

Burton Leonard Church of England (VC) Primary School



Inspire Believe Respect Achieve – Together We Shine
A place where everyone matters and we happily flourish in our Christian community

Target Setting Policy 2019-22

Aims and Objectives

Appropriate target setting is an essential tool for ensuring success within a child's education. The whole school community is involved at different levels- parents, governors, teachers and pupils. We endeavour to set SMART (specific, measurable, achievable, relevant and time-related) targets in a manageable process.

Target Setting for School Staff

- The Performance Management Committee of the Governing Body agrees monitors and reviews annual objectives for the Headteacher, supported and advised by the SIA (School Improvement Adviser).
- The Headteacher carries out an annual appraisal with each member of the staff during which the targets for the previous year are analysed and reviewed and aims and objectives set for the year ahead.

Target Setting for Pupils

- Targets are set for pupils annually based on previous performance data. These are recorded in the Headteacher's report to the Governing Body in the Autumn Term and at the Autumn Term meeting with the SIA.
- As a school, we firmly believe that effective target setting is an ongoing process. The key features of this process are; a continuous dialogue between the teacher and the child about the pupil's work and progress; thorough and appropriate marking and feedback; much praise and reward combined with high expectations; and regular and open communication with parents.
- We also set personalised curricular targets with each individual child using in-house data analysis and Fisher Family Trust 20+ estimates. Teacher assessment and formative tests are also used to update children's performance. These targets are then reviewed with the staff through Pupil

Progress meetings and with the child and the need for intervention can then be identified.

- Targets are also agreed through Personal Provision Maps incorporating the graduated approach (Assess, Plan, Do, Review) for children with additional needs and for children needing support with social skills and behaviour.
- Targets will be shared with pupils and parents and discussed at parent's evenings and through school reports.

Whole School Targets

- The School Improvement Plan contains agreed targets relating to school moving forward
- The plan is reviewed regularly with staff, governors, parents and pupils all being involved in the process.
- Attendance. The Governing Body has a responsibility to set an overall attendance target for the following academic year. Attendance letters with pupil attendance data are sent home half termly. The Headteacher meets with parents whose children's attendance is close to being of concern. The Headteacher contacts the Children and Families Service in individual cases which are causing concern.

Strategies for Informing and Supporting the Target Setting Process.

- Headteacher sets ambitious progress targets at the end of the summer term based on data analysis of the year. Discussions with staff ensure this ambitious vision for pupil progress and achievement is shared.
- Good use is made of day-to-day and periodic assessment through high quality assessment for learning questioning in the classroom.
- "Benchmarking" performance data such as the Analysing School Performance data, FFT data, Inspection Data Summary Report (ISDR) internal tracking systems and data provided by the local authority is carefully analysed.
- A detailed pupil tracking system from Reception to Y6, ensuring summative data and progress on each child is readily available.
- Termly teacher assessments are recorded on pupil progress records. These assessments are then recorded on internal assessment grids to track each child's progress.

- Analysis of EYFS data, Year 1 phonics screening data, Year 2 SATs and Year 6 SATs to look at areas of strength and areas to develop in teaching and learning.
- Maths, English and Science are monitored termly. This includes monitoring of lesson planning and pupils work. Monitoring involves the Headteacher, subject leader and governors.
- Pscals and Pivats are used for SEN tracking.
- The school has its own internal EYFS tracking system; this incorporates baseline data and analysis of achievements termly.

Involvement of Governors

The Governing Body plays a key role in the target setting process.

- Governors are kept informed about the schools performance against identified targets in the SIP.
- The performance management governors carry out the Headteacher's annual performance review.
- The Governing Body is involved with monitoring teaching and learning in relation to specific and agreed priorities for target setting.
- The governing body agrees funds in line with school improvement priorities.

Arrangements for monitoring and evaluation

The Governing Body evaluates the impact of the policy by receiving, on a regular basis, reports from the Headteacher on the level to which targets are being met. A termly report by the Headteacher to the Governing Body includes data on pupil progress. Governors are kept informed about the schools performance against identified targets in the SIP and about national data in terms of SATS results and about national data in terms of SATS, RAISE online and termly School Improvement Adviser reports.

Adopted Autumn 2019 Next review Autumn 2022

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