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 Target Setting Guidance Policy
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Policy Drafted by - Lucy Prew - Centre Manager
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 Review Date

This policy represents the agreed principles for the use and application of target setting. Centre aims Our Centre community (child's, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of centre life;
- Motivate all child's with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

Introduction

Birth and Beyond Centre, is committed to giving all child's 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 child's. Targets may relate to individual child, groups of children within classes, or whole cohorts of children. Target-setting also enables the centre to ask some key questions about its performance. These are:

- How well are we doing?
- How much added value do we make to the progress of child's?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take, and how do we review progress?

Rationale for target-setting

Target-setting is a significant strategy in our centre for improving child's achievement. We know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point. An essential part of improving achievement is to set targets for each child that are aspiration. We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, and targets will be agreed for academic attainment, social and personal development, attendance and behaviour. Child's are involved in the target-setting process and reviewing their progress against their targets set, and wherever possible, teachers negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes child's aware of how they can improve their work and achieve their target. Target-setting for our child's means that they have to make decisions about their own learning. This helps them learn more effectively, by making clear what it is that they need to do next in order to improve. We inform parents about our target-setting process and our targets for their child's. . Each year, in our Centre Development Plan (SDP), we identify and prioritise targets. The targets that we set for our child's help to determine these priorities. The actions that we then plan are linked to the child's' targets. We thus ensure that our plans really will have an impact on our child's' learning.



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Aims

In our centre the targets we set:

- * challenge all child's to do better;
- * take into account each child's starting point for learning;
- * encourage child's to discuss and review their progress with teachers regularly;
- * involve parents in their children's learning;
- * help governors to agree priorities for the centre development plan;
- * lead to more focused teaching and learning and inform the planning process;
- * helps us to make judgements about how well our centre is doing when compared to all centres and to similar centres.

Target-setting Process

Every centre is required by law to set targets in mathematics and English. Targets are set by the seven areas of learning.

Early Years

When pupils join our centre in morning Nursery we assess them using the Age Related Expectation (AREs) from 'Birth to Five Matters'. They are then tracked termly using the EYFS Toolkit. For those pupils joining us at the beginning of Reception, they are assessed using the AREs and summative at the end of each term and the academic year using the Early Years Foundation Stage Profile. Pupils have group targets set for writing and number and these are shared with them on an ongoing basis. When pupils achieve their targets these are recorded in their learning journey and care plan. Parents are informed of pupil targets on the termly newsletter and biannual reports.

Arrangements for monitoring and evaluation

Progress towards the targets for each class, subject and year group will be analysed at the end of each term by the Manager and Headship Group, class/subject teachers and these are reported to the governing body.

Roles and responsibility of class teachers

Class teachers will:

- * use and apply their data analysis and tracking training to ensure pupils are attaining well and making good value added progress between years and key stages;
- * be aware of different pupil groups and their relative attainment and progress against targets set, national averages and between groups;
- * encourage pupils to assess their progress towards their targets and help them understand what they have to improve;
- * ensure their planning for teaching and learning is based upon a crucial awareness of where pupils are in their learning and where they need to go next;
- * ensure pupils know their 'next steps targets' from their target cards (based on child friendly APP) in writing and Maths and other targets in other areas of the curriculum;
- * reward pupils upon achieving their targets and highlight pupils achieving;
- * involve TAs wherever possible to maximise progress;