



the *King's*  
school

# Target-Setting Policy



## TARGET-SETTING POLICY

### 1 Policy Statement and Purpose

The target setting process must be taken as a small element in a much wider AfL, personalisation and achievement agenda. The aim is to support our students in understanding their own development and progress, encouraging them to set high standards for their achievements. Targets will be aspirational and agreed for academic attainment, social and personal development, attendance and behaviour. Students will be closely involved in deciding their targets and will be helped to understand what they need to do to achieve them. We want to use target data intelligently to ensure that all students progress and maximise their potential. Targets and progress being made towards them will be discussed regularly with students and their parents/carers at Parents Evening and Review Days.

Attainment targets will be based on the prior attainment of each student, reading age, ensuring expected progress in line with national benchmarks, the teacher's professional judgement and any other relevant sources of data. Progress against targets will be tracked and monitored using the School's systems. Senior Leadership Team (SLT), Year Achievement Leaders (YALs), Subject Team Leaders (STLs), teachers and support staff will provide appropriate personalised intervention to support students in achieving their targets.

### 2 Scope

The policy covers all those involved in the setting of targets to monitor, evaluate and review student progress in order to raise achievement.

### 3 Responsibility

#### ***The Headteacher & SLT will ensure that***

- There is a coherent strategy for the effective management of performance data;
- Staff and Governors receive training on the interpretation and use of data to inform their planning and student-centred target-setting;
- Students' attainment and progress is tracked in line with the Marking and Assessment Policy. The information is used to set SMART (Specific, Measurable, Achievable, Relevant, Time-limited) targets;
- At least one student progress target is agreed with each teacher as part of the Performance Management cycle;
- Parents/Carers receive information about progress of their children against agreed targets each term through the School's Assessment & Reporting programme;
- The Governing Body receives information on progress throughout the academic year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress;
- A wide range of targets are set and published before the end of December each year;
- Administration and Teacher Support (Learning Manager and Data Officer) time is allocated to manage the input and flow of data to support the target setting process;
- Evidence-based student progress targets are agreed with each team member in the Performance Management process;
- Monitor progress of team members towards the targets throughout the academic year.

**Subject Team Leaders (STLs) will:**

- Have systems in place to organise the collection, storage and maintenance of relevant data to enable effective target-setting to take place;
- Analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each student;
- Monitor progress of students towards their targets throughout the academic year;
- Evaluate outcomes with reference where relevant to local and national comparative data, focussing on trends over time, the relevant performance of different groups of students - SEND, Disadvantaged, Most Able, Gender, Ethnicity, Free School Meals (FSM), Looked after Children (LaC), Persistent Absentees, Excluded Children - performance within and progress between Key Stages, and report this analysis to Line Managers & Year Achievement Leaders in accordance with agreed school procedure;
- Ensure that evidence-based student progress targets are agreed with each team member in the Performance Management process;
- Monitor progress of team members towards their targets throughout the academic year.

**The Special Educational Needs Co-ordinator (SENCo) will:**

- Have systems in place to organise the collection, storage and maintenance of relevant data to enable effective target-setting to take place;
- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEND student;
- Monitor progress of students towards the targets throughout the academic year;
- Evaluate outcomes with reference where relevant to local and National comparative data, focussing on trends over time, the relevant performance within and progress between Key Stages, and report this analysis to the SLT/STLs/YALs in accordance with agreed School procedure.

**Year Achievement Leaders (YALs) will:**

- Analyse performance data in their Year Group and guide colleagues on the setting of realistic and challenging attainment and progress targets for each student;
- Monitor progress of students towards the targets throughout the academic year;
- Evaluate outcomes with reference, where relevant, to local and National comparative data, focussing on trends over time, the relevant performance of different groups of students - SEND, Disadvantaged, Most Able, Gender, Ethnicity, Free School Meals (FSM), Looked after Children (LaC), Persistent Absentees, Excluded Children - performance within and progress between Key Stages, and report this analysis to the SLT/STLs in accordance with agreed School procedure;
- Report progress to the Headteacher for all individuals and groups of children in their Year Group throughout the academic year;
- Work with Subject Team Leaders in target-setting and tracking progress.

**Teachers will:**

- 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;
- Agree SMART targets and, where required, complete IEPs (Individual Educational Plan) with each student for attainment and progress, personal and social skills, attendance and behaviour;
- Encourage students to assess their progress towards their targets and help them to understand what they have to do to improve;
- Monitor students' progress using the school's tracking systems;
- Report the progress of students against their targets to Subject Leaders throughout the academic year;
- Report the progress of students against their targets to parents/carers three times a year, discussing, reviewing and drawing up new IEPs where required;
- Interpret data analysis, recognise and celebrate achievement and report concerns to STLs/YALs;
- Liaise with SENCo where required to support students with IEPs.

**Students will:**

- Agree targets for improvement with teachers;
- Use targets to assess their own progress and seek advice if they are unsure about what to do to improve;
- Set personal targets with advice and support from staff.

**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 statutory targets and results are published to parents and that results are published in the school prospectus;
- Agree action with the Headteacher where progress towards agreed targets is below expectations;
- Recognise and celebrate the effort and success of students and staff.

**Arrangements for monitoring and evaluation**

Progress towards the aggregated targets for each class, subject and Year Group will be analysed at the appropriate points in the academic year by Subject Team Leaders and Year Achievement Leaders and reported to the Headteacher who will report to the Governing Body through the Curriculum and Pupil Standards Committee.

LA School & Subject profiles, FFT Inspire, Raise Online and other summative performance data will be analysed by the Senior Leadership Team and evaluated with the support of the Governing Body during the Autumn term.

**4 Publicity**

All new staff and students recruited to the School will be made aware of the Policy. The Policy will be posted on the Shared (G) drive of the School's IT Network and the School website.