for English and mathematics in each class. Children in Key Stage 1 and 2 have their own English and mathematics targets, which are stuck on the inside cover of their English and mathematics exercise books.
- 6.3 We set broader targets in a range of other areas of school life. E.g. We have an agreed target for improvement in school attendance.

7 Monitoring and review

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

Signed:

Date: