

NATIONAL CURRICULUM LEVEL TARGET SETTING AND TRACKING and CURRICULUM TARGET SETTING						AT&L Committee	
<b>OVERVIEW</b>							
<p>Our school is committed to ensuring maximum achievement and attainment for all of our children. Levelled Target setting and Tracking and Curriculum target Setting are key whole school strategies to support this. They are the process through which our school, having taken into account each child's starting point, maps each child's learning journey from the Foundation Stage to KS1 and KS1 to KS2, identifies the milestones to be achieved at key points on this journey and tracks progress with respect to these. Individual and group Curriculum Target Setting ensure that all children meet the key points on their identified journey.</p>							
<b>INCLUSION</b>							
<p>Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified target setting and tracking procedure.</p>							
<b>AIM</b>							
<ul style="list-style-type: none"> <li>To effectively use pupil tracking and National Curriculum Level target setting to raise attainment and accelerate progress.</li> <li>To ensure that effective use is made of tracking information to inform the next steps for children in their learning journey.</li> <li>To ensure that all of our children know and understand their individual Curriculum Learning Targets and accept their responsibility for achieving them.</li> </ul>							
<b>STRATEGIES</b>							
<p>In order to achieve our aim our school:</p> <p><b>National Curriculum Level Target Setting</b></p> <ul style="list-style-type: none"> <li>Tracks progress within the year through termly tracking, and monitors through termly pupil progress meetings.</li> <li>Identifies barriers to learning and plans and map the appropriate interventions, support and provision necessary to ensure that as many children as possible are working at expected levels and that end of year targets are met.</li> <li>Recognises the distinct difference in the EYFS Curriculum and the National Curriculum, and thus does not use end of FS profile scores to set NC targets. Children in Year 1 are assessed throughout the Autumn term and given a NC level at the end of the Autumn term. These assessments are used to inform targets for KS1, a further 2 sub levels in Year1 and 3 sublevels in Year2. Targets of 2 sub levels per year are set throughout Key Stage 2 in order to achieve and accelerate progress of two whole levels progress from KS1 to KS2.</li> </ul> <p><b>Curriculum Learning Target Setting</b></p> <ul style="list-style-type: none"> <li>Uses continuous Teacher Assessment and Standardised Tests and tracking information to inform half termly Individual Curriculum Target setting as outlined below:</li> <li>Foundation Stage</li> <li>Targets are set for any of the areas of learning. These are shared with the child and their parents through a range of strategies including picture prompts, flow charts and letters home.</li> <li>Literacy</li> <li>Group Guided Reading and Writing targets are used to set individual targets.</li> <li>Maths</li> <li>Key objectives are broken down into appropriate steps and used to set individual Maths targets.</li> <li>In KS1 these targets are shared verbally on a regular basis with the children, in KS2 children stick copies of their targets into the front of their books and a written copy is sent home to all parents.</li> <li>These are shared verbally on a regular basis with the children and a copy is sent home to parents.</li> </ul>							
<b>OUTCOMES</b>							
<ul style="list-style-type: none"> <li>Children are aware of and understand the next steps in their learning</li> <li>The vast majority of our children make two whole levels progress between KS1 and KS2.</li> <li>Statutory targets are met or exceeded..</li> </ul>							
<b>MONITORING EVALUATION AND REVIEW</b>							
<p>The school implements an annual programme of prioritised monitoring, review and evaluation which includes:</p> <ul style="list-style-type: none"> <li>Scrutiny of planning, assessment and work books</li> <li>Lesson Observations</li> <li>Conversations with children</li> </ul>							
<b>Date adopted</b>	<b>Oct 2001</b>	<b>Review Cycle</b>	<b>Annually</b>	<b>Last Reviewed</b>	<b>Sum 12</b>	<b>Version</b>	<b>Sept 12</b>

