The British School of Lanzarote S.L.

PRIMARY TARGET SETTING POLICY

This policy document is a statement of the aims, principles and strategies for Target Setting at BSL.

INTRODUCTION

In our school we are committed to giving all our children every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

Target setting also allows us to ask some key questions about the performance of our school. These are:

- How effective is our teaching?
- How well are we doing?
- How well should we be doing?
- What changes need to happen to be more effective?
- What more should we aim to achieve?
- Are our expectations high enough?
- What must we do to make it happen?
- What action should we take and how do we review progress?

Rationale for target setting

Target setting is a significant strategy in our school for improving childrens' attainment and achievement. We know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are challenging, measurable, but also realistic and take into account the starting point for each individual child.

Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets. Target-setting for our children means that they have to make decisions about their own learning. This helps them learn more effectively, by making it clear what they need to do next in order to improve.

Pupils are involved in the target-setting process and reviewing their progress against the targets set, and wherever possible, teachers negotiate and encourage them to set targets for themselves.

We inform parents about our targets for their children. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Aims

The school aims to set targets that:

- Challenge all children to do better;
- Take into account each child's starting point for learning;
- Encourage children to regularly discuss and review their progress with teachers;
- Involve parents in their child's learning;
- Lead to focused teaching and learning;
- Help us to make judgements about how well our school is doing when compared to similar national benchmarks.

Process of target setting

In September teachers (Yr1-6) forecast a 'challenging' level of attainment that s/he expects each child to reach at the end of the year and of the key stage. We base these forecasts upon a range of indicators including the current performance of the child across different contexts and assessment data from formative and summative tests. These targets reflect the ability of each cohort and carry an appropriate level of challenge.

Teachers develop classroom activities that are designed to enable children to meet their targets. Teachers planning will take account of this when identifying work for different groups of children.

Target setting across the curriculum

We set a range of different types of targets. In both key stages teachers set individual and class targets. Examples of good practice are displayed in the classroom and reviewed on a regular basis. Learning targets are given to the children after most pieces of work by their teacher in the form of formative marking.

Trajectory targets are set for pupils in terms of predicted attainment outcomes at the end of Key Stage 1 in reading, writing and mathematics. Trajectory targets are also set for pupils' predicted attainment at the end of Key Stage 2, for English Mathematics and Science, using a combination of ongoing progress and value-added expectations calculated from attainment levels at the end of Key Stage 1 and in progress tests at Key Stage 2.

Benchmarking

In all target setting processes, national, local and school based data trends and averages for attainment and Value Added are applied to ensure accurate and challenging targets for progress and attainment are set for whole cohorts, individual pupils and pupil groups.

Roles and responsibility of class teachers

Class teachers will:

- use and apply data analysis to ensure pupils are attaining well and making good value added progress between years and key stages

- be aware of different pupil groups and their relative attainment and progress against targets set, national averages and between groups
- encourage pupils to assess their progress towards their targets and help them understand what they have to do to improve
- ensure their planning for teaching and learning is based upon a crucial awareness of where pupils are in their learning and where they need to go next
- ensure pupils know their targets in reading, writing and mathematics and other targets in other areas of the curriculum
- reward pupils upon achieving their targets and highlight pupils achieving
- report concerns about progress of individual pupils or groups of pupils to the Key Stage Coordinator and/or the Headteacher to ensure these pupils receive early intervention
- report the progress of pupils against their targets to parents formally via biannual reports in December and June and at parent meetings
- review progress termly and update the pupil data class tracking sheets.

Role of pupils

Pupils will:

- know their 'targets' in reading, writing and numeracy and apply them to their learning on a daily basis
- value achieving their targets and know this means they are making progress
- know the levels they are working at
- seek advice and help when they need it
- share their learning and progress with their parents.

Role of the Coordinator and Headteacher

- monitor progress of pupils and staff towards the targets at regular intervals and instigate relevant and suitable actions in liaison with other staff as appropriate
- analyse performance data
- evaluate outcomes with reference to national comparative where appropriate focusing on trends over time, the relative performance of different groups of pupils, performance within and progress between key stages and performance compared to different subject areas.