

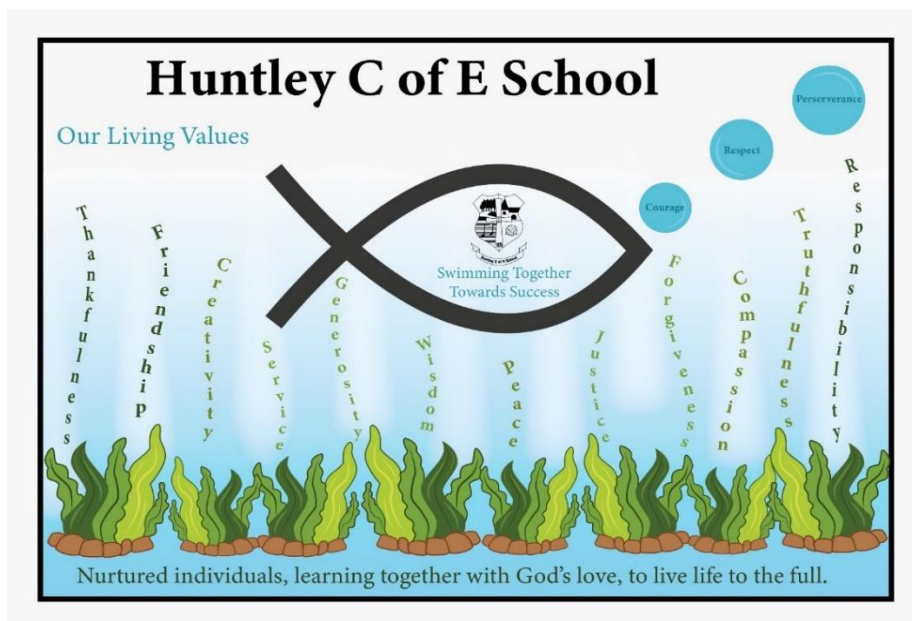


# Huntley C of E Primary School

## Target Setting Policy

February 2024

**Please read in conjunction with**  
School improvement plan  
Teaching and Learning policy  
Performance Management Policy  
SEND policy



# Contents Page

<b>Contents</b>	<b>Pages</b>
Document review and amendments	2
Aims and objectives	3
Target setting for teachers and staff	3
Target setting for children	3
Whole school targets	3
Strategies for Informing and Supporting the Target Setting Process	4
Involvement of Governors	4

## Document Reviews and Amendments

<b>Amendment Date</b>	<b>Change to Document</b>	<b>Date of Approval</b>
January 2016	Scheduled review	Spring 2016 FGM
March 2020	Updated in line with current practice	
February 2023	Scheduled review	
January 2026	Scheduled review	

## **Aims and objectives**

Practical and appropriate target setting is an essential tool for ensuring success within a child's education. At Huntley 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.

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

The Performance Management Committee of the Governing Body (2 governors take on this responsibility) 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.

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.

## **Target Setting for Children**

As a school, 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, open communications with parents.

We set writing targets with individual children from Year 2- Year 6. Individual targets are set in conjunction with the child as appropriate and regularly revisited.

Targets are set on My Plan and My Plan + for children with special educational needs.

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

## **Whole School Targets**

The School Development Plan details agreed targets for the year which are drawn from the evaluation of Teaching and Learning and Assessment, Outcomes for pupils, Personal development, behaviour and welfare, Early Year Provision and Leadership and Management. Buildings and Environment targets may also be included. The plan is reviewed termly with staff, governors, and children all being involved in the process. The end of year review helps inform targets for the next academic year and the plan runs for a two year period.

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

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

- Analysing 'benchmarking' performance data such as Raiseonline data. Using information provided by the Foundation Stage Profile
- INSIGHT 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.
- Year 1 phonics screening check, year four times tables check, reading, spelling comprehension and maths tests. Analysis of tests to find areas of weakness and strength
- Writing moderation for all children termly and use of hot write to access ongoing progress.
- Monitoring of Maths, English and Science annually and of Geography, History, PE, RE, Art and Design, Design Technology, French, Computing and RSHE at least every two years. Monitoring involves the Headteacher, the subject leader and other staff carrying out classroom observations of teaching staff. Link governors are also involved but do not make a judgement on teaching. This is very much lead by the SDP which determines focus subjects.
- Regular monitoring of planning and children's work by the Headteacher subject leads. Regular formal and informal discussions between staff, pupils, parents and governors
- Involvement of parents through regular questionnaires and opportunities for suggestions and discussion.
- The regular use of the Self-Evaluation Form (SEF) 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 Service as and when needed.

## **Involvement of Governors**

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

- Governors are kept informed about 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 Head teacher's annual appraisal review.
- The governing body is involved with monitoring teaching and learning in relation to specific and agreed priorities for target setting and link governors work closely with subject leaders. They meet on a termly basis with a specific focus and monitor progress
- The Finance and Quality of Education committees agree funds in line with priorities identified in the SDP.