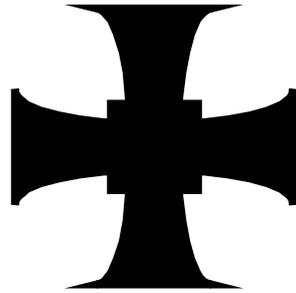


TRINITY SCHOOL



A CHURCH OF ENGLAND ACADEMY

TARGET SETTING POLICY

Curriculum & Achievement Committee

Reviewed: September 2016

Approved by the Curriculum & Achievement Committee: October 2016

Ratified by the Governing Body: December 2016

Next review: September 2018

Purpose

An essential part of improving achievement is to set expected end of year progress and exam outcome targets for each individual student that are aspirational, challenging and achievable. Students will be closely involved in monitoring their targets and will be helped to understand what they need to do to achieve them and how they are set. Teachers will use targets as a basis for measuring student progress and to inform planning to ensure that each individual student is challenged to achieve their potential. Targets and the progress being made towards them will be discussed regularly with students and reported to their parents.

Relationship to other policies

This policy should be read in conjunction with our policies on assessment, curriculum, performance management, behaviour, and reporting.

Roles and responsibilities of the Headteacher, other staff and governors

The head teacher will ensure that:

- There is a coherent strategy for the effective management of performance data at whole school, subject and individual level.
- Staff and governors receive training on the interpretation and use of data to inform their planning and student centred target setting.
- Student attainment and progress is tracked in line with the Assessment, Recording and Reporting policy. This information is used to measure student progress against targets and inform targeted intervention work with individuals.
- At least one student progress target is to be agreed with each teacher as part of the performance management cycle.
- Parents receive information about the progress of their children against agreed targets each term in line with the school assessment and reporting calendar.
- The Governing Body receives relevant and timely information on progress to enable it to make informed decisions when setting targets and monitoring and evaluating progress.

Curriculum/Subject/Pastoral Leaders will:

- Analyse termly and other performance data in their area of responsibility, and ensure appropriate interventions are made at whole school, subject/pastoral or individual level where progress is not in line with targets.
- Support their colleagues in the process of agreeing with students targets for personal and social skills, attendance or behaviour where appropriate.
- Ensure that evidence based student progress targets are agreed with each team member in the performance management process.
- Evaluate outcomes with reference to local and national comparative data focusing on trends over time, the relative performance of different groups of students (the more or less able, disadvantaged, the genders, ethnicity, etc) within and progress across key stages, and performance in different subject areas.

All teachers will:

- Gain the necessary expertise and knowledge about data analysis through appropriate Continuing Professional Development so that informed judgements can be made when monitoring and evaluating progress.
- Use school produced targets with each student for attainment and progress, and set targets for personal and social skills, attendance and behaviour when appropriate.
- Encourage students to assess their progress towards their targets, and help them to understand what they have to do to improve. This should be in line with the school's Assessment for Learning policy.
- Report the progress of students against their targets to parents formally in a school report once a year and in the other two terms as part of the interim review process.

Students will:

- Know their academic targets for the end of the school year and know what they need to do in order to achieve them.
- 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 in order to monitor and evaluate progress towards them.
- Ensure that, through the Headteacher, targets and examination outcomes are communicated to parents/carers.
- Agree actions with the Headteacher where progress towards agreed targets is below expectation.
- Recognise and celebrate the effort and success of students and all staff.

Arrangements for monitoring and evaluation

- Progress against targets for each student will be analysed on a termly basis and reported to students, parents, pastoral/subject staff and senior leaders.
- Progress towards the targets for each student as well as the aggregated targets for class, subject and year group will be analysed each term by senior leaders, curriculum/subject leaders and class teachers.
- Raise Online, Level 3 Value Added Tracker, Fischer Family Trust, ALPS, Ofsted Data Dashboards and other summative performance data will be analysed by the leadership team and evaluated and reported to the Governing Body as it becomes available.
- An external School Improvement Partner will carry out a validation of the setting, monitoring and evaluation of targets.