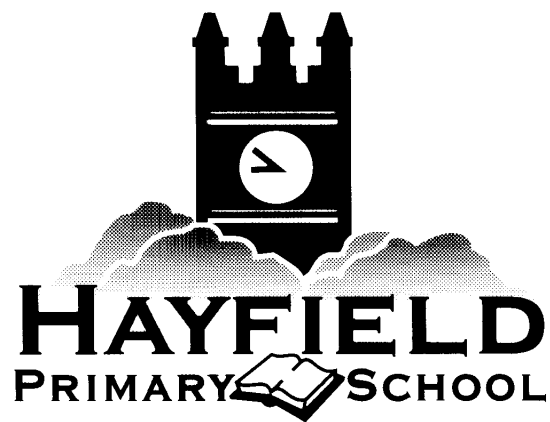


# Hayfield Primary School

Policy for

# Target Setting



# Target Setting Policy

## ***Our School Vision***

Our pupils will be happy, healthy and caring, with a positive attitude to learning and life. The school community will be respectful, resourceful and open-minded in all that it does. Children will be helped to develop the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

## ***Our Mission Statement***

***We want every child to:***

- **be happy and secure**, and to know how to keep themselves healthy and safe.
- **have good self-esteem**, to develop a strong sense of self worth, with the resilience and confidence to achieve success, develop own interests, strengths and talents, and fulfil potential.
- **love learning**, and experience a rich, vibrant, engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **make excellent progress** across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **be a good citizen**, to develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **form positive relationships** and to know how to be a good friend: be kind and caring; share and take turns; have trust, tolerance and respect; be a good listener and empathise with others.

***Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:***

### **The community**

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

### **The environment**

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

### **Enterprise Education**

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

### **Sports and Music**

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

## **Aims of the policy:**

- To ensure the school sets ambitious and accurate targets for the end of EYFS, Y1 and Y2 Phonics, and Key Stage 1 and 2 in Reading, Writing and Mathematics to ensure every child reaches his or her potential.

- To ensure that teachers have high expectations of all pupils, providing support, challenge and exciting learning opportunities that will inspire children and motivate them to work hard and achieve as well as they can.
- To support teachers and other staff in school in using the school tracking pupil progress system to set suitably challenging but achievable (SMART) curriculum targets for all children to help them meet or exceed age-related expectations.
- To be aware of the strengths and weaknesses of individual pupils and groups of pupils to target support through differentiation, intervention and Individual Education Plans.
- To ensure that this policy links with the Assessment Policy and Calendar, the Marking and Feedback Policy and teachers' Performance Management targets in setting ongoing targets for all children in all year groups to improve their work.
- To keep abreast of changes and developments in the curriculum and assessment, and to provide relevant CPD for staff, to ensure that our target setting processes are rigorous and appropriate in helping us to maximise the potential of all pupils.

### **Rationale:**

In our school we are determined to enable learners to achieve the highest possible standards they are capable of in all subjects but particularly in reading, writing and mathematics. We recognise that, together with other schools, we have a contribution to make towards raising standards nationally in the core subjects. We recognise that setting *challenging but achievable* annual targets for pupils, groups of pupils and cohorts will help to ensure that all learners will achieve their potential. To ensure we set such targets, we will use a range of pupil data including:

- Prior attainment data – EYFS outcomes, KS1 attainment; termly pupil progress data; individual pupil attainment tracking grids (Derbyshire assessment grids, adapted for Hayfield using NAHT Assessment KPIs {Key Performance Indicators}); FFT Aspire attainment and target setting data; RAISEonline and county databooks.
- Our knowledge of individual pupils and contextual pupil information will also be used to inform our expectations (see planning evaluations and class provision maps).

### **Processes:**

- Teachers use ongoing, formative assessment and termly summative assessments to set targets for pupils to move them on in their learning and diminish gaps in achievement. At the end of the year, for final summative assessment, pupils in Years 2 and 6 take statutory tests (SATs) and Years 3, 4 and 5 take Testbase Optional SATs. Please see Assessment Calendar 2016-17 appended to this policy.
- End of year targets, for submission to the local authority, are set for:
  - EYFS Good Level of Development (GLD)
  - Year 1 Phonics Check, and for those in Y2 who did not meet expectations the previous year
  - KS1 attainment in Reading, Writing and Mathematics
  - KS2 attainment in Reading, Writing, Grammar, Punctuation and Spelling (known as SPaG) and Mathematics
- These targets are set in October/November and reviewed in January following end-of-term assessments.
- EYFS, KS1 and KS2 Teacher Assessments for Reading, Writing, Maths and Science are submitted to the LA and DFE in June each year.

- During end-of-year transition meetings, teachers share pupil progress information, update provision maps and set targets for every child for the beginning of September in their new class.
- Three times a year, pupil progress meetings are held to establish how well children are progressing towards their end of year targets. Teachers complete individual pupil attainment tracking grids and collate the information on a Pupil Progress Termly Overview sheet, which will show the percentage of pupils that are on track to achieve/exceed age-related expectations at the end of the year. Sometimes, targets will be modified if deemed appropriate. At these meetings, underachievers are identified and interventions planned to support the children in making better progress. Please see Individual Pupil Attainment Tracking grid and Pupil Progress Termly Overview template appendices.
- In July, in preparation for the QDD Summer Review meeting, all teachers will have submitted, to the headteacher, end-of-year attainment and progress data for their class. This will be collated by the assessment manager and headteacher and presented to the LA Adviser carrying out the review. This data will be compared to county and national outcomes and measured against the curriculum targets we set earlier in the year.
- All end of year data is carefully analysed to inform the school development plan, performance management and set targets for the following year.

### **Support for Target Setting:**

#### **Early Years Foundation Stage**

To inform teaching and set targets for end-of-year achievement, reception staff use:

- Prior attainment provided by pre-school settings
- Information from parents and carers
- Outcomes of the Early Excellence Baseline Assessment, and
- On-going assessment using the EYFS Development Matters points.

#### **Key Stage 1**

Along with FFT Aspire targets, staff in Key Stage 1 use the EYFS outcomes as a predictor of performance at the end of Key Stage 1. The key indicators used are:

- Children who achieved a **Good Level of Development (GLD)** at the end of EYFS, which means they reached or exceeded the expected level in the Early Learning Goals (ELGs) in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) **and** the ELGs in the specific areas of mathematics and literacy. This means children need to reach/exceed expectations in 12 of the 17 ELGs.
- Achievement in PSED
- Achievement in Reading, Writing, Number and Shape, Space and Measure.

Targets for end of KS1 are reviewed when children reach the end of Year 1. This is because young children develop and mature at very different rates. Current achievement and contextual information is taken into account at this point and targets are adjusted, as appropriate.

#### **Key Stage 2**

To set targets for the end of KS2 attainment, staff use:

- FFT Aspire data targets for groups and individuals for Reading, Writing, Maths and SPaG
- EYFS and KS1 outcomes
- End of Year 5 attainment in all subjects and informed dialogue with Year 5 staff

- Improvements following catch up group or one-to-one interventions, booster classes etc
- Their excellent knowledge of every pupil
- On-going teaching, assessment and testing throughout the year

### **Monitoring and Evaluation**

- The core subject leaders will carefully analyse assessment data for their subject, and keep details of the data and analyses in their leadership files. This information will be used, together with other analysis, such as the analysis of test papers, to identify areas for improvement and action.
- Each core subject leader will meet with the Headteacher and Assessment Manager to discuss analyses and next steps that will inform their subject action plans and the school development plan.
- The Headteacher will provide a summative report to Governors in the Autumn Term.
- Findings of the analysis of school data will be fully discussed with individual teachers and all staff to enable the information to be used to inform planning and curriculum delivery and targets for performance management.
- The Headteacher will oversee the management and co-ordination of target setting through staff meetings, SLT meetings, updating records and keeping staff informed of progress.

### **Links with other policies**

This policy links closely with other policies, in particular, those on:

- Assessment of Pupils' Learning
- Marking and Feedback
- Curriculum
- SEN
- Equality for All

### **Appendices to this policy**

**Appendix 1: Individual Pupil Attainment grids (for termly tracking of individual achievement)**

**Appendix 2: Class Attainment sheet**

**Appendix 3: Class Progress Tracking sheet**

**Appendix 4: Pupil Progress Termly Overview**

**Appendix 5: Assessment Calendar**

**This policy will be reviewed annually.**

**It was approved by the Governing Body on:**

<b>Review date</b>	<b>Signed by Chair of Governors</b>	<b>Signed by Headteacher</b>

# Class Attainment End of Year 2015-16

Class:	Teacher:	Number of pupils			
		Boys	Girls	PP	SEN

*Please highlight the names of disadvantaged pupils. Please colour the boxes:*

Below	Emerging	Expected	Exceeding
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Name	PP ✓	SEN ✓	Reading	Writing	Mathematics
<b>% expected+ in each subject</b>					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
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31					
32					

<b>End of year assessment 2015-16</b> <b>Class progress from end of Key Stage 1</b>			
<b>Teacher:</b>			
<b>EYFS GLD</b>		<b>R, W &amp; M Combined</b>	
		<b>End of KS1</b>	<b>YEAR ....</b>
<b>Reading %</b>	<b>Emerging (2c or below)</b>		
	<b>Expected (2b/2a)</b>		
	<b>Exceeding (3)</b>		
<b>Writing %</b>	<b>Emerging (2c or below)</b>		
	<b>Expected (2b/2a)</b>		
	<b>Exceeding (3)</b>		
<b>Mathematics %</b>	<b>Emerging (2c or below)</b>		
	<b>Expected (2b/2a)</b>		
	<b>Exceeding (3)</b>		

## Pupil Progress Termly Overview

### Autumn Term 2015-16

*Please complete this grid, one for each subject (Reading, Writing, Maths).*

*Please use your planning evaluations and a range of work on which to base your assessments. Complete relevant assessment tracking grids before completing this.*

Year group	No. of pupils		No. Boys/Girls		Subject	
% of pupils <u>on track</u> to be emerging, in line or exceeding by the <u>end of year</u>	<b><i>Emerging</i></b>		<b><i>Expected</i></b>		<b><i>Exceeding</i></b>	
<b>Gender %</b>	<b>B</b>	<b>G</b>	<b>B</b>	<b>G</b>	<b>B</b>	<b>G</b>
<b>SEND%</b>						
<b>Disadvantaged%</b>						
<b>What evidence have you used to make this assessment?</b>						
<b>Which children are underachieving, and what are you doing to help them catch up?</b>	<b>Children's names</b>		<b>Intervention</b>			