



## Lees Hill C of E Primary School

### Target Setting Policy

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**POLICY ADOPTED BY FULL GOVERNING BODY: February 2019**

**Name:** Mary Alston

**Position:** Chair of Governors

**Next Review Date:** February 2021

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#### **Aims and Objectives**

Lees Hill Church of England Primary School is committed to providing a broad and balanced curriculum to enable all children to achieve personal excellence in all areas of the curriculum in challenging and supportive environment.

We aim for all of our children to:

- Achieve the highest possible standards across the breadth of the curriculum in a physical environment best suited to their needs.
- Acquire knowledge, confidence, skills and attitudes relevant to the changing world in which we live and a desire to learn and enable them to achieve their individual potential.

#### **Role of Pupils**

Children will be expected to think about the stage they are at with their learning, regularly referring to their short and long term targets. These are determined through marking of work, oral feedback and levels set by the target setting and monitoring process.

#### **Role of Staff**

The school uses a rigorous target setting and monitoring format, ensuring children are making steady progress, thus identifying children who may be in need of extra support or extension.

Children's work is scrutinised regularly and assessments are incorporated into the curriculum plan. Outcomes from assessments are used to set targets, to ensure that children are progressing at atleast the national expectation. Where a child is failing to make progress booster groups and special needs assessment will be arranged.

#### **Role of Parents/Carers**

Parents are consulted on/informed about their child(ren)'s targets and their progress towards the targets. Parents' opinions are sought through regular Parental Consultation Evenings whereby 2-way dialogue assists staff in assessing impact of provision and learning throughout the curriculum.

Parents will be expected to support children with their learning. They have a responsibility to be proactive in supporting their child's learning by exploiting opportunities to enrich children's understanding of the world. They should support their child in homework tasks as appropriate for their age.

#### **Monitoring and Review**

This would include lesson observations, work scrutiny, monitoring of pupil tracking and target setting will be used to inform future teaching plans, continued professional development and curriculum development.

**Role of Governors**

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:

- Requiring the Headteacher to monitor the progress of pupils of minority groups and comparing it to the national expectation, individual progress and comparative progress made by other pupils in the school.
- requiring the Headteacher to either report to Governors directly or to make a monitoring visit on an annual basis on the effectiveness of this policy.
- taking into serious consideration any complaints regarding equal opportunity with regard to target setting, or issues from parents, staff or pupils.

This policy will be reviewed by the Governing Body bi-annually, or sooner, as required.

