

# Ysgol Greenfield School



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

## GREENFIELD SCHOOL

### Target setting Policy

Wayne Murphy, Head Teacher.  
Rachel Faulkner, Deputy Head - Standards  
Carol Conway, Deputy Head - Wellbeing  
Gwyn Daniels - Assistant Head



**' Opening Doors To The Future '**

**' Agor drysau i'r dyfodol'**

**Original Completion Date**

January 2016

Rachel Faulkner, Deputy Head- Standards

**MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date:  
.....

Headteacher

Signed: ..... Date:  
.....

Chair of Governors

**Review Date**

**Author**

## **Our Vision**

'To open doors to the future'

## **Our Mission Statement**

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

## **Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

## **Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

### **Everyone has the right to:**

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

### Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Target setting is the means by which we identify specific and measurable goals that help improve the standards achieved by our pupils. Targets primarily relate to individual pupils but can also relate to groups of learners in order to secure equality.

Target setting also helps us to ask some key questions about the performance of our school. These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What do we need to 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 school for improving pupil's achievement. We know that it will only be effective if we remember that the child is at the heart of the process. By the same token, we must remember that our pupils are diagnosed with additional learning needs. Therefore, the targets we set for each pupil must be challenging, measurable but also realistic and take into account the personal circumstances that affect each pupil.

Regular formative feedback and dialogue between staff and pupils ensures that learning is a continuous process. In doing this, staff are well placed to enhance learning and develop strategies to further challenge each pupil. We ensure that where possible, we involve the pupils directly in the target setting process, although we appreciate that cognitive and/or communication/behaviour difficulties sometimes inhibit this.

We inform parents about the target setting process and the targets set for their children. They have opportunities at annual reviews and parent consultation evenings to discuss progress made towards targets. This helps parents identify the way in which they can support learning at home. Summative assessment data is analysed annually and directly determines priorities within the school improvement plan. This ensures that what we plan really will have an impact on the pupil's learning. The Governing Body are made aware of the targets we set for each individual student and become active participants in generating whole school priorities.

Within Greenfield we use Routes for learning, Foundation phase outcomes, national curriculum outcome statements, P levels and B squared software to assess our pupils. We use a variety of different packages due to the levels that the pupils are working at. This is required as the majority of pupils are working out of their age related outcomes.

### **End of Key Stage Targets**

The statutory assessment arrangements for the end of the Foundation Phase, KS2 and KS3 are followed and this is done in line with the Welsh Government guidelines.

### **Aims and Objectives**

In Greenfield School, we set targets that:

- Challenge all pupils to do better
- Recognise what is important to each individual pupil
- Are holistic in nature and recognise the contribution of our health professionals
- Take into account the starting point of each pupil
- Involve learners and parents/carers
- Help governors agree priorities for the school improvement plan
- Lead to focused teaching and learning

### **Subject/Key Skill Acquisition**

Our curriculum is skills based, in line with Curriculum 2008. To this end, pupils are assessed and tracked according to their skill acquisition in individual subject areas.

The non-statutory Skills Framework for 3-19 year olds in Wales provides guidance about continuity and progression in developing Thinking, Communication, ICT and Number for learners. The LNF and draft Digital Competency Framework have now superceded most sections in the Skills Framework but it remains the chief reference for Thinking Skill Development. The acquisition of these skills enables learners of any age to become successful and they need to be embedded into the experience of learners across all Areas of Learning and Experience. The Key Skills framework begins at a level equivalent to P6/7 which therefore excludes some of our learners. We therefore accept that for our pupils, key skill areas are more effectively and meaningfully taught through the broader school curriculum and IEPs. We feel that this approach generates a more accurate picture of our pupils` development and progress.

### **Annual Whole School Target Setting**

At the beginning of the academic year Whole School Targets are set for the following areas of learning:

Literacy  
Numeracy  
ICT  
Welsh

Based upon each learner's prior performance, teachers set targets (levels) that should be achieved by the following Summer Term. This is a Person Centred approach that takes into account all that we know about the learner's ability and circumstances.

During the mid - Spring Term, a RAG (Red, Amber, Green) exercise is undertaken to ensure that learners are on track to meet their targets. Any learner identified as Amber or Red is prioritised for extra intervention work in order raise performance to succeed.

In the Summer Term the targets are reviewed and the data for each class is entered into a spread sheet. This is analysed and the percentage of targets met informs the SER and next step for improvement. The Target Setting data differs from an analysis of distance travelled inasmuch as it is a measure of the accuracy and consistency that is required in setting challenging but achievable targets. (See Whole School Target Setting Flow Chart in Appendix)

### **Process of Curriculum Target Setting**

When pupils join our school, we make an assessment of their learning based upon the framework overleaf. This is completed during their first half term in school. We deem this to be the 'baseline' from which future progress is measured.

Teaching and learning is delivered through the 7 areas of the foundation phase and contexts for learning which are implemented on a rolling programme differentiated for each key stage. Pupils within the 14-19 department follow the Edexcel specifications but linking in the above documents.

During the planning cycle, which is undertaken each term, teachers plan activities and link these activities to skills detailed in the Foundation Phase/National Curriculum/Edexcel. Teachers use the B squared software and planning documents such as Equals to break these skills down into meaningful individual targets for each pupil. These targets are used to develop classroom activities that are designed to allow pupils to achieve their targets.

Targets are formatively assessed through work books, video, observation notes, staff discussions, photos etc. throughout the term.

As scheduled in the calendar of events, this formative information is analysed to assess progress towards each target and provide summative data. Individual assessment files are updated. This evidence is paper based with pilots existing in the school for a move to wholly electronic documents. During the next planning cycle, prior attainment is used to set new or consolidate old targets.

All pupil summative data is analysed by the Deputy Head (standards) who generates an annual data report which includes but is not limited to:

- Levels achieved by each pupil
- Average increase for each pupil – value added
- Boys Vs Girls data

- Ethnic minority data
- Free school meals data
- Key Stage Data
- Pupils achieving end of key stage outcomes
- Accreditation data

This report forms an integral part of the School Self Evaluation Review (SER) and subsequent School Improvement Plan (SIP)

### **Process of IEP Target Setting**

IEPs form an integral part of our pupils' learning experience. These targets form an important part of our Person Centred Planning and each pupil has a set of nine bespoke targets chosen from the B Squared assessment software. The targets are set termly and cover all strands of Literacy and Numeracy in addition to a Communication and Well Being target. The IEPs are a component of the Annual Review documentation. A specific Local Authority server hosts the IEPs for all pupils.

Teachers are expected to set challenging but achievable targets for our learners. The targets are aligned and referenced against the closest matching skill in the Literacy and Numeracy Framework. Learners have a reader friendly version of the IEP targets to use in class and these are displayed in every classroom. The style of the learner friendly IEP varies according to learner need and context.

At key milestones every term the targets are reviewed and brief summaries of the progress in each target are recorded and shared with parents and relevant professionals. Where Speech and Language Therapy is received the therapists enter and review their targets in the 'Communication' section of the IEP form. All IEP targets are assessed using a hierarchy of three levels of skill development: Engagement, Gaining Skill and Understanding and Mastered. An explanatory letter accompanies the reviewed targets when they are sent to parents or carers.

The data from the targets is collated and the percentage of mastered targets is determined during data analysis and monitoring in order to secure consistency across the school. The data is broken down by Whole School, Key Stage and class. Training and support is a crucial part of this process. Data outcomes form part of the data packs for school self-evaluation and the planning for improvement.

### **Attendance Targets**

It is very difficult to accurately set a target for attendance due to the complex cohort of Greenfield learners. This is some learners who have life threatening conditions and this needs to be taken into consideration also. We therefore use the county agreed target as a school attendance target.

Regular meetings are held with the Deputy Head ( wellbeing) to ensure that this is closely monitored ( See attendance policy).

### **Roles and Responsibilities of Class Teachers**

- Be familiar with the policy for target setting and the framework to use
- Use and apply their data analysis and tracking to ensure pupils are attaining well and making good progress
- Where possible, encourage learners to enter into the target setting procedure
- Ensure their planning for teaching and learning is based upon NC/FP skills but differentiated using the various resources they have access to- B Squared, VMAP data.
- Ensure their planning and teaching is based upon crucial awareness of where pupils are at and where they need to go next.
- Involve support staff in the target setting process
- Collect and record suitable evidence i.e. video, observation notes, photos etc... using the schools accepted format and report the progress to parents

### **Role of Senior Leadership Team**

- Monitor planning and target setting
- Ensure target setting is appropriate and linked to planning
- Ensure record keeping is accurate and fit for purpose
- Analyse whole school data
- Identify trends and areas of strength/development
- Monitor progress towards targets

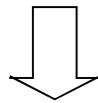
### **Role of Governing Body**

- Develop skills and knowledge it needs to enable its members to analyse and interpret data
  - Make informed judgements/decisions when setting statutory targets in the School Improvement Plan
  - Ensure targets and data are published
  - Recognise and celebrate the effort and success of pupils and staff.
- This Policy will be reviewed annually.

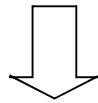
## Appendix

## Target Setting Flowchart

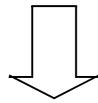
Early September: Class lists in Excel supplied to teachers.  
Drop down menus to be used to enter data based on B Sq.  
Targets set for Literacy, Numeracy, ICT, Welsh, and PSE.



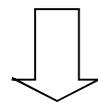
End of October : Baselines of new pupils entered into spread sheet and targets set.



February: R.A.G. exercise and interventions identified for pupils who are Red and Amber.



May: Achieved levels and distance travelled entered on spread sheet which informs SER.



June: Data analysis and conclusions feed SER and form SIP targets.

## IEP Flowchart Guide

Update B Squared with mastered IEP targets.



- Write review of current targets.
- You may have the Communication target completed by the SALT team.
- If mastered, write 'Target mastered' first.
- Write concisely and objectively.
- State where the evidence exists.
- Use the tick symbol from 'Insert>Symbol>Widings 252' for the mastered targets column (size 18).



- Print IEPs, check for errors then ask Lead LSA to proof read.
- Ensure review sheets are stapled together in the top left corner.
- Submit by deadline in diary. Present in a buff folder.
- NB If all are correct, the printed copy is the actual final copy the office will send to parents.



- Write new IEP targets.
- Insert folder in pupil file on server.
- Name the folder e.g. 'IEP Ending 17th Feb 2017'
- Print and check for errors. Ask Lead LSA to proof read.
- Submit by deadline and place behind the *reviewed* IEPs for each pupil. Please do not staple the reviewed and new sheets together.
- Write pupil friendly IEPs and display in the class.
- **FINAL CHECK**: Are the reviewed and new IEPs on the server?

## IEP (Individual Education Plan) Parent Guide

The Literacy and Numeracy Framework (LNF) is a Welsh Government document that sets out a list of skills that schools have to teach.

The school uses an assessment software tool called '**B Squared**' (**B<sup>2</sup>**). Teachers carefully select targets from this package for your child's IEP that match the LNF skills. The **B<sup>2</sup>** targets will offer your child appropriate challenge and should be achievable within the timescale of one term.

When the IEP targets are reviewed, the teacher indicates your child's level of achievement by placing a tick in the appropriate column: e.g.

	E	U	M	
<b>B<sup>2</sup> Oracy</b>  <i>Level 2A</i> Listens and responds to questions, considering the answer.		✓		<i>(Teacher commentary)</i>
<b>LNF Oracy</b>  <i>Year 2</i> To express opinions, giving reasons, and provide appropriate answers to questions.				

There are **three** levels of achievement:

**E** = 'Engagement' (an experience of attempting the target)

**U** = 'Gaining Skill and Understanding' (an intermediate level of skill that requires more development)

**M** = 'Mastered' (can demonstrate the skill independently). In the column to the right of the IEP there is a short teacher commentary about each target.

Data from the IEP outcomes are monitored to inform the school and Governing Body about performance and standards.