Target Setting Policy

Date	**July 2019**
Review Date	**July 2020**
Chair of Governors	**Mr E. Griffiths**
Headteacher	**Mrs K. Retallick**

Introduction

In our school we are committed to giving all our children every opportunity to achieve the highest standards.

Targets may relate to individual pupil, groups of pupil within classes, subjects or whole cohorts of children.

Target setting also allows us to ask some key questions about the performance of our school. These are:

- ✓ How well are we doing?
- ✓ 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?

This policy sets out the expectations across the school of how data will be used to meet externally agreed, aspirational school targets. It will explain how academic targets for pupils are used to raise attainment and achievement in order to meet those targets. Whole school targets are broken down into school, faculty, subject and class targets as well as pupil targets. The sum of these targets should be sufficient to meet the whole school targets that have been set in agreement with our external partners (LA, CSC etc).

Target setting is a significant strategy in our school for improving, raising aspiration and in improvement achievement of children. It will only be effective if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, with support, and take into account each child's starting point for learning and where we want then to be as young adults in order to thrive and be successfully in society.

This policy should be read in conjunction with our policies on Assessment, Recording & Reporting, Curriculum, Teaching and Learning and ALN. As well as wider key documents and guidance.

We believe that an essential part of improving achievement is to agree targets with each pupil that are aspirational. The school believes that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, in order to become effective and successful young people.

This policy focuses on the setting of academic targets to raise attainment and achievement, however targets may also be set for attendance, behaviour and social progress.

Pupils should be closely involved in their evaluation of 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.

Targets will be based on prior attainment, potential and our aspirations for each pupil using aspirational FFT data, skills data and referenced to the indicative targets produced by the Local Authority. CAT data will be used to enhance the learning dialogue between school leaders, teachers and pupils.

In our school the targets are:
- challenge all children to do better;
- take into account each child's starting point for learning and the goal we have for them to become successful young adults;
- encourage children to regularly discuss and review their progress with teachers;
- involve parents in their child's learning;
- help governors to agree priorities for the school improvement planning;
- lead to focused and personalised teaching and learning;
- help teachers to evaluate the impact of their role in a child's learning journey and how this influences the successful young person they will become;
- help us to make judgements about how well our school is doing

Regular feedback from teachers makes pupils aware of how they can improve their work and achieve their target.

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

We inform parents about the target setting process and the targets for their children.
They have regular opportunities to talk about their child's progress towards his or her targets. This helps parents identify the ways in which they can support their child with work and encouragement at home. Where appropriate additional support and direction will be given to families.

Each year we identify targets using a variety of processes for school improvement within our School Development Plan. The targets that we set for our pupils help to determine the priorities within our school improvement plan. The actions that we plan link to the targets that we have set for our children.

Roles and Responsibilities of the Headteacher

The Headteacher will:

- 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, future focused 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, time-limited) 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 targets each term.

- The Governing body receives information on progress throughout academic year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress

- Targets are set and published

- The Data Team (DHT/MIS Manager) will manage the input and flow of data to support the target setting process. The overview of this process lies with one of the Deputy Head

- Evaluate progress against targets in the school SER

Roles and responsibilities of School Leaders and Heads of Faculty

School and Faculty Leaders should organise the data so that they can:

- Analyse performance data in their school/curriculum area and guide colleagues on the setting of challenging attainment and progress targets for each pupil, including fine level grading.

- Monitor the progress of pupils towards their targets throughout the academic year using Quality Framework (QF) requirements, and take intervention action as and when pupils are falling behind in their progress

- 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, free school meals and the performance within and progress between key stages. Intervention strategies will then be set in place to prevent under achievement.

- Include progress v target data in the School and Faculty SER along with action taken

Roles and responsibilities of Teachers

Teachers should:

- Monitor and support pupils' progress using data entry points (real time) and report particular concerns to the Head of Faculty and/or School as well as taking intervention action by discussing the issues with the child.

- Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring/evaluating progress and deciding on in-class intervention strategies

- Closely monitor ongoing academic progress made by children who have already been flagged as a concern and make necessary adjustments to their teaching and learning experiences to ensure pupils make good progress.

- 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 parents through mechanisms in the QF.

- Celebrate success in meeting targets using the school reward systems.

- Use and deploy support staff where appropriate to maximise pupil progress.

- Liaise with key staff, including Pupil Support team if additional support and intervention is required.

Roles and responsibilities of the ALNCO and Head of Pupil Support

Organise the collection of relevant data so that s/he can:

- Analyse performance data and guide colleagues on attainment and progress towards targets for each group of vulnerable pupils

- Monitor progress of pupils towards the targets throughout the year using Real Time Data entry in line with QF and take intervention action quickly where and when appropriate to raise achievement

- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance within and progress between year groups and transition points, and report this analysis to School and Faculty Leaders in accordance with agreed school procedure.

Roles and responsibilities of Heads of School:

- Make appropriate interventions on pupils who are falling behind against targets in order to raise achievement

- Make referrals to the appropriate person in Pupil Support for additional support

- Report progress to the Leadership Team regarding the learning progress made by pupils in their school and show the interventions that have taken place

- Support the Faculty Leaders in the tracking processes.

Roles and responsibilities of Performance Management Team Leaders

- Ensure that evidence-based pupil progress targets (in line with school targets) are agreed with each team member in the performance management process. This applied to at least one target.

- Monitor progress of team members towards the targets at the middle and end of each academic year.

Roles and responsibilities of pupils

Pupils should:

- Take responsibility for their own learning (as age appropriate) and understand wha they need to do to move to the next level of their learning in order to meet their targets, using supported self assessment and evaluation strategies.

- Agree targets with teachers

- Know their 'next steps' in skills and subjects to support their learning
- Know 'where' they are working at;
- Seek advice and help when they need it;
- Share their learning and progress with their parents/carers.

Roles and responsibilities of the Governing body

The Governing body should:

- Nominate a governor to support the Headteacher with the whole school target setting process set with the external partners

- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting targets, and in order to monitor and evaluate progress towards them

- Ensure that y targets and results are made available to parents along with final results

- Agree action with the Headteacher where progress towards agreed targets are below expectations

- Recognise and celebrate the effort and success of pupils and all staff.

Monitoring

Progress towards the aggregated targets for each class, subject and year group will be analysed at points throughout the academic year in line with QF reported to the Deputy Heads and Headteacher who will report to the LA and governing body through the specific committee (standards) and board (raisings achievement) as outlined in the school calendar and QF, which take place at key points during the year

Summative performance data will be analysed by the Leadership Team and evaluated with the support of the Governing body during the autumn term following the issuing of results during the Summer Term (LNF) and August (GCSE results)

The School's Leadership Team will continually review its target setting practice and the tools used to carry out this practice. Any amendments to this practice will take into account pupils already in the 'process' so as to avoid confusion for those pupils.

Workload Impact Assessment

Policy name:	School Assessment Policy
Date of assessment:	
Assessed by:	

The policy complies with and is consistent with the teachers' contractual entitlements.
The policy and any related procedures were introduced following full consultation with the each union.
The policy and any related procedures include a specific statement regarding workload impact.
The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.
The impact of the policy and related procedures is that they have not added additional hours of working
The policy does not duplicate any other existing policy.
All policy has been reviewed in order to access whether any outdated and unnecessary.
The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions.
All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.