



Purpose of this policy

This policy is intended to ensure that all staff promote high quality learning that raises standards in a positive climate for learning so that pupils:

- ✓ Child ownership of process.
- ✓ Clear understanding of process.
- ✓ Accelerated progress for children.

Agreed Procedures

- ✓ In Key Stage 1 and 2, all children to have a target sheet in the front of Numeracy and Writing books that pertains to the sub level that the child is working to achieve.
- ✓ In EYFS there are personalised learning sheet discussed and filled in during planning meeting. Personal targets are then written on intervention, enhancement and weekly planning with the child's initials.
- ✓ In EYFS tracking shows highlighted bands to show where children are targeted - 4 bands progress targeted per year.
- ✓ IN EYFS Phonics and Mathematics targeted through differentiated groups - see planning.
- ✓ In Reception the children have individual writing target cards and reading target bookmarks
- ✓ Each sheet is stuck in the book so children can see it when they are working and it can be referred to during working.
- ✓ Specific outcomes in writing and maths compliment the child's targets.
- ✓ A child reflects on their work each week in three 'Fix it Times'.
- ✓ If a child finds evidence of success, they can date the target sheet in pencil and ask the teacher to corroborate this.
- ✓ If they agree, the teacher then ticks the date and if not the date is rubbed out.
- ✓ All Big Writes to be levelled and the children discuss this in relation to their targets.
- ✓ Targets are reviewed as part of the termly assessment process.
- ✓ To demonstrate accelerated progress it is envisioned that children will have 2 completed target sheets used through the year.
- ✓ Targets will be monitored as part of the book monitoring and pupil voice activities.
- ✓ Targets will be shared with parents at the consultation meetings.

Monitoring this policy

It is important that there is evidence of this policy being implemented in all classes and by all teaching and support staff. By asking the following questions the school is able to regularly monitor the effectiveness of this policy:

- ?** Does the work match the targets?
- ?** Do the children know their targets?
- ?** Do they know their next steps in learning?
- ?** Are the children showing accelerated progress?
- ?** Do parents' understand targets?

Agreed by staff/Governors:

Next review due: