



## **Target Setting Policy**

**Approved by FGB on 13<sup>th</sup> November 2019  
Min 12.19/11.19**

**To be reviewed November 2021**



**Artsmark  
Silver Award**  
Awarded by Arts  
Council England



Derbyshire Healthy Schools  
Community Award

**Headteacher: Mrs Zoë Andrews**

## **TARGET SETTING POLICY - CHILDREN**

### **TIBSHELF INFANT & NURSERY SCHOOL**

Target setting at this school is a regular and ongoing process for staff and children. Children are set targets that they can realistically be expected to achieve over a short period of time.

Children across school are involved with the target setting process. Their successes and achievements are celebrated within school and with parents/carers. Parents/carers are given copies of their child's targets in the Foundation Stage so they know what their child is working really hard towards in school and so they can give support to help their child meet their target at home. Parents/carers of children in Key Stage 1 are invited to share their child's targets in the reading record, English and Maths books.

In the Foundation Stage children are set targets following on from their week as a focused child. These are either to address gaps in their learning or to move them forwards to the next step in their learning.

In Key Stage 1 children are set targets in reading, writing and maths.

#### **Aims of target setting:**

- To raise standards and attainment in school
- To give a clear focus on pupil performance
- To highlight priorities and improve learning and teaching
- To improve planning

The target setting process enables us to regularly monitor the performance of the children and our own practice. It enables us to identify priority areas for improvement and review our practice to ensure key priorities are met. Targets are regularly reviewed and children are encouraged to verbalise what their current targets are. Sharing targets with parents/carers allows us to develop good home/school links.

The school sets targets for children based on data collection on entry to each phase of learning and exit data for that phase of learning. Analysing this data highlights individuals or groups of children who need to be targeted for additional support to help them to meet their targets.

We are aware that target setting does not in itself raise standards. Standards are only raised when the information gathered is used and actions are taken based on it.

**'Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.'**

APPROVED: NOVEMBER 2019

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