



Target Setting Policy

Maximum Effort for Maximum Achievement

Rationale

In our school we are committed to giving all our children every opportunity to achieve the highest of standards and make maximum progress. Target setting is the means by which we identify specific and measurable goals that help to improve both standards of attainment and progress.

Principles of the Policy

- 1) To encourage the raising of standards and further improvements in the quality of both teaching and learning.
- 2) To obtain detailed knowledge of children's progress and to use this information to enhance performance and maximise potential.
- 3) To encourage a climate of regular review of children's progress.
- 4) To encourage a challenging approach to learning within the school.
- 5) To encourage regular consideration of the strategies used in teaching and learning by staff and children.
- 6) To establish sound management systems to support improvement.

Types of Target that will be set:

1. *Individual Targets*

Assessment of children's learning will be used to identify suitable individual targets in reading and writing. These targets will be discussed with the children and link directly to the next steps individuals will need to make in order to make progress. These targets are set regularly and are shared with the child. The children have their targets visibly accessible to them in their books when working and they are clearly indicated with a red T. The children indicate that they have achieved a target with a T in the margin of their work and the teacher agrees the achievement by ticking and initialling the T. Targets in maths are set weekly for the whole maths set and relate to the units of work taught that week. They are reviewed on Fridays; the children indicate that they have achieved a target with a green T by the Can I and the teacher agrees by ticking the green T and writing a purple T at the bottom of the page. Any child who does not meet the targets has an individual maths target set in the back of their book which is worked on and reviewed by the teacher. For further details, please refer to the school's Marking and Feedback policy.

2. *'Even Better If' (EBI) Targets and 'Now Try This' (NTT)*

When teachers mark children's work, they may make an EBI comment or NTT in Maths. This is most commonly seen in the marking of literacy, maths and science. The EBI comment is a target relating to that particular piece of work. Where appropriate, this will become a target for the child. The children will be given time at the start of the next lesson to go back and complete this target. When teachers mark children's work in maths, they set an additional target through a 'Now Try This' task which children are given time to respond to before moving on with their learning.

3. *Class/Set Targets*

It is important that the performance of each cohort is monitored in terms of progress so that strategies for teaching/learning can be adapted. In addition, in order to ensure that a challenging environment is provided, targets are set annually in reading, writing and maths. The following data will be considered when setting targets:

- a) KS1 SATs results,
- b) Teacher Assessment Levels and Internal Test Results,
- c) National Curriculum Level descriptors

4. Non-Statutory Targets

The school sets a number of targets for the end of Key Stage 2. These are set initially at the start of Year 6. The school's improvement partner assists with the setting of targets. The targets are ratified by the Governing Body.

Who is responsible for Target Setting?

Responsibility for Target Setting ultimately rests with the Governing Body. The Governing Body will work with the Head teacher, School's Assessment Leader and other members of staff in order to execute this responsibility.

Achieving Targets

The Senior Leadership Team will endeavour to encourage a climate in the school where:

- 1) Staff are aware of their responsibilities to fulfil the potential of each child within the framework of the School's Mission Statement,
- 2) Improvement is mutually valued by staff and children,
- 3) There is a continued commitment to increasing knowledge and range of teaching strategies to assist in teaching and learning,
- 4) Individual motivation is encouraged,
- 5) Success and effort is celebrated.

These principles will be developed using CPD and staff training opportunities to ensure that the tools and mechanism through which these targets will be achieved are constantly refined and improved.

Recording Targets

The school uses internal tracking sheets to record progress and attainment.

Monitoring and Review

Policy Date: Autumn 2020

Review Date: Autumn 2023