

VICTORIA PRIMARY SCHOOL

TARGET SETTING POLICY

The policy document is a statement of the aims, principles and strategies for Target Setting at Victoria Primary School.

INTRODUCTION

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 our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

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?

Rationale for target setting

Target setting is a significant strategy in our school for improving childrens' 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, measurable, but also realistic and take into account the starting point for each individual child.

Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets. 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.

We inform parents about our targets for their children. The parents have regular opportunities to talk about their children's progress towards their targets. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Each year, in our school evaluation report we identify improvement priorities. The targets that we set for our children help to determine these priorities within our report. The actions that we then plan are linked to the childrens' targets. This ensures that what we plan will have an impact on our childrens' learning.

Aims

The school aims to set targets that:

- 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;
- 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 similar schools in local and national benchmark groups.

Process of target setting

In September teachers(yr1-6) forecast a ‘challenging’ level of attainment that s/he expects each child to reach at the end of the year and of the key stage. We base these forecasts upon a range of indicators including the current performance of the child across different contexts, assessment data from a variety of tests e.g. NFER and the LEA forecasts after they have analysed the results from these tests.

Once each teacher has set targets they are passed to the headteacher who, together with the ARR co-ordinator, checks that the targets set offer a real challenge to the children. The ARR co-ordinator calculates the predicted core subject indicator for each year group and the % of children forecast to attain level 3 at Key Stage 1 and level 5 at Key Stage 2.

Before agreeing and finalising the targets, the school discusses them with the school’s Learning Partner. They are then taken to the Governing Body for their agreement. The Governing Body fully accepts that the targets are based on the current attainment of each cohort of children. We do not necessarily expect targets to improve year on year. They reflect the ability of each cohort and carry an appropriate level of challenge.

Teachers 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.

Target setting across the curriculum

At Victoria we set a range of different types of targets. In both key stages teachers set individual and class targets with the children predominantly based on personal, social and emotional issues. These are displayed in the classroom and reviewed on a regular basis. Learning targets are given to the children after most pieces of work by their teacher in the form of formative marking and also by their peers(in the form of a ‘wish’- see ARR action plan)

This policy will be reviewed annually by the staff and the governing body curriculum committee.

Signature of headteacher: Date:

Signature of chairman of governors: Date:

**OUR LEARNING GOAL IS TO IGNITE OUR CURIOSITY, MOTIVATE,
CHALLENGE AND INSPIRE US SO THAT TOGETHER WE AIM FOR
THE STARS.**