YSGOL Y LAWNT

Policy on Target-Setting

1 Introduction

1.1 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 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. These are:

- How well are we doing?
- How much added value do we make to the progress of children at each Key Stage?
- 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.

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 targets. Target-setting for our children means that they have to make decisions about their own learning. This helps them to learn more effectively, by making clear what it is that they need to do next in order to improve.

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

2.4 Each year, in our School Improvement Plan (SIP), we identify and prioritise targets. The targets that we set for our children help to determine these priorities. The actions that we then plan are linked to the children's targets. We thus ensure that our plans really will have an impact on our children's learning. Our governors are involved in reviewing the targets in our SIP on a regular basis.

3 Aims and objectives

3.1 In our school, the targets we set:

- challenge all children to do better;

- take into account each child's starting point for learning;
- encourage children to discuss and review their progress with teachers regularly;
- involve parents or carers in their child's learning;
- help governors to agree priorities for the SIP;
- lead to more focused teaching and learning;
- help us to make judgements about how well our school is doing when compared with all schools and with 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 Foundation Phase baseline tests. 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 teacher assessments at the end of Foundation Phase.

4.2 At the end of each year, the child's class teacher forecasts the National Curriculum level that s/he expects each child to reach at the end of the following year in all core subjects. 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 headteacher and deputy headteacher 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 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 Governors publish the finalised targets in Welsh, Mathematics and Science for 7-year-olds in their annual report to parents and carers and Welsh, English, Mathematics and Science and for 11-year-olds in their annual report to parents and carers. This gives details of the percentage of children who will achieve Level 2 or above in the teacher assessments at K.S.1 & Level 4 or above in the teacher assessments at K.S.2.

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

4.7 The teachers review each child's targets with the headteacher or deputy headteacher during the first half of the spring term. This helps teachers to monitor the progress that the children are making towards their targets.

4.8 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 and carers.

4.9 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. We expect teachers to be familiar with:

- DEWi;
- national assessment results for seven- and 11-year-olds;
- INCERTS tracking system.

6 Target-setting across the curriculum

6.1 In our school, we set targets for each of the core subjects each year..

6.2 Teachers set curriculum targets for literacy and numeracy in all classes and social development in the FP. Targets are regularly reviewed and changed when there is evidence to show that they have been met.

7 Monitoring and review

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

Signed:

Date: