Bryn Deri Primary School



Target Setting Policy 2025

Introduction

In our school we are committed to giving all our children every opportunity to achieve the highest standards. Target setting is how we identify specific and measurable goals that help to improve the standards achieved by all our children.

Targets may relate to individual children, groups of children within classes or whole cohorts of children.

Target setting also allows 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 must we do to make it happen?
- ✓ What action should we take and how do we review progress?

Target setting is a significant strategy in our school for improving the achievement of children. It will only be effective 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 for learning.

We involve the children in the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target setting for our children means that they have to make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.

We inform parents about the target setting process and the targets for their children. They have regular opportunities to talk about their child's progress towards his or her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Each year we identify targets for school improvement within our School Improvement Plan. The targets that we set for our children help to determine the priorities within our School Improvement Plan. The actions that we then plan link to the targets that we have set for our children. This ensures that what we plan really will have an impact on our children's learning. The governors of our school are involved in reviewing the targets of our School Improvement Plan on a regular basis.

Aims and objectives

In our school the targets are:

• challenge all children to do better;

•take into account each child's starting point for learning;

• encourage children to regularly discuss and review their progress with teachers;

• involve parents in their child's learning;

• help governors to agree priorities for the school improvement plan;

• lead to focused teaching and learning;

• help us to make judgements about how well our school is doing when compared to all schools and similar schools.

Roles and Responsibilities

Role of governing body. The governing body will:

• develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgments when setting statutory targets, and in order to monitor and evaluate progress towards them;

• use progress linked to national assessments to help inform school self-evaluation and to identify key priorities for improvement in the School Development Plan;

• agree actions with the Headteacher where progress towards agreed targets is below expectations;

• recognise and celebrate the effort and success of pupils and all staff.

The Headteacher will ensure:

• there is a coherent strategy for the effective management and analysis of performance data (this will include noting which optional tests will be used and how and when data will be made accessible to staff);

• work with the assessment coordinator to set targets which are SMART and robust for cohorts and pupil groups derived from school self- evaluation and national and local data benchmarking;

• pupils' attainment and progress is assessed according to the assessment schedule;

• staff and governors receive training on the interpretation and use of data to inform pupil target setting and expectations to inform planning of teaching and learning ;

• all performance management targets will impact positively on pupil progress;

• parents receive information about the progress of their pupils

• The governing body receives relevant and timely information on progress to enable it to make informed decisions when setting targets and monitoring and evaluation progress

Assessment coordinator will:

• Support the Headteacher in managing and analysing the performance data.

• work with the Headteacher to set targets which are SMART and robust for for cohorts and pupil groups derived from school self- evaluation, national and local data benchmarking;

• ensure Curriculum Leaders assess their area of learning data annually and recognise targets;

• ensure teachers manage, assess and track pupil progress of their class half termly;

• Feedback to teachers LNF diagnostic data;

• Administer FPP baseline assessment, Y2,4, and 6 Non Verbal tests, and LNF tests;

Curriculum Team Leaders will:

• analyse performance data in their curriculum area(s);

• monitor progress of pupils

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

• be aware of different pupil groups and their relative attainment and progress against targets set, national averages and between groups;

• Work closely with Assessment Coordinator at termly progress meetings to focus closely on pupils progress and to arrange support for pupils where required.

• encourage pupils to assess their progress towards their targets and help them understand what they have to improve; (see also Assessment Policy)

• 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;

• reward pupils upon achieving their targets and highlight pupils achieving;

• involve TAs wherever possible to maximise progress;

• report concerns about progress of individual pupils or groups of pupils to the Headteacher and to ensure these pupils receive early intervention outside 'excellent' teaching in the classroom;

• report the progress of pupils to parents formally via parental consultations

• review and update progress and pupil data where appropriate

Role of pupils:

- ✓ know their 'next steps targets' in reading, writing and Maths and apply them to their learning on a daily basis;
- ✓ use pupil self-assessment to measure their progress against success criteria and personal targets set;
- ✓ value achieving their targets and know this means they are making progress;
- ✓ recognise and understand the learning and progress they are making
- ✓ seek advice and help when they need it;
- ✓ share their learning and progress with their parents/carers.

Process of target setting

When children start in the Nursery, we assess the children within the first term of their schooling using a baseline test (FPP). We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort.

National Literacy and Numeracy tests have be administered to Y2 – Y6 as part of the Welsh Government's Literacy and Numeracy Framework. This data is analysed carefully by the Core subject leaders and the SLT. Comparisons are made against targets set and teachers assessments. The Head and the Assessment co-ordinator carry out a detailed analysis to identify trends, strengths, weaknesses and more specifically;

• achievement with national comparison, track year on year progress of the cohort, groups and individuals including any gender differences in achievement.

• value added of the cohort, groups and individuals

• track year on year progress of the cohort, groups and individuals including any gender differences in achievement.

Assessment for Learning strategies are used by the pupil and teacher to record progress towards achieving their targets.

We inform parents pupils next steps for learning. The parents also have regular opportunities to talk about their pupils' progress during parent consultation meetings. This helps parents identify the ways in which they can support their pupil 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 really will have an impact on our pupils' learning. Our governors are involved in reviewing the targets in our SIP on a regular basis.

Target setting data

In our school we use a range of information to support the target setting process. We expect teachers to be familiar with:

• The school's Assessment Policy

• The daily formative assessment undertaken by teachers and teaching assistants in their classrooms or outdoor learning areas

• Recording observations of pupils made while undertaking tasks or responding to stimuli

• Baseline Assessment undertaken at the beginning of The Foundation Phase (FPP)

The SLT and the Assessment co-coordinator make effective use of these data packages to help in setting targets and analysing our school's performance against national and benchmark data.

Target setting across the curriculum

We set broader targets in a range of other areas of school life. We give each child the opportunity to take part in a musical production every year, from nursery to year 6. We encourage more children to take part in extra-curricular activities. We encourage children to eat healthily etc.

Whole school targets are set by the Eco Committee or Super Ambassadors e.g. how to reduce our carbon foot print, improving school facilities etc.

The governing body also reviews our attendance targets and progress towards them on a regular basis.

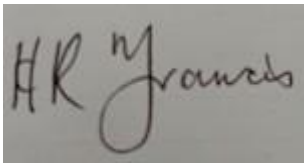
The Target Setting Policy is also reflected in many of the other policies e.g. "Curriculum Policies"," Assessment, Recording and Reporting", "Marking" etc.

Arrangements for monitoring and evaluation

Progress towards the targets for each class, subject and year group will be analysed during each term by the Headteacher and Assessment Coordinator, class/subject teachers and these support reports to the Governing Body.

November 2025

Signed by Chair of Governors on behalf of the Governing Body.

Date Approved by FGB	26-11-25
Signed on behalf of FGB	
Name (Chair of Governors)	Mrs Helen Francis
Date	26-11-25
Date of next review (Annual Review)	November 26