

Cavendish Church of England Primary School



Target Setting Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Spring 2023
Date to be Reviewed:	Spring 2025

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

1 Aims and objectives

Practical and appropriate target setting is a tool for ensuring success within a child's education. At Cavendish Church of England Primary School the whole school community is involved at different levels - parents, governors, teachers and children. We endeavour 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.

2. Target Setting for Teachers and Support Staff

The Governing Body agrees, monitors and reviews annual objectives for the Headteacher, supported and advised by an External Adviser.

The Headteacher, as team leader, agrees, monitors and reviews three Performance Management objectives with each teacher annually (see Performance Management Policy for details). The headteacher carries out an annual appraisal to review objectives and celebrate success. A mid-year review is offered.

The headteacher carries out an annual appraisal with each member of the support staff during which aims/targets for the year ahead are discussed as for class teachers. A mid-year review is offered.

All targets set focus on individual training needs and support school development priorities.

3. Target Setting for Children

Dialogue between pupil and teacher, whether oral or through mark making should clearly define next steps in learning.

Targets may be linked to pupil provision maps for children with special educational needs, and as part of the PEP for CLA children.

Individual teachers use a variety of target setting strategies within their own classrooms as appropriate for, and in response to, individual children's needs.

Children are encouraged to reflect on their own progress and target areas through termly self-evaluation.

4. Whole School Targets

The School Development Plan details agreed targets for the year. The plan is reviewed termly with staff, governors, parents and children all being involved in the process and the end of year review helps inform targets for the next academic year. Statutory outcomes, the national agenda, SIAMS and Ofsted moving on points shape the School Development Plan.

5. Strategies for Informing and Supporting The Target Setting Process

Successful target setting relies on the availability of a range of information and data. At Cavendish C of E Primary School, we obtain this information and data, and support the target setting process, through these strategies:

- Analysing 'benchmarking' performance data such as ASP data and data provided by Suffolk County Council in a perspective light.
- 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 are taken by each child to track progress (e.g. Y2 SATs, Year 1 phonics screening, Y4 multiplication check, Y6 SATs, PIRA & PUMA & GAPS for Years 1-6)
- Analysis of SATs tests to find areas of weakness and strength
- Writing moderation exercises for all children throughout the year
- Monitoring of curriculum subjects by Subject Leads, Governors and Headteacher. This may include lesson study, climate walks, book scrutiny's, planning activities, progress and outcomes, pupil perceptions.
- Regular monitoring of provision and children's work by the Headteacher and SMT
- Regular formal and informal discussions between staff, pupils, parents and governors
- Involvement of parents through questionnaires and opportunities for suggestion and discussion.
- Involvement of the whole school community in the annual review of the School Development Plan.
- The regular use of the school Self-Evaluation Form and SIAMS SEF, reviewed at least annually
- Regular opportunities for parents to meet teachers to discuss children's progress
- Liaison with, and support from, the School Improvement Service as and when needed.
- Termly Schools Excellence Partner visits.
- Benchmarking through the Finance Governing Body Committee
- Benchmarking against national outcomes and standards, eg, PE Mark, Artsmark, WIRE Award, and Healthy Schools etc.

6 Involvement of Governors

- The Governing Body plays a key role in the target setting process.
- Governors are informed of and discuss the school's performance against identified targets in the SDP, about national data in terms of SATs results, and pupil progress.
- The Performance Management governors carry out the Headteacher's annual performance review.
- The curriculum committee is involved with monitoring teaching and learning in relation to specific and agreed priorities for target setting.
- The finance committee agrees funds in line with priorities identified in the SDP, review PP and PE spend.
- Priorities for the year ahead are discussed with governors. The School Development Plan is adopted at governing body meetings. Governors review progress termly.