

# **West Exmoor Federation**



## **Target Setting Policy**

**December 2009**

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## **Aims and objectives**

Practical and appropriate target setting is an essential tool for ensuring success within a child's education. Within the West Exmoor Federation, the whole federation community is involved at different levels – parents/carers, governors, teachers and children. We endeavor to set appropriately challenging and realistic targets in a manageable process. We do not believe in target setting for the sake of it – only when it is beneficial to the individuals involved.

## **Target Setting for Teachers and Support Staff**

The delegated group within the Governing Body agrees, monitors and reviews annual objectives for the Executive Headteacher, supported by the School Improvement Partner (SIP). The Executive Headteacher, as team leader, agrees, monitors and reviews three Performance Management objectives with each teacher annually (see Performance Management Policy for details). The Heads of Teaching and Learning, with support from the Executive Headteacher, carry out an annual Professional Development Interview with each member of the support staff during which aims/targets for the year ahead are discussed.

## **Target Setting for Children**

As a federation, we firmly believe that the most effective target setting is an ongoing process. The key features of this process are: a continuous dialogue between the teacher and the child about the child's work and progress; thorough and appropriate marking and feedback; much praise and reward combined with high expectations; and regular and open communications with parents/carers. We also set targets each term with individual children based upon identified curricular targets within English, maths and science. In addition to this, individual teachers use a variety of target setting strategies within their own classrooms as appropriate for, and in response to, individual children's needs. Statutory 'end of Key Stage' targets are set for each Y5 child during the Autumn Term. Non-statutory targets for Y2 children are also set. Targets are also set on IEPs for children with special educational needs.

## **Whole School Targets**

The Federation Development Plan details agreed targets in a variety of areas: Teaching and Learning; Management; Buildings and Environment; and Community. The plan is reviewed annually with staff, governors, parents and children all being involved in the process.

## **Strategies for Informing and Supporting The Target Setting Process**

Successful target setting relies on the availability of a range of information and data. Within the West Exmoor Federation, we obtain this information and data, and support the target setting process, through these strategies:

- Analysing 'benchmarking' performance data such as Raise on Line, Family Fisher Trust and data provided by Devon (Smiley);
- Using information provided by the Foundation Stage Profile;
- A detailed pupil tracking system from YR to Y6 ensuring summative data on each child is readily available;
- Regular summative tests taken by each child to track progress (eg, Y2 SATs, SPAR Spelling, NFER Reading Test, Optional SATs, Y6 SATs);
- Analysis of SATs tests to find areas of weakness and strength;
- Writing moderation exercises for all children three times a year;
- Monitoring of English, maths and science on a termly basis and all foundation subjects at least annually ;
- Monitoring of the quality of teaching and learning within the classrooms involves the Executive Headteacher, Heads of Teaching and Learning, and Subject Leaders ;
- Regular monitoring of planning and children's work is carried out by the Executive Headteacher and Heads of Teaching and Learning;
- Regular formal and informal discussions between staff, pupils, parents and governors;
- Involvement of parents through regular questionnaires and opportunities for suggestions and discussion;
- Involvement of the whole federation community in the annual review of the Federation Development Plan;

- The regular use of the OFSTED SEF (Self-Evaluation Form), which is updated at least annually;
- Regular opportunities for parents to meet teachers to discuss children's progress;
- Liaison with, and support from the School Improvement Partner and Devon Learning and Development Partnership as and when needed.

### **Involvement of Governors**

The Governing Body plays a key role in the target setting process:

- The strategic group is involved in the statutory target setting process;
- Governors are kept informed about the schools' performance against identified targets in the Federation Development Plan and about national data in terms of SATs results and Raise on Line;
- The Performance Management governors carry out the Headteacher's annual performance review;
- The curriculum group is involved with monitoring teaching and learning in relation to specific and agreed priorities for target setting;
- The finance group agrees funds in line with priorities identified in the Federation Development Plan.