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### Target setting

Primary Schools are required to:

- set targets for pupils' attainment in English and Mathematics at the end of Key Stage 2,
- write targets for pupils in their annual report to parents,
- produce SMART targets for pupils with special educational needs in their Individual Education Plans

This culture of target setting is firmly rooted in the government's conviction that standards of attainment in schools can be raised by the deliberate concentration of energy and resources on improved outcomes which are identifiable, measurable, challenging and achievable. However ..... "Not everything that counts can be counted, and not everything that can be counted counts." Albert Einstein

Our teachers produce interim targets for children's learning, and share these targets openly with the children in a variety of ways that will be meaningful for them.

All pupils are entitled to a rich, broad and balanced curriculum which is relevant to their needs and aspirations. They are also entitled to the opportunity to achieve levels of success at school which are commensurate with their potential and prepare them for adult life. It may not be necessarily be possible to set quantifiable targets for children's achievement in every part of the curriculum, and indeed the targets themselves may not always serve the purpose of promoting self-esteem and striving for excellence. Nevertheless, the judicious use of targets for individual pupils, classes and year groups can help to focus energy and resources on raising standards in critical areas of school life. Targets for improvement which are well informed, realistic and challenging can support children, staff and parents as they work together. Target setting in the classroom can:

- focus the teacher's attention and effort on clearly defined priorities for children's learning and progress;
- help children to have a clear idea of what they need to do to improve their work and achieve high personal standards; help parents know what they can do to support their children's learning;
- enable teachers to evaluate the effectiveness of their teaching strategies.

- What are the benefits of target setting in the classroom?
- easier report writing, since teachers feel that through the target setting process they know their children much better;
- highly motivated children who enjoy working towards targets;
- effective peer and self-assessment takes place which encourages an independent approach to learning;
- liaison with parents with review procedures in place so that further targets can be set. What Makes Effective Target Setting?

- Target setting in the primary classroom will be effective if:
- systems are clearly understood by the children and practical for the teacher;

- children are involved in self assessment and encouraged to review their own achievements;
- Target setting is identified within the planning and linked to both learning objectives and learning outcomes;
- targets are displayed in a variety of ways and made accessible to pupils;
- individual next steps are reviewed regularly
- there is a system of intervention in place if children are not reaching their potential or target;
- marking provides the following: clear indication of ways forward and feedback about targets achieved;
- marking is alongside the child wherever possible and is both verbal and written;
- marking comments provide an ongoing record of children's progress and are part of the school's record keeping system;
- analysis of children's performance and achievements is ongoing from the beginning of the foundation stage to the end of Key Stage 2;
- there is recognition that target setting for improvement of children's writing has cross curricular implications;
- the use of wall displays show examples of other children's work relating to target setting which enables and encourages children to make improvements to their own work.

TARGET SETTING. FS staff need to make assessments on entry in September. These will be done as soon as possible to give a clear picture of attainment on entry. These will be using the development bands and the baseline assessment. Each term formal assessments will be made using the e-profile. Targets will be set at the end of September.

TARGET SETTING KS1 and KS2 FFT data is used to set targets alongside teacher judgement. By October half term staff in Y1 set end of year and end of KS1 targets, in Y2 end of KS1 targets, in Y3 and Y4 end of year targets, in Y5 end of year and end of KS2 targets and end of KS2 targets in Y6. Targets are set in reading, writing, maths, SPaG and science. Targets are based on each child's previous attainment and progress, on individual circumstances etc and some children may have an extra target linked to attendance or presentation.

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