

Testwood Sports College

Target Setting Policy



Key responsibility area: DM

Last Review : February 2009

Next Review : November 2011

Philosophy

Effective target setting is a key element of enabling all pupils to realise their potential and in some cases to exceed it. All target setting should be bottom up – beginning with the pupil and subject teacher and finishing with the head teachers' strategic understanding. All targets should be set with a clear understanding of potential and not current or past achievement. It is expected that pupils will make 2 levels of progress at each key stage only in exceptional circumstances and with the agreement of the line manager can this be changed.

Purpose

- To provide accurate and regular information on pupil progress to tutors, teachers, parents and pupils themselves with the purpose to facilitate improved learning and achievement.
- The collection and analysis of data should be seen as an aid to assist staff and pupils in monitoring performance as part of our focus on constantly improving the quality of our learning and teaching strategies.
- To raise standards and help pupils to fulfill their potential.
- To encourage a culture of realistic yet challenging expectations throughout the school.
- To meet statutory requirements.
- To include parents in the target setting protocol.
- To encourage all pastoral staff to play an active role in the academic process of all relevant pupils.
- To support the learning support/ able pupils provision.

Outcomes

To achieve these purposes Testwood Sports College will ensure that:

- All appropriate data is made available to all staff. These will include: KS2 SATs scores/ progress check data/ teacher assessment; Fischer family trust data; Jesson ability bands with pre populated targets to guide staff ; CAT results, Raise on line – when available (summary of national results), (School based value added information) and all LEA data.
- Strategies will be devised to bring about the required changes that will lead to meeting set targets. Learning objectives have to be identified and a SOW developed that will allow progress to occur.
- Mentoring days will inform parents, pupils, staff and governors check pupil progress and identify obstructions to progress.
- The head teacher is responsible for setting overall quantifiable academic and pastoral targets for the end of each key stage. These are decided after consultation with HOD's, an analysis of all base line data, National targets and prior achievement.
- HOD's will have clear departmental targets that will be included in the Department Improvement Plan (DIP).

- Subject teachers interpret group targets into individual targets for pupils. They ensure SOW can be delivered in a differentiated way and monitor individual pupil progress.
- There will be expected conversion rates for every subject teacher based on the Jesson band of the students
- Heads of Year/ Form tutors review cohort targets regularly – usually in line with the mentoring days each year. They will ensure that all targets are recorded in homework diaries.
- All end of key stage targets will be recorded in the school based Assessment centre.
- There is flexibility with each target. If a pupils is doing well teachers are encouraged to raise targets. If a pupil has an unrealistic target then it can be changed with agreement from the line manager.
- If a pupil achieves an agreed target in KS4 the target will be reconsidered or reviewed.

This policy was approved by the Governing Body and will be reviewed bi-annually.

Date Policy Agreed: **February 2009**

Date of Review: **February 2011**

Signature of Chair of Governors:

Date