

ST. CHAD'S C.E.(C) PRIMARY SCHOOL

Learning Targets Policy

Building Together with Jesus for a better future

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the person of God may be complete, thoroughly equipped for every good work. (2 Timothy 3:16-17)

Introduction

St Chad's C.E. Primary School is committed to giving all pupils every opportunity to achieve the highest of standards in all aspects of life. Target-setting is the means by which we identify specific and measurable goals that help to improve these standards achieved by all our pupils. Targets may relate to individual pupils, groups of pupils within classes, or whole classes of pupils.

Aims and objectives of target setting:

- Set specific, measurable, achievable, realistic and time related goals to raise educational achievement;
- Promote all aspects of learning including personal development, behaviour and attitudes and our school values;
- Challenge all children to do their best;
- Be aware of the strengths and weaknesses of individual children or groups of children and to target support and differentiate learning accordingly;
- Encourage children to regularly discuss and review their progress with teachers and take ownership of their learning with a focus on a growth mind-set;
- Ensure focused teaching and learning;
- Work in partnership with parents/ carers to contribute to the development of each child.

Rationale:

Target-setting is a significant strategy in our school for improving pupils' achievement. We know that it will be effective only if we remember that the pupil is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each pupil's starting point. As a school, we firmly believe that effective target setting is an on-going process. The key features of this process are; a continuous dialogue between the teacher and the child about the pupil's work and progress; thorough and appropriate marking and feedback; much praise and reward combined with high expectations; and regular and open communication with parents. Pupils 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 pupils aware of how they can improve their work and achieve their target. The parents have regular opportunities to talk about their pupils' progress towards their targets during parent consultation evenings. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Each year, in our School Improvement Plan (SIP), we identify and prioritise targets. The targets that we set for our pupils help to determine these priorities. The actions that we then plan are linked to the pupils' targets. We thus ensure that our plans will have an impact on our pupils' learning. Our governors are involved in reviewing the targets in our SIP on a regular basis.

Provision and Procedure:

- Teachers will set targets in Maths, Reading and Writing, taken directly from the 'Target Setting and Assessment of Key Skills booklet'. Foundations subjects will also be assessed from the IPAD skills and, where appropriate, targets set
- Teachers will set targets in other areas such as personal development, behaviour and attitudes.

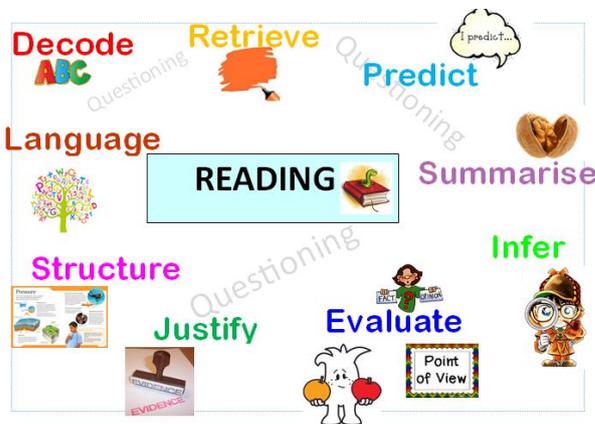
English

Reading

A skills poster is on display in every classroom- which identifies all the reading skills that the children need to master. This poster is stuck in the front of children's Reading exercise book. The focus skill is introduced at the beginning of the week in whole class reading sessions, when the children are taught and practise the skill. This is indicated on the poster with an arrow for the whole class or on some occasions group specific arrows.

During the rest of the week, children carry out tasks which help them to apply the new skill, and also to continue to practise vocabulary and retrieval skills. As the year proceeds, the children will apply a variety of skills within each week.

A small number of children will be working on skills such as 'decoding' and 'retrieval' for longer than others and this should be indicated with a group arrow on the reading skills poster.



Children should become confident in talking about the skills they already know and can apply, and those which they are currently learning. They should also have a good understanding of the new depth of these skills that are coming up in the year ahead, which build on previous learning.

Writing

At the beginning of the year, a list of writing **grammar and punctuation** skills is stuck inside the cover of children's English book- these are the skills that they will learn in their current year group and are called '**New Learning**'. In addition to this, they have a list of writing skills from previous year(s) that they need to continue to use and apply, thus building on what they already know and these are called '**Non-Negotiables**'.

These should be on display on the class target board and referred to throughout the year. The current skills being learnt should be indicated with group specific arrows on the display.

Throughout the year, staff will refer to these grammar and composition skills so that children can identify when they are starting new learning and when they are applying known skills. **Children should become confident in talking about the skills they already know and can apply, and those which they are currently learning.** They should also have a good understanding of new skills that are coming up in the year ahead.

A small number of children will be working on skills from previous year groups and will need these to be highlighted to indicate which skill they are working on ie. an individual target. When they have reached a competent level (IPAD 3) the skill should be dated.

Writing composition should be an integral part of English lessons and children should have a good understanding of the requirements of the composition elements of writing. Targets in writing composition will be set in the form of learning objectives and whole class targets, which will be written on the class target display board.

Some children will require further practise and support in **handwriting** and targets should be set individually, as required. Handwriting targets can also be set as a whole class on the class target board.

Spellings are taught weekly and children check their spelling during proof reading. Children requiring additional support in spellings will receive targets, as required.

Maths

On the target display board there will be a poster of targets for the year group, which have a focus on mathematical fluency, mental maths, number facts and mathematical building blocks. The current skills being learnt should be indicated with group specific arrows on the display.

Throughout the year, staff will refer to these targets so that children can identify when they are starting new learning and when they are applying known facts. **Children should become confident in talking about the skills/ facts they already know and can apply, and those which they are currently learning.** They should also have a good understanding of new skills and facts that are coming up in the year ahead.

Monitoring and Assessment of Targets

Progress towards targets will be measured through:

- discussions with pupils; individually and in groups
- marking and all forms of feedback
- observations
- pupil interviews
- book scrutiny
- Assessment week- formative and summative assessments

Learning Talk

Children should be consistently and competently talking about the skills that they are using and applying in their work, and they should be able to discuss and articulate their new learning and recognise whether they are being successful. They should have a good idea about what learning is coming up in their current year group.

Resources:

This policy is in accordance with the 'Target Setting and Assessment of Key Skills' booklet.

Monitoring and evaluation:

The Senior Leadership Team will monitor through learning discussions with children on a termly basis to ensure that target setting is being implemented consistently and that children are well aware of their current learning and next steps in learning. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Approved: Autumn 2019
Review: Autumn 2020