

# YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

## Target Setting Policy

### 1 Introduction

**1.1** In our school we are committed to giving all our children 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 children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

**1.2** 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?

### 2 Rationale for target setting

**2.1** Target setting is a significant strategy in our school for improving the achievement of children. 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 child's starting point for learning.

**2.2** 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 children aware of how they can improve their work and achieve their target. Target setting for our children means that they have to make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.

**2.3** Each year we identify targets for school improvement within our School Improvement Plan. The targets that we set for our children help to determine the priorities within our School Improvement Plan. The actions that we then plan link to the targets that we have set for our children. This ensures that what we plan really will have an impact on our children's learning. The governors of our school are involved in reviewing the targets of our School Improvement Plan on a regular basis.

### 3 Aims and objectives

**3.1** In our school the targets are:

- challenge all children to do better;
- take into account each child's starting point for learning;
- encourage children to regularly discuss and review their 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;
- help us to make judgements about how well our school is doing when compared to all schools and similar schools.

## **4 Process of target setting**

When children start in the reception classes (Nursery / Meithrin from Sept. 2010), we assess the children using "The Baseline Assessment" (the school has been invited to pilot a new national Baseline Test). We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort.

**4.1** Early on in the autumn term staff meet to set the statutory end of Key Stage Targets for each pupil in Years 1, 4 and 5 (the targets for Y2 and Y6 were set the previous year). These targets are then scrutinised by the Head Teacher and the Assessment co-ordinator. These are then sent to the County. The targets set are then discussed and agreed with the Link Adviser before going to the governing body for their approval. The Target setting process and comparisons between targets and actual results form a large part of the Link Adviser's Annual Report to Governors.

**4.2** Objective tests in Mathematics and Language (English and Welsh for the Welsh Section) are provided by the County for K.S.2 pupils for administration at set times (twice a year). These results are used by "The Fischer Family Trust" to produce value added data for the school. This Value Added data is copied to all teachers. The Head and the Assessment co-ordinator carry out a detailed analysis to identify trends, strengths, weaknesses and more specifically;

- achievement towards year group targets for that academic year – have they been met?
- value added of the cohort, groups and individuals
- track year on year progress of the cohort, groups and individuals including any gender differences in achievement.

**4.3** The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. 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.

**4.4** The Class Teachers and each individual pupil agree targets for the term. These are recorded by the KS 2 pupils in a specially designed folder. Assessment for Learning strategies are used by the pupil and teacher to record progress towards achieving these individual targets.

### **Target setting data**

**5.1** In our school we use a range of information to support the target setting process. We expect teachers to be familiar with:

- The school's Marking Policy
- The daily formative assessment undertaken by teachers and teaching assistants in their classrooms or outdoor learning areas
- Recording observations of pupils made while undertaking tasks or responding to stimuli. ( Good examples of this is seen in the Foundation Phase)
- Baseline Assessment undertaken at the beginning of The Foundation Phase
- FISCHER family Trust value added data
- Target setting data produced by the County

- End of K.S. Data produced by the Welsh Assembly Government through the use of DEWi (Data Exchange Wales initiative).

The SMT and the Assessment co-coordinator make use of these data packages to help in setting targets and analysing our school's performance against national and benchmark data.

### **Target setting across the curriculum**

**6.1** We set broader targets in a range of other areas of school life. We give each child the opportunity to take part in a musical production every year, from nursery to year 6. We encourage more children to take part in extra-curricular activities. We encourage children to eat healthily etc.

Whole school targets are set by the Eco Committee or School Council e.g. how to reduce our carbon foot print, improving school facilities etc.

The Target Setting Policy is also reflected in many of the other policies e.g. "Curriculum Policies", "Assessment, Recording and Reporting", "Marking", "Equal Opportunities, Race Equality and Diversity "etc.

**Peter Evans (09.03.10)**