

POLICY FOR SETTING INDIVIDUAL CURRICULUM TARGETS FOR CHILDREN

This Policy was written in October 2010 following an INSET day for teachers. It will be regularly reviewed and was approved by the Governors.

Key Principles of curriculum targets

They should be clearly understood by children.

They should be “owned” by those aiming for them.

Children should sometimes be involved in setting their own targets.

Each child should have appropriate targets.

Each individual should not be faced with too many targets.

Targets must be based on accurate information about prior achievement.

There must be a clearly understood need for improvement.

Children should not simply be told what to do, but they must understand **why**.

Target setting should be a cyclical process, with monitoring and evaluation built in.

The achievement of targets should have an influence beyond the immediate context (eg. in the case of numeracy and literacy).

The Target setting process should be in accordance with the principles set out in the school’s Marking Policy which should be read along side this Policy.

“Smart” Targets

“Smart” targets should be set:-

Specific

Measurable

Achievable

Realistic

Time-related

Target Setting

Early Years

- Observation ongoing – informing planning
- Half-termly discussion with child
- Review observations and targets
- Teachers discuss observations
- Termly opportunities for parents to comment
- Send home 6 next steps half-termly (one from each area of learning)
- One or two targets from the child's "next steps" will be displayed in classroom, to inform other adults – PPA teachers and TAs
- Plan in time to review them
- Weekly planning to address targets
- Can be social targets

Year 1

Maths

All children have maths targets displayed on their table. These are selected from a bank of maths targets. As the children achieve the target the smiley face on the target gets coloured and dated. It gets dated if they have tried it but not achieved it. New targets are added as they achieve them. The targets get checked by an adult every half term. The same targets are also on their maths homework folders for parents to see.

Literacy

We have a Literacy Target Display board in the classroom which displays what the target is at the moment. We work on a single theme for each half-term. Each theme is based on a key literacy skill ie capital letters, letter formation, finger spaces etc. Each skill has a toy associated with it so it is more child friendly and they have the toy on the table while they work to help them remember the target. eg. capital letters – capital cat, perfect pig – letter formation, spider space – finger spaces. Although there is one target, it gets differentiated for each child. eg. for letter formation, Fred's target is to form the letters in his name correctly, Anna's target is to form the letter's s and p correctly as she often gets them wrong etc. The targets get reviewed in independent work that the children will carry out. The current target gets stuck in their spelling books which go home.

Reading

All children have reading targets displayed on their table. These are selected from a bank of reading targets. As the children achieve the target the smiley face on the target gets coloured and dated. It gets dated if they have tried it but not achieved it. New targets are added as they achieve them. The targets get checked by an adult every half term. The same targets are also on their reading diary for parents to see.

Year 2

Maths

Targets are linked to mental recall of number facts and counting.

A bank of “I can statements” are written. Each statement is put on a sticky label.

Children’s needs and barriers are considered and 2 targets are selected for each child.

These are stuck onto the inside cover of their maths books, on their homework folder and on their tables.

When planning lessons the bulk of mental and oral sessions are used to teach and practise targets.

Time is given once a week for children to practise and review their targets. Teacher and TA focus on a group to monitor assess and discuss with child. Children given the opportunity to self assess by putting ☺ next to target when they feel they have achieved it.

Literacy

The main objectives for each half-term unit is used as the starting point in conjunction with what we know the children need. Each child is given an “I can statement” in reading and writing each half-term. These are displayed on tables when children are engaged in a literacy activity and shared with parents in spelling books (writing) and reading diaries (reading). When reading in school, reading targets are addressed and assessed.

Key Stage 2

In Key Stage 2 targets are set half-termly, one for each of reading, writing and maths. They are displayed on cards, in books and are communicated to parents via homework books. They are referred to in lessons, used for self-assessment and reviewed half-termly.