



**St Bonaventure's Catholic Primary School  
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## **Target Setting Policy 2016**

<b>Policy Owner</b>	Headteacher
<b>Governing Body Committee</b>	Standards
<b>Version no.</b>	1
<b>Issue Date</b>	18.05.16
<b>Last Review Date</b>	24.03.16
<b>Next Review Date</b>	Term 4 2016/17

This policy is available at  
<http://www.st-bonaventures.bristol.sch.uk/>

## Version History

Version	Date	Page	Description of Change	Origin of Change



## **Rationale**

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.

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?

We believe that all children irrespective of gender, race, language, background, disability or ability should be given the opportunity to work to their full potential.

## **Aims**

At St Bonaventure's Catholic Primary School the targets will:

- Challenge all children to achieve their best in a given time.
- Take into account each child's starting point of learning.
- Encourage children to regularly discuss and review their progress with teachers and learning assistants.
- Involve parents in their child's learning.
- Help Governors to agree priorities for the School Improvement Plan.
- Set high teacher expectations and challenges that raise the standards of pupils' achievement.
- Lead, focus and personalise teaching and learning.
- Help us to make judgments about how well our school is doing when compared to all school and similar schools.



## **What type of targets do we set?**

Different types of targets relate to individual children, groups of children within classes and whole cohorts of children.

### **School Targets**

The school, in consultation with our School Improvement Officer (SIO), sets statutory end-of key-stage targets in Y5 (for Y6) and non statutory ones in Y2. When setting these targets the school takes into consideration the cohort profile, current achievements, RAISE online and Fischer Family Trust data. Targets set are rigorous and challenging but realistic and take into account each child's starting point. The Governing Body challenges and approves the targets.

### **Curricular Targets**

Teachers set skills based targets for pupils working at a similar level in English and Mathematics and these are identified using displays and/or in children's books. These are updated throughout the year. They are also supported through explicit teaching in whole class and guided group work and by use of 'writing walls' and Target Tracker.

### **Numerical Targets**

At the start of each year numerical end of year targets are set for year 1 to year 6 with class teachers. The school's progress towards these targets is monitored by the SLT (Senior Leadership Team) and the Governing Body at least three times a year.

### **Individual Targets**

Every child in Key Stage 1 & 2 is set individual targets in Reading, Writing and Mathematics. These targets are reviewed throughout the year, using a combination of teacher assessment and summative tests.

Children with special educational needs will also have individual targets set and reviewed as part of their Individual Education Plan.

### **Process of Target Setting**

When children enter reception we begin an assessment of their learning. Records from other Early Years settings, information from pre-schools visits and interviews with parents all support and contribute to the target setting process.



Children learn more effectively by clearly understanding what it is they need to do next in order to improve.

We involve the children in the process of target setting and, wherever possible negotiate and encourage them to set targets for themselves. Regular feedback from teachers and other adults working in the school means children are aware of how they can improve their work and achieve their target.

Parents are informed about the target setting process (annually) and the targets for their children at parent consultation evenings. Sharing the targets with parents helps them identify the ways in which they can support and encourage their child with work at home.

### **Targets Should Reflect:**

- The particular needs of a group of pupils (group targets). It may be necessary to also include individual targets for some children.
- The information from summative assessments.
- Progress within the national curriculum and the small steps necessary to achieve the next step.
- A recognition that SEND pupils targets will reflect the small steps needed to achieve the longer term targets as set out in Individual Education Plans (IEPs).
- Information based on teacher marking/assessment.
- Where applicable, the behavioural needs of identified children including those set for Pastoral Support Programmes (PSPs).
- The involvement of pupils in the target setting and assessing/evaluating of targets. Pupils will be encouraged to monitor their own progress especially when marking/drafting their work. Teachers will also monitor progress and mark against pupils' targets. Next steps targets are shared and reviewed with children and given both verbally and recorded in their books.

All targets set whether individual, group or whole class should be SMART targets (Specific, Measurable, Achievable, Realistic and Time related).

### **Target Setting Data**

We use a range of information to support the target setting process:

- RAISE online (National comparative data).
- Fischer Family Trust data.



- Local Authority performance data.
- SATs assessment/teacher assessment for end of KS1 (year 2) and tests in Mathematics and English for end of KS2 (year 6).
- Summative assessments for years 3, 4 and 5.
- Foundation Stage Profile.

### **Monitoring**

The assessment leader is responsible for the monitoring of the implementation of this policy. The Governing Body in its role as critical friend oversees the setting of targets and ensures that there is sufficient challenge in the targets set.

Staff INSET/staff meeting time will be given for moderation (e.g. between year groups and schools in cluster).