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| **PRIMARY SUMMER TERM** | |
| **Expectations and target setting** (EPS themes: The Purpose of Education, Children’s Learning)  S4, S6 | |
| **Objectives**   * Know how targets are set, monitored and reviewed in your placement school. * Understand the uses and limitations of assessment data for informing teaching. * Understand how performance data relates to the school improvement plan. * Understand how school performance data is created, used and published. | **Link to the Core Content Framework**  6.4  This session goes significantly beyond the CCF in developing a detailed understanding of school performance data and how it relates to school improvement planning. |
| **Activity** | **Resources Required** |
| **Link to prior knowledge**  Trainee/s discuss own experiences:  This year may have been very different in school with periods of long absence for pupils. However, some assessments will have been carried out. Have a look at the assessments of pupils in your placement class.   * What does progress look like from the start of the year to now? * What targets (if any) have been set for the class in reading, writing and maths? * What strategies is the class teacher using to ensure pupils ‘catch up’ on lost learning? * Have you witnessed any target review meetings? | Trainees need to bring or be able to access assessment records for their current class. |
| **Exploring Policies and Implementation**  Look at the School Improvement plan. Can the trainee/s identify:   * What are the priority areas? * Are there any whole school targets re. Maths / English - or other subjects? * What is the school doing to raise standards?   Look at the school target setting policy, or the example linked in the right hand column.  Note that this gives an indication of how targets are used to measure attainment and progress and who that information is shared with. Schools will vary in their Target setting processes but in the end all are accountable to stakeholders and the government.  Discuss: What principles underlie this policy? How does it relate to what trainees have seen in practice?  Use *Part 1* of the 'Expectations and Target-Setting' powerpoint to explain how target setting works in practice, and discuss the questions it raises. | School Improvement Plan  School target-setting policy or this (or a similar) example: <https://static1.squarespace.com/static/5b56f1c6b98a78800d121658/t/5bd72acaa4222f4430ad8856/1540827852992/Target-Setting.pdf>  'Expectations and Target-Setting Powerpoint' |
| **Using data**   * Look at the Year 6 data spreadsheet called 'Target Setting Exerciseand ask trainees to imagine that they are the class teacher. With the information available, what targets would they set for the class? Prompt them to remember they have to be challenging. Note that end of Key Stage data is used by Ofsted to help judge how well a school is doing. * Ask trainees to consider in their busy teaching day how you can manage and ensure targets are met. What strategies/resources are they going to use?   Use *Part 2* of the 'Expectations and Target-Setting' powerpoint to explore how School Performance data is created, used and published.  The powerpoint includes questions to discuss (and some suggestions in the notes sections).  Teacher leads discussion on:   * In which other ways might you measure progress? * What's the relationship between data and the School Improvement / Development plan? * How do whole class targets contribute to school performance? * What issues or challenges does the school face in relation to performance data? | Excel file 'Expectations and Target Setting Exercise'  'Expectations and Target-Setting Powerpoint' |
| **Want to know more?**  Visit the EEF site and look at strategies that are effective for helping pupils make progress. Look particularly at Disadvantaged pupils.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | |