Ysgol Gynradd Maes-y-Deri
Oaklands Primary School



Together Everyone Achieves More

Target Setting Policy

Purpose
An essential part of improving achievement is to agree targets with each pupil / year groups that are aspirational and challenging. 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 beingmade 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.

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 pupil progress target is agreed with each teacher as part of the performance management cycle
- Parents receive information about attainment & progress of their children each term.
- They also observe the targets in action during Parent meetings
- The governing body receives information on progress each half term to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress against them
- Targets (% in line and working above NA & APS) for year groups to achieve are set and published by October each year
- Annual Report to Parents are shared

Subject Leadership Teams will

Organise the collection of relevant data so that they can

- Analyse whole school data to ensure that the school are achieving at least good outcomes for every child
- Lead pupil progress meetings to ensure that every child is making appropriate levels of progress against set and agreed targets
- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil
- Monitor progress of pupils towards the targets each half term
- 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, PPG - performance within and progress between key stages, and report this analysis to SSLT in accordance with agreed school procedure.

Class Teachers will

- Agree pupil / class / year group targets, as set out in the progress meetings
- Monitor pupils' progress through year group meetings, pupil progress meetings and meetings with a member of SLT
- Interpret data and analysis, reporting any concerns to SLT
- Liaise with Head of Achievement
- Liaise with Additional Learning Needs Coordinator / Intervention teacher) where required to support pupils on IEP's (Individual Educational Plan)

The Additional Learning Needs Coordinator will

Organise the collection of relevant data so that the ALNCo can

- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN pupils and able children.
- Monitor progress of pupils towards the targets at regular intervals throughout the
- academic year
- Evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance within and progress between key stages, and report this analysis to SLT in accordance with agreed school procedure.

All teachers and teaching assistants 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 SLT during Pupil Progress Meetings (PPM) each half term
- Report the progress of pupils against their targets to parents formally once each year.
- Celebrate success in meeting targets using school reward systems

Pupils will

- Agree targets for improvement in English and Maths 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 statutory targets and results are published
- The Governors will agree action with the headteacher / relevant members of staff
- 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 targets for each class, subject and year group will be analysed every half term and at the end of the academic year SLT and the headteacher who will report to the governing body.

A range of summative performance data will be analysed by the SLT and evaluated with the support of the governing body during the autumn term. Further evidence of progress towards targets will be secured through lesson observations, pupil conferencing, work sampling and Assessing Pupil Progress in work books.

Local Authority monitoring activities, including SIP visits, will also inform the target setting and evaluation process.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Head Teacher: **C Wright**	C Wright
Chair of Governors: **H Wagner**	Helen F. Wagner.
Date adopted by Governors	**Autumn 2016**
Planned review date	**Autumn 2019**