



Target Setting			V1.1
	Date	Name	Notes
Drafted	22 <sup>nd</sup> Jun 2009	D.Robinson	
Adopted	4 <sup>th</sup> Nov 2009	Curriculum	
Reviewed	4 <sup>th</sup> Nov 2012	Curriculum	
Reviewed			
Reviewed			
This policy will be reviewed every 3 years			

An essential part of improving achievement is to agree targets with each pupil that are aspirational. We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, and targets will be agreed for academic attainment, social and personal development, attendance and behaviour. Pupils will be closely involved in deciding their targets and will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with pupils and their parents.

Attainment targets will be based on the prior attainment of each pupil, and referenced to the indicative targets produced by the Children’s Support Authority (CSA).

**Relationship to other policies**

This policy should be read in conjunction with our policies related to assessment, curriculum, performance management, attendance & behaviour, SEN, pupil discipline, race equality, registration and the home-school agreement.

**Roles and responsibilities of head-teacher, other staff and governors**

The head-teacher will ensure that

- There is a coherent strategy for the effective management of performance data
- Staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centred target-setting.
- Pupils' attainment and progress is tracked in line with the assessment, recording and reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, timelimited) targets
- At least one pupil progress target is agreed with each teacher as part of the performance management cycle
- Parents receive information about progress of their children against agreed targets each term through the school's Continuous Assessment (CA) program.
- The governing body receives information on progress at the middle and end of each academic year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress
- Statutory targets are set and published by 31 December each year
- Office and Teacher Assistant time is allocated to manage the input and flow of data to support the target setting process

Subject Leaders will

- Organise the collection of relevant data so that they can analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil
- Monitor progress of pupils towards the targets at the middle and end of each academic year
- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance of different groups of pupils - the more and less able, the genders, ethnicity - performance within and progress between key stages, and report this analysis to Key Stage Leaders in accordance with agreed school procedure.

Teachers will

- Agree with each pupil targets for personal and social skills, attendance and behaviour
- Monitor pupils' progress through the school's Continuous Assessment policy
- Interpret CA data analysis and report concerns to the KS Leader
- Liaise with Special Education Needs Co-ordinator (SENCO) where required to support pupils on behaviour IEP's (Individual Educational Plan)

The SENCO will

- Organise the collection of relevant data so that s/he can analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN pupil
- Monitor progress of pupils towards the targets at the middle and end of each academic year
- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance within and progress between key stages, and report this analysis to Key Stage Leaders in accordance with agreed school procedure.

Key Stage/Year Leaders will

- Report progress to the Head-teacher in all subjects in their Key Stage at the middle and end of each academic year
- Support the Subject Leaders in the target-setting progress tracking process.

Performance Management Team Leaders will

- Ensure that evidence-based pupil progress targets are agreed with each team member in the performance management process
- Monitor progress of team members towards the targets at the middle and end of each academic year.

All teachers will

- Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress
- Agree SMART targets and, where required, complete IEP's with each pupil for attainment and progress, personal and social skills, attendance and behaviour
- Encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve
- Report the progress of pupils against their targets to Subject Leaders at the middle and end of each academic year
- Report the progress of pupils against their targets to parents formally once each year and informally at least each term, discussing, reviewing and drawing up new IEP's where required
- Celebrate success in meeting targets using school reward systems

Pupils will

- Agree targets for improvement with teachers
- Assess their own progress and seek advice if they are unsure about what to do to improve.

The governing body will

- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them
- Ensure that statutory targets and results are published in the annual report to parents and that results are published in the prospectus
- Agree action with the head-teacher where progress towards agreed targets is below expectations
- Recognise and celebrate the effort and success of pupils and all staff.

### **Arrangements for monitoring and evaluation**

Progress towards the aggregated targets for each subject, class and year group will be analysed at the half way point and the end of the academic year by subject leaders, and reported to the key stage leaders and head-teacher who will report to the governing body through the Curriculum committee.