



# Clarendon Primary School & Children's Centre

## Target Setting Policy

### **Aims**

- Improvement of pupil performance
- Whole school review and self improvement by pinpointing priorities and judging progress.
- To work in partnership with parents and carers.

In order to achieve these aims, target setting is based on a five stage cycle:

- How well are we doing, looking at Pupil Attainment and Pupil Achievement?
- How do we compare with similar/local/national school?
- Decide on intervention programmes
- Review progress
- What more should we aim to achieve next?

Clarendon is part of a wider scenario. The links within the chain comprise of:

- National Targets
- LA Targets
- Whole School Targets
- Individual Performance Management Targets
- Pupil Targets

At Clarendon, we must meet National and LA targets whilst improving our own standards within those where possible.

### **Autumn Term**

#### **How well are we doing?**

- analyse own data
- review progress

#### **How do we compare with similar schools?**

- analyse LA / National data

### **What more should we aim to achieve?**

- draft targets / set new priorities
- Agree attainment targets with Local Authority both Year 2 and Year 6
- Agree attendance targets with EWO

### **What must we do to make it happen?**

- Develop and implement Year Group targets for Literacy and Maths
- Develop individual children's targets based on FFT and in house predictions.
- Update School Development Plan/ LA agreed targets page
- Monitor and review year group/individual/cohort/group targets and set new targets
- Review progress of individuals following APP analysis and QCA formative assessments

### **Spring Term**

- Monitor and review year group/ cohort/group targets

### **Summer Term**

- Monitor and review year group/cohort/group targets
- Review progress of individuals following end of term tests
- Publish targets / report on progress by end of June
- Provision map for the following year.

In order to attain and achieve above National and percentages, targets should be SMART targets i.e.

- SPECIFIC
- MEASURABLE
- ACHIEVABLE
- REALISTIC
- TIME RELATED

## **The Target Setting Process**

- The Senior Leadership Team together with subject leaders for Literacy and Maths, analyse all results from teacher forecasting, KS1 assessments and QCA tests at Years 3, 4 and 5 at the beginning of the Autumn Term.
- These, together with a review of previous results and trends are used to set curriculum targets for Years 1 - 5 in identified areas in Literacy and Maths.
- Teachers then work with their year group colleagues write an action plan (as part of SDP) to improve the attainment of the groups of children identified.

## **Tracking**

- Cohorts, year groups and individuals are tracked by class teachers and the Assessment Leader using the program 'Assessment Manager' which is also used to record national test results.
- Children in vulnerable groups, for example, more and very able children, SEN, LAC, those from ethnic minority groups and those under-attaining are tracked and monitored closely throughout the year to ensure a desirable rate of progress is maintained.
- Subject leaders track the attainment and achievement from analysis of teacher assessment/work sampling/QCA assessments to further enhance learning.
- Targets for cohorts, based on teacher forecasts, are set by the senior leadership team set termly.

## **Target Setting within Key Stages**

### **Foundation Stage**

- At the beginning of the Foundation Stage individual and class targets are set.
- These are based on using historical data and information from the LA.
- Each child is expected to achieve a minimum of 3 points increase all areas of the EYFS profile.
- We aim for 5 points across the majority of areas with pupils achieving 78 points or more in total.
- These points will be discussed with parents on Parents' Evening.

## **Key Stage 1**

### Class targets

- Are discussed with the teacher at the beginning of the year regarding the individual pupils in the class

### Individual targets

- In Year 1 individual targets are given verbally as well as being stuck in the front covers of their books
- During some Maths and Literacy lessons the children will discuss their target with the teacher, if the child has achieved their target a new one can be set and can be changed when appropriate.
- Additionally, some children may be set behavioural targets.
- In Year 2 each child has individual targets which are stuck onto the inside cover of their Maths and Literacy books. These targets are looked at regularly alongside the teacher, discussed and changed if the target is achieved.
- The emphasis is on the child having ownership of their targets - deciding if they have achieved their target and what to include in their new one.

## **Key Stage 2**

A range of well structured approaches have been developed across the key stage.

### Class targets

- Are used when appropriate and may relate to social, behavioural or academic development.
- They may be displayed or communicated verbally.
- The whole class is involved in the monitoring of these and they will often last for a longer period.

### Group targets

- These may be used to focus particular groups within the class and may relate to the same areas as above. Communication and

monitoring of these is with the whole class. They may be relevant to one lesson or a series of lessons.

### Individual targets

- These are initially taken at the start of the year from the previous end of year report, but will quickly evolve and change as the year progresses.
- There is both teacher direction and one-to-one discussion in setting these, plus introspection by the children.
- Catalysts for targets include outcomes of the 'Big Write', maths assessments and individual pieces of work.
- All children will have access to the APP (Assessing Pupil Performance) information in both maths and literacy and will set individual targets with the class teacher based on discussion.
- These targets will be continually monitored and amended.
- The APP targets will be reviewed, at least once, half termly, with the class teacher to have an overview of progress of individual, groups and cohorts within the class.
- All class teachers to have time with children to review and reflect on APP targets on a regular basis.
- On Parents Evening two mental maths targets will be given out but both maths and literacy APP target sheets will be discussed with the parents.

### **Review**

Date discussed by staff: Summer term 2012

Date reviewed by governing body: Summer term 2012

Date due for review: Summer term 2013