

Ysgol Greenfield School



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

Target Setting Policy

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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

Date

Author

January 2024

Gwyn Daniels

Our Vision

'To open the doors to the future'

Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

We Value

- Communication
- Creativity
- Respect
- Well-being
- Kindness
- Effort

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

Ambitious Capable Learners 	Healthy Confident Individuals 	Enterprising Creative Contributors 	Ethical Informed Citizens 
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Rationale for Target Setting

Target setting is a significant strategy in our school for improving learners' achievement. We know that it will only be effective if our approach is holistic, and person centred. The targets we set for each learner should be challenging, measurable but also realistic and take into account the personal circumstances that affect each learner. Where possible, we involve the learners 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 each learner's development. The Governing Body are made aware of the targets that we set for each individual student and become active participants in generating whole school priorities.

At Greenfield School we use Routes to Progression, Pre-Progression Steps and Progression Steps from Curriculum for Wales to inform our assessments that are recorded in B Squared V5 assessment software. B Squared V5 contains finely broken-down steps of Curriculum for Wales that are sufficiently detailed and incremental to assess the progress of our learners.

Aims and Objectives

In Greenfield School, we set targets that:

- Challenge all pupils to reach and exceed their potential
- Recognise what is important to each individual learner
- Are holistic in nature and recognise the contribution of the learner and all professionals
- Take into account the starting point of each pupil, promoting equity
- Involve learners and parents/carers
- Help governors agree priorities for the school improvement plan
- Lead to focused teaching and learning

Annual Whole School Target Setting

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

Greenfield Camau Gwyrdd:

Routes to Progression

Attention Skills, Cognitive, Communication, Preference and Choice, Interaction, Emotional Awareness, Emotional Regulation, Movement.

Greenfield Camau Melyn, Coch a Glas:

Curriculum for Wales Pre-progression and Progression Steps

Languages, Literacy and Communication: Speaking, Listening, Reading, Writing, Speaking (Welsh)

Mathematics and Numeracy: Number, Arithmetic, Geometry and Measure, Statistics

Health and Wellbeing: Relationships, Physical Skills, Decision Making

Science and Technology: Computing

Greenfield Post 16

Key Skills

Working With Others, Problem Solving, Improving Own Learning, Application of Number and ICT

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 in order 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 School Self-Evaluation cycle 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 of teachers in setting challenging but achievable targets. (See Whole School Target Setting Flow Chart in Appendix)

Process of IEP Target Setting (See flow chart in Appendix)

The academic year 2023-2024 will be the last time IEP targets are set for learners, as by the end of the year, our entire cohort will complete the transition to Individual Development Plans. IEP targets are therefore set only for those learners still within the Statement of SEN system.

IEPs form an integral part of the learning experience. These targets form an important part of our Person-Centred Planning, and each pupil has a set of nine bespoke targets. The targets are set in September and January 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.

In January and May, the targets are reviewed and brief summaries of the progress in each target are recorded and shared with parents and relevant professionals. All IEP targets are assessed using a hierarchy of three levels of skill development: Engagement, Gaining Skill and Understanding and Mastered. 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 are 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 complexity of our cohort of Greenfield School. Some learners have complex medical and mental health conditions and include individuals with poor prognoses or that are already on palliative care. We therefore use the county agreed target as a guide when setting our school attendance target. Regular meetings are held in order to monitor, discuss and improve the attendance of all pupils and in particular those with persistent low attendance.

Roles and Responsibilities of Class Teachers

- Be familiar with the policy for target setting and to identify the appropriate framework for the learner
- Use and apply their data analysis and tracking to ensure learners are attaining well and making good progress
- Where possible, encourage learners to have ownership of the target setting procedure
- Ensure their planning for teaching and learning is based upon a balance of skills and knowledge but differentiated
- Ensure their planning and teaching is based upon crucial awareness of where pupils are in their progress 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

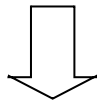
Role of Governing Body

- Develop skills and knowledge it needs to enable its members to analyse and interpret data with the necessary support of teachers
- Make informed judgements/decisions when setting targets in the School Improvement Plan
- Ensure targets and data are published
- Recognise and celebrate the effort and success of pupils and staff

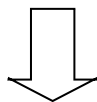
Appendix

Target Setting Flowchart

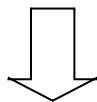
Early September: Class lists in Excel supplied to teachers. Drop down menus to be used to enter data based on B Sq. Targets set for Literacy, Numeracy, ICT, Welsh, and PSE.



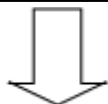
End of October : Baselines of new pupils entered into spread sheet and targets set.



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.