

BARRY COMPREHENSIVE SCHOOL **TARGET SETTING POLICY**

Introduction

In our school we are committed to giving all pupils every opportunity to succeed in reaching the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our pupils. Targets may relate to individual pupils, groups of pupils within classes or whole cohorts of pupils.

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?

Rationale for target setting

- Target setting is a significant strategy in our school for improving the achievement of pupils. 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, and take into account each pupil's starting point for learning.
- We involve the children in the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. 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 pupils learn more effectively by making clear what it is that they need to do next in order to improve. Pupils are guided to explore different ways they can work to achieve their targets. This linked directly to our 'Teaching and Learning' Policy.
- 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 target. This helps parents identify the ways in which they can support their child with work and encouragement at home.
- Each year we identify targets 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 then plan link to the targets that we have set. This ensures that what we plan really will have an impact on pupil learning. The governors of our school are involved in reviewing the targets of our School Development Plan on a regular basis.

Aims and objectives

In our school the targets:

- challenge all pupils to do better;
- take into account each pupil's starting point for learning;
- encourage pupils to regularly discuss and review their learning and progress with teachers;
- involve parents in their child's learning;
- help governors to agree priorities for the school improvement plan;
- lead to focused teaching and learning through the tracking of targets;
- help us to make judgements about how well our school is doing when compared to all schools and similar schools.

Process of target setting

- We use the outcomes of assessments to identify strengths and areas for improvement in individuals and groups of pupils in the cohort.
- We use Fischer data to establish a pupil's potential grade at the end of KS4 and level at the end of KS3. The teacher then considers what the child could achieve when given an appropriate challenge.
- We make comparisons with the performance of similar schools in order to ensure that the targets that we set offer a real challenge.
- The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of pupils. We do not necessarily expect targets to improve year on year. They must reflect the ability of each cohort and carry an appropriate level of challenge.
- Teachers use the targets set for each pupil to develop classroom activities that are designed to enable pupils to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children. Teachers' planning takes account of targets identified on the 'Individual Education Plan' of those on the SEN Code of Practice.
- The Maths and English teachers review the IEP Maths and English targets of each pupil twice per academic year. This helps teachers review the progress that pupils are making towards their targets.
- We offer pupils frequent opportunities to review their progress with their teacher. They discuss their targets and how they are to achieve them. They also discuss the skills and strategies they need to develop.
- We produce annual reports which site pupil targets for improvement in each subject. Pupils set their own targets on reading of the report during their tutorial session on the day of report issue.

Target setting data

In our school we use a range of information to support the target setting process.

We

expect teachers to be familiar with:

- examination results and predictive Fischer data for their subject;
- the school's performance and predictive Fischer data at KS3;
- the LEA's School Data (local comparative data);
- core data sets for subjects at KS3 and KS4.