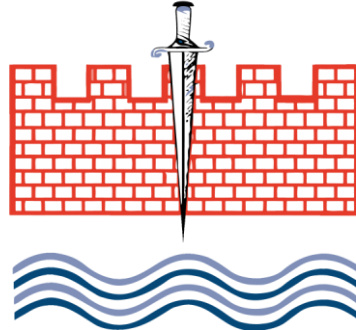




Shoeburyness High School

A member of Southend East Community Academy Trust

'Strong Partnerships, Strong community, Strong Schools'



'Expect Excellence'

TARGET SETTING POLICY

June 2019

Status : Statutory

Next revision due : June 2021

Reviewed and monitored by: : Deputy Headteacher

Approved by: : SHS Academy Committee

**Signed by Chair of
SHS Academy committee:** :

1. RATIONALE & PURPOSE

- 1.1 In our school we are committed to giving all our students every opportunity to achieve the highest of standards.
- 1.2 Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our students.
- 1.3 Targets may relate to individual students, groups of students within classes, cohorts of students or the whole school.
- 1.4 Targets set are designed to be challenging, but realistic and take into account each student's starting point for learning.
- 1.5 Assessment for Learning, through our core principles, helps students learn more effectively by making it clear what they need to do next in order to improve.
- 1.6 Parents have regular opportunities to discuss their child's progress towards their targets, identifying ways in which they can support their child with work and encouragement at home.
- 1.7 Pupil performance targets, which are non-negotiable by students or staff, are set using externally provided data.
- 1.8 Target setting also allows us to have a meaningful dialogue and to ask some key questions about the performance of our school.

2. POLICY STATEMENT

- 2.1 Target setting is employed at Shoeburyness High School in order to:
 - a) challenge all students to do better;
 - b) take into account each student's starting point for learning;
 - c) encourage students to regularly discuss and review their progress with teachers;
 - d) encourage the involvement of parents in their child's learning;
 - e) enable teachers to develop class activities designed to encourage and support students to reach their targets;
 - f) help governors to agree priorities for the school development plan;
 - g) lead to focused teaching and learning;

h) help us to make judgements about how well our school is doing when compared to all schools and similar schools.

3. GUIDING PRINCIPLES

3.1 An emphasis is placed on using the tool of target-setting to authenticate celebration of the personal achievement of every student in the school. It then ensures that progress continues to further, realistic goals.

4. CONSULTATION GROUP

4.1 Deputy headteacher and Assistant Headteacher, Progress Leaders, Faculty leaders and Attendance team.

5. LINKS TO OTHER POLICIES & DOCUMENTS

5.1 Assessment & Reporting Policy; Attendance Policy.

6. MONITORING & EVALUATION ARRANGEMENTS

6.1 At every level, from pupil through to Senior Leadership Team (SLT) and Academy Committee (AC), there are monitoring processes in place which help ensure progress is made towards achieving targets by students and staff.

6.2 Early identification of slippage triggers intervention strategies.

6.3 There is a thorough system in place to constantly monitor student attendance. A weekly position is published and unexplained absence and regular absence patterns are followed up speedily by a specialist team.

7. ROLES & RESPONSIBILITIES

7.1 The AC will monitor whole school's performance and how it relates to the School Improvement Plan.

7.2 The Headteacher is responsible for ensuring that statutory agreed targets are set.

7.3 SLT, Progress Leaders, Faculty Leaders, form tutors & learning mentors have well-defined roles to play in target setting and monitoring.

7.4 The classroom teacher has a crucial responsibility to ensure that every student in their care knows what they need to do in order to improve.

- 7.5 The Assessment team provide and present the data which allows monitoring to be accurate and effective.
- 7.6 The Deputy Headteacher monitors intervention group performance and how teaching impacts on the quality of learning.
- 7.7 We have a dedicated Attendance Team, line managed by a Deputy Headteacher.
- 7.8 We encourage parents to work in partnership with the school to ensure a positive learning ethos exists in the home and each student is encouraged in their learning.

APPENDIX I

PROCEDURES

- a) The fundamental philosophy of how school global targets are set at Shoeburyness High School is through an aggregation of targets for each individual pupil on the school roll.
- b) Prior to entry to Shoeburyness High School, use is made of Key Stage 2 data to set targets for Year 7 pupils.
- c) As the year progresses, subject assessment data is collected to evaluate each pupil's performance against their target indicators.
- d) The Progress Leaders have a pivotal role in monitoring academic progress with a particular focus on performance across the whole curriculum. The form tutors and learning tutors play a very much "hands on" part in this process for the students in their care.
- e) Subject area progress is monitored by the class teacher and head of department, with personalised interventions strategies being employed as and where necessary. A broader overview is kept by Senior Leadership line managers and linked AC member(s). The SLT discusses feedback of their individual subject perspectives, to consider whole school strategies for improvement.
- f) The AC exercises its duty to ensure that this whole process is rigorous and that school resources are properly deployed, in line with the School Improvement Plan, to enable targets to be reached.