

# **SALTERSGATE JUNIOR** **SCHOOL**

## **TARGET SETTING**

<b>PERSONS RESPONSIBLE FOR POLICY:</b>	<b>MRS M E OXER: HEADTEACHER Mrs A Webber: CHAIR OF GOVERNORS</b>
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Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
30/11/09	New Edition			
04/04/11	1	30/11/09	1	None
12/02/13	2	04/04/11	1	None
Spring 2015	3	12/02/13	2	Addition of Chapter 6 of the new SEN Code.
Spring 2017	4	Spring 2016	3	None
Spring 2018	5	Spring 2017	4	Governor Change

Primary Schools are required to:

- set aggregate targets for pupils' attainment in Literacy and Numeracy at the end of Key Stage 2,
- write targets for pupils in their annual report to parents,
- produce SMART targets for pupils with special educational needs in their Individual Education Plans.
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**A common understanding of good practice indicates that teachers should produce interim targets for children's learning, and share these targets openly with the children in a variety of ways that will be meaningful for them.**

This culture of target setting is firmly rooted in the government's conviction that standards of attainment in schools can be raised by the deliberate concentration of energy and resources on improved outcomes which are identifiable, measurable, challenging and achievable. All pupils are entitled to a rich, broad and balanced curriculum which is relevant to their needs and aspirations.

They are also entitled to the opportunity to achieve levels of success at school which are commensurate with their potential and prepare them for adult life.

It may not be necessarily be possible to set quantifiable targets for children's achievement in every part of the curriculum, and indeed the targets themselves may not always serve the purpose of promoting self-esteem and striving for excellence.

Nevertheless, the judicious use of targets for individual pupils, classes and year groups can help to focus energy and resources on raising standards in critical areas of school life.

Targets for improvement which are well informed, realistic and challenging can support children, staff and parents as they work together.

**Target setting in itself is not a panacea for success in the classroom, but it is a powerful weapon in the armoury of the effective teacher, to be used wisely and sensitively to promote learning and progress.**

Target setting in the classroom can:

- focus the teacher's attention and effort on clearly defined priorities for children's learning and progress;
- help children to have a clear idea of what they need to do to improve their work and achieve high personal standards;
- help parents know what they can do to support their children's learning;

**What are the benefits of target setting in the classroom?**

- **easier report writing**, since teachers feel that through the target setting process they know their children much better;
- **highly motivated children** who enjoy working towards targets;
- **effective peer and self-assessment** takes place which encourages an independent approach to learning;
- **liaison with parents** with review procedures in place so that further targets can be set.

**Target setting in the primary classroom will be effective if:**

- systems are clearly understood by the children and practical for the teacher;
- children are involved in self assessment and encouraged to review their own achievements;
- targets relate to NC level descriptions through 'child-speak' criteria;
- target setting is identified within the planning and linked to both learning objectives and learning outcomes;
- targets are displayed in a variety of ways and made accessible to pupils;
- individual targets are reviewed after a specific time-scale;
- there is a system of intervention in place if children are not reaching their potential or target;

- marking provides the following: clear indication of ways forward and feedback about targets achieved;
- marking is alongside the child wherever possible and is both verbal and written;
- marking comments in workbooks provide an ongoing record of children's progress and are part of the school's record keeping system;
- analysis of children's performance and achievements is ongoing throughout Key Stage2;
- there is recognition that target setting for improvement of children's writing has cross curricular implications;
- the use of wall displays show examples of other children's work relating to target setting which enables and encourages children to make improvements to their own work.

**Target setting with the whole class will be effective when:**

- teachers' expectations are shared with the whole class -  
at the start of the year,  
at the start of the term,  
at the start of a unit of work,  
at the start of lessons - targets or learning objectives
- there is a development of the children's awareness of the impact of their actions (e.g. behaviour, attitudes);
- a reward system is incorporated (stamps, stickers, choice of activity etc.);
- targets are time-related and accumulate towards the reward/goal and are not forgotten (i.e. a target that has been achieved may need an occasional reminder in order to avoid regression);
- the targets are appropriate to the majority (peer group support);
- all staff members/adults within the school support the strategies that are in place (e.g. dinner time supervisors, teachers, support teachers, regular visitors to the school).

### **Target setting with groups of children will be effective when:**

- teachers are able to differentiate for groups when planning for teaching and learning so that pupils know and understand the learning objectives, success criteria and expected learning outcomes;
- children know and understand the purpose of the learning objectives, success criteria and expected learning outcomes when involved in self/peer assessment;
- resources are well managed;
- there is co-operation between group members;
- the teacher has modelled the strategies used to develop children's confidence in their own involvement in the group tasks;
- support teachers/parent helpers work alongside groups (high and low ability);
- learning is shared within plenary session;
- response times to marking and feedback are built in to the structure of the sessions;
- groups of children work towards the same level and are provided with group support and reassurance;
- interaction/peer assessment takes place, since *sharing* and *discussion* can have a very positive impact;
- children are made aware of the steps they need to take to improve their work and working methods are based on good examples so children know what they are aiming for;
- group targets are shared within literacy/numeracy hours, with children working together during the week to achieve a target;
- teachers are able to save time by setting shared group targets;
- group targets are planned to ensure relevance to the needs of the group.

This policy takes in to account the new SEN Code of Practice 2015 the section on improving outcomes for SEND pupils is particularly relevant.

***Improving outcomes: high aspirations and expectations for children and young people with SEN:***

*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

*This should enable them to:*

- achieve their best*
- become confident individuals living fulfilling lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training*

*Curriculum*

*All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.*

**Target setting with individual children will be working well if:**

- individual children are made aware of both the teachers' expectations and the need to improve their learning that builds on prior attainment;
- teachers make use of exemplification material (e.g. QCA) which demonstrate standards of achievement linked to National Curriculum levels ;
- teachers are aware that too much emphasis on target setting can be de-motivating for children and unmanageable for the teacher;
- teachers are clear about why target setting is effective in raising standards;

- target setting derives from good formative assessment i.e. marking provides clear indication of the next steps for improvement;
- strategies used are a development of existing practice rather than 'bolted on';
- both verbal and written language used is easily understood by children and parents (intelligible).

Teachers are full of good ideas and are constantly thinking of ways that make systems more manageable, more effective and less time-consuming. Many of the examples included in this document reflect the range of strategies that are being trialled, adopted and modified throughout the country.

The most important development in assessment is undoubtedly what is now called **Assessment for Learning**, replacing the older term 'formative assessment'. The notion of a 'gap' between the child's current performance and the desired standard is recognised. Effective feedback from teachers enables children to 'close the gap'.

- Pupils are taking more responsibility for learning outcomes;
- They are able to self-assess/evaluate more effectively;
- Pupils are more motivated and can see the next step/target more clearly and are keen to 'get there';
- Pupils are more focussed in their learning and there has been a raising of expectations;
- Target setting has led to more verbal feedback and discussion with pupils;
- *'The biggest improvements have really been in the work of children with above average ability. There have been some improvements in average children's work and limited improvements in the work of children who are slightly below average';*
- When a target or learning objective is explained, pupils are more focussed on the purpose of the activities;
- Pupils are more aware of the criteria associated with the NC levels, particularly in literacy. Some have attained higher levels partly as a result of understanding the requirements and through reaching targets.

Valuing children's individual strengths and weaknesses is central to primary school philosophy. Most primary teachers encourage children to understand the importance of valuing each other as individuals.

The government is committed to raising standards in schools.

**We believe that standards will only be raised by developing a learning culture in schools.**

There needs to be a variety of approaches to target setting, according to the philosophy and needs of each individual school.

Target setting can have a positive impact on children's learning. As teachers become more focussed about targets within their planning, teaching and learning in the classroom will become increasingly effective.

**NB**

Adhering to the school's Inclusion Policy is paramount within all curricular and extra curricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.

Spring 2017