

West Exmoor Federation



Target Setting Policy

December 2025

West Exmoor Federation - Target Setting Policy

Aims and objectives

Practical and appropriate target setting is an essential tool for ensuring success within a child's education. Within the West Exmoor Federation, the whole federation community is involved at different levels – parents/carers, governors, teachers and children. We endeavor to set appropriately challenging and realistic targets in a manageable process. We do not believe in target setting for the sake of it – only when it is beneficial to the individuals involved.

Target Setting for Teachers and Support Staff

The delegated group within the Governing Body agrees, monitors and reviews annual objectives for the Executive Headteacher, supported by an impartial, external facilitator. The Executive Headteacher, as team leader, agrees, monitors and reviews three Performance Management objectives with each teacher annually (see Performance Management Policy for details) and, with support from Lead Teachers, conducts Professional Development Interviews with each member of the support staff during which aims/targets for the year ahead are discussed.

Target Setting for Children

As a federation, we firmly believe that target setting is most effective when it is an ongoing process. The key features of this process are: a continuous dialogue between the teacher and the child about the child's learning and progress; thorough and appropriate feedback which should be within the moment wherever possible; ensuring that children are clear about their next steps; much praise and reward combined with high expectations; and regular and open communications with parents/carers. In addition to this, individual teachers use a variety of target setting strategies within their own classrooms as appropriate for, and in response to, individual children's needs. Statutory 'end of Key Stage' targets are set for each Y6 child during the Autumn Term. Non- statutory targets for YR (ELGs), Y1 (phonics), Y2 (SATs) and Y4 (tables) children are also set. Targets are also set on provision maps, IEPs and EHCPs for children with additional needs.

Whole School Targets

The Federation Development Plan details agreed targets in a variety of areas such as Teaching and Learning and Pupil Attainment. The plan is reviewed twice yearly (at the end of the Spring Half-Term and end of the Summer Term). Because of the small cohorts within our schools these targets are often represented as the number of children out of a cohort expected to achieve ARE rather than a meaningless percentage.

Strategies for Informing and Supporting the Target Setting Process

Successful target setting relies on the availability of a range of information and data. Within the West Exmoor Federation, we obtain this information and data, and support the target setting process, through these strategies:

- Analysing 'benchmarking' performance data;
- Using information provided by the Foundation Stage Profile;
- A detailed pupil tracking system from YR to Y6 ensuring summative data on each child is readily available;
- Where appropriate, summative tests/tasks taken by each child to track progress;
- Analysis of SATs and NFER tests to find areas of weakness and strength;
- Termly writing moderation exercises for all children;
- Monitoring of English, maths and science on a termly basis and all foundation subjects at least annually;
- Monitoring of the quality of teaching and learning within the classrooms involves the Executive Headteacher, Heads of Teaching and Learning and Subject Family Teams;
- Regular formal and informal discussions between staff, pupils, parents and governors;
- Involvement of parents through regular questionnaires and opportunities for suggestions and discussion;
- Involvement of the whole federation community in the annual review of the Federation Development Plan;
- Regular opportunities for parents to meet teachers to discuss children's progress;
- Liaison with, and support from DCC and the Diocese as and when needed.

Involvement of Governors

The Governing Body plays a key role in the target setting process:

- The Teaching & Learning Committee (TLC) is involved in the annual target setting process;
- Governors are kept informed about the schools' performance against identified targets in the Federation Development Plan and about national data in terms of SATs results;
- Performance Management governors carry out the Executive Headteacher's annual performance review;
- The Teaching & Learning Committee is involved with monitoring teaching and learning in relation to specific and agreed priorities for target setting;
- The Resources Committee agrees funds in line with priorities identified in the Federation Improvement Plan.

Reviewed in December 2025