

# Target Setting

<b>Review Date</b>	March 2017	<b>Leader of Policy Review</b>	Mr. S. Budgen
--------------------	------------	--------------------------------	---------------

This policy document supports the aims of the marking and assessment policies of the school and, as such, makes references throughout.

The purposes of target setting within school, together with its associated recording and reporting, are that it should:

- be a formative process that assists in matching teaching and learning to individual need
- be used as a tool for diagnosing difficulties and hence informing future planning
- enable quality decisions to be made concerning achievement
- actively encourage the participation of students and parents
- produce concise summative information
- be used as an indicator of the need for any changes in practice
- offer evidence of the work of the school and provide data for analyses
- be manageable

Responsibility for whole-school guidelines rests with a member of the Senior Leadership Team (SLT).

Responsibility for departmental practices rests with Heads of Department and Curriculum Managers and is subject to regular review.

## **Mission Statement**

Target setting in our school will involve children, staff and parents in the identification and creation of achievable, challenging and measurable targets. These will be based on both previous achievements and solid quantitative data and are aimed at raising aspiration and enabling the learning potential of individual students.

## **Responsibilities and Duties**

*The Governing Body will:*

- support the school to deliver all aspects of the Policy
- ensure that the Policy is regularly reviewed and updated
- set realistic targets for achievement at Key Stage 3, Key Stage 4 and Key Stage 5

*The Leadership Group will:*

- undertake a regular review of the Policy through inspection and 'Specific Reviews'
  - support and monitor the different staff teams in the implementation of assessment, recording and reporting practices
  - be responsible for the maintenance of the SIMS Assessment Manager database
  - ensure that there is a coherent strategy for the effective management of performance data
  - set evidence-based student progress targets which are agreed for all students in all subjects.
  - These targets are reviewed annually
  - monitor student progress towards their targets
  - ensure staff receive training on the interpretation and use of data to inform their planning
  - periodically measure the 'value added' of individual students and groups in order to recommend whole school targets for achievement to the Governing Body.
  - make use of FFT, CATs, ALPS and other sources of data to assist with the target setting process across the school.
-

# Target Setting

*Curriculum Managers and Heads of Department will within their subject areas:*

- support Department members in the implementation of the Policy
- ensure that their Assessment Policy is regularly reviewed and updated
- plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness
- establish agreed subject criteria for assessment and marking which conform to whole school guidelines
- monitor the consistency of assessment and marking that feed into target setting
- ensure that assessment information is systematically recorded and appropriate information provided for the SIMS Assessment Manager
- analyse performance data, monitoring progress of students towards their targets throughout the year
- use assessment information for setting students
- identify the INSET needs of their team
- maintain a portfolio of assessed work to ensure consistency of standards
- ensure that their Department meets the report deadlines and standards

*ALNCO and SEN Coordinator will:*

- analyse performance data and monitor progress for each SEN student
- review agreed targets set for students at the start of each year or as they are set
- analyse performance data available and monitor progress of students towards their targets throughout the year

*Subject Teachers will:*

- gain the necessary expertise and knowledge about data analysis through training • ensure that students have a clear understanding of the assessment criteria (NC levels, GCSE and AS/A2 grades)
- regularly assess and mark students' work employing a range of assessment styles
- use the results of all assessments to monitor progress and plan future learning tasks which match student capabilities
- motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time
- celebrate success in meeting targets using the School's reward systems

*Form Tutors will:*

- be responsible for ensuring that the different types of report for their tutor group are correctly completed
- monitor progress on a regular basis (including the regular checking of pupil planners)
- monitor the use of grades within lesson monitor to determine attitude to learning throughout the school.

*Students will:*

- ensure that targets are recorded in their exercise books as appropriate
- seek advice about what to do to improve
- immediately act upon the advice given by their teachers

*Parents will:*

- be involved in regular communication with the school in order to understand the learning needs of their son/daughter
  - assist their son/daughter in achieving the learning targets
  - regularly monitor the use of the planner
  - attend Parent Consultation Evenings
-