



GOOD SHEPHERD ROMAN CATHOLIC PRIMARY AND NURSERY SCHOOL

Target setting

Reviewed February 2015

Purpose

An essential part of improving achievement is to agree targets with each pupil that are aspirational. 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 will be closely involved in deciding their targets and will be helped to understand what they need to do to achieve them. Targets and the progress being made towards them will be discussed regularly with pupils and their parents. These discussions will take place throughout the school year. Attainment targets will be based on the prior attainment of each pupil, and referenced to the indicative targets produced by Croydon LA.

Main ECM outcome: Enjoy and achieve

Relationship to other policies

This policy should be read in conjunction with our policies on assessment, teaching & Learning, curriculum, marking & feedback, performance management, positive behaviour management, equality and the home-school agreement.

Who was consulted?

All staff, pupils and parents were consulted during the production of this policy.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will ensure that:

- there is a coherent strategy for the effective management of performance data (this will include teacher assessments and other forms of assessments used and how and when data will be made accessible to staff)
- staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centred target-setting
- pupils' attainment and progress is tracked in line with the assessment, recording and reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets
- all performance management targets will impact positively on pupil progress
- parents receive information about the progress of their children against agreed targets at the end of each term, and otherwise as agreed
- the governing body receives relevant and timely information on progress to enable it to make informed decisions when setting targets and monitoring and evaluating progress

Curriculum co-ordinators will:

- analyse performance data in their curriculum area(s) and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil
- support their colleagues in the process of agreeing with each pupil targets for personal and social skills, attendance and behaviour
- ensure that evidence-based pupil progress targets are agreed with each performance management reviewer.
- monitor progress of pupils and staff towards the targets at regular intervals
- evaluate outcomes with reference to local and national comparative data, focusing on trends over time, the relative performance of different groups of pupils – pupil premium pupils, the more and less able, the genders, ethnicity, SEN, vulnerable groups – performance within and progress between key stages, performance in different subject areas.

All **teachers** will:

- gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress
- agree SMART targets with each pupil for attainment and progress. These may also include personal and social skills, attendance and behaviour targets
- encourage pupils to assess their progress towards their targets through Assessment for Learning (AfL) and Assessing Pupils Progress (APP), and help them to understand what they have to do to improve
- report the progress of pupils against their targets to parents formally once each year and informally at least each term
- involve support staff wherever appropriate

Pupils will:

- agree targets for improvement with teachers
- assess their own progress and seek advice if they are unsure about what to do to improve

The **governing body** will:

- develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to monitor and evaluate progress of pupils' achievement
- ensure that targets and results are published in the school profile
- agree action with the headteacher 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 aggregated targets for each class, subject and year group will be analysed at the end of each term by curriculum co-ordinators and class/subject teachers and reported to the governing body. Ensure any relevant information from pupil progress meetings are immediately passed onto parents.

RAISEonline and other external performance data will be analysed by the leadership team and presented to the governing body during the autumn term.

The impact of absence on attainment will be monitored, with the appropriate course of action implemented.