

Chauncy School Target Setting Policy

Purpose

An essential part of improving achievement is to agree targets for each pupil that are challenging, achievable and aspirational. We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, and targets will be agreed for academic attainment, personal and social skills, attendance and behaviour. Academic targets will be shared with pupils, who will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with pupils and their parents.

Attainment targets will be based on the prior attainment of each pupil, national data and contextual information and will be referenced to the indicative targets produced by the LA. Fischer Family Trust data and the Learning Achievement Tracker will play a key role in the target setting process.

Main ECM outcome: Enjoy and achieve

Relationship to other policies

This policy should be read in conjunction with our policies on assessment, curriculum, performance management, pupil discipline, equality and the home-school agreement.

Who was consulted?

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 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 and this information, alongside baseline data, is used to set targets, monitor progress towards targets and evaluate achievement

- all performance management targets will impact positively on pupil progress
- parents receive information each term about the progress of their children 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
- statutory targets are set and published by 31 December each year.

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 improvement in attainment, personal development attendance and behaviour, as informed by the tracking process
- ensure that evidence-based pupil progress targets are agreed with each team member in the performance management process
- 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 – 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 targets with each pupil for attainment and progress, personal development, attendance and behaviour, as informed by the tracking process
- encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve
- report to parents on the progress of pupils 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 make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them
- ensure that targets and results are published in the school prospectus for parents of primary school pupils
- 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 termly and the governing body will be kept informed about pupil progress.

RAISEonline, Learning Achievement Tracker and other performance data will be analysed by the SMT/leadership group and evaluated with the support of the governing body during the autumn term.

The impact of absence on attainment will be monitored.

Date established by governing body

Date for full implementation

Date for review

Useful references