



# YSGOL PENRHYN DEWI VA

Target Setting

Policy

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### 1. Rationale

- The policy is designed to make clear how targets are arrived at for pupils, how they are communicated and used as a tool to drive individual pupil, subject and whole school standards. It explains the process of target setting and subsequent actions.
- Whole school targets are arrived at by setting pupil targets, class targets, year targets, and phase targets which drive whole school targets.
- Relationship to other policies: this policy should be read in conjunction with our policies on Tracking and Assessment, Recording & Reporting, Curriculum and Special Educational Needs.

### 2. Philosophy

- The school believes that an essential part of improving achievement is to agree targets with each pupil that are aspirational. The school believes that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes;
- This policy focuses on the setting of academic and wellbeing targets to raise attainment and achievement.
- Pupils should be closely involved in their evaluation of targets and will be encouraged to find out what they need to do to achieve them. Targets and progress being made towards them will be discussed and reported regularly with pupils and their parents/carers; and
- Attainment targets will be based on the prior attainment of each pupil using a range of nationally recognised performance data and CAT4, NVR ETC (See Tracking Policy). These are both generic and phase specific.

### 3. Roles and Responsibilities of the Headteacher

#### ***The Headteacher should ensure;***

- That there is a coherent strategy for the effective management of performance data;
- 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 Tracking and Assessment, Recording and Reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, time- limited) targets;
- That a pupil progress (ie. Value Added) target is agreed with each teacher as part of the performance management cycle;

- Parents/carers will receive two formal reports per year in all phases and three in years 6-11.
- The Governing body receives information on progress and standards at each governing body meeting;
- That all statutory targets are set and published in accordance with local, regional and national expectations;
- The Data Managers time will manage the input and flow of data to support the target setting process. The overview of this process lies with Assistant Head (SJ); and
- Evaluate progress against targets within the school improvement plan and self-evaluation documents.

#### **4. Roles and responsibilities of Heads of AoLE/Phase Heads in Foundation Phase and Development Phase**

##### ***Heads of AoLE/Phase should organise the data so that they can;***

- Analyse performance data in their curriculum area and guide colleagues on the setting of challenging attainment and progress targets for each pupil. This will mean a UMS-level tracker for examination subjects;
- With the exception of the Foundation Phase, targets are set prior to entry for each Phase. At the end of year 5 the HOPS of Development and of Momentum Phases, plus year 5 class teacher collaborate on Final on final EoKS Target in the Autumn term of Year 5 (To be reviewed by Assistant in Charge of IA1) . In Key stage 3, they are set prior to pupils starting year 7 and reviewed and finalised at the end of year 8 (as GL assessments are completed in year 7). In key stage 4 they are set at the end of year 9 and reviewed at the end of year 10.
- Monitor the progress of pupils towards their targets throughout the academic year after each data drop. SMID is used by class and subject tutors to monitor pupil progress in an individual subjects and an entire class in an individual subject and by form tutors/class teachers (in FF and DP) to monitor pupil progress across all subjects and a classes progress across all subjects. These reviews are then used to identify where interventions are needed and implement them to drive pupil progress and wellbeing. The impact of these interventions is measured at the next data drop down hence half termly
- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance of different groups of pupils; FSM/RADY, MATS, ALN, Gender and the performance within and progress between phases. Intervention strategies will then be set in place to prevent under achievement; and
- Include progress v target data in the Phase/AoLE Initial Subject Review (completed every September) and self-evaluation document along with action taken to address (where appropriate) within the improvement plans.

#### **5. Roles and responsibilities of Form Tutors/Class teachers**

##### ***Form Tutors should;***

- Ensure that pupils know all of their targets and have them recorded in their planners. Set weekly targets aimed at achieving end of year and end of key stage targets. Use SMID to review pupil progress across all subjects after each data drop down. Use Classcharts, classdojo plus SIMS (tracking tool) to monitor attendance behaviour and wellbeing on a

weekly basis. Monitor and support pupils' progress and report particular concerns to the relevant Head of Phase/Head of AoLE as well as taking intervention action by discussing the issues with the pupil and parents. Teachers should monitor future academic progress made by pupils who have already been flagged as a concern; and

- Liaise with Head of Inclusion/Additional Learning Needs Co-ordinator (ALNCO) where required to support students on behaviour IEP's (Individual Educational Plan). This is done by the HOP

## **6. Roles and responsibilities of Heads of Phase /ALNCO/Head Of Inclusion**

### ***Organise the collection of relevant data so that they can;***

- Meet with class/form tutors and agree targeted interventions for pupils/groups of learners after each data drop down and review the impact of each intervention at the next data drop down.
- Ensure that all staff are aware of pupil IEP's and that these are used helping pupils to achieve their targets.
- Monitor progress of pupils towards their targets throughout the year and other data flows that are appropriate and take intervention action quickly where and when appropriate to raise achievement; and
- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance within and progress between key stages, and report this analysis to Heads of Phase in accordance with agreed school procedure.
- Celebrate success in Phase assemblies and rewards visits etc in meeting targets using the school reward systems (ClassCharts/Dojo)

## **7. Roles and responsibilities of subject teachers/ classroom teachers/HoAoLE & HOPS (FF & DP)**

### ***Classroom teachers/Subject teachers should;***

- Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring/evaluating progress and deciding on in-class intervention strategies;
- Make sure that every pupil has their target recorded in their subject book and planner and make sure that they record their working at grade there after every drop down along with what actions are needed to make the relevant progress.
- Put in place the necessary interventions for an individual pupil and/or entire class if that is needed to make the relevant progress re targets.
- Report the progress of pupils against their targets to Head of AoLE/Phase after each data drop down in support and challenge meetings. and at the end of each academic year;
- Report the progress of pupils against their targets to parents through interim/full reports and through Parents' evening meetings; and
- Celebrate success in meeting targets using the school reward systems (ClassCharts/Dojo) and AoLE/Phase systems.

## **8. Roles and responsibilities of pupils**

### ***Pupils should;***

- Know their targets for every subject and have them recorded in their subject books and planner. They should know their attendance target and have this recorded in their planner
- Should set weekly targets aimed at achieving their subject and attendance targets.
- Record their working at targets after each drop down in their books and planners and find out what they need to do to make relevant progress.
- Discuss progress with their subject/form/class teacher and parent/carer after each drop down.
- Take responsibility for their own learning using Assessment for Learning techniques and understand what is needed to move to the next level of their learning in order to meet their targets, using self-assessment and evaluation strategies; and
- Seek advice from the classroom/subject teacher if they are unsure on how to improve in order to meet their target.

## **9. Roles and responsibilities of the Governing body**

### ***The Governing body should;***

- Through the chair of governors, work with the Headteacher to agree these targets on behalf of the Governing body;
- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them;
- Ensure that statutory targets and results are made available to parents along with the final results;
- Agree action with the Headteacher where progress towards agreed targets are below expectations; and
- Recognise and celebrate the effort and success of pupils and all staff.

## **10. Monitoring**

- Progress towards the aggregated targets for each class, subject and year group will be analysed at mid-points throughout the academic year as well as at the end of the academic year (ISR) by Heads of AoLE/Phase, and reported to the Assistant Head and Headteacher who will report to the governing body;
- The Leadership Team will continually review its target setting practice and the tools used to carry out this practice. Any amendments to this practice will take into account pupils already in the 'process' so as to avoid confusion for those pupils.