



Fierté Multi Academy Trust

2018-2019

Policy on Target Setting

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Mission Statement

We, at Fierté Multi Academy Trust strive for excellence in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals, enabling them to reach their full potential with pupils achieving pride in their work, pride in their school and pride in their community.

Target Setting

Fierté Multi Academy Trust is committed to giving all pupils every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our pupils. Targets may relate to individual pupils, groups of pupils within classes, or whole cohorts of pupils.

Our aims in target setting are to raise standards of achievement by:

- achieving specific objectives that are being taught in the curriculum and in particular in Maths, English and the areas in the EYFSP
- giving children targets to reach in a given time
- setting targets that are specific, measurable, achievable, realistic and time related
- being aware of the strengths and weaknesses of individual children or groups of children and to target support and differentiated activity as appropriate

- setting high teacher expectations and challenges that raise the standards of pupils' achievement
- contributing to the LA targets as well as MAT targets.
- working in partnership with Teachers, Governors and Parents/Carers to contribute to the development of individual children.

Implementation

- End of year targets are set for all children in Maths, Reading and Writing in September each year.
- The Most Able and Talented children will be identified specifically.
- Children on Care Plans or above on the SEN Record will have an ICP.
- Children will receive personal targets for Writing and Maths.
- Targets will be revised regularly and based on ongoing formative and summative assessments.
- Teachers will use resources for assessment given by the SLT.
- Staff INSET and development will enable teachers to assess curriculum levels and clearly identify the next steps needed in individual learning.

Organisation and Management

- Each child's progress is tracked through the School; the information being collated in the Tracking File and Fierté Multi Academy Trust Assessment system
- Formal Assessments are made at:

Baseline; Development Matters

EYFS – EYFSP and Development Matters (Learning Journeys)

Year 1 Teacher Assessment x 4 (October, January, April, July)

Year 2 Statutory KS1 SATS and Trust Assessment (October, January, April, July)

Year 3 Optional SATS (Trust assessments October, January, April, July)

Year 4 Optional SATS (Trust assessments October, January, April, July)

Year 5 Optional SATS (Trust October, January, April, July)

Year 6 Statutory KS2 SATS (Trust October, January, April, July)

- Targets are set in September for the end of the following term year.

- This information informs the knowledge and expectations of the next teacher and supports the continuity and progression of standards and the new curriculum.
- Targets are set for individual children using the forecast information, knowledge of the pupils and informed dialogue with the previous teacher.
- The information is collated in the front of books for pupils and on tracking sheets. These are used to inform planning by the teachers who are able to keep track of pupils' expectations and achievements.
- Detailed analysis of the progress of pupils, the class and year group is made through Integris.
- Use of Value Added information informs predictions and the identification of potential underachievement by individuals.
- The information is collated by the Assessment Leader and Headteacher, printed and distributed to the teachers.
- Information is also shared with Core subject leaders to assist in their knowledge of cohorts, progress and monitoring of standards.
- Detailed analyses of results enables the Teachers, Headteacher and Governors to track the progress of the School year on year.
- Each July, as soon as new class arrangements are made, staff will be issued with achievement information with prior performance of their new pupils.
- The formal targets are negotiated with and agreed by the Headteacher.
- Formal targets are presented to the Governors who formally approve them.

Monitoring and evaluating

- The Core subject leaders will keep details of School assessment data and analyses for their subjects in their Leadership Files. This information will be used together with other analysis such as the analysis of test papers, to identify areas for attention.
- Each Core subject leader will provide, after discussion with the Headteacher and Assessment Co-coordinator, a report as a result of their analysis of their subject data.
- The Headteacher will provide a summative report to Governors.
- Findings of the analysis of school data will be fully discussed with individual teachers and all staff to enable the information to be used to inform planning and curriculum delivery.
- Each November, after targets are set, a similar analysis will take place to evaluate the potential performance of the School. This monitoring and evaluation will take account of the previous results, forecasts and movement of children.

The information will be used to challenge and support teachers by identifying children and aspects of subjects that need further attention. These may be discussed in Pupil Progress Meetings.

- The Headteacher will oversee the management and co-ordination of target setting through staff meetings, SLT meetings, updating records on the spreadsheet and keeping staff informed of progress.

Review date: September 2019