The Spinney Primary School
Target Setting Policy

1 Introduction

1.1 We are committed to giving all our children every opportunity to fulfil their potential in a number of different domains including academic and to achieve the highest of standards including in National Assessments. Target setting is the means by which we identify specific, measurable goals that help to monitor and improve the standards achieved by all our children. 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 and how well individual children and groups of children are doing. These include questions such as:

- How well is each child doing form starting point?
- How well are groups of children doing LAC/SEND.EAL etc?
- Is our curriculum and assessment policy ensuring pupils make progress?
- Is the standard and quality of our teaching high enough?
- Are our pupils involved and engaged in the learning and making progress?
- Is anyone being left behind? Is additional support required?
- Are their high expectations for each child to achieve their potential?
- How well is our school doing?
- How much added value do we make to the progress of children at each key stage and from their starting points?
- How do we compare with similar schools?
- 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 children's 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 but realistic, and take into account each child's starting point. In principle we want all our pupils to achieve Age Related Expectation or above at end of year milestone – Optimal Target. In practice this is not always possible for all children, however none the less we are committed to setting each child a Challenge Target.

2.2 We involve the children in the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Curriculum targets are displayed in classrooms and available inside books so that children know how to meet objectives that will help them make progress towards Age Related Expectations. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. The feedback

process (Three stars and a way forward) supports the children to feel positive about their learning and achievements and also encourages them to address areas for improvement. This helps them learn more effectively, by making clear what it is that they need to do next in order to improve and what is expected of them. In communicating with families parents are informed as to whether their child is below/at/above age related expectations (ARE). Where children are below ARE parents are involved in thinking about ways to support their child at home with their learning as well as informed of what intervention support or additional provision is being put in place for their child and how the impact of this will be monitored.

2.4 Each year, in our raising achievement plan, we identify and prioritise target setting for each child and each cohort. The targets that we set for our children help to determine the school curriculum and school development priorities. Targets are set to ensure that the maximum number of pupils achieve Age Related Expectation. Matching targets to school improvement planning (including resourcing, provision and CPD) helps to ensure that our plans have a positive have an impact on our children's learning as well as on outcomes. All Governors are involved in evaluating and reviewing the targets with this aspect being a standing item on the School Development Committee meeting agenda. A named Link Governor works with the Headteacher, the Senior Leadership Team and the Data Manager to ensure that the systems are efficient and robust and support all children to achieve their full potential.

3 Aims

3.1 In our school, the targets we set:

- challenge all children to do the very best they can
- take into account each child's starting point for learning and any additional learning needs that require support and bespoke provision
- encourage children to discuss and review their progress with teachers regularly
- involve parents in their child's learning and understanding of the targets
- ensure governors are part of the decision making process around targets and priorities for the raising attainment plan
- support teachers in addressing the learning focus for each child, for groups of children, for the class and for the school as a whole – which leads to more efficient deployment of resources
- help us to make judgements about how well our school is doing when compared to all schools and to similar schools

4 The target setting process

4.1 When children join our school we make an assessment of their learning within the first term, using the national the Early Learning Goals and the Wellcome Pack. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. National and LA comparative data allow us to identify the expected levels of achievement for these children in the national tests at the end of Key Stage 1. We record these expectations in our pupil profiling system.

4.2 At the end of each year, the child's class teacher forecasts the National Curriculum grade that s/he expects each child to reach at the end of the key stage. In Key Stage 1 this will be for reading, writing and mathematics. In Key Stage 2 this will be for English, Spelling Punctuation and Grammar, mathematics and science. We base this forecast on the child's current performance, on assessment and other data, and on the teacher's own knowledge of the child's rate of progress during the year. The teacher then considers what the child could possibly achieve, beyond the forecast, if appropriately challenged.

4.3 Teachers discuss with the Deputy Head; English subject leader and the Data manager the targets they have set. We make comparisons with the performances of similar schools, in order to ensure that the targets that we set do offer a real challenge.

4.4 Before agreeing and finalising them, we discuss the draft targets with the governing body and the LA. The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. We do not necessarily expect targets to become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level.

4.5 Teachers use the targets set for each child to develop classroom activities that are designed to help children meet their targets. Teachers will take account of these targets when planning work for different groups of children.

4.6 The teachers review each child's targets with the Deputy Headteacher; English subject leader and the Data manager during the first half of the spring term. This helps teachers monitor the progress that the children are making towards their targets.

4.7 Every term we offer opportunities for the children to review their progress with the teacher. The progress the children are making forms part of the discussion that teachers have each term with parents.

4.8 As part of the child's annual report we produce a statement about progress towards his or her targets.

5 Target setting data

5.1 We use a range of information in our target setting process. These include:

- The school's RAISE Online report – this is being phased out
- DfE website's own reports. For example, one important link, on a page called 'Statistics: key stage 2', is: https://www.gov.uk/government/collections/statistics-key-stage-2
- The LA's School Information File (local comparative data) particularly for EYFS Data
- Fischer Family Trust value-added data
- The Spinney's own tracking systems

6 Target setting across the curriculum

6.1 We have a responsibility to set targets for our children's performance in the teacher assessments and national tests at KS2 in Reading, writing, SPAG and mathematics. The targets are for children achieving Age Related Expectation. We set targets for these subjects in each year of Key Stage 2, when we also set targets for science. In each year of Key Stage 1 we set targets for reading, writing and mathematics.

6.2 Teachers set curriculum targets for Reading, Writing and mathematics in each class. These are underpinned by objectives that to the national curriculum for mathematics and English.

6.3 Through the Assessment and Marking process teachers set formative targets for the children through the "Two Stars and a Wish" approach. Children are encouraged to review their work and progress and are challenged to make improvements in their subsequent pieces of work.

6.4 We have high expectations for all of our pupils in all areas, and the schools sets broader targets in a range of other areas of school life. For example, this might be in sports, theatrical or musical

activities. For example in Year 6 we give each child the opportunity to take part in a staged production at Netherhall Secondary School and we challenge the children to be role models to other children and take on the responsibility of House Captains.

6.5   The school also have an agreed target for improvement in school attendance.

7   Monitoring and review

7.1   This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Signed: Rachel Snape/James Ingram

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