



Target Setting Policy

Rationale

We believe that all children irrespective of gender, race, religion, culture or ability should be given the opportunity to develop to their full potential. Through the challenge of aspirational targets we hope to raise the achievement and attainment of individuals and groups.

Targets are based on pupils' prior attainment as well as the previous attainment of similar groups of pupils at both a school and national level.

Targets should present an appropriate level of challenge for teachers, support staff and school leaders. Yearly targets are presented to the governors and are available on request to the LA.

It is our aim that target setting and analysis of the information provided will raise the attainment of all the children in the school.

Purposes

To raise standards of attainment by:

- Achieving specific objectives that are taught in the curriculum, and in particular in English and Mathematics.
- Setting targets that are specific, measurable, achievable and realistic.
- Being aware of the strengths and areas for development of individual children and to target support and differentiated activities as appropriate.
- Setting high teacher expectations and challenges that raise the standards of pupils' attainment.
- Working in partnership with teachers, governors and parents to contribute to the development of individual children.

Guidelines

Targets will be based upon the ongoing assessment of children (AFL) and through the Early Learning Goals in EYFS, and the Teacher Assessment Frameworks for KS1 and KS2 in Reading, Writing and Mathematics.

- In KS1 and KS2 children will have individual targets recorded at the front of English books for writing.
- Challenges will be set for Able Interested and Motivated (AIM) pupils as and when appropriate.

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- Children with Special Educational Needs (SEN) may have targets that link to their IEPs as appropriate.
- Individual pupil targets are reviewed and revised as a result of ongoing assessment.
- Statutory end of Key Stage targets are set for each child in the Autumn term by the Assessment Leader(s) with support and input from teachers.
- Each child's progress is tracked through the school. Information is collated and held on Target Tracker.
- Targets are part of feedback (see Feedback (Including Marking) Policy).

Whole School Targets

The School Improvement Plan (SIP) details agreed targets for the school, this is reviewed annually with staff and governors. The SIP targets feed into staff Performance Management targets.

Monitoring, Evaluation and Review

- SATs results will be analysed every year to evaluate the performance of the year group and specific groups of pupils within; these will be compared against outcomes nationally, within our Local Authority, with our school cluster and with other similar schools.
- The information will be used to inform staff of areas for development and support will be provided to address these if necessary.
- Subject leaders will keep details of school assessment information and analysis for their subjects in their subject leader files and report this to governors. This will be used to identify areas of strength and development in order to provide support where necessary.
- The Head Teacher and Deputy Head teachers will provide a summative report to governors and staff.
- The targets set will be used by teachers to inform planning and curriculum delivery.
- Target Tracker will be used to track the progress of specific children and/or groups of children, and inform targets accordingly. The Assessment Policy will be reviewed by the Assessment Leaders.

Written: 2.3.23

By: A Jones and J Head

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