



4. Target Setting

Appropriate target setting is key to ensuring pupils make progress. Quality targets should be based on understanding where the pupil is now and what they need to achieve next.

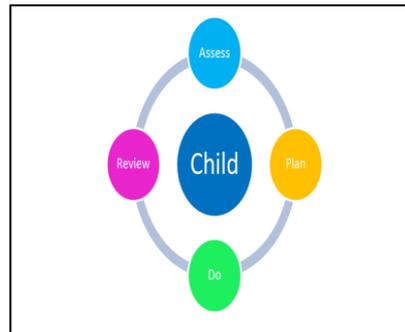
As discussed in Section 3, the graduated response, the Code of Practice promotes this approach:

Assess

Plan

Do

Review



Terminology

There will be more and more use of this terminology with Education, Health and Care plans which describe outcomes which are desired for pupils. In brief the terms can be identified by the time frame they cover.

Outcomes – Long term

Objectives – Medium term, over 2 or 3 years (a Key Stage)

Targets – Short term, over a year or a term

Assessment

Assessment for learning is defined as the 'process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there' (assessment reform group 1999) this concept has been around for some time now and has been embraced by the government. The old code of practice required individual education plans to be produced for each pupil to evidence this. The 0-25 Code of Practice 2014, now emphasises the process but less so the format in which this is done.

Assessment for learning or formative assessment is also crucially used to evaluate progress made and impact of interventions and to plan what is needed next.

