

BRIZE NORTON PRIMARY SCHOOL TARGET SETTING POLICY

Philosophy:

At Brize Norton Primary School we aim for all children to achieve their full potential, while promoting high standards in English and Maths. The setting of targets puts this at the centre of school planning, and helps staff focus on practical ways of improving children's attitudes to learning and the achievement of all children. We believe that curriculum targets steer improvements, guide teaching and give clear assessment criteria linked to what has been taught, when embedded within the daily teaching of Maths and English.

Aims:

- To ensure that there is an effective, coherent and manageable whole school system for agreeing, setting and reviewing targets against children's progress.
- To develop positive attitudes to learning for all children.
- To set challenging and differentiated curriculum targets to allow all children to make good progress and reach their full potential.
- To link curriculum targets to lesson objectives and success criteria in planning and teaching.
- To closely monitor the progress of all children, knowing where children are with their learning and identifying what their next steps need to be.
- To involve all children in the target setting process, encouraging them to assess what they can do and what they need to work on next.

Organisation:

At the start of each academic year, teachers analyse the assessment data available for their class. They are asked to make numerical predictions for individual children's progress for the forthcoming year. Using this data and the teacher's knowledge of the individual children, the children are grouped for maths, reading and writing.

Curricular targets are informed and identified by analysis of children's work, discussions with children, teachers' assessment information and test data each term. Targets are allocated to the whole class and ability groups.

Curricular targets across the school are based on age and National Curriculum level expectations using APP for guidance and the Primary Strategy layered targets.

Foundation Stage:

Teachers use the information from the Foundation Stage Profile to track children's progress on an ongoing basis. Observations are made on a daily basis to inform judgements and targets are set as appropriate. Staff within the Foundation Stage are informed of these targets. Where appropriate targets are discussed with parents and the teacher may ask for the parent to complete an observation at home.

Key Stage 1:

Group targets are reviewed and set each term for reading, writing and maths. Targets are displayed within each classroom and used daily with the children during lessons. Targets will be used to inform the learning intentions and success criteria in daily lessons and shared with the class teaching assistants. Children will be involved in regularly reviewing their own progress.

Key Stage 2:

The class teacher identifies a main target at the start of each term for each ability group in maths, reading and writing. These targets will relate to the work being covered and will link with whole school targets. These targets are displayed in the classroom. Targets are used to inform teachers

planning and inform the learning and success criteria for lessons. Children are reminded of their targets at the start of lessons and are encouraged to review their own progress towards meeting them.

Special Educational Needs:

Targets for IEPs should be informed through the target setting process each term.

Monitoring:

The monitoring and assessment of group targets is the responsibility of the class teacher. Numerical targets and attitude targets form the basis for teacher's performance management. Therefore the target setting process and the progress children make through each academic year will be monitored by co-ordinators and the leadership team.

This policy was written by the assessment co-ordinator in consultation with staff.
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