

Target Setting Policy



1 Introduction

- 1.1 At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.
- 1.2 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 that help to improve the standards achieved by each child. Targets may relate to individual children, groups of children within classes or whole cohorts of children.
- 1.3 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 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 achievement of children. 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 for learning.
- 2.2 We involve the children in 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 target. Target setting for our children means that they have to make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.
- 2.3 We inform parents about the target setting process and the targets for their children. They have regular opportunities to talk about their child's progress towards his or her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.

3 Aims and objectives

3.1 In our school the targets:

- challenge each child to do better;
- take into account each child's starting point for learning;
- encourage children to regularly discuss and review their progress with teachers;
- involve parents in their child's learning;
- help governors to agree priorities for the school improvement plan;
- 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, 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. The LA comparative data allows us to identify the expected level of achievement of these children at the end of Key Stage 1 in the national tests and the level of added value.

4.2 Teachers set curricular targets for English and Maths every term. They identify target groups who might need an extra level of challenge. Their planning takes account of this.

4.3 Each year we identify targets for school improvement within our School Improvement Plan. The targets that we set for our children help to determine the priorities within our school improvement plan. The actions that we then plan link to the targets that we have set for our children. This ensures that what we plan really will have an impact on our children's learning. The Governors of our school are involved in reviewing the targets of our School Improvement Plan on a regular basis.

5 Target setting data

5.1 In our school we use a range of information to support the target setting process. As appropriate to their role, we require teachers to be familiar with:

- RAISEONLINE
- the LA's School Information File (local comparative data);
- national tests for seven- and eleven-year-olds;
- optional tests for Years 1, 3, 4 and 5;
- phonics test for Y1

6 Target setting across the curriculum

- 6.1** In our school we set a range of different types of targets. 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 also set targets for these subjects at the end of Key Stage 1.
- 6.2** Teachers set curriculum targets for English and Mathematics in each class. These targets often relate to the objectives of the National Curriculum and are reviewed when they have the evidence to show that they have met the target.
- 6.3** We have an agreed target for improvement for school attendance and school exclusions.

Date: Spring 2017

Review: Spring 2020

Signed: S. Robson