



# School Improvement Policy

## Target Setting

### Rationale

The Department of Education's High Performance High Care Strategic Plan requires schools to set high expectations and targets for the specific progress of students (or groups) based on rigorous analysis of data.

Self-evaluation, using performance data and other information, leading to sustained self-improvement is at the core of school business. Effective self-evaluation, and the actions that flow from it, should deliver educational improvement for all students.

Setting clear targets for improved standards should make school improvement planning more effective; targets provide solid measures against which to judge progress, and can help to raise teachers' and children's expectations of what can be achieved.

### Key Considerations and Questions

Targets should be:

1. Clearly expressed and quantified

- Will it be clear if the targets have been achieved?
- What methods of measurement and types of data could be used?
- Are they linked explicitly to priority areas?

2. Informed by an accurate evaluation of what is currently being achieved

- What is the current level of achievement for the school as a whole?
- Has this improved or declined over recent years?
- Are some groups/classes/subjects/year groups achieving more or less than others?
- What explanations are there for any differences in levels of achievement?
- What do other comparable schools achieve?
- How are we performing against the state and nationally?

3. Time-bound.

- Is it clear when the target is to be achieved?
- Are the time limits realistic and appropriate?

## Targets Defined

Targets are measures, or indicators, of what the school wants to achieve in terms of improvement in performance. They can cover, not just literacy and numeracy, but a wide range of aspects of school performance, such as attendance, disciplinary incidents, parental or community involvement in school life, or staff training. All targets, however, share common characteristics: they must be: SMART

<b>S</b>	<b>Specific</b> Be specific about the end result who? what? where? when? which? why?
<b>M</b>	<b>Measurable</b> Establish concrete criteria for measuring progress How will I know I have achieved it?
<b>A</b>	<b>Achievable</b> Targets should be action-orientated and attainable Aim to be ambitious-set high expectations
<b>R</b>	<b>Realistic and Relevant</b> within the availability of resources, knowledge and time Linked to school context and priorities
<b>T</b>	<b>Timely</b> what is the time frame for achieving the goal? A target date and milestones help keep things on track

Targets identified will set the direction for the Kinross PS Business Plan.

Progress in relation to the achievement of these targets will be monitored regularly and all staff are accountable to working to achieve them.