



St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number: C/13/Jul09</i>	<i>Date Agreed: 16th July 2009</i>
<i>Policy Title:</i> TARGET SETTING POLICY	<i>Authorised By:</i> J.H.Divall
<i>Area: Curriculum</i>	<i>Due for Review: July 2010</i>
<i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i>	
<i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i>	
<i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i>	

Purpose

An essential part of improving achievement is to agree targets with each pupil that are aspirational. We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, and targets will be agreed for academic attainment, social and personal development, attendance and behaviour. Pupils will be closely involved in deciding their targets and 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, and referenced to the indicative targets produced by the LA.

Relationship to other policies

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

Who was consulted?

All staff, governors and pupil representatives (via School Council and school assemblies) 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
- 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 assessment, recording and reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets

- At least one target covering pupil progress is agreed with each teacher as part of the performance management cycle
- Parents receive information about progress of their children against agreed targets each term through the school's Continuous Assessment (CA) programme
- The governing body receives information on progress each term to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress
- Statutory targets are set and published by 31st December each year
- Office and LSA time is allocated to manage the input and flow of data to support the target setting process

Subject Managers will organise the collection of relevant data so that they can:

- Analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil
- Monitor progress of pupils towards the targets at the middle and end of each academic year
- Evaluate outcomes with reference where relevant to local and national comparative data, focussing on trends over time, the relevant performance of different groups of pupils - the more and less able, the genders, ethnicity - performance within and progress between key stages, and report this analysis to the Senior Management Team in accordance with agreed school procedure

Class Teachers will:

- Agree targets for personal and social skills, attendance and behaviour with each pupil
- Monitor pupils' progress according to the school's Assessment and Record Keeping policy
- Interpret Continuous Assessment data and report concerns to the Senior Management Team
- Liaise with Special Education Needs Co-ordinator (SENCO) where required to support pupils on IBMP's (Individual Behaviour Management Plans)

The SENCO will organise the collection of relevant data so that s/he can:

- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN pupil
- Monitor progress of SEN pupils towards the targets at the middle and end of each academic year
- Evaluate outcomes with reference, where relevant, to local and national comparative data, focussing on trends over time, the relevant performance within and progress between key stages, and report this analysis to the Senior Management Team in accordance with agreed school procedure.

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 SMART targets and, where required, complete IEP's with each pupil for attainment and progress, personal and social skills, attendance and behaviour
- Encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve

- Report the progress of pupils against their targets to Subject Managers at the middle and end of each academic year
- Report the progress of pupils against their targets to parents formally once each year and informally at least each term, discussing, reviewing and drawing up new IEP's where required
- Celebrate success in meeting targets using school reward systems

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 both statutory targets/results and their interpretation are published in the School Profile and that appropriate and informative narrative is included in the school prospectus
- 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 at the half way point and the end of the academic year by Subject Managers, and reported to the Headteacher, who will report to the governing body. The RAISEonline and other summative performance data will be analysed by the Senior Management Team and evaluated with the support of the governing body during the autumn term.