

TARGET SETTING POLICY

"Live, love and learn in a caring Christian Community"

Purpose

An essential part of improving achievement is to agree targets with each pupil that are aspirational. As we believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, 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 LA.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will ensure that:

- there is a coherent strategy for the effective management of performance data (this will include noting which optional tests will be used and how and when data will be made accessible to staff)
- 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, time-limited) targets
- all performance management targets will impact positively on pupil progress
- parents receive information about the progress of their children against agreed targets each term, and otherwise as agreed
- the governing body receives relevant and timely information on progress to enable it to make informed decisions when setting targets and monitoring and evaluating progress

Key Stage Leaders will:

- analyse performance data in their curriculum area(s) and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil.
- ensure that evidence-based pupil progress targets are agreed with each team member in the performance management process
- monitor progress of pupils and staff towards the targets on termly basis
- evaluate outcomes with reference to local and national comparative data, focusing on trends over time, the relative performance of different groups of pupils –

including ability, the genders, ethnicity, SEN, vulnerable groups – performance within and progress between key stages, performance in different subject areas.

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 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 parents formally once each year
- involve support staff wherever appropriate.

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 targets, and in order to monitor and evaluate progress towards them
- agree action with the headteacher 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 class, subject and year group will be analysed at the end of each term by key stage co-ordinators and class/subject teachers.

RAISEonline and other performance data will be analysed by the SMT and evaluated with the support of the governing body during the autumn term.