

# St. Bede C of E Primary Academy



## **Target Setting Policy**

(see also ARR Policy and Marking Policy)

This policy represents the agreed principles for the use and application of target setting throughout the school. This policy has been agreed by all teachers representing Early Years, Key Stage 1 and Key Stage 2.

### **Introduction**

St. Bede Primary Academy is committed to giving all pupils every opportunity to achieve 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.

### **Rationale for target setting**

Target setting is a significant strategy in our school for improving pupils' achievement. We know that it will be effective only if we remember that the pupil 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.

An essential part of improving achievement is to set targets that are aspirational for pupils. 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 are involved in the target setting process and reviewing their progress against their targets set, and wherever possible, teachers 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 them learn more effectively, by making clear what it is that they need to do next in order to improve.

We inform parents about our target setting process and our group targets for their children. The parents also have regular opportunities to talk about their child's progress towards their targets during parent consultation evenings. This helps parents identify the ways in which they can support their children with work and encouragement at home.

Each year, in our School Development Plan (SDP), we identify and prioritise targets. These targets then feed into our whole school layered targets for reading, writing and mathematics.

### **Aims**

In our school the targets we set:

- Challenge all pupils to do better;
- take into account each pupils' starting point for learning;

- encourage pupils to discuss and review their progress with teachers regularly;
- involve parents in their children's learning;
- lead to more focused teaching and learning and inform the planning process;
- help us to make judgements about how well our school is doing when compared to all schools and to similar schools.

### **Target setting process**

At St. Bede Primary Academy targets are set in reading, writing and mathematics for all our pupils, at the beginning of each academic year.

### **Early Years**

When pupils join our school in Nursery or Reception we baseline assess them against the 'Ages and Stages' of the Early Years Outcomes and the Development Matters. They are then tracked termly against age related expectations. The staff use individual and group 'next steps' to ensure children make at least good progress. Parents are updated regularly about their children's progress and next steps.

### **KS1 and KS2**

Targets are set for all pupils from Year 1 to Year 6 in reading, writing and mathematics.

**Whole School Layered Targets:** These targets are created in a staff meeting in the Autumn term then reviewed as necessary. Staff / co-ordinators consider whole school areas of weakness for reading, writing and mathematics and select layered targets for these three areas. These targets are then shared with the children in class and are displayed in a differentiated format 'Must', 'Should', 'Could', 'Challenge'. A 'Challenge' target is shared for gifted and talented children. Teachers teach the skills to achieve the layered targets; they will then recap the learning made in these targets in: starters, target work and intervention sessions.

**Individual Targets:** There is no requirement to set individual targets for children. However, if staff feel that it is necessary to set individual targets for children they must ensure that these are agreed with the children and that they are displayed so that the children can refer to them. In Years 3-6 individual targets are given for writing and these are worked on during 'Wow writing' sessions.