

Fairview Primary School



Target Setting Policy

Date Ratified: December 2018

Review Date: August 2026

To Be Reviewed Date: August 2029

TARGET SETTING POLICY

Target-Setting Policy

(See also Assessment Policy and Marking and Feedback Policy)

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

Introduction

Fairview Primary School 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.

Target-setting also enables the school to ask some key questions about its performance. These are:

- How well are we doing?
- How much added value do we make to the progress of pupils at each key stage?
- 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 pupils' achievement. We know that it will be effective only if we remember that the pupil is at the heart of the process. Using data effectively can enhance teaching and learning, improve learning outcomes and contribute to raising standards.

Effective use of data and subsequent target setting will help us to identify low achievement and under achievement, enabling us to put in place intervention strategies which support pupils to improve their learning.

Aims

The Senior Leadership Team, in consultation with all staff, set whole school targets. All targets are inter-linked and contribute to enhance the learning experiences and achievements of individual pupils and the school.

In our school, we aim to ensure:

- All staff are involved in the target setting process and know the role that they have to play in achieving these
- Data is analysed throughout and at the end of each academic year and targets set for the following year are based on this
- Targets set are realistic but challenging

- Staff are confident in tracking class data so Underachiever, SEN and overall class targets can be set
- Pupils take a lead role in setting their own individual targets each term and evaluating these at the end of each term

Target Setting Process

In Fairview, target setting will be focused at various levels:

- School Development Plan
- Whole school level – Benchmarking; Literacy and Numeracy
- Individual class targets
- Teacher led pupil targets – Underachievers, Booster Groups and SEN – pupil input as appropriate
- Individual Pupil Targets – agreed and evaluated termly in consultation with class teacher

Foundation Stage

- Baseline Check and Assessment – P1
- Individual pupil targets – P2
- Specific Action for Individual Children – P1 and P2
- Personal Learning Plans for pupils with special educational needs
- Booster Group – P2 only

KS1 and KS2

- Benchmarking – End of Key Stage
- Literacy and Numeracy Subject Leader targets through tracking stanines in standardised assessments
- Class Targets – based on PTM and PTE analysis
- Underachievers
- Personal Learning Plans for pupils with special educational needs
- Individual Pupil Targets
- Booster Group

The Principal and SLT will ensure:

- There is a coherent strategy for the effective management of performance data
- Time is set aside on a regular basis for members of the school data team to meet and monitor/evaluate progress towards targets
- Whole school performance towards set targets is shared with whole staff
- Pupils' attainment and progress is assessed according to the target setting guidelines in line with the assessment, recording and reporting policy. The Information is used to set SMART (specific, measurable, achievable, relevant, time-limited) and robust targets
- All targets will impact positively on pupil progress, including Underachiever, Booster Groups and SEN targets
- Use of SIMS as a data analysis tool
- Staff and governors receive training on the interpretation and use of data to inform pupil target setting and expectations to inform planning of teaching and learning
- The governing body receives relevant and timely information on progress

Role of Subject Leaders

Subject Leaders will:

- Analyse performance data in their curriculum area
- Set measurable data based targets as part of their annual action plan
- Monitor progress of pupils and staff towards the targets at regular intervals
- Use of SIMS as a data analysis tool
- Evaluate outcomes with reference to school and local comparative data as available, focusing on trends over time, the relative performance of different groups of pupils, the more and less able, gender, SEN, FSM and performance within and progress between key stages and performance compared to different subject areas

Roles and responsibility of class teachers

Class teachers will:

- Use and apply their data analysis and tracking training to ensure pupils are attaining well and making good value added progress between years and key stages
- Evaluate pupil level in September for Communication and Using Maths
 - set individual pupils' levelled targets for June
 - level in January
 - evaluate June target
 - confirm leaving level (P4 and P7 – confirmed straight level for CCEA)
- Enter standardised data into SIMS and use this and other means, including professional judgement, as a means of identifying Underachievers
- Use PTE and PTM feedback to identify class trends and individual pupil needs

- Report concerns about progress of individual pupils or groups of pupils to the relevant Key Stage Coordinator or SEN Coordinator to ensure these pupils receive appropriate early intervention outside teaching in the classroom
- Report the progress of pupils through annual Pupil Profile, academic achievement report (biannually P3-P6) and at corresponding parental consultation meetings
- Share Fairview incremental level with parents in June report, having discussed progress in previous parental interviews
- Review progress termly and update the 'Blue Book Spreadsheet' and SIMS in September, January and June
- Complete tracking grid for those in Booster Groups (P2-P3)
- Ensure their planning for teaching and learning is based upon a crucial awareness of where pupils are in their learning and where they need to go next
- Work collaboratively with each individual pupil to set one or two challenging but achievable targets, referring regularly to these targets through daily classwork
- Encourage pupils to assess their progress towards their targets and help them understand what they have to improve
- Reward pupils upon achieving their targets and highlight pupils achieving
- Involve Teaching Assistants wherever possible to maximise progress

Role of pupils

Pupils will:

- Discuss and set individual pupil targets based on academic attainment, social and personal development, attendance and behaviour
- Value achieving their targets and know this means they are making progress
- Know the levels they are working at (age appropriate)
- Seek advice and help when they need it
- Share their learning and progress with their parents/carers

Role of Governors

The governors will:

- Use progress against targets set linked to bench marking against NI data to help inform school self evaluation and to identify key priorities for improvement in the School Development Plan
- Ensure that targets and results are discussed with relevant staff
- Agree actions with the Principal where progress towards agreed targets is below expectations
- Recognise and celebrate the effort and success of pupils and all staff

Arrangements for monitoring and evaluation

Progress towards the targets for each class, subject and year group will be analysed on an ongoing basis by the Data Team and Principal.

