

Setting SMART targets 2015

SMART = Specific, Measurable, Achievable, Results Driven, Time Bound

Each staff member will set 3 goals, based on the areas of focus listed below. Appraisal documents are set up for each teacher and shared with line manager, principal and DP/AP.

Each teacher will need to look through the [RTC](#) and the [school charter](#) in order to align targets with these.

Focus area	Why?
<p>Target 1 Raising student achievement/progress</p> <ul style="list-style-type: none"> ● Targets students ● Data driven ● Evidence based ● Tracking of progress (effect size) 	<p>School targets. See document for target students and priority learners.</p> <p>Special Needs Register</p>
<p>Target 2 Assessment capable students as evidenced by student voice</p> <ul style="list-style-type: none"> ● Implementation of our assessment timeline/guidelines around student voice on assessment capability ● Using student voice on assessment capability to inform teaching and learning ● Students reflecting <i>and use the responses to inform teaching and learning</i> ● Teachers seeking feedback from students on my teaching, programme, content, class setup etc. ● Gather data regularly on the key questions below <i>and use the responses to inform teaching and learning</i>: <ul style="list-style-type: none"> ○ Where am I going? What are my goals? ○ How am I going? What progress is being made towards the goal? ○ Where to next? What activities need to be undertaken next to better progress? <p>See Assessment Capable Students at Clevedon School</p>	<p>Based on what the research shows has the highest impact on raising student achievement.</p> <p>Focus on students taking ownership and being at the centre of the learning.</p> <p>Students are the highest stakeholders in all that we do. Transferrable to all learning areas.</p> <p>Alignment with our school vision.</p> <p>The VL action plan will help with this.</p>
<p>Target 3 Maths curriculum and pedagogy development</p> <ul style="list-style-type: none"> ● Implementing the PD received on maths ● Improving mathematical teaching and assessment practice, in line with current educational research 	<p>Alignment with our school wide focus on Maths.</p> <p>Personal professional development.</p>

What you need to do and agree on with your appraiser:

- **Target:** Set your target using the documents on SMART targets as a guide. Some examples are provided below to help you.
- **Action Plan:** How will you achieve your goal? What actions will you take? What resources will you use?
- **Success Criteria (results driven):** List your success criteria. How will you know you have achieved your goal?

Examples of wording:

Targets	Action plan	Success Criteria
<p>By December 2015, the critical analysis of assessment data will inform teaching practice to improve student achievement in writing.</p>	<p>Use the formative assessment tasks to set goals for students and re-evaluate the unit</p> <p>Identify key formative tasks at planning stage (e.g. by week 3 do task and moderate)</p> <p>Analyse the formative tasks and plan for class and individuals accordingly</p> <p>Moderation with Year 5 team to discuss direction of unit</p>	<ul style="list-style-type: none"> ● Pre assessment tasks will be carefully planned to ascertain areas of need ● Groupings to target specific needs will be established ● Post assessment tasks will be carefully analysed and appropriate learning goals will be set ● Key assessments will be moderated before assessment data is reported on ● Underachieving students will be identified and discussed with team and other relevant individuals in order to set appropriate learning plan ● Analysis and goal setting using other assessment data such as aTTle, PROBE etc.
<p>By November 2015 to develop, implement and maintain a feedback system to improve formative assessment practices.</p>	<p>Establish differentiated practices in Maths that cater for higher level students.</p> <p>Set up similar systems as for the lower ability students</p>	<ul style="list-style-type: none"> ● Student work will have written feedback and records of checking/conferencing throughout (as appropriate) ● Feedback will be specific to learning outcomes and student needs ● Evidence of regular target setting appropriate to student needs ● Student work will show regular evidence of student action as a result of feedback

	Plan learning engagements that are open ended and problem solving based	
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These links will help you to read about SMART target setting:

<http://www3.hants.gov.uk/smarttargetsettingworkbook.pdf>

<http://topachievement.com/smart.html>

<http://www.getorganizedwizard.com/blog/2009/02/smart-goals-5-steps-to-smart-goal-setting-with-free-goal-planner-template/>

Timeline for Appraisals 2015

Term 1

- Week 3 – Introduce SMART targets and appraisal process to staff at staff meeting
- Weeks 4-5 - teachers to think about goals and draft targets, action plan and success criteria
- Week 4-6 – TLs to work on own draft targets and talk to teams about the process and set goals with either Sarah or Edeh
- Weeks 6-8 - Team leaders to arrange reliever for team members to meet with each teacher to set and complete goals
- By the end of week 8 - all goals etc to be set and completed.

Term 2, 3 and 4

- Week 6 - TL 1:1 meetings with Sarah or Edeh to review goals
- Week 7 - Staff meeting time to have 1:1 meetings
- By the end of week 8 - 1:1 meetings with appraiser to review goals to be completed (printed and signed off in term 4).