**Teaching and Learning – Target Setting Policy.**

**1:Introduction**

1.1 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.

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

* How well are we doing?
* How much added value do we make to the progress of children at each Key Stage?
* How do we compare with National and Dorset data
* How well should we be doing?
* What action should we take and how do we review progress?

**2. Rationale for target-setting**

2.1 Target-setting is a significant strategy in our school for improving the children’s 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, but realistic, and take in to account each child’s starting point.

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

2.3 We inform parents about our target-setting process and our targets for their children. At parent consultations parents have the opportunity to talk about their children’s progress towards their targets. This helps parents to identify the ways in which they can support their child with work and encouragement at home.

**3. Aims and objectives**

3.1 In our school the targets we set:

* Challenge all children to do better
* Take into account each child’s starting point for learning
* Encourage children to discuss and review their progress with teachers
* Involve parents in their child’s learning
* Lead to more focused teaching and learning
* Help governors to agree priorities for the school improvements plan
* Help us to make judgements about how well our school is doing when compared with all schools and with similar schools.

**4. The target-setting process**

4.1 When children join our school, we make an assessment of their learning within the first half term according to EYFS. We use the outcomes of these assessments to identify strengths and areas for improvement in children and in groups of children. National and LA comparative data allow us to identify age related expectations for these children in the national assessments at the end of Key Stage 1. We record these expectations in our pupil tracking system.

4.2 During the year, the child’s class teacher will continually assess progress and set the expectations that they aim each child to reach at the end of the year and Key Stage. This will be for reading, writing and mathematics. The forecast is based on the child’s current performance, on assessment and other data, and on the teacher’s own knowledge of the child’s rate of progress during the year.

4.3 Teachers discuss with the head teacher the targets they have set. Through formal and

 Informal discussions during the year progress towards these targets is assessed and

 necessary support/interventions are planned.

4.4 Throughout the year the Headteacher will keep the governors informed about the progress of different cohorts and any interventions planned. The impact of these interventions on pupil progress will also be discussed.

4.5 Teachers use the targets set for each child to develop classroom activities that are designed to help children to meet their targets. Teachers will take account of these targets when planning work for different groups of children.

4.6 Children will review their progress with the teacher. The progress the children are making forms part of the discussion that teachers have with parents.

**5. Target-setting data**

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

* Dorset Data
* National data
* FFT
* Optional national tests for Years 3,4 and 5
* Early Years Foundation stage assessments

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