



Target setting policy

Autumn 2019

Policy valid until: *Autumn 2023*

Policy owned by: *The Headteacher*

Headteacher: _____

For and on behalf of the Governing Body:

YSGOL Y FORYD

TARGET SETTING POLICY

INTRODUCTION

At Ysgol Y Foryd we are committed to giving all our children every opportunity to achieve the highest standard they can and thus fulfil their potential. Target setting is the means by which we identify and measurable goals that help to improve the standards achieved by all our children. Targets are set at different levels and may relate to individual children, groups of children within classes, whole cohorts of children or areas for whole school improvement as identified in our School Development Plan.

AIMS AND OBJECTIVES

At Ysgol Y Foryd, we use the target setting process at individual pupil level, at teacher performance management level and at whole school level, to:

- Challenge all children to do better;
- Support the professional development of all teachers, including the Head;
- Strive for continuous improvement as a whole school;
- Lead to more focused teaching and learning;
- Take into account each child's starting point for learning, in order to recognise individual success;
- Encourage children to become involved in evaluating their own learning, by discussing and reviewing their progress with teachers regularly;
- Encourage parents to become involved in their child's learning;
- Facilitate whole school improvement, through identified and agreed (Staff/Governors) priorities for the School Development Plan;
- Help us to make judgements about how well our school is doing when compared to all schools and to similar schools, in order to ensure that the targets that we set do offer a real challenge.

The whole school target setting process allows us to ask some key questions about the performance of our school:

- How well are we doing?
- How much added value do we make to the progress of children each year/between Statutory assessments?
- How do we compare with similar schools?
- 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?

THE TARGET SETTING PROCESS

1. Pupil level

When children join our school, in their Nursery year, we make an assessment of their prior learning within the first 6 weeks based on the Foundation Phase Outcomes. When the pupils are in full time Education in the Reception class, we have another 6 week Baseline Assessment period, again based on the Foundation Phase Outcomes. We track the pupils' progress on a Foundation Phase Tracker created by GWE.

All pupils are assessed against the Foundation Phase Outcomes and continuous measures and steps are recorded on the Foundation Phase Tracker which enables teachers to record, compare and track pupils' continuous development from their first day at Ysgol Y Foryd and continuously throughout their Learning Journey with us.

The Foundation Phase Tracker guides pupil target setting and this is reviewed continuously by class teachers in year groups; at pupils' Assessment focus weeks; at Pupil Progress Meetings held between the Head, Assessment Co-ordinator and class teachers and at meetings of the Governor Data Scrutiny group who feed back to the full Governing Body.

Our marking policy (pink for positive and green for growth) enables the children to quickly see if they have achieved the Learning Objective (pink) and where they need to take their learning next (green). The children are encouraged to talk about their work and to identify where they need to improve themselves as they move through school. The children also choose which smiley face they want to colour, depending on how hard they found a task and the level of support needed to complete the task.

Individual pupil targets are identified on pupils' Interim reports issued mid-year and more specific targets and comments are provided for parents on end of year full reports. Parents are also directly involved in the reviews and implementation of IEPs for pupils on the additional needs register. Pupils are also identified for IBPs (Individual Behaviour Plans), ICPs (Individual Communication Plans) as appropriate. MAT plans are also produced for pupils identified for More Able and Talented register.

2. Teacher and Teaching Staff Professional Development Level

In accordance with our Performance Management Policy for teachers and Teaching Assistants, targets are set annually for Professional Development, Pupil Progress and School Leadership, where relevant. All of these targets are closely linked with the School Improvement Plan. Progress towards all targets are reviewed at least annually.

3. Whole School Level

The School Improvement Plan (SIP) sets out identified and agreed priorities based on National Priorities, continuous review and use of pupil data and needs of the school community. Each priority is agreed by staff and Governing Body and an overview of priorities are produced projecting a three year plan. These aspects include matters beyond teaching and learning including Health and Safety, Building and Maintenance, Finance etc.

Areas of learning leaders monitor regularly throughout the year, recording on Area of Learning iBooks and report at the end of the year regarding their SMART plans and reviews regarding quality of provision for their area of learning.

- **S**pecific targets, expected outcomes and who is responsible.
- **M**easurable success criteria.
- **A**chievable targets – challenging and resources needed identified.
- **R**elevant targets – identified in SSE (School Self Evaluation).
- **T**ime related – Milestones identified in steps.

All staff are members of a Professional Learning Community (PLC) and they work towards specific priorities from the School Improvement Plan. They produce an action plan, an interim review and an evaluation of impact.

School submits pupil targets and three year projections of end of year 2 pupil attainment to Local Authority and GwE as part of their regular visits and reviews which is in the form of three formal annual visits currently.

Targets are set based on intuitive knowledge of pupils and the cohort in order to present pupils with appropriate levels of challenge and support.

This Policy was discussed with and accepted by the Staff on

Date:

Signed Headteacher

This Policy was presented to and accepted by the Governing Body on

Date:

Signed Chair of Governor

Date set for review: