

SANDYE PLACE ACADEMY Target Setting Policy

Statement Document History

Issue	Date	Comment
1.00	June 2012	Approved by Full Governing Body
1.10	June 2015	Ratified by Board of Trustees
1.2	July 2018	Ratified by Board of Trustees

POLICY STATEMENT

Rationale:

The Governing Body is required to set and publish targets for pupil performance at Key Stage Two. Targets are useful for pupils, staff and parents to quantify aspirations and progress. Target-setting supports the mentoring of pupils and helps in the monitoring of whole-academy performance.

Policy: The Academy has the responsibility for setting its own targets and the responsibility for implementing teaching strategies and interventions that will help pupils achieve ambitious and realistic outcomes and fulfil their potential. An essential part of improving outcomes is to set and agree targets with each pupil that are achievable, realistic and challenging (ARC). The Academy believes that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes. Targets will be agreed for academic attainment, social and personal development, attendance and behaviour. Pupils will be closely involved in deciding their targets and will be helped by staff to understand what they need to do to achieve them. Targets and the progress being made towards them will be discussed regularly with pupils and their parents. Attainment targets will be based on the prior attainment of each pupil, and referenced to the indicative targets produced by the Local Authority and the national Middle School Forum.

Purpose:

1. To enable measurement of the progress of each individual and a cohort of pupils.
2. To raise the expectations of the Academy community.
3. To facilitate comparison across cohorts.
4. To satisfy statutory requirements.

Relationship to other policies

This policy should be read in conjunction with our policies on assessment, curriculum, performance management, pupil discipline, equality and the home-academy agreement.

Who was consulted?

Staff and governors were consulted during the production of this policy. Comments will be invited from pupils through the pupil School Council and from parents, via the Academy Voice, during review of this policy.

Roles and responsibilities of Principal, other staff, governors

The Principal will ensure that:

- There is a coherent strategy for the effective management of performance data and how and when data will be made accessible to staff.
- Staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centred target-setting.
- Pupils' attainment and progress is tracked in line with the assessment, recording and reporting policy. The information is used to set SMART (Specific, Measurable, Achievable, Relevant, Time-limited) targets.
- All performance management targets will impact positively on pupil progress.
- Parents receive information about the progress of their children against agreed targets at set points during the academic year.
- The governing body receives relevant and timely information on progress to enable it to make informed decisions when setting targets and monitoring and evaluating progress.
- Statutory targets are set and published by 31 December each year.

Curriculum co-ordinators will:

- Analyse performance data in their curriculum area(s) and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil
- Support their colleagues in the process of agreeing with each pupil targets for personal and social skills, attendance and behaviour.
- Ensure that evidence-based pupil progress targets are agreed with each team member in the performance management process.
- Monitor progress of pupils and staff towards the targets at regular intervals.
- Monitor teacher record keeping each term, to ensure the targets they have set are recorded and reported in line with department policy

- Monitor the progress of individuals and groups of pupils towards their targets using Academy Assessment Manager to identify underachievement and potential within the department
- Evaluate outcomes with reference to local and national comparative data, focusing on trends over time, the relative performance of different groups of pupils – the more and less able, the genders, ethnicity, SEN, vulnerable groups – performance within and progress between Key Stages, performance in different subject areas.

All teachers will:

- Agree SMART targets with each pupil for attainment and progress, Personal and social skills, attendance and behaviour.
- Monitor pupils' progress through the Academy's Assessment Manager (AAM) policy.
- Interpret AAM data analysis and report concerns to the Curriculum Coordinator
- Liaise with Special Education Needs Co-ordinator (SENCO) where required to support pupils on behaviour IEP's (Individual Educational Plan)
- Gain the necessary expertise and knowledge about data analysis, through training so that informed judgements can be made when setting targets and monitoring and evaluating progress.
- Encourage pupils to assess their progress towards their targets, and Help them to understand what they have to do to improve.
- Report the progress of pupils against their targets to parents formally at set times each year
- Involve support staff wherever appropriate.

The SENCO will:

Organise the collection of relevant data so that she can:

- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil with SEN
- Monitor progress of pupils towards the targets at the middle and end of each academic year.
- Evaluate outcomes for pupils with SEN, with reference where relevant to local and national comparative data, focussing on individual progress over time, the relevant performance within and progress between key stages, and report this analysis to Curriculum Coordinators in accordance with agreed Academy procedure.

Pupils will:

- Agree targets for improvement with teachers
- Assess their own progress and seek advice if they are unsure about what to do to improve.

The **Governing Body** will:

- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them.
- Ensure that targets and results are published in the Academy profile.
- Agree action with the Principal where progress towards agreed targets is below expectations.
- Recognise and celebrate the effort and success of pupils and all staff.

Arrangements for monitoring and evaluation

Progress towards the aggregated targets for each class, subject and year group will be analysed at the end of each term by curriculum co-ordinators and class/subject teachers and reported to the governing body.

RAISEonline and other performance data will be analysed by the SMT/leadership group and evaluated with the support of the governing body during the autumn term.

The impact of absence on attainment will be monitored.

Careful consideration will be given to the DfE Guidance for LAs and Schools on Setting Educational Performance Targets for 2012 (Page 1 attached)

A. Lawson

www.education.gov.uk/schools/adminandfinance/schooladmin/target-setting

GUIDANCE FOR LOCAL AUTHORITIES AND SCHOOLS ON SETTING EDUCATION PERFORMANCE TARGETS FOR 2012

This guidance provides support for local authorities and schools in setting education performance targets for summer 2012 designed to ensure the best possible outcomes for all pupils.

Introduction

The Government wants every child to achieve high standards. That means all of us having high aspirations for every pupil and making real progress in narrowing the wide gaps in attainment between groups that exist at the moment. In order to achieve this, we want to give teachers and schools more freedom and remove unnecessary bureaucracy.

In that context, the Government is reviewing the future of statutory school target setting, including its role in school improvement and place within the school accountability framework. Whilst this happens, schools will be required to set targets for 2012. However, we have made some changes to this year's process.

Important changes for the 2012 statutory target setting round

Local authority targets

In the light of the Government's commitment to increased localism, and the changing role of local authorities, local authorities are no longer required to set education performance targets for summer 2012 onwards. The regulations will be amended in due course.

Although there are no longer statutory targets covering Early Years, looked after children and underperforming groups after 2011, local authorities will want to continue focusing on these priority areas, using their 2011 targets to bring about improvements. This will be particularly important in fulfilling their statutory duty under the Children Act 1989 to promote the educational achievement of looked after children.

Local authorities continue to support and challenge schools on their targets via School Improvement Partners (SIPs). School targets will be collected by local authorities and submitted to the Department as previously.

Attendance

Local authorities and schools should note they are no longer required to set targets for persistent absence and overall attendance respectively and the regulations will be amended accordingly. The Department however remains firmly of the view that unnecessary absence is unacceptable and must be prevented and tackled by schools.

The Department therefore expects all schools and local authorities to continue focusing on reducing overall absence, particularly unauthorised absence and persistent absence. Absence will continue to be monitored closely via the pupil level school census and the Secretary of State's power to require an individual school to set absence targets where a school's absence record is of particular concern is being retained.

Summary

- Schools should begin work on setting education performance targets for summer 2012