

# TARGET SETTING POLICY

Approved by Staffing & Curriculum Committee Chair: June 2012  
Review Date: June 2015



As a school we firmly believe that the most effective target setting is an ongoing process. This involves a continuous dialogue between the class teacher and the child about the progress that is being made in each area of the curriculum. This policy must be read in conjunction with the assessment and marking policies.

## Target Setting for the Children

### *Aims of this policy:*

- Focus the teacher's attention and effort on clearly defined priorities for children's learning and progress;
- Help children to have a clear idea of what they need to do to improve their work and achieve high personal standards;
- Help parents know what they can do to support their children's learning;
- Enable teachers to evaluate the effectiveness of their teaching strategies.

Targets are set as a whole school for focused areas in Writing and Maths and in each class children are working towards a target in a focus area.

Targets are set for individuals in Individual Education Plans (IEPs) and are discussed with the children involved as well as being shared with parents.

Targets are set with individuals on a routine basis through feedback given orally and in a written form in books.

Targets are set at the start of each academic year to enable all pupils to be challenged to reaching their potential.

Trajectory targets are set in year 4 for the end of year 6 and these are shared with Wiltshire Council.

Targets are set in year 5 for the expected end of KS2 SATs.

To set targets successfully we use a wide a variety of information:-

- Analyse Fisher Family Trust (FFT) data
- Pupil tracking data
- Summative testing – SATs
- NFER spelling and reading tests
- Writing moderation activities
- Monitoring of planning
- Self Evaluation Form (SEF) used for OFSTED
- Liaison with the LA school improvement service as and when required

### Target setting for the adults in school

All staff have targets set for them to enable the monitoring of achievement across the school. This takes place through performance management for the teaching and support staff and the Head teacher annually by the Governing Body and the headteacher.

The role of the Governing Body in Target setting:-

- We have a named assessment governor
- Governors are kept fully informed of the progress towards meeting targets through governing body meetings

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- Governors carry out the Head teachers performance management
- The curriculum committee monitors the provision and quality of teaching towards targets alongside the Head
- The F&P committee monitors targets for agreed budgets

In order for target setting to be effective it needs to be shared and valued by the whole school community as a tool for improvement.