



Target Setting Policy

Review November 2017

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Signed Chair of Governors: Kerry Pollard

Date:

- 1.1 At Batchwood School, we are committed to giving all our students 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 all our students. Targets may relate to individual students, groups of students within classes, or whole cohorts of students.
- 1.2 Target-setting also allows the school and its governors to ask key questions about the effectiveness of the teaching and learning at Batchwood. These are:
 - how highly do our students achieve?
 - how good is the progress made by students in each key stage?
 - how do we compare with similar schools and/or the DfE Progression Guidance?
 - how well should we be doing?
 - what more should we aim to achieve?
 - what must we do to make it happen?
 - what action should we take, and how do we review progress?
- 1.3 Target-setting is a significant strategy in our school for improving the students' achievement. We know that it will be effective only if we remember that the child is at the heart of the process. For this reason we believe in a 'bottom-up' approach to target setting, beginning with high expectations for the individual student, rather than using 'top-down' numerical targets as our goals. The targets that we set are challenging, but realistic, and take into account each student's starting point.
- 1.4 There are two main types of target related to students' learning. The first are referred to as 'curricular targets' and relate to their individual or group learning objectives - particularly in literacy, numeracy and PSHE. They describe the particular knowledge, skill or understanding which a student is aiming for - for example, 'To always use capital letters at the beginning of sentences' in English; or 'to sort two sets of objects according to a specified criteria' in mathematics.
- 1.5 The second type of target, referred to as 'numerical targets', relate to the National Curriculum level for which the student is aiming by the end of the year. For most students at Batchwood, the NC Levels are used to describe this.
- 1.6 At Batchwood School, having analysed the outcomes data presented in the DfE Progression Guidance – coupled with information about progress rates from HMI – we define outstanding progress as “80% or more of the students will make two sub-levels or greater over a year”. By adopting this definition, it ensures that we aim students achieve the Progression Guidance upper quartile outcome level, no matter the starting point.
- 1.7 The numerical targets can therefore be set for individuals or collated for groups of students or whole year groups; for example, '80% of students in Year 7 will make two sub-levels of progress in mathematics by the end of the year', or '85% of girls will make two sub-levels progress in reading by the end of the year'.
- 1.8 We involve students in the target-setting process and, where appropriate to their special educational needs, encourage them to contribute to the targets for themselves. Regular feedback from teachers makes students aware of how they can improve their work and achieve their target. Target-setting for our students means that they

have to make decisions about their own learning. This helps them learn more effectively, by making clear what it is that they need to do next in order to improve.

- 1.9 We inform parents and carers about our target-setting process and our targets for their students. Parents and carers have regular opportunities to talk about their child's progress towards their targets. This helps parents and carers to identify the ways in which they can support their child with work and encouragement at home.
- 1.10 Each year, in our school improvement plan, we identify and prioritise action targets. The curricular and numerical targets that we set for our students help to determine these priorities. The actions that we then plan are linked to the students' targets. We thus ensure that our plans really will have an impact on our students' learning. Our governors are involved in reviewing the targets in our school improvement plan on a regular basis.

2 Aims and objectives

2.1 Through our target-setting processes we aim to:

- challenge all students to make outstanding progress;
- take into account each student's starting point for learning;
- encourage students to review their progress with teachers regularly;
- involve parents or carers in their child's learning;
- help governors to agree priorities for the school improvement plan;
- enable more focused teaching and learning;
- help us to make judgements about how well our school is doing when compared with similar schools.

3 Target-setting processes

3.1 Because students can join Batchwood at any time in their primary career, we carry out a baseline assessment after approximately 3 weeks of settling in. Because our provision is vastly different to a mainstream school – and because the student has inevitably failed in mainstream – we use the assessments forwarded by the previous school with caution as they are unlikely to reflect the student's true achievement.

We record our expectations of progress in our assessment tracking system.

3.2 Student achievement in all subjects is assessed on a termly basis –

At the end of each year, the student's teachers forecast the curricular targets that each student will focus on by the end of the following year. We base this forecast on the student's achievement, on assessment outcomes and other data, and on the teacher's own knowledge of the student during the year. This is then discussed with parents and recorded within the annual documentation.

3.3 Numerical progress targets are set using the outcome expectations described above. Through the Progression Guidance, we make comparisons with the performances of similar schools, in order to ensure that the targets that we set do offer a real challenge.

3.4 The targets are reported to and discussed with governors at governing body meetings. The governing body understands and accepts that the targets that we set are based on the past and current attainment of each cohort of students. We do not necessarily expect targets to rise year on year; they must reflect the ability of the cohort, and challenge at the appropriate level.

3.5 In order to monitor progress towards their end-of-key stage targets, each student will have a target for the end of the current school year; for example, in order for a student to be on track to attain more than two whole levels from Y7 to the end of Year 9, they will need to make 2 sub-levels of achievement each year.

Teachers use the numerical targets set for each student to set curricular targets (see above) and to plan classroom activities that are designed to help them meet their targets. Teachers will take account of these targets when planning work for different groups of students.

3.7 The Headteacher – and/or Deputy Headteacher – analyses the outcomes data in order to identify students who are at risk of not achieving their target. This information is discussed with the subject teacher so that they can review each student's achievement with the teacher(s) in order to identify the barriers to learning and put in place appropriate remedial support or intervention to put the student back on track.

3.8 Every term, we offer opportunities for parents and students to review their progress with the teacher. The progress students are making forms part of the discussion that teachers have each term with parents and carers.

3.9 As part of the student's annual report, we produce a statement about progress towards their targets.

4 Target-setting data

4.1 We use a range of information in our target-setting process. We expect teachers to be familiar with:

- The National Curriculum Levels for all subjects
- the school's reporting and analysis for improvement system
- the school's assessment guidelines;
- the Progression Guidance expectations;
- Raise on line

5 Students' involvement in target-setting across the curriculum

5.1 Wherever possible – and in accordance with their special educational needs – the students should be involved, with their teacher, in agreeing curricular targets in all subjects. Students' curricular targets will be recorded and displayed in varying ways according to the student's own access needs. Annotations/marking will be used as part of the feedback and support when engaging students' in self-assessment and review activities.

5.2 Because of their special educational needs – and the extent of the gap between Batchwood students and their mainstream peers. The important thing is that, wherever possible and relevant to their special educational needs, students understand their curricular targets and their learning objectives.

6. Other Targets

6.1 We set broader targets in a range of other areas of school life. For example, all students are expected to take part in whole school events – such as special concerts, assemblies and educational visits to support teaching and learning. We ensure that each student has opportunities to take part in or watch musical and dramatic productions, and a range of extra-curricular activities are offered (such as the clubs after school). Students are offered the opportunity to experience a three night residential trip.

7 Monitoring and review

7.1 This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.