## Broad Chalke CE VA Primary School

## Target Setting Policy

Mission Statement: With the love of God, we learn, care, grow and share.

**1      Introduction**
**1.1**   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. 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 well should we be doing?
- What more should we aim to achieve?
- 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 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.

**2.2**   We involve the children in some aspects of the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.

**2.3**   Each year we identify targets for school improvement within our School Development Plan (SDP). These are the key issues. The target levels that we set for our children help to determine the priorities within our SDP. The actions that we then plan, link to the targets that we have set for our children. This ensures that what we plan will have an impact on our children's learning. The governors of our school are involved in reviewing the key issues of our SDP on a regular basis and review the target levels annually.

**3      Aims and objectives**
**3.1**    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;
- provide focus and challenge for the teachers and the headteacher as part of their appraisal process;
- help governors to agree priorities for the SDP;
- 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.

**4      Process of target setting**

**4.1**   When children join our school in Reception, we make an assessment of their learning within the first term of their schooling. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort.

**4.2**   Towards the end of each academic year, the child's class teacher, together with the Headteacher, sets the target that s/he expects each child to reach at the end of next year for reading, writing, mathematics and science. We base this target upon the current performance of the child, upon assessment and other data, including data available from Fischer Family Trust, and the teacher's own knowledge of the child's rate of progress during the year. The teacher also considers what the child could achieve when given an appropriate challenge. We do not subscribe to a concept of 'expected progress' as this varies according to individual children. All of our target setting is tailored to the individual child.

**4.3**   The targets must reflect the ability of each cohort and carry an appropriate level of challenge. Therefore, we do not necessarily expect targets to improve year on year.

**4.4**   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.

**4.5**   The teacher and the Headteacher review the target levels for each child half way through the year. This helps teachers review the progress that the children are making towards their targets and to plan any additional support which might be needed. The midyear review is also part of the appraisal process for staff.

**5      Target setting data**

**5.1**   In our school we use a range of information to support the target setting process. We expect teachers to be familiar with:

- Teacher Assessment Procedures
- Classroom Monitor
- Early Years Foundation Stage Profile for EYFS (as appropriate)
- ASP (the replacement for RAISE online data) (as appropriate)
- National tests for seven and eleven year olds (as appropriate);

**6      Target setting across the curriculum**

**6.1**   In our school we set a range of different types of targets. For a child with SEN we may set desired outcomes, for a child with a CAF we may set specific targets for example related to attendance. We include targets for improvement in each child's annual report.

Ratified by FGB:      Spring 2015

Reviewed:             Spring 2018

Next Review due:   Spring 2021