Ysgol Y Parc
Target Setting Policy

Introduction
At Ysgol Y Parc we recognise the importance of target setting as a tool to enhance positive change. Targets should be SMART (Specific, Measurable, Appropriate, Resourced and Time related).
We use targets for school improvement, staff development, raising class performance and to support the development of individual children.

School Management and Improvement – The School Development Plan is the main document that guides school improvement. It contains a list of targets related to areas such as
- Pupil progress
- Curricular development
- School buildings and premises
- Resources and facilities
- School management initiatives
- Marketing

Child Development
- Teachers regularly discuss the children's individual targets for improvement with them
- As Staff mark children's work, they describe how the child could improve their work and move forward, for example, using assessment for learning strategies.
- Children are given verbal feedback during lessons and are encouraged to set themselves targets for improvement.
- During parents' evenings the children's targets may be discussed and shared with parents in order to raise the individual's standards.
- The annual report contains a section describing areas for improvement during the coming year.
- Children who have additional learning needs and those having universal targeted intervention are set targets to measure progress. These are reviewed regularly.

Staff Development
- Teaching and support Staff have an annual Performance Management Review in which strengths and areas for development are discussed and associated training is identified. In the Performance Management meetings, targets are set for development during the subsequent year.

Performance targets
- Standardised national assessments in Literacy and Numeracy are carried out in September and May each year. Parallel Spelling will also be carried out three times a year in the Autumn, Spring and Summer terms, alongside the Salford Reading Tests. Children's phonological understanding is also assessed three times a year. Ravens and British Picture Vocabulary Scale assessments are used as appropriate. The data produced is analysed and targets are set for individuals and whole class groups.
- All pupils meet their own individual targets.
- The School Performance and Absence Target Setting (Wales) 2011 has now been permanently revoked so there is no longer a need to publish target setting for attainment and absence. Staff work with pupils to set individual targets relating to their learning.

Monitoring
Monitoring and evaluation are essential elements of target setting
- Children monitor their own performance
- Teaching staff refer to profiles/tracking documentation and to previous work
- The senior management team review whole school development
- The governing body oversee the process of evaluation, monitoring and review.