A focus on achievement
Guidance on including pupils with additional needs in whole school target setting
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using this booklet</td>
<td>4</td>
</tr>
<tr>
<td>Purpose of the guidance</td>
<td>5</td>
</tr>
<tr>
<td>Context</td>
<td>6</td>
</tr>
<tr>
<td>The process of target setting</td>
<td>7</td>
</tr>
<tr>
<td>Principles of target setting</td>
<td>9</td>
</tr>
<tr>
<td>Case Study 1 – School self-evaluation and target setting</td>
<td>10</td>
</tr>
<tr>
<td>Case Study 2 – Setting targets for quality of teaching</td>
<td>12</td>
</tr>
<tr>
<td>Case Study 3 – Curriculum monitoring, review and school development planning</td>
<td>14</td>
</tr>
<tr>
<td>Targets for all pupils – using assessment data</td>
<td>16</td>
</tr>
<tr>
<td>Case Study 4 – Target setting to support progress of pupils with complex needs</td>
<td>19</td>
</tr>
<tr>
<td>Case Study 5 – Impact of individual progress on whole school targets</td>
<td>24</td>
</tr>
<tr>
<td>Pupil progress</td>
<td>26</td>
</tr>
<tr>
<td>Case Study 6 – Target setting for pupils with Autistic Spectrum Disorder</td>
<td>28</td>
</tr>
<tr>
<td>Pupil involvement in assessment and target setting</td>
<td>30</td>
</tr>
<tr>
<td>Case Study 7 – Involving pupils in target setting</td>
<td>31</td>
</tr>
<tr>
<td>Case Study 8 – Using target setting to improve behaviour and enhance academic success</td>
<td>33</td>
</tr>
<tr>
<td>Whole school targets</td>
<td>35</td>
</tr>
<tr>
<td>Case Study 9 – Collecting data on behaviour and exclusions in a mainstream secondary school</td>
<td>36</td>
</tr>
<tr>
<td>Quantifiable outcome targets – measuring success</td>
<td>38</td>
</tr>
<tr>
<td>Case Study 10 – Setting targets for pupil attainment: GCSE expectations</td>
<td>39</td>
</tr>
<tr>
<td>Case Study 11 – Setting targets for KS4 accreditation for pupils with hearing impairment</td>
<td>41</td>
</tr>
<tr>
<td>Case Study 12 – Setting targets for KS4 accreditation in a special school</td>
<td>42</td>
</tr>
<tr>
<td>Case Study 13 – Setting targets for achievement in core subjects in a special school</td>
<td>44</td>
</tr>
<tr>
<td>Case Study 14 – Setting targets for increased parental satisfaction</td>
<td>46</td>
</tr>
<tr>
<td>Case Study 15 – Setting whole school targets to improve reading ages</td>
<td>48</td>
</tr>
<tr>
<td>Case Study 16 – Setting targets to improve reading in a special school</td>
<td>50</td>
</tr>
<tr>
<td>Reporting targets and results</td>
<td>53</td>
</tr>
<tr>
<td>Case Study 17 – Setting targets for attainment in core subjects in a primary school</td>
<td>54</td>
</tr>
<tr>
<td>Case Study 18 – Target setting in an LEA</td>
<td>56</td>
</tr>
<tr>
<td>Case Study 19 – Target setting in an LEA</td>
<td>58</td>
</tr>
<tr>
<td>Conclusion</td>
<td>60</td>
</tr>
<tr>
<td>Appendix 1 – Useful references</td>
<td>61</td>
</tr>
<tr>
<td>Appendix 2 – Glossary of acronyms and abbreviations</td>
<td>63</td>
</tr>
<tr>
<td>Appendix 3 – Acknowledgments</td>
<td>64</td>
</tr>
</tbody>
</table>
Using this booklet

This guidance is for senior managers, teachers and governors in all schools. It is about whole school target setting and pupils with a range of additional learning needs. It is designed to be used by individuals and groups of school staff/managers/governors to:

- review their practice
- identify areas for development.

It may also be used by LEAs as the basis for in-service training.
Purpose of the guidance

The recent ESTYN report *Standards & Quality in Special Schools: Implementation of the National Curriculum* highlighted the need for schools to improve by systematically gathering and making effective use of information to set targets for improvement, not only in teaching, learning and standards achieved, but also in curriculum planning and assessment, as these will ultimately impact on the quality of pupils’ learning.

Schools throughout Wales (both mainstream and special) vary widely and may be at different stages of developing approaches to self-evaluation. By sharing schools’ practice in this area of work, this guidance will:

- enable mainstream and special schools to make more informed decisions about schemes for summative assessment, their strengths and limitations
- encourage schools to focus on pupil learning which is enhanced by effective use of assessment information
- support schools in raising standards to meet the diverse needs of all pupils through a broad, balanced and relevant curriculum.

All maintained schools are required to publish pupil performance targets for National Curriculum assessment at the end of KS2 and 3 and for public examinations at the end of compulsory schooling. The mainstream indicators relating to National Curriculum test and GCSE examination results will need to be extended to enable schools to set targets for all pupils.

This guidance emphasises that target-setting needs to be developed within the context of school self-evaluation and school improvement. It also shows how schools are using a variety of measures to set whole school targets for all their pupils, adopting a range of methods and approaches to meet their own stage of development and unique pupil profile.

Case studies in this guidance will exemplify the setting of both ‘academic’ (i.e. pupil performance targets in core subjects and the wider curriculum) and broader targets for pupils with special education needs (SEN) (e.g. targets for improving school processes via the school development plan: ethos, environment, curriculum, pupil behaviour). This shows how they measure what they most value and do not only value what can be easily measured.
**Context**

The *BEST for Special Education* and *Shaping the Future for Special Education* set out an agenda for raising standards and reducing the number of pupils who require long-term special educational provision through early intervention. The Sure Start programme will provide support for children during the all-important early years. The Children First programme (details available in Welsh Office circular 20/99) will implement the outcomes of the children's safeguards review and will ensure that improved services will benefit all children.

Special educational provision, as with all educational provision, should be able to show that it makes a difference to pupil learning and achievement. Schools and parents must maintain high expectations of the standards to be achieved by pupils with SEN and find ways of celebrating their success.

Although the legal requirements for target-setting are narrowly focused, all schools must develop a range of indicators to include pupils with SEN. In best practice, the National Performance Indicators are extended, for example:

- number of pupils leaving school with externally recognised accreditation
- number of school days lost (authorised/unauthorised absence)
- percentage of classes in which standards in subject/key skills are at least satisfactory/good/very good
- percentage of classes in which quality of teaching is satisfactory/good/very good
- exclusions.

As more pupils with a wider range of diverse needs are included in mainstream education, there are additional opportunities to support whole school improvement and high achievement for all pupils. In the *Index for Inclusion*, Booth et al argue that the term ‘special educational needs’ can, in itself, lead to lowered expectations and can deflect attention from those pupils who have difficulties but are not labelled SEN. The label SEN may also cause difficulties to be seen as deficits within pupils. All pupils will benefit if barriers to learning and participation are broken down and inclusive cultures, policies and practices are developed in schools. Although such developments may well lead to improved academic results, we need to look beyond this to wider measures that provide a full picture of effectiveness.

The Local Government Act 1999 requires LEAs to review all their services over a five-year period and apply the four ‘C’s of best value:

- challenging why and how a service is being provided
- comparing their performance with that of others across a range of relevant indicators
- consulting widely with local taxpayers, service users, partners and the wider community
- embracing fair competition as a means to assess the competitiveness, and improve the performance of service delivery.

Such action should ensure that while services for pupils with SEN provide value for money, quality is not compromised. School targets will:

- clarify the strengths and purpose of each school, showing where it fits into the continuum of special educational provision in each area
- inform LEA Strategic Plans and Best Value Reviews by supporting evidence-based decisions about the future development of provision and services across Wales (e.g. services through the mediums of English and Welsh, provision for low-incidence disabilities).
The process of target setting

The diagram above shows that the first step in the target-setting process is an analysis of the school’s current performance, drawing on information (e.g. attendance figures, individual pupil achievement data.) from a range of sources to answer the questions ‘How are we doing?’ and ‘How do we know?’

An effective school with clear aims will know whether it is meeting its aims, what needs to be maintained or improved and whether any changes are working. School evaluation will examine the impact of teaching and the whole range of school processes that support high-quality pupil learning, ensuring that all groups of pupils are making best possible progress.

The information used for this analysis and the subsequent setting of whole school targets is that gained from summative assessment (e.g. end of key stage teacher assessments using level descriptions, National Curriculum tests, P levels, In Step, Equals*).

These summative assessments are broad measures of pupil performance and differ from the more detailed assessment for learning, which reflects the ongoing progress made by pupils (e.g. learning outcomes in schools’ schemes of work, targets in pupils’ Individual Educational Plans (IEPs)).

The targets in pupil’s IEPs reflect the individual priorities and current skills of each pupil. Such targets are short-term and often cross-curricular. As different assessment criteria are used for all pupils, they cannot be used to make judgements about long-term, whole school performance in any one area. Although IEP targets may inform whole school targets, they cannot be effectively aggregated to form such targets.

The analysis of summative assessment data will allow the school to identify strengths and weaknesses and levels of service to be maintained as well as development needs and priorities. It will provide the basis for setting a small number of challenging, measurable targets for achievement. (See step 2 of the diagram above.)

* See Appendix 1
The booklet Target-setting – A Guide for Headteachers and Governing Bodies published by the National Assembly for Wales (May 2000) states that governing bodies are required to set targets each autumn for pupils taking National Curriculum tests or public examinations in the following academic year (i.e. five terms later). Targets should cover a three-year period and be updated annually. This highlights the need for schools to set SMART targets which build on previous performance.

The booklet also outlines four zones that may be used to identify the level of challenge:

- historic targets are ‘cautious’ playing down past achievements and setting targets behind current levels
- comfort targets seek only small steps forward
- challenge targets represent significant improvement
- unlikely targets aim for substantial improvement that may sometimes prove too ambitious.

In making predictions about pupils’ attainment/achievements, a range of factors in addition to prior/current attainment/achievement need to be considered. These may include:

- the progress of similar pupils in the class/school/LEA or nationally (i.e. benchmarking against best practice)
- pupil attitudes and other knowledge the teacher may have about pupils in the group/class.

Targets should add challenge to prediction – not just aiming for what might be achieved if pupils continued on their present path, but adding a little extra which may be achieved by sustained and focused effort (i.e. value added through focussed teaching interventions – see Case Study 5, page 24).

Step 3 (see diagram on page 7) involves deciding on the action to be taken to ‘make it happen’ in a plan outlining timescales and success criteria to address the identified priorities. Finally, in Step 4 the action is taken and progress reviewed in a return to the original question ‘How well are we doing?’
Principles of target setting

Schools should consider the broad areas related to their aims/mission statement, on which they feel their success should be judged. These may include: pupil achievement, school ethos, quality of teaching, curriculum (quality, access, entitlement), support and guidance, school management and partnership with parents and others in the local community.

Following an evaluation of current practice (where the school is now) and research into best practice (where the school wants to be), targets can be set to ‘bridge the gap’.

The Estyn Framework for the Inspection of Schools requires inspectors to report on the quality of the school’s self-evaluation procedures and on its planning for improvement. Effective self-evaluation and follow-up, including setting targets for improvement are a key to the success of good schools. The Estyn Framework is a tool that schools can use to support self-evaluation. The school’s own Section 10 inspection report includes an evaluation of strengths and shortcomings and will also help governors, senior managers and teachers to set targets for improvement.

1. School improvement

The target-setting process is a school-improvement strategy that helps all educational settings clarify the values, principles and purposes that guide their work and set quantifiable outcome targets in line with these high expectations.

It should:

- be an integral part of each school’s cycle of reflection, review, self-evaluation and planning
- be internally driven, starting with an acceptance that all pupils can achieve more
- take account of the different perspectives of managers, teachers, parents, pupils and governors
- be an open and challenging process as staff continually seek more effective ways of working
- use information from review and evaluation to decide future action
- raise standards by providing focus, direction and clear criteria against which the school itself and others can measure progress
- focus on the quality of teaching
- focus on learning outcomes
- encourage a culture that emphasises professional development for staff and personal improvement for pupils.

The following case study shows how self-evaluation was introduced to one special school to develop a collaborative approach to setting targets that firmly connect the School Development Plan (SDP) to classroom practice.
School self-evaluation and target setting

**Context**
A special school, situated in the South Wales valleys, that caters for pupils with a range of special needs from a wide catchment area.

**Focus of target setting**
Effective self-evaluation and whole school development planning involve all staff. Teachers, support staff, administrative staff and the caretaker work together with governors and parents to generate whole school targets using data from self-evaluation. This process is seen as integral to raising standards and not as a bolt-on extra.

**The target-setting process**
The process of whole school development planning has evolved over the past four years. The initial process was:

- a review using a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis
- the introduction of the CRIS (Change, Reinforce, Improve, Sustain) model of self-evaluation based on the Scottish Office Education & Industry Department publication *How Good is our School?*

The CRIS model enables the school to identify its strengths and areas for further development.

All staff take part in an audit taken from the model and responses (anonymous) are analysed by the Headteacher. Staff discuss the main issues and try to agree whole school targets and areas for development to be included in the School Development Plan. Last year, five whole school targets were agreed by staff. The Headteacher develops a coherent plan to share with all staff and the governing body. The plan includes timescales, people to take action and monitor developments, pupil outcomes, resources and success criteria.

The Headteacher takes the focus for his monitoring directly from the SDP. Observations, once shared with the individual staff concerned provide quantifiable evidence of progress towards or achievement of SDP and whole school targets and enable effective practice to be identified and shared.

**Commentary**
The self-evaluation process provides data for quantifiable, whole school targets which have a clear link to classroom practice and pupil outcomes. All staff, governors and parents are involved in the process and the emphasis on collaboration and enquiry has had many benefits.

The school targets can be easily monitored by the LEA and contribute to the Education Strategic Plan (ESP). The school plans to further refine the self-evaluation model by involving a ‘critical friend’ in the process.
2. Classroom practice

The culture and the capacity for change and development will vary from school to school but improving the quality of learning and positive outcomes for all pupils is at the heart of the target-setting process. In order to raise standards, we need to focus on classroom practice. Teachers need to continue to improve their skills and motivate pupils, instilling in them the excitement and joy of learning.

Recent research (Research into Teacher Effectiveness – A Model of Teacher Effectiveness, Hay McBer, 2000) has shown that the most effective teachers:

- have high expectations of effort, accuracy and presentation, and differentiate work appropriately to challenge all pupils
- vary their motivational strategies for different individuals and draw on pupil experiences and ideas that are relevant to the lesson
- provide opportunities for pupils to take responsibility for their own learning
- communicate a clear plan and objectives for each lesson at the start
- have the necessary materials and resources ready for each class
- review what pupils have learned at the end of each lesson
- involve all pupils, using a variety of activities and learning methods, giving clear instructions and explanations and ensuring that practical activities have a clear purpose
- use a balance of lecturing, whole class interactive teaching, individual and group work
- use a variety of questioning techniques to probe pupils’ knowledge and understanding
- listen and respond to pupils
- encourage pupils to use a variety of problem-solving techniques
- keep pupils on task and correct bad behaviour immediately
- praise good effort and achievement
- treat different pupils fairly
- structure lessons and use an appropriate pace to make best use of available time
- use appropriate learning resources and allocate time fairly among pupils
- use a variety of assessment methods that focus on understanding/meaning, factual memory, skill mastery and real-life application
- recognise and clarify misconceptions
- mark pupils’ written work and encourage pupils to do better next time
- use homework with clear learning objectives to consolidate/extend lessons.

In order to meet the needs of all pupils, including those who have learning difficulties or disabilities, teachers will need to plan for groups of pupils with different abilities and priorities. Even when pupils are grouped according to ability, there will still be a need to consider ways to personalise learning.

Effective teachers will frequently review their approaches to differentiation and, together with colleagues, develop strategies for planning core content and concepts, opportunities for reinforcing the learning of less-able pupils and activities to extend the learning of pupils of higher ability. As part of this planning, teachers may prepare for different inputs, tasks and activities or outcomes and responses, but this alone will not ensure successful differentiation. Appropriate support, teaching strategies and pupil groupings need to be considered. A responsive school that recognises the diversity of abilities and learning styles will achieve better outcomes for all of its pupils.
Setting targets for quality of teaching

In school X, quality of teaching is monitored each term by the headteacher. The focus of the observation is agreed in advance, for example literacy (a priority area in the SDP). A form is used, outlining criteria agreed with staff. Following the observation, feedback is given and lessons are graded 1–3 overall – very good, good or needing more support.

This generates the quantifiable data needed to set a school target to increase the proportion of good/very good lessons.

In school Y, the quality of teaching was formerly monitored by the headteacher but is now incorporated into the process of curriculum monitoring with a focus on one subject per half-term. The subject leader looks at teacher plans and records and observes teaching using an agreed proforma. Notes are made on materials, resources, pace, differentiation, interaction, motivation, cooperation, attention, pupil behaviour, staff organisation, key skills and health and safety. A particular focus for the observation is agreed in advance (e.g. classroom organisation). The observations are discussed and any points for development or inset needs identified. The in-service training needs will be targeted in the subject development plan (part of the SDP). The subject leader and headteacher also draw up an action plan for each individual teacher, highlighting positive aspects, areas for development and agreed action to improve teaching, class management and subject knowledge. In a small special school, this process involves all staff so is seen as supportive, non-threatening and a valuable opportunity for personal development.

Commentary

These case studies show how schools have focused on quality of teaching. The first case study school is at an earlier stage of development, with the headteacher undertaking observations. In the second case study, the school has progressed to peer observations. This demonstrates the value of an open and collaborative culture and a spirit of enquiry in target setting for ongoing school improvement.
3. School-development planning

A focus on the school rather than the classroom may have, in the past, encouraged the writing of development plans that make a school appear effective but have little impact on teaching/learning.

Targets should fit into the existing framework of school development planning which outlines the strategic priorities that will impact on the classroom. Target setting should promote effective learning and teaching and enhance schools’ ability to meet the needs of all pupils and ensure that they receive their entitlement to a broad, balanced and relevant curriculum.

School development plans often focus on systems and processes – a sharper focus on pupil outcomes is needed. Appropriate indicators, relevant to school’s own contexts should be used to set quantifiable targets. These targets should be ‘tracked’ from the development plan to the classroom to find examples of improved learning opportunities and outcomes for all pupils.

Target setting should not be a bolt-on extra that adds another layer of bureaucracy. A realistic and manageable number of targets should be set. Some targets will be reviewed annually and re-set each year (e.g. attainment in core areas, attendance, exclusions), while others will be development priorities (e.g. curriculum). A clear rationale should support the selection of priority areas and all those involved with the school (including pupils) should be involved in the planning process.
Curriculum monitoring, review and school development planning

Context
This 60-pupil special school in North Wales caters for pupils with severe and profound/multiple learning difficulties. Curriculum leadership responsibilities are shared between the seven teachers, who monitor each of their subjects across the whole school, from early years to post-16.

Focus of target setting
The school’s comprehensive system of curriculum monitoring covers quality of teaching, curriculum planning, pupil progress and resources. All subjects are covered on a rota over a two-year period.

The target-setting process
Each half-term, one subject leader is off timetable for one week to observe all classes throughout the school. Prior to these observations lesson plans and evaluations are collected. Following observations, the co-ordinator meets with each teacher for feedback and agrees action points for the subject in terms of resources, planning and in-service training needs.

The subject leader summarises these action points from all teachers on a subject action plan (see example below). This action plan is passed to the headteacher and directly informs the setting of curriculum targets in the SDP.

Each term, the subject leader also collects from each teacher medium-term plans that outline possible assessment objectives for the whole range of ability. Teachers highlight appropriate outcomes for each pupil.

Subject Action Plan

<table>
<thead>
<tr>
<th>Welsh – Autumn 2000</th>
<th>Person responsible</th>
<th>Time scale</th>
<th>Priority</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To develop individual end of module language checklists</td>
<td>CW</td>
<td>Aut 2000</td>
<td>1</td>
<td>Half-day supply</td>
</tr>
<tr>
<td>• To write module assessments – language specific</td>
<td>IT</td>
<td>July 2001</td>
<td>2</td>
<td>Half-day supply</td>
</tr>
<tr>
<td>• To introduce an Infant scheme – including Curriculum Cymreig</td>
<td>IT</td>
<td>July 2001</td>
<td>4</td>
<td>Half-day supply</td>
</tr>
<tr>
<td>• To introduce KS4 accreditation</td>
<td>SC</td>
<td>Aut 2000</td>
<td>3</td>
<td>No cost</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No immediate needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inset</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• KS4 accreditation</td>
<td>SC</td>
<td>2000/2001</td>
<td>LEA funded</td>
<td></td>
</tr>
<tr>
<td>• Teaching Welsh Second Language (Beginners)</td>
<td>MW &amp; SW</td>
<td>Aut 2000</td>
<td>LEA funded</td>
<td></td>
</tr>
</tbody>
</table>
The subject leader also reviews long-, medium- and short-term planning, curriculum coverage, breadth and balance, and evaluation (lessons, module assessments and pupils’ work).

**Commentary**
This process of curriculum monitoring provides accurate evaluative information and evidence to support the setting of whole school targets to raise standards in all subjects. It is a collaborative process, involving all staff, that:

- provides a direct link between SDP targets and classroom practice, improving quality of teaching
- reviews progression and continuity as well as age appropriateness across all year groups and key stages
- reviews curriculum breadth and balance within each subject
- provides evidence (through review of all pupils’ assessments) of the effectiveness of schemes of work for pupils of all ages and abilities, including relevance and level of challenge for all pupils
- ensures accurate (moderated) information is transferred to the next teacher
- ensures adequate levels of appropriate resources and their effective use
- provides excellent professional development/increased subject knowledge for co-ordinators
- contributes to an audit of in-service needs and plans for relevant training for staff.

**Principles – a summary**
- Target setting should help schools to clarify values, principles and purposes. Targets should be set for the areas in which schools feel their success should be judged.
- Target setting as a school improvement strategy provides a clear focus, sense of direction and criteria for measuring improvement.
- Targets should lead to an improvement in pupils’ learning outcomes.
Targets for all pupils – using assessment data

Although not a statutory requirement, the progress and achievement of all pupils should be included in group or cohort targets, which reflect the performance of the school as a whole.

Several ways of measuring the progress of pupils who experience barriers to learning have been developed, for example W steps, P levels, PIVATS, B Squared, In Step, Equals, Webster Profiles, communication assessments (Pre-verbal Communication Schedule, Affective Communication Assessment), specialist assessments such as those for pupils with Autistic Spectrum Disorder (ASD) (e.g. Childhood Autism Rating Scale, Psychoeducational Profile). There are also many examples of ‘small steps’ checklists based on sequences of child development, NC subjects and Key Skills areas. Further information about these assessments is given in Appendix 1.

Adopting a range of methods and approaches is likely to be in the best interests of schools, while teachers are often empowered by developing or adapting published schemes to ensure that materials are appropriate to their school context and stage of development.

Care must be taken with the selection and use of such materials, which should be seen as a resource, rather than an ‘off the shelf’ solution. Schools need to consider what such materials are designed to measure and whether they are of good quality and ‘fit for purpose’. The following questions may help guide schools’ decisions.

Table 1 Questions to consider when selecting appropriate assessment materials

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>Are materials designed for formative or summative assessment?</td>
<td>Page 7, 17, 22</td>
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<tr>
<td>Are the type and method of assessment appropriate?</td>
<td>Page 22–23</td>
</tr>
<tr>
<td>Are they suited to the needs of the pupils – will they fully reflect progress made, for example by pupils with complex needs or sensory impairments?</td>
<td>Page 19–22, 26, 44</td>
</tr>
<tr>
<td>Do materials rely on judgments made on a single performance against single criteria or do they take account of performance over time and in different contexts?</td>
<td>Page 22–23</td>
</tr>
<tr>
<td>Will they support best practice in the classroom (e.g. assessing what has been learned not teaching to target)?</td>
<td>Page 22, 26–27, 44</td>
</tr>
<tr>
<td>Do the materials cover appropriate subject content/areas of learning?</td>
<td>Page 50–52</td>
</tr>
<tr>
<td>Is the assessment manageable?</td>
<td>Page 19, 50–52</td>
</tr>
<tr>
<td>Are the results valid – do the materials assess what they say?</td>
<td>Page 22–23, 44</td>
</tr>
<tr>
<td>If complex data is aggregated to a single score, is it still meaningful?</td>
<td></td>
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<tr>
<td>Have materials been standardised or can assessment be moderated to ensure that they are reliable (over time and between observers)?</td>
<td></td>
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The first question here requires particular attention. As stated on page 7, it is the data from summative assessment that is used for setting whole school targets.

The differences between the summative assessment of learning and ongoing assessment for learning are shown in the table below. It should be noted that the use of information from summative and formative assessment is not mutually exclusive. Information from summative assessment may also be used ‘for learning’ (e.g. in the analysis of pupils’ responses to National Curriculum test questions).

**Table 2**

<table>
<thead>
<tr>
<th><strong>Assessment OF learning</strong></th>
<th><strong>Assessment FOR learning</strong></th>
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<tbody>
<tr>
<td>Summative assessment of performance involves:</td>
<td>Formative assessment of progress involves:</td>
</tr>
<tr>
<td>• long-term (annual/end of key stage) judgments</td>
<td>• short-term (daily, weekly, termly) judgments</td>
</tr>
<tr>
<td>• evaluation – interim or end-point judgments about the success of actions taken against criteria</td>
<td>• monitoring – checks on ongoing progress and approaches to learning</td>
</tr>
<tr>
<td>• externally referenced measures (e.g. Statutory teacher assessment, NC tests, GCSE, Entry level certificates, NVQs)</td>
<td>• internally referenced measures (e.g. locally agreed measures – IEP targets, skills, knowledge, understanding identified in schemes of work)</td>
</tr>
<tr>
<td>• a focus on the whole school, classes, groups</td>
<td>• a focus on the class, group or individual pupil</td>
</tr>
<tr>
<td>• using information for whole school development planning – systems/processes (in an effective school this will follow through to impact in classrooms)</td>
<td>• using information for planning pupil experiences, learning and attainment (e.g. curriculum, teaching, support, groupings)</td>
</tr>
<tr>
<td>• headteacher and senior managers in providing leadership and co-ordination</td>
<td>• class teacher, learning support staff, therapists</td>
</tr>
<tr>
<td>• feedback to governors/community/parents (public accountability) and evaluation of SDP.</td>
<td>• feedback to pupils on assessment criteria and support in planning how to improve.</td>
</tr>
</tbody>
</table>
ACCAC’s recent publication *Making Effective Use of Assessment Information* suggests that information from summative assessment can help governors, headteachers and school management teams to:

- set SMART (specific, measurable, achievable, realistic and timed) targets for inclusion in school development plans and governors’ annual reports
- recognise variations between the performance of different groups of pupils and respond accordingly
- measure their school’s performance against improvement made by each intake of pupils
- help teachers set their own targets for improving the standards of pupils’ work
- encourage teachers to update their portfolios containing the school’s commonly agreed interpretation of standards to support accurate, consistent teacher assessment
- identify strengths in provision and use these to promote good standards elsewhere in the school.

For subject leaders, assessment information can be used to consider and evaluate:

- the standards of pupils’ work against the wider school/similar schools
- variations in standards of attainment between classes/year to year
- the quality of curriculum planning and assessment and match to pupil needs
- their teaching approaches
- their marking strategies
- methods of class organisation
- adequacy and use of resources
- need for in-service training
- strengths and weaknesses in teaching/learning.
Target setting to support progress of pupils with complex needs

Context
The case study special school is situated in Swansea. It has 50 pupils on-roll, all of whom have profound and multiple learning difficulties (PMLD).

The school wanted to know how pupils were progressing and to be clear about the standards it is enabling them to achieve. While targets are set within individual education plans these did not provide information on a whole school basis. The predominance of pupils with PMLD and the lack of an accepted or approved measure of assessing progress at this level led the school to develop its own approach using the ACCAC descriptors described in Practical Suggestions for Assessing Pupils Working Towards Level 1.

Focus on target setting within the school
In order to obtain a profile of the whole school, class teams were asked to discuss the descriptors and then to use them to assess the progress and achievements of all the pupils.

To ensure the validity and consistency of the judgements being made across the school, teachers reconsidered their team’s decisions to make any adjustments on a revised format. The resulting data enabled a profile for the school to be developed.

As well as using the ACCAC descriptors, teachers scored pupils on a number of ‘scales’ based on the continua described on page 7 of the Practical Suggestions… document (e.g. the use of senses, the interactive continuum – see profile on page 14). Teachers were asked to assign pupils to a range within each continuum, rather than to a point on the scale.

Teacher assessment identified groups of pupils within the cohort as follows:

<table>
<thead>
<tr>
<th>Step</th>
<th>Descriptor</th>
<th>Number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>W3</td>
<td>Experience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Awareness</td>
<td>12</td>
</tr>
<tr>
<td>W2</td>
<td>Response</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Engagement</td>
<td>12</td>
</tr>
<tr>
<td>W1</td>
<td>Participation</td>
<td>7</td>
</tr>
</tbody>
</table>

A group of pupils were identified who scored at the maximum on the ACCAC descriptors, but were not yet achieving Level 1 of the National Curriculum, showing the need for additional descriptors. This group has been further assessed using P4–P8 (QCA descriptors).

The seven pupils in the ‘participation’ group have been identified as requiring ‘extension’. This has led the school to enhance resources in the literacy and numeracy areas and purchase an appropriate reading scheme. It is envisaged that more specific targets could be set in the future in relation to these developments.

The pupil profiles also revealed a group of 13 pupils who were assessed as not using their vision. Nine of these are already seen by one of the LEA’s specialist teachers for the visually impaired. This group are now using enhanced UV lighting and spotlighting, which appears to improve their performance.
Assessment of a ‘specific’ activity

Teachers assessed (using the ACCAC descriptors) the level of each pupil’s involvement as various animals were presented to them. During this activity, pupils showed more ‘characteristics’ of performance at a higher level than in the more generalised assessment described above. This was felt to be an indicator of potential.

<table>
<thead>
<tr>
<th>Number of Pupils</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine pupils</td>
<td>Showed an improvement of one descriptor</td>
</tr>
<tr>
<td>Two pupils</td>
<td>Showed an improvement of two descriptors</td>
</tr>
<tr>
<td>Three pupils</td>
<td>Showed an improvement by three descriptors</td>
</tr>
<tr>
<td>Fifteen pupils</td>
<td>Maintained a similar performance</td>
</tr>
<tr>
<td>Six pupils</td>
<td>Showed a lesser performance by one descriptor</td>
</tr>
<tr>
<td>One pupil</td>
<td>Showed a lesser performance by two descriptors</td>
</tr>
</tbody>
</table>

Following this further assessment, the school considered whether the discrepancy between generalised performance over time (as shown in the original summative judgement made across setting/contexts) and performance in relation to a specific activity could be used as a basis for setting ‘challenging’ targets (i.e. ‘narrowing the gap’ by trying to achieve this level of response more consistently).

Commentary

Instead of a ‘top-down’ method of setting targets, this kind of comparison provides a firmer basis for target setting in a group who cannot be compared to any kind of ‘norm’, because targets are based on a knowledge of what the pupils have shown they are capable of achieving. This school uses a combination of schemes (W steps and P levels) to create a system appropriate to its own context.

This study illustrates:

- the need to maintain a broad approach to assessment for whole school performance review and target-setting for pupils with complex needs (e.g. looking at pupil progress through the continuum of sensory development)
- how teacher assessment based on a best-fit judgement over time, across a variety of contexts, taking account of pupil performance over the full breadth of the programmes of study, gives a clear indication of how the school is performing with these pupils
- that this type of assessment will show the effectiveness of teaching across the curriculum rather than gains against single indicators which emphasise the number of correct items rather than quality of response and may not take account of idiosyncratic performance when pupils may show characteristics of higher levels in certain activities/situations
- how such assessment can play an important part in raising expectations.
<table>
<thead>
<tr>
<th>Step</th>
<th>Descriptors</th>
<th>Behavioural continuum</th>
<th>Reinforcement needed</th>
<th>Support required</th>
<th>Interaction</th>
<th>Communication</th>
<th>Sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>W3</td>
<td>• Showing involuntary reactions</td>
<td>Challenging</td>
<td>(Artificial)</td>
<td>(Maximum)</td>
<td>Resists</td>
<td>(Concrete)</td>
<td>(Near)</td>
</tr>
<tr>
<td></td>
<td>• Passively accepting appropriate sensory experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W3 Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showing awareness that something is going on (pre-intentional)</td>
<td>Stereotyped</td>
<td>Sensory</td>
<td>Co-active</td>
<td>Cooperates</td>
<td>Body language/Gesture</td>
<td>Tactile</td>
</tr>
<tr>
<td></td>
<td>• Reaching to new events/objectives when related to own body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W3 Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showing awareness that something is going on (pre-intentional)</td>
<td>Stereotyped</td>
<td>Sensory</td>
<td>Co-active</td>
<td>Cooperates</td>
<td>Body language/Gesture</td>
<td>Tactile</td>
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<tr>
<td></td>
<td>• Reaching to new events/objectives when related to own body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W2 Response</td>
<td>Acceptable</td>
<td>Social</td>
<td>Gestural prompt</td>
<td>Imitates</td>
<td>Objects of Ref</td>
<td>Olfactory</td>
</tr>
<tr>
<td></td>
<td>• Showing interest in people/objects – expressing like/dislike</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Beginning to communicate needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showing recognition of familiar people/objects by responding consistently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Anticipating significant events e.g. dinner, using sensory cue and clues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W2 Engagement</td>
<td>Appropriate</td>
<td>Sense of Achievement</td>
<td>Natural cues</td>
<td>Takes the lead</td>
<td>Print</td>
<td>(Abstract)</td>
</tr>
<tr>
<td></td>
<td>• Trying to maintain/repair interactions, asking for attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sustaining attention for short periods of time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exploring purposefully, repeating actions which cause interesting consequences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showing communication preferences. Requests objects/actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Beginning to use objects of reference for objects not present in environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Showing more prolonged involvement in a range of activities (co-actively)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W1 Participation</td>
<td>Exemplary</td>
<td>(Natural)</td>
<td>Natural cues</td>
<td>Takes the lead</td>
<td>Print</td>
<td>(Distant)</td>
</tr>
<tr>
<td></td>
<td>• Showing selective/alternating attention, concentrating for a time despite distractions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrating shared attention (drawing others’ attention to people/objects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Taking part in group activities, anticipating turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using simple pictures, symbols, signs or words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exerting control over the environment via ICT</td>
<td></td>
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</tr>
</tbody>
</table>
Target setting should inform, rather than drive teaching. In examples of best practice, level descriptions or broad indicators designed for whole school target setting are used for assessing attainment/achievement at the end of a year or key stage (i.e. summative assessment). It is these measures that can then be used in the setting of whole school targets.

These level descriptions or indicators are statements that indicate the type and range of performance that pupils working at a particular level characteristically demonstrate. They are intended to support ‘best fit’ judgments and pupils do not need to meet all the criteria within a descriptor to be assessed at that level.

A full picture of each pupil’s performance must be obtained over time and across a range of contexts before making such a judgment. While individual tasks may offer an opportunity to assess some features or characteristics of a level, it is not appropriate to make judgments based solely on a single activity or piece of work, although specific activities may provide some insight into pupils’ potential as shown in Case Study 4 above.

Such judgements made over time and across a range of contexts take account of the fact that learning can take place through many different pathways depending on each pupil’s strengths and abilities, prior learning interests and experience. Broad judgements are more likely to capture the ‘big picture’ of pupil learning and progress in the same way as teacher assessment of the NC programmes of study as opposed to the snapshot provided by the NC tests/tasks. These broad judgements also take account of variations in pupil performance caused by changes of teachers, peers or by temporary emotional or medical difficulties.

Use of generic/cross-curricular descriptors (e.g. W steps, P levels) in the early stages will still support pupils’ full access to the National Curriculum. To ensure that curriculum breadth is maintained, each school should have in place schemes of work for all subjects (planned/adapted from NC programmes of study) to meet the needs of pupils in the school. These schemes of work will outline different activities that reflect the differences in subjects at the early levels.

There is no doubt that for pupils with severe/complex needs, small steps are necessary for effective teaching and for recognising progress made by individual pupils. However, summative assessment for group or whole school target setting needs to be based on a broader, more holistic approach.

Schools should bear in mind that any one approach may not be totally appropriate for all pupils with SEN because:

- learning, particularly in complex areas such as communication, does not take place in a neat hierarchy
- assessing against a list of single indicators provides a snapshot of performance in a single activity. This may not provide information about the learning process or progress in the wider sense which needs to be seen more holistically across a range of experiences. (e.g. in different contexts, when interacting with different staff).

Although small steps checklists, developmental profiles and materials which break down summative descriptors may be useful sources of reference, the achievement of pupils with complex needs is unlikely to be accurately assessed through a single measurement or ‘test’ that does not take account of context.

Such checklists should not be allowed to lead teaching as the pupils’ access to the full curriculum will be limited. Steps from such checklists, if written directly into pupils’ Individual Educational Plans (IEPs), may not be truly ‘individual’ and in the
The link between individual and whole school targets

Individual pupil curriculum/IEP targets will meet individual priorities and support learning. Pupils may achieve a number of targets over a year which will lead them towards attainment of a higher level of performance as measured by NC levels, P levels, W steps, In Step or Equals, but there is no direct link and individual targets are not aggregated to form whole school targets.

The teacher takes all the learning and achievement of individual pupils into account when arriving at a summative judgment using appropriate assessment (e.g. NC levels, P levels, W steps, In Step Equals). These judgments will give a profile of attainment for the class/groups of pupils within the class (e.g. of 10 Year 6 pupils, four have attained Level 2, four have attained Level 1, two have attained P Level 6 in English).

The teachers and Senior Management Team (SMT) can use all group/class profiles to review attainment across classes, departments or key stages. Results can be analysed by gender or for different groups of pupils (e.g. Visually Impaired/Hearing Impaired), teaching approaches, resources. The staff can set targets for future attainment for classes/groups of pupils by making a prediction based on current rate of progress and adding an element of challenge. Attainment will be measured/reviewed as described above on an annual basis. This will provide data on progression for groups/classes in different subjects and over time will inform more accurate target setting.

The school can set quantitative targets for attainment (e.g. x number of pupils attaining Level 2 at the end of Key Stage 2 in English).

The LEA can use data from each school to set a global quantitative target (e.g. for all its primary school pupils in its Education Strategic Plan).

NB: This example focuses on pupil attainment but it should be kept in mind that schools and LEAs will also set targets for broader areas such as entitlement and access.
Impact of individual progress on whole school targets

Context
The school, a Welsh-medium primary school, is situated in West Wales. This study demonstrates the relationship between individual pupil and whole school targets and the impact that successful teaching interventions can have on whole school results.

Focus of target setting
Bobi attended the school from nursery through to Year 6. He had emotional and behavioural difficulties and poor language skills. At the end of Key Stage 1, he was working towards Level 1 in all areas but had achieved Level 1 in speaking and listening and Reading (English) and in Oracy (Welsh).

On entering Year 3, Bobi scored a Reading Age of 5 on Prawf Darllen Clwyd and did not score on the Salford Reading Test in English. By the end of Key Stage 2, Bobi achieved a reading age of 8.5 on the Salford test and a spelling age of 7.9 (on the Daniels & Diack test). He was assessed at Level 2 in Welsh, English, maths and science tasks/tests and at Level 3 in science by his teacher.

The target-setting process
For each year through primary school, short-term focused targets were set in Bobi’s IEP. He received three sessions of individual support per week and his teachers differentiated work to meet his needs in the classroom. Individual work was also undertaken to boost his self-esteem and address his behaviour problems.

These results detailed above provide evidence of Bobi’s progress and the effectiveness of his programme.

The school continues to collect such data (reading/spelling ages, maths scores and evidence of progress in personal/social development and behaviour) on all pupils and can now begin to use this to set targets for groups of pupils by predicting performance (what will be achieved if the current rate of progress is maintained) and adding challenge (what will be achieved if additional support is provided/pupils increase effort etc.). This will allow them to examine school performance across subjects/key stages.

Commentary
Pupil level targets, class targets and whole school targets are clearly interrelated. National Curriculum task/test results, teacher assessment and results of standardised tests may be aggregated and used for whole school (group/cohort) targets, which focus on improvement of whole school systems. Individual Educational Plan targets focus on the learning priorities of the individual pupil in the classroom. Such targets cannot be moderated or aggregated. However if, as shown above, teaching is clearly focused on the needs of the individual this will be reflected in summative assessment results and ultimately in whole school targets.
Using Assessment Information – a summary

- Teachers should carefully select assessment instruments that are suited to the needs of their pupils and the school context, using them as resources, rather than ‘off the shelf’ solutions.
- The use of information from summative assessment (assessment of learning) and ongoing assessment for learning are not mutually exclusive but senior managers/teachers need to have a purpose clearly in mind to ensure that collection of information is focused and manageable.
- All assessment information, whether used to evaluate provision or pupil progress should ultimately impact on the quality of pupils’ learning.
Pupil progress

The expectation for pupils in mainstream is that they will progress through one or two National Curriculum levels during each key stage. Ongoing progress for all pupils in terms of their developing skills, knowledge and understanding and their personal and social achievements will be recorded and celebrated by schools, according to their own assessment and recording policies.

In the same way, schools have developed systems to assess and record pupil progress against subject-learning outcomes and IEP targets for pupils with SEN, including pupils with the most complex needs. Examples of such formats can be seen in the ACCAC publications *Making Effective Use of Assessment Information – Recording Key Stages 1–3* and *Practical Suggestions for Assessing Pupils Working Towards Level 1*. Schools can continue these systems which will enable them to build a picture of each pupil and enable a summative judgment to be made at the end of year/key stage.

For pupils who are unlikely to progress through the broad descriptors/indicators (e.g. W steps) over a year or key stage, it may be necessary to review what constitutes progress for them and to use alternative indicators for whole school target-setting.

Schools should reflect on definitions of progress for their pupils with complex needs which can be broadened as shown in Case Study 4. In addition to progression through a hierarchy of concepts and skills, progress may also be shown when pupils:

- demonstrate the same achievement on more than one occasion and in different contexts
- show increased awareness and response leading to greater engagement and full participation
- move from dependence on information from their tactile, olfactory, kinaesthetic (movement based) senses to increasing use and ability to make sense of information received through the visual, auditory senses
- move along the communication continuum from the use of concrete modes (e.g. body language, real objects, objects of reference) towards the abstract (pictures, symbols, print, signs, ICT and the spoken word)
- move through the interactive sequence – from resisting physical contact, through tolerating, then cooperating, to enjoying, imitating and leading social interactions
- need reduced support (a move from coactive – hand over hand – involvement, physical guidance to gestural or verbal prompts and finally to natural cues and independence)
- need less artificial reinforcement (e.g. sensory) and become motivated by natural reinforcement (social, sense of achievement)
- engage in less stereotyped/challenging behaviours and use more acceptable behaviours to serve the same purpose.

Pupils with communication/interaction difficulties and sensory/physical needs will share many of the above. Progress may take place in some areas but not in others and the pace of learning may be slower than for many other pupils. Pupils may also show progress by maintaining or refining skills or using skills together in different ways. They may also progress from dependence on secure routines towards increasing initiative and autonomy.
For pupils with emotional, social or behavioural difficulties, progress may be shown:

- to follow the same pattern as for others but take longer
- to take place in some areas but not in others
- through increased awareness of and control over own emotions
- by developing relationships with others
- by increasing literacy skills, further enabling access to all areas of the curriculum
- by improved communication skills and ability to discuss problems/negotiate solutions
- by improved ICT skills and application of number in a variety of situations
- by reduced need for support/counselling/specialist inputs
- by improvement in behaviour in a range of situations
- by increasing time spent engaged in appropriate learning
- by increased attendance
- when the attainment gap between pupil and peers is maintained – or narrows/closes (i.e. progress matches/betters previous rate)
- when progress is similar to others starting at the same baseline
- through accreditation, participation in FE, training, employment.

Schools should discuss and document their view of progress for their particular group of pupils, shown in Case Study 6.
Target setting for pupils with Autistic Spectrum Disorder

Context
A unit for eight pupils with Autistic Spectrum Disorder (ASD) is located in an urban school of over 400 pupils in West Wales.

Focus of target setting
The school sets itself targets for integration based on realistic expectations of each individual. All pupils in the unit have targets in their IEPs for integration into mainstream classes.

The target-setting process
Sion arrived in the unit, following exclusion from another school. Staff set targets for a phased reintroduction to mainstream, starting with requiring Sion to walk with another pupil from the unit to the main building. Further targets were set to increase the amount of time Sion spent in the mainstream classroom. At first Sion was supported by a care assistant but progressed to short periods without support. After four years, Sion is now fully integrated for over 90 per cent of the time, returning to the unit only for music therapy. He follows a well-structured timetable within the mainstream setting.

David has considerable artistic talent but poor social skills. Following five years in the unit, he now joins a mainstream class for 20 per cent of the week for creative activities where he participates fully. Another pupil from the unit integrates in a similar way for PE lessons, while another aims to sit next to the same child (from mainstream) for 40 per cent of the time during lunch.

The children in the unit follow the National Curriculum and identify opportunities for integration on a half-termly basis from mainstream teachers’ planners.

Individual pupil targets usually aim to increase the time spent in mainstream classes by 4–5 per cent. This can also form the basis of a target for this group of pupils.

Commentary
Progress in social skills is a priority for pupils with ASD. Meaningful integration has increased access to mainstream peer groups and pupils with ASD have developed social skills following interactions with mainstream peers. Staff and peers in mainstream also gain a greater understanding of pupils with ASD.
Wales Curriculum 2000 provides a framework appropriate to a wider range of learners with diverse needs by supporting the teaching of cross-curricular skills through the common requirements signposted in each subject order (i.e. communication, mathematics, IT skills, problem solving, creative skills and PSE). This approach will enable all pupils to progress in the skills that best develop their capacity to learn and overcome any difficulties or disabilities they may have.

**Pupil progress – a summary**

- Schools should assess and record the progress of all pupils including their individual priorities, subject skills, knowledge and understanding, and wider achievements.
- Schools’ definitions of progress for their pupils will be reflected in their aims and in the type and range of targets set for the school.
Pupil involvement in assessment and target setting

All assessment must be meaningful to pupils. It should be done with them, not to them, and be consistent with the principles expressed in the Revised Code of Practice which states the right of children with SEN to be involved in making decisions and exercising choice (United Nations Convention on the Rights of the Child 1989, ratified in UK 1991).

The Children Act 1989 talks of the fine balance between giving children a voice and encouraging decision making and overburdening them when they have insufficient experience and knowledge. This highlights the need to involve children and their parents from early years onwards in order to develop the necessary skills.

Children from a nursery school in a disadvantaged city area of South Wales are encouraged to make choices, record information through pictures and express their views and feelings using their emergent writing. The school’s mission statement recognises and celebrates its pupils’ individuality and encourages them to be ‘learners for life’ (see below).

Pupils are increasingly seen as active participants in their education and are provided with opportunities to attend and contribute to Annual Reviews. Pupils may discuss their priorities and set targets. Consultation with pupils may involve a range of communication strategies such as signs, symbols, pictures or video. This target setting may be followed up with verbal/written reminders again supported by picture/symbols. Pupils must understand targets and be involved in monitoring and recording their progress towards them. The ACCAC video Making Effective Use of Assessment Information (2001) includes further examples of pupil involvement.

To help pupils take responsibility the number of targets set must be manageable and they should be expressed in simple terms. The Revised Code of Practice suggests that in IEPs, three or four targets are set within key areas such as communication, literacy, numeracy, behaviour and PSE, according to the child’s needs. At the end of a given period of time, pupils can talk about whether they have met their targets and factors that influenced their achievement. They can use this information to help set new targets.
Involving pupils in target setting

In a Swansea primary school, Year 5 and 6 pupils (including pupils with SEN) have been involved in target setting as part of a project designed to raise pupil self-esteem.

Pupils set their own targets using feedback from the teacher and when they feel they have achieved an objective, they can ask for targets to be updated. Teachers have reviewed the way they provide feedback to pupils on their work (both written and oral) and have increased their use of techniques such as mind mapping. Pupil groupings are now more flexible to ensure that all pupils are included in all activities.

Pupils’ achievements are discussed in circle time, for which teachers and pupils have agreed a way of working. Pupils’ involvement in circle time is also recorded. As part of an evaluation of the project, pupils were asked their views on target setting. Some of the responses are shown below:

I like them because it tells you what you should do to improve and I practise and they’re good because sometimes they’re swimming and computers and maths and writing.

Targets help you because you can say what you want to improve and Miss tells you what to do.

It’s good because you know what to work on to get better.

They tell you what to do to get better at your work.

They’re helped because they don’t scare you, you know what to do and you work harder at it.

You can improve on the things that you are doing wrong.
Teachers should consider opportunities for pupil self-assessment in their long-, medium- and short-term planning. Pupils may be asked to consider questions (individually/in pairs) in a way appropriate to their age and ability. For example:

What have you done/learned?

What did you find easy/hard? Why?

What did you enjoy/not enjoy? Why?

What do you need more help with?

How will I know when I’ve got there?

What are you particularly pleased with?

What are the next steps?

Who can help me? Where can I find resources?

How could this work be improved?

Pupils can also think about learning styles and strategies. They can be supported to consider whether they learn and remember best through practical activity, through visual methods or by listening. Do they prefer to learn holistically, working in a random, intuitive way, or more systematically, logically working step by step? What is their best time for learning? How can they use pattern and associations and multi-sensory approaches to help memory?

The working environment offers further opportunities for choice. For example, do pupils work best in a quiet room? Does background music help? What really motivates them?
Using target setting to improve behaviour and enhance academic success

Context
Eight place unit for pupils with EBD at a 370-place primary school in South Wales.

Focus of target setting
Individual and group targets are set for pupil behaviour. Parental involvement is a vital aspect of the work and behaviour at home and on the journey to school is included in the monitoring process.

The target-setting process
The teacher and pupils discuss targets at the beginning of each session. Success criteria are clearly outlined, with a total of five possible marks being available in each session. At the end of each session pupils are awarded a mark for each criterion achieved. Pupils are encouraged to evaluate their own behaviour and begin to record their own opinion of achievement prior to the teacher assessment being recorded. A target total mark for each day is negotiated during circle time, first thing in the morning. Bonus points can be achieved for exceeding targets and these are exchanged for a tangible reward at the end of each half-term.

Pupils’ targets are recorded in home books where parents also contribute to the reinforcement process. In order to do this they are given advice on the use of positive comments and have a negotiated list of ‘treats’ which the child enjoys at home.

Use of language in the classroom is carefully monitored, ensuring a positive environment with instructions and requests being couched in positive terms (i.e. pupils being told what to do, rather than what not to do). Pupils are also encouraged to keep track of their own feelings using a mood monitor on their desk at certain times of day.

The program IEP Writer is used to draw up Individual Behaviour Plans but targets are adjusted for each pupil and set in consultation with parents. Three targets are set per half-term and achievement towards the criteria and the success of strategies are reviewed (at least) half-termly. Targets are adjusted or substituted as appropriate.

National Curriculum targets are set annually for core subjects (English, mathematics and science) and reviewed half-yearly. A forecast is made based on each pupil's current performance and then an element of challenge added to set a target level. Pupils in the unit are therefore included within the whole school targets. Teacher assessment is highly valued as pupils do not always respond well in a formal test situation.

Commentary
The inter-relationship between behaviour and learning is clearly illustrated in this study. While pupil progress depends on their behaviour improving thereby enabling them to learn, success in learning leads to increased self-esteem and improvement in behaviour. Parents are encouraged to value targets in behaviour and PSE/citizenship as being essential to academic success, and the wider progress of pupils is valued and seen as contributing to the success of the whole school.
A wide variety of self-assessment sheets have been developed, many using symbols and pictures to support text. Care should be taken that the presentation is appropriate to the age of pupils as well as their level of literacy. Examples of such work can be seen in *Self-assessment for Pupils with Learning Difficulties* (NFER).

Involving pupils in the assessment of their work creates opportunities for them to reflect on their learning and develop, over time, a critical approach. Ensuring that pupils have the ‘big picture’ and realise the value of learning will also improve their motivation. They should know and understand their goals and how to attain them. Pupils benefit from knowing how their work is to be assessed and from sharing criteria. Teachers can make it clear to pupils what they are looking for when assessing work and discuss what makes a ‘good’ piece of work in pupil-friendly terms. Completed work can be shared in plenary sessions/circle time which will also provide opportunities for reinforcing achievement.

Above all pupil responses must be valued and seen to influence future practice. Improving learning and motivation of pupils in this way will clearly impact on individual (and whole school) achievement.

**Pupil involvement – a summary**

- Pupils should be involved in making choices and decisions from early years to develop appropriate skills.
- Targets and success criteria must be simple and clearly expressed if pupils are to be fully involved.
Whole school targets

Whole school targets can be divided into process or provision targets, which outline pupils’ entitlement, and outcome targets, which quantify improvements in pupil performance which occur as a result. They may also be set over different timescales: long-term (strategic), medium- or short-term (operational), but all targets should be time related.

Process/provision and outcome targets might be set for the following areas.

Table 3 Types of targets

<table>
<thead>
<tr>
<th>Process/Provision targets</th>
<th>Outcome targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entitlement to all curriculum areas, including performing arts, residential, extra-curricular activities at each key stage</td>
<td>Increase in pupils’ progress and achievement in all areas shown by NC tests, teacher assessment, W steps (compared to baseline measures)</td>
</tr>
<tr>
<td>Access to various peer groups, mainstream links, integration at each key stage</td>
<td>Measured increase in pupils’ self-esteem, social skills, independence</td>
</tr>
<tr>
<td>Entitlement to PSE, work-related education, work experience during KS4 Entitlement to community involvement, industry links during KS4</td>
<td>Improved life chances – increase in number of pupils entering appropriate community provision, training and/or employment</td>
</tr>
<tr>
<td>Pupil involvement in assessment/ reviews Parental/governor involvement in school life annually</td>
<td>Increased parent/pupil satisfaction Increased number of parents at school meetings, (leading to improved knowledge/understanding of school curriculum and assessment and enhanced pupil progress linked to increased parental involvement/support)</td>
</tr>
<tr>
<td>Entitlement to appropriate support and guidance, physiotherapy, speech therapy</td>
<td>Increased effectiveness of therapeutic programmes (e.g. measured improvement following speech/physio therapy) Increased number of pupils accessing literacy support, counselling (leading to measured improvement in skills/behaviour)</td>
</tr>
<tr>
<td>Staff involvement in school self-evaluation and development planning</td>
<td>Increase in staff involved in monitoring/evaluation/action/research/planning (leading to improved provision and pupil outcomes)</td>
</tr>
<tr>
<td>Staff professional development and training – effective use of staff expertise to improve quality of curriculum planning/teaching</td>
<td>Increase in subject co-ordinators trained in area of responsibilities (leading to improved teaching/learning and pupil progress) Increase in number/variety of teaching strategies used</td>
</tr>
<tr>
<td>Development of school ethos and environment – relationships, collaboration, pupil attitudes, self-esteem, spiritual, moral, social and cultural development</td>
<td>Measured progress in PSE, increased number of pupils with learning difficulties and disabilities included, reduction in incidents of misbehaviour, sanctions and exclusions (linked to Behaviour Support Plans)</td>
</tr>
</tbody>
</table>

The table above shows that process targets relate to the actions/strategies to be put in place to provide a successful outcome for the pupils. These process targets can be ‘tracked’ to a quantifiable outcome target that will directly impact on classroom practice, and pupil attainment.

In examples of best practice, schools compile evidence of pupils’ experience and achievements through Records of Achievement or Progress Files and a link should be seen between these records and whole school targets.
Collecting data on behaviour and exclusions in a mainstream secondary school

Context
A secondary school in South West Wales. The school draws its pupils from a semi-rural catchment which is an area of high unemployment.

Focus of target setting within the school
Targets are set in relation to each pupil following discussion with staff, using baseline data from a range of sources. These include:

- CATs, YELLIS
- internal and external exam results
- KS2 and KS3 teacher assessment and test/task results
- WJEC and Powys data.

The school has prioritised positive approaches to behaviour over the last three years. It has established, with the Youth Service, an off-site project providing for KS4 pupils who are at serious risk of exclusion. The project is funded by the National Assembly of Wales through the Schools Youth Partnership.

At the same time, in-school measures to encourage positive attitudes and good behaviour have been implemented and the staff trained in positive approaches to managing behaviour and discipline. Where learning difficulties are judged to be a contributing factor, support programmes are provided. All pupils benefit from involvement in ‘ERIC’ (everybody reading in class).

Data on behaviour, uniform, punctuality, attitude, attainment and exclusions has been gathered in the following ways.

- Arrow Monitoring System
  Attainment, progress and attitude to work are measured for each year group annually, an ‘up’ arrow (↑) indicating positive development and a ‘down’ arrow (↓) indicating regression. Each subject teacher makes a return for each pupil, the results of which are recorded. Four or more (↑) earn the pupil a certificate of merit and four or more (↓) lead to a letter home expressing concern. This system helps separate behaviour/attitude from grades given for attainment and encourages positive peer pressure.

- Compact scores
  Points may be earned in relation to punctuality, behaviour and adherence to the uniform code. Individual targets have been introduced for improved performance and there are significant rewards for individuals and top forms.

- Time out, exclusions and after-school detention
  As an alternative to fixed-term exclusions, pupils work in isolation supervised by staff who have agreed to give up non-teaching lessons. Data is recorded on the use of this facility. Data is also kept on fixed-term and permanent exclusions, and on those placed in detention.
The school is now considering how this comparative data for a range of success indicators could be used to further develop target setting within the school.

Commentary

The combined effect of the off-site project and the in-school measures to encourage positive attitudes and behaviour have been remarkable. In 1997/8 the school referred pupils for placement in pupil referral units and for other alternative provision. There were also 61 fixed-term and two permanent exclusions in the same year. In 1999/2000, the school avoided permanent exclusions and had only one fixed-term exclusion.

The data collected shows significant positive gains in attitudes to school and work, attainment, and attendance. This data will enable the school to set quantifiable targets in these areas.

Whole school targets – a summary

• Whole school targets may be set for pupil entitlement to provision as well as for attainment/achievement.
• Process targets relate to the actions/strategies to be put in place to provide successful outcomes for pupils.
Quantifiable outcome targets – measuring success

Schools will need to set targets for areas other than academic performance to recognise the importance of a wider range of educational outcomes. This will reinforce a wider definition of success which takes account of each schools’ contribution to the more holistic personal development of its pupils. Schools should be able to demonstrate success with pupils with SEN and highlight the difference between attainment (norm referenced) and achievement (against pupils’ own baseline).

Schools should first consider their performance indicators, considering the question ‘How will we judge our success?’ Schools’ decisions will vary widely according to their own context and the needs of their pupils. They can then decide what data/evidence they need to collect to evaluate current practice before considering the ‘best practice’ to which they aspire. Targets can then be set to move current practice forward.

Targets themselves and/or the success criteria, set together with the target should provide the answer to the question ‘How will we know when we have achieved this?’ The more specific and quantifiable the criteria, the more useful they will be in measuring progress towards targets.

Some examples of quantifiable outcome targets are shown below.

Examples of quantifiable outcome targets

- All pupils to move up one NC level by the end of KS2.
- Increase number of pupils attaining Level 2 at end of KS2 by 5%.
- Increase proportion of Year 11 attaining one GCSE A–G to 75%.
- Increase to 15 the number of signs the five Year 6 children who use sign can use by the end of year.
- Increase to 95% the number of parents attending Annual Review meetings.
- Increase to 90% positive responses to pupil/parent satisfaction surveys.
- All pupils receiving literacy support to reduce the gap between reading age and chronological age by 50% by end of summer term 2000.
- At least x different strategies to be used in 90% of lessons observed.
- At least 75% of pupils to move on to an appropriate FE/training course on leaving school.

Targets could also be expressed more broadly with specific, quantitative success criteria as follows:

<table>
<thead>
<tr>
<th>Target</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase the number of parents attending Annual Review meetings</td>
<td>The number of parents attending will be increased from 90% to 95% during the year 2000/2001</td>
</tr>
</tbody>
</table>

Qualitative criteria will also be more helpful if terms are clearly defined (e.g. What exactly can a confident reader do? What is meant by collaboration?).

For more difficult to measure areas, such as school ethos/Personal & Social Education, schools may need to consider developing quality standards/descriptors of best practice against which to evaluate their practice/provision (e.g. Estyn framework, ACCAC PSE framework, Scottish Office Education and Industry Department’s How good is our school? Self-evaluation using performance indicators).

The development of such success criteria (i.e. projecting what successful performance will look like) should involve a collaborative approach and include views from all staff, pupils, parents, governors, colleges, employers and all involved on what is important in the school and what constitutes effectiveness in each area.
Setting targets for pupil attainment: GCSE expectations

Context
A comprehensive 11–16 mixed mainstream Roman Catholic city school, drawing from wide catchment area. The SENCO/staff mentor/subject teachers/head of upper school are involved in the target-setting process which aims to increase by one grade all forecast and potential GCSE grades.

Focus of target setting
This study focuses on Sam, a Year 11 pupil who, on entry at Year 7 had a reading age of 9 years 0 months and a spelling age of 8 years 7 months. An assessment by a Specific Learning Difficulties specialist teacher found that he had difficulties in decoding and visual sequencing. He also had problems with handwriting which under pressure, was disjointed and unreadable.

During Years 7, 8 and 9 extra input was provided by a Pupil Support teacher for one hour per week for the handwriting, spelling and comprehension programme in conjunction with the following extra programmes.

- Extra reading registration programme 3 x weekly for 15 minutes per session with paired 1:1 reading tutor who monitored each session.
- Extra literacy lunchtime programme 2 x weekly for 35 minutes per session with paired 1:1 tutor who monitored each session to include handwriting, spelling and comprehension programmes.
- Extra literacy homebase programme 5 x weekly for 15 minutes per session with parent having signed a ‘parent/SEN Dept’ contract to include IEP targets for reading, free-writing, spelling word family, handwriting.

Years 10 and 11

- Lunchtime extra programme 2 x weekly for 35 minutes per session to include IEP on handwriting and spelling.

The target-setting process
- Identify ‘forecast’ and ‘potential’ grades from subject teachers.
- Identify main problem area inhibiting acquisition of higher grades.
- Arrange two one-hour sessions 2 x weekly: Session 1 – handwriting, Session 2 – input into individual subject areas (five subjects).
- Arrange individual tutoring from mentor and revision in subject areas.
- Arrange educational psychologist visit to assess for GCSE special arrangements – use of computer for English Language, English Literature, RE, PE and extra time allowance.
Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>Forecast grades</th>
<th>Potential grades</th>
<th>Results 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>E/E</td>
<td>E/E</td>
<td>D/D</td>
</tr>
<tr>
<td>Mathematics</td>
<td>D</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>English Language</td>
<td>F</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>English Literature</td>
<td>F</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>RE</td>
<td>E</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>IT</td>
<td>U/U</td>
<td>C/C</td>
<td>C/C</td>
</tr>
<tr>
<td>Welsh</td>
<td>F</td>
<td>E</td>
<td>D</td>
</tr>
</tbody>
</table>

Potential of three Cs increased by one – Sam achieved four Cs. Also increased by one grade in science, maths, English, Welsh and RE, plus two intermediate passes in GNVQ (equivalent to two Cs).

Commentary

The impact on the individual pupil is clear in terms of pupil and parent satisfaction and improved life chances, but this outcome also contributed to improved whole school results, showing the link between individual and whole school targets.
Setting targets for KS4 accreditation for pupils with hearing impairment

Context
A mainstream secondary school in North Wales. A small number of pupils with hearing impairments are based in the school and fully included in most mainstream classes, receiving additional support from specialist staff as appropriate to their individual needs.

Focus of target setting
Pupils’ progress is closely monitored through teacher assessment and annual reading and vocabulary tests. The results of the National Curriculum tests at KS2 together with CATs results provide a baseline measure. End of unit tests and KS3 test results inform decisions regarding accreditation at KS4 for which targets are set.

The target-setting process
Pupils with hearing impairments in Years 10 and 11 have been set the following targets:

<table>
<thead>
<tr>
<th></th>
<th>Alun</th>
<th>Jack</th>
<th>Lesley</th>
<th>James</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>GCSE 10 subjects</td>
<td>GCSE 10 subjects</td>
<td>GCSE eight subjects (single science, no MFL)</td>
<td>Two CoEAs RSA English NEAB units – geography, English</td>
</tr>
<tr>
<td>Year 10</td>
<td>GCSE 10 subjects</td>
<td>GCSE nine subjects (no MFL)</td>
<td>RSA English CoEA science, art? NEAB units – geography, mathematics, English</td>
<td></td>
</tr>
</tbody>
</table>

Support and mentoring is provided by specialist teachers of the hearing impaired to target pupils to improve their predicted grades for GCSE. Additional help is given by all staff via IEPs which support the development of particular skills needed, for example in personal organisation. Pupils needing additional help with literacy and maths are withdrawn for this work, much of which is accredited through AQA units of accreditation.

Commentary
The school uses the British Picture Vocabulary Scales or the Edinburgh Reading Test which can both be adapted to meet the needs of pupils with hearing impairment. A pattern is emerging in the CATs scores which highlights for all staff the difficulties experienced by pupils with hearing impairments. Pupils generally achieve a high score on the non-verbal test and experience a 15–20 point drop in the language test.

The inclusion of pupils in mainstream lessons has raised expectations and the number of GCSEs/other forms of accreditation achieved by pupils with hearing impairments has steadily risen over recent years.
## Setting targets for Key Stage 4 accreditation in a special school

### Context
A 200 pupil special school in North East Wales, catering for pupils with moderate learning difficulties and emotional/behavioural difficulties aged 6–19 years.

### Focus of target setting
The school has, since 1995/6 steadily increased the range of accreditation opportunities available to its students. The number of students gaining accreditation at KS4/post-16 has grown annually as a result.

### The target-setting process
School targets are set with governors as an integral part of the school development plan. Planning sheets for the development plan outline targets, time scale, expenditure, expected outcome, impact on pupil, monitoring arrangements, review date, training needs and long-term developments. At the end of the year each target is reviewed, noting if the target was met, its expenditure, the impact of initiative, and monitoring whether training needs were met as well as noting future training needs and long-term developments.

In 1995/6, nine students achieved passes in CoEA English and mathematics. Currently, the school offers the following accreditation.

<table>
<thead>
<tr>
<th>GCSE</th>
<th>Entry Level Certs</th>
<th>NVQ</th>
<th>Open College Network Accredited Units</th>
<th>ASDAN</th>
<th>Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, mathematics, art, history, home economics (offered as a progression from Entry Level)</td>
<td>English, mathematics, food studies, art, geography, history, science, DT, Welsh Second Language, French</td>
<td>Hairdressing (VTCT), Land-based industry (practical environmental skills) (Levels 1 and 2) (ABC)</td>
<td>English, mathematics, food studies, PSHE, communication, motor mechanics, banking, hair and beauty (to support progression to NVQ)</td>
<td>Youth Award</td>
<td>Communication</td>
</tr>
</tbody>
</table>
In 2000, 80 per cent of pupils gained Entry Level Certificates (28 pupils entered). In 2000/2001 40 pupils have been entered for Entry Level Certificates – the target is for 85 per cent to gain accreditation.

**Commentary**

The introduction of accreditation has had an impact on curriculum development. For example, in French, since the introduction of CoEA, the curriculum has been reviewed and the scheme of work revised to take greater account of linguistic progression. The use of IT has been increased and the subject co-ordinator provided with in-service training in France. The time spent per week on French has also been increased. This has also had an impact on the KS3 curriculum.

From setting targets for accreditation at KS4, the school now set targets for pupil achievement at the end of Key Stages 2 and 3 (e.g. percentage of pupils achieving each NC level – teacher assessment/task/test). As data is collected over time, it is becoming possible to project results to inform more accurate target setting.
CASE STUDY

Setting targets for achievement in core subjects in a special school

Context
A 165-pupil special school that caters for pupils aged 3–19 with severe/profound and multiple learning difficulties, moderate learning difficulties and Autistic Spectrum Disorder. The school is situated in a pleasant urban area of South Wales and has a small residential unit.

Focus of target setting
Targets are set for English, mathematics and science using the In Step materials. These materials provide a summative assessment against key indicators of pupil progress in core subjects. Pupils must be secure in the performance of the indicator to achieve a score.

In Step is used as a baseline assessment on entry to the school and also to assess all pupils in the school annually. One week is taken out of the whole school timetable (May NC test week) and activities and events are organised to allow teachers to be released for assessment activity.

All staff have received training in the management of In Step assessments and assess pupils who will be moving into their class the following year. This minimises observer bias and informs the receiving teacher. Following this, long-term targets are set for the following year through negotiation between the outgoing and receiving teacher and are in place by the end of the academic year. The In Step targets selected as priorities are also informed by discussions at each pupil’s Annual Review. These targets then inform the setting of termly IEP targets, the size and exact nature of which are determined by the pupils’ needs.

For pupils with more complex needs, subsidiary targets support progress from one In Step target to the next. These ensure that the process is pupil led and smaller steps of progress are celebrated. Where pupils are not yet able to generalise a skill, parallel targets may be set. However, in the school’s performance system only recognised In Step targets are scored.

Teachers plan and assess pupils’ learning in all subjects from school schemes of work planned from the NC programmes of study, and IEP targets are worked on across the curriculum. This ensures breadth and as a result, in the most recent annual assessment, many pupils had achieved a large number of indicators in addition to those targeted as priorities.
The target-setting process
The overall school improvement target (this year, for each pupil to achieve an improvement of at least 5 per cent in their score for English, mathematics and science) is set by the headteacher and governors. This is based on the information from the previous year’s pupil In Step assessments. Targets are set for all year groups, not only end of key stage groups as the system (after four years’ development) is still in its infancy and the data accumulated has not yet been used to make long-term projections of pupil progress. This information will eventually become available.

Commentary
The use of In Step to measure improvements in achievement has boosted the morale of staff and students. Pupils are more aware of and involved in setting their own targets.

The data collected informs curriculum evaluation and helps teachers to identify strengths and weaknesses in subject areas, as well as the most effective strategies for teaching/learning by providing a clear picture of pupil progress and performance across the school. The data also enables quantitative targets to be set for pupil performance at whole school level. This study shows how In Step assessment provides a ‘snapshot’ of pupil performance in core subjects for the purpose of whole school target setting. The school noted that pupils achieved more in these subjects and in wider curriculum areas than was reflected in the In Step targets set. This highlights the importance of recording and celebrating wider achievements and setting additional targets, particularly for pupils with more complex needs whose progress may be more holistic (i.e. early learning skills/concepts) and for whom consideration of the context of learning is also vital.
Setting targets for increased parental satisfaction

Context
An 11–16 Mainstream Catholic Comprehensive School, where target setting involves the SENCO/English Teachers/SEN Governor/Headteacher/Learning Resource Centre Manager/parents.

Focus of target setting
- To increase to 98 per cent positive responses to parental satisfaction surveys on paired literacy schemes. (From parents actually involved in the scheme and parents of the children involved in the scheme.)
- To reduce the percentage of pupils on Code of Practice register by 5 per cent.
- To increase measurable literacy skills by setting quantifiable targets.
- To reduce the gap between reading age/chronological age by 40 per cent in half-term (six to seven weeks), increase reading age/spelling age by 10 per cent in six weeks (projected figures derived from initial pilot).

The target-setting process
Pupils who have special educational needs with low reading age (RA)/spelling age (SA) are identified, together with pupils who have higher RAs but who are not fluent or confident readers. This resulted in a group of fifteen Year 7 hesitant readers/weak spellers last year. Pupils were tested to determine present RA/SA against Chronological Age (CA).

Based on the evaluation of the pilot scheme, a target was set to increase RA/SA by 10 per cent in six weeks. Parents were contacted by letter and telephone requesting input, and were assigned to a particular scheme, being paired 1:1 with Year 7 pupils in library for 15 mins per day, five days per week, for six to eight weeks (half of a term). Students from UWIC were involved to make up any deficit in parent tutors.

Reading age/spelling age were reassessed at the end of the set period and the percentage increase/decrease ascertained. Questionnaires were circulated to parents taking part in the scheme and to parents of pupils participating. Results of questionnaires were analysed and circulated to parents taking part in the scheme. Spot-check follow-ups of RA/SA were made after six weeks and thirteen months. Pupils are able to return to the programme if progress is not made or sustained.
Results of Case Study
In group working during June/July 2000.

Overall increase in RA was 9.71 per cent (or individual average increase of 10.97 per cent).

Overall increase in SA was 3.79 per cent (or individual average increase of 7.73 per cent).

Ninety-two per cent of parents’ questionnaires were returned expressing satisfaction with the scheme.

Commentary
This work develops constructive relationships with parents, as outlined in the Revised Code of Practice, encouraging their participation and valuing their contribution. The views of parents collected on the questionnaires adds a further dimension to the school’s quality management as well as informing planning for future groups of pupils.

The measured improvements in reading ages, which were sustained after the pupils completed the programme, had a positive impact on pupils, parents and the whole school results.
CASE STUDY

Setting whole school targets to improve reading ages

Context
A 1500-pupil high school in North Wales.

Focus of target setting
The school has for many years had in place a scheme to improve the reading of pupils entering the school. From information provided by the partner primary schools, approximately 70 pupils from the year group of 250 will be identified for testing. In addition to testing reading age, the SRA corrective reading placement test is also administered. Pupils who fulfil three out of the following four criteria will be selected for extra support:

- reading age below 11 years
- teacher assessment/NC test result of Level 3 or below in English (end of KS2)
- placement on the SEN register in primary school
- low score on SRA corrective reading placement test.

Around 50 pupils are usually identified and placed on Stage 2 of the SEN Register. They are provided with individual/group IEPs according to their needs. A lesson a day is timetabled for Corrective Reading and pupils attend three per week. This ensures that pupils only miss one lesson of a subject. Every effort is made to avoid practical subjects.

Pupils are re-tested in December and April with pupils moving out of the corrective reading scheme if their reading age exceeds 11 years. Pupils still in need of support in Year 8 attend two Corrective Reading sessions per week. Reading is again tested at the end of Year 8 and Year 9. In addition, 30–40 Year 7 and Year 8 pupils voluntarily attend the Early Bird Literacy and Numeracy scheme from 8–8.30 a.m. up to four mornings per week. This scheme is run by a member of school staff, supported by Year 7 and Year 8 Academic Development Co-ordinators, staff and Sixth Form pupils.

In summer 1999, a Literacy School was set up for Year 6 pupils. This was extended this year to include numeracy and was run by English and mathematics staff and sixth formers.

The target-setting process
The school SENCO manages the testing and identification of pupils and oversees the corrective reading programme. Having measured pupils reading ages and calculated the average for identified pupils, the target is to raise the average reading age by two years in the nine month programme running from October to July. The school consistently achieves or exceeds this target. For 1999/2000 the average increase in RA of those pupils on the Corrective Reading scheme was from 8.2 on entry to Year 7, to 10.6 in June.

By Year 8, most pupils have achieved the target reading age of 11 at
which point they are able to access most areas of the curriculum with minimal support. The small number of pupils who do not achieve a Reading Age of 11 usually have a Statement of Special Educational Need and are able to continue with three lessons of additional support per week.

**Commentary**

This process of target-setting includes all pupils who require extra support (i.e. fluent readers who may have difficulties with comprehension and higher-order skills and those who are underachieving, as well as pupils with special educational needs). In addition to improving self-esteem, the focus on literacy improves access to all areas of the curriculum.

The programme also provides accurate information to inform teaching (use of RA with other assessment data to provide a broad picture of pupil strengths/weaknesses, identify more able pupils and those in need of additional support, Educational Psychologist assessment etc.).
Setting targets to improve reading in a special school

Context
A large special school and resource centre catering for pupils with a range of moderate/severe learning difficulties and challenging behaviour.

Focus
The school has set whole school targets for reading for the past two years and has now extended this to accreditation and attendance. They are collecting data for target-setting for pupils working towards NC Level 1 using the Equals Baseline Assessment. (See Appendix 1.)

The target-setting process
All pupils are assessed annually on the Hodder & Stoughton Progress Reading Test or the school's own Early Reading Screening Test (which assesses pupils’ ability in pre-reading skills from listening and handling books to letter names/sounds). The targets set for 1999/2000 are shown below.

Pupil performance targets – Reading 1999/2000

<table>
<thead>
<tr>
<th>Group</th>
<th>Pupils</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 (18 pupils KS1–5)</td>
<td>60% to increase reading test score to 11 by June 2000 (current scores from 3–7)</td>
<td></td>
</tr>
<tr>
<td>Group 2 (5 pupils KS1–4)</td>
<td>80% to increase reading test scores by 5 marks by June 2000</td>
<td></td>
</tr>
<tr>
<td>Group 3 (18 pupils KS2–5)</td>
<td>60% to increase reading test score to 23 by June 2000 (current scores 2–19)</td>
<td></td>
</tr>
<tr>
<td>Group 4 (19 pupils KS2–5)</td>
<td>80% to increase reading test score to 33 by June 2000 (current scores 20–28)</td>
<td></td>
</tr>
<tr>
<td>Group 5 (12 pupils KS2–5)</td>
<td>70% to increase reading test score to 37 by June 2000 (current scores 29–34)</td>
<td></td>
</tr>
<tr>
<td>Group 6 (8 pupils KS3–5)</td>
<td>70% to score at least 15 on Reading Progress Test by June 2000 (current scores 34–40)</td>
<td></td>
</tr>
</tbody>
</table>

An analysis of these results showed that groups 5 and 6 exceeded their targets, groups 2 and 3 met their target and targets set for groups 1 and 4 were too challenging.
The school, following a thorough evaluation, noted that:

- pupils should be ‘banded’ not only according to current scores but also according to the level/speed at which teachers expect them to learn. Rates of learning vary widely between pupils with moderate learning difficulties and profound/multiple difficulties. This would allow the significance of smaller gains (which represent a huge improvement for individual pupils) to be recognised.
- the move from the school screening test to the Hodder & Stoughton Progress Reading Test needs careful consideration for individual pupils and should not be decided on test score alone. Some pupils were found to need additional work on initial letter knowledge even though they scored 14 on the school test and could access the Hodder & Stoughton Progress Reading Test.
- the tests do not measure improvements in attitudes to the test, motivation or behaviour. Some pupils with challenging behaviour did not perform well on the test despite having made dramatic improvements in reading.
- the tests provided valuable information about the strengths in the teaching of reading and highlighted areas that needed further attention.

Learning from the experience of the previous year, pupils were placed in seven bands which were felt to take account of their rate of learning when the following targets were set for 2000/2001.

### Performance targets – Reading 2000/2001

<table>
<thead>
<tr>
<th>Group</th>
<th>Pupils</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong> (16 pupils)</td>
<td>50% will increase reading test score by 1</td>
<td></td>
</tr>
<tr>
<td><strong>Group 2</strong> (4 pupils)</td>
<td>75% will increase reading test score by 2</td>
<td></td>
</tr>
<tr>
<td><strong>Group 3</strong> (30 pupils)</td>
<td>66% will increase reading test score by 4</td>
<td></td>
</tr>
<tr>
<td><strong>Group 4</strong> (20 pupils)</td>
<td>75% will increase reading test score by 6</td>
<td></td>
</tr>
<tr>
<td><strong>Group 5</strong> (3 pupils)</td>
<td>66% will increase reading test score by 8</td>
<td></td>
</tr>
<tr>
<td><strong>Group 6</strong> (23 pupils)</td>
<td>70% will increase reading test score by 10</td>
<td></td>
</tr>
<tr>
<td><strong>Group 7</strong> (1 pupil)</td>
<td>100% will increase reading test score by 20</td>
<td></td>
</tr>
</tbody>
</table>

The results are recorded on a spreadsheet using coloured bands for different groups which gives a visual image of results.

Reading targets form part of each pupil’s Individual Educational Plan, but these are not directly related to the summative assessment, being very small and specific to individual needs.
Commentary
Target setting encourages the use of evidence to focus attention on areas for improvement and increase the rigour of strategies used. The collection and analysis of data for reading has set a pattern which can now be replicated in other areas (e.g. accreditation). This study shows that the principles of data collection and analysis for target-setting can be applied to special schools.

The school is developing target setting for pupils with more complex needs using the Equals Baseline Assessment. Testing starts at a level appropriate to each individual (using teacher assessment information) and this alleviates the need to go through earlier steps which may be de-motivating, particularly for older pupils.

The activities integrate well into teaching and are therefore felt to be manageable. Using the scheme at the end of each key stage keeps the feel-good factor as all pupils are seen to make progress. The results of this scheme are analysed nationally and although direct comparison with other schools cannot be made it allows benchmarking against schools nationally with a similar profile of pupils.

Whole school targets (measuring success) – a summary
• Process or provision targets outline pupils’ entitlement and the processes or actions necessary to achieve desired outcomes for pupils.
• Outcome targets should quantify improvements that occur as a result of the school development process.
• Targets should be set that recognise the importance of a wide range of educational outcomes (see also summary page 25)
Reporting targets and results

The National Assembly guidance Target-setting Guidance for Headteachers and Governing Bodies (page 10) sets out the targets to be set by all primary and secondary schools. These targets and the progress made towards them must be reported in each governing body’s annual report and also submitted to the LEA. Schools with Designated Special Classes or Units may display two sets of information – one representing the results of the whole school and the other including mainstream pupils only.

The Governor’s Annual Report should show pupils’ performance in statutory assessment, set alongside all-Wales comparative information. The results of teacher assessment as well as the results of statutory tasks and tests should be reported, making clear that both are equally valid. While National Curriculum tests provide a snapshot of performance in key parts of the programmes of study at the end of the key stage, teacher assessment takes into account the pupil’s performance across the key stage in a variety of contexts and in all parts of the programmes of study.

For pupils with SEN who may not access the tasks and tests, statutory assessment is by teacher assessment only. It is therefore imperative that the full value of this is recognised.

In many cases, the statutory targets will include all pupils (for example targets for attendance) but in terms of attainment/achievement, the statutory targets may not reflect the progress made by pupils with SEN. The NATED guidance states that additional targets may be set and examples of these are included in Table 3. For these targets, schools can decide the focus and number of targets as well as the cohort, timescales and methods of data collection.

For some pupils with SEN, different ways of expressing targets may be explored.

- Threshold targets (e.g. x per cent of pupils will attain Level 4 by the end of KS2) may leave a number of each cohort below the threshold line with little recognition for their progress or achievements.
- Average or reliability targets (e.g. all Year 6 pupils will attain at least Level 3/an average of Level 3 at the end of KS2) may be more inclusive and encourage a wider group of pupils who may be underachieving, not only those with special educational needs.

All targets should be reported in the Governor’s Annual Report, accompanied by a clear commentary highlighting the success of the school’s measures taken to raise standards. These targets should reflect the progress made by all pupils along the continuum of additional educational needs. This may require schools to use different assessment instruments to fully reflect the needs of different groups of pupils. Every opportunity should be taken to recognise and publicly celebrate the pupils’ successes in achieving the ambitious targets set, in turn acknowledging each school’s effectiveness.

ACCAC’s guidance Making Effective Use of Assessment Information – Reporting Key Stages 1–3 provides further information and examples of Governors’ Annual Reports.
CASE STUDY

Setting targets for attainment in core subjects in a primary school

Context
A 240-pupil junior school in North Wales. The school has five pupils with Statements of SEN and 59 pupils on the SEN register. Teachers work closely with the SENCO on IEPs and involve the educational psychologist at an early stage to maintain pupils on Stage 2 of the SEN Code.

Focus of target setting
The school has systematically recorded pupils’ attainments in the statutory tests and in reading, spelling and mathematics for a number of years. The results are seen as an indicator to promote professional dialogue and raise questions with a view to improving teaching/learning and pupil achievement. The data is used to look at a range of issues including the impact of teaching strategies, feedback to pupils, pupil groupings and time allocation. The school is well resourced and has a high level of expertise in ICT.

The target-setting process
The statutory test results for KS2 are recorded on an adapted EXCEL spreadsheet into which staff can quickly enter data. Average levels are used, which are felt to be more inclusive and take account of the results of all pupils.

The programme will produce graphs/charts using colour to highlight different aspects, for example pupils attaining under the expected range for the key stage. In this way, the data and use of ICT supports effective tracking of pupils with SEN, as well as reducing paperwork.

The NC data can be analysed by level/average and plotted against LEA/Wales results. Average scores for current/previous classes/year groups can be compared and looking at groups with a similar composition can help in predicting outcomes and setting more accurate targets.

Pupils also take standardised tests for reading and spelling every November and June, as well as being tested in mathematics every June. The overall average of all test scores is calculated for each year group and this is now used as a predictor for NC test results to 95 per cent confidence levels. This information can also be used to target pupils to achieve higher levels with appropriate action. For example, in a recent six-month pilot of THRASS (The Handwriting, Reading and Spelling System) pupils’ reading age increased by an average of 12.5 months and spelling age by an average of 14.5 months.

Teacher assessment is also highly valued and teachers note significant pupil achievements and additional, diagnostic information to inform their planning. This in turn informs reports to parents and summative judgements at the end of the key stage.
**Commentary**

With only 60 pupils per year group the sample is small and statistics need to be viewed with care. While they give a broad indication, pupils are individuals who progress at different rates.

This study shows, however, that the process of collecting and analysing data for whole school target setting and school improvement is valid for all schools and all pupils, including those with special educational needs.

The data collected also supports pupil transfer to KS3, providing information on rate of progress and feeding into the secondary target-setting process.

**The school context**

As part of the commentary in the Governors Annual Report, schools should explain their unique context. This will enable parents and others in the community not closely involved with the school to be aware of factors that affected pupil attainment and progress and influenced the school’s choice of wider targets. Such a commentary could include information on:

- the nature of pupils and their progress (related to school aims and values)
- the priority areas for pupils, reflected in the curriculum/provision and particular expertise offered by the school
- pupil groupings and variations in provision according to age/key stage
- the time scale for target-setting
- the need to use actual numbers rather than percentages when dealing with small numbers of pupils
- the difficulty created by comparisons with the norm for pupils with special educational needs
- the need to consider trends over three or four years to gain a more meaningful picture
- projected figures based on pupils’ prior attainment and progress over time
- the type and level of support needed by pupils to achieve outcomes to enable the effectiveness of different strategies to be analysed.

**The LEA context**

In best practice, there is a clear link between school targets and LEA targets and strategic plans. Best Value reviews provide evidence about the effectiveness of provision. This should enable LEAs to better target resources to meet the full spectrum of needs in English- and Welsh-medium schools.
Target setting in an LEA

Context
A South Wales LEA.

Focus of target setting
Reduction in the number of statements for pupils with special educational needs (SEN) was a key priority for the LEA. By 1997 the proportion of pupils under 16 with a statement had reduced from 4.8 per cent to 3.2 per cent. However the number of pupils diagnosed as dyslexic was rising significantly. The LEA was also subject to a series of SEN Tribunal cases relating to dyslexia and the local British Dyslexia Association (BDA), parents, SEN co-ordinators and headteachers were all signalling concern over the LEA policy and practice.

A Dyslexia Friendly Strategy was developed to turn this situation around. This was incorporated into the authority’s Education Strategic Plan (ESP), and included the development of:

- broad consultations on the planned strategy
- close partnership with parent groups and the BDA
- a professional development programme for teachers
- a stakeholder forum
- the ownership of LEA officers, headteachers and SEN co-ordinators
- adjustments to the arrangements for funding pupils with dyslexia
- improvements to the LEA support service provision
- A Good Practice Guide on Dyslexia Friendly Education
- monitoring and evaluation procedures.

The target-setting process
An audit was carried out to analyse the problem and to plan an effective strategy. Data was gathered in respect to:

- teachers with an approved dyslexia qualification
- Stage 4 assessments related to dyslexia
- new statements issued for pupils with dyslexia
- Stage 3 waiting list for specialist teacher input related to dyslexia.

The objectives of the strategy were to seek significant and measurable improvements in relation to the above indicators. Overall though, the key objectives were to improve the quality of education for children and young people with dyslexia and to improve the confidence of all stakeholders in the LEA’s provision.

The only target that was formally established was to train a teacher from every school within the LEA on an accredited and BDA-approved course by 2002. This target was disseminated widely and included within the Education Strategic Plan. In the future it is the intention to formulate targets in relation to a much wider range of measurable outcomes such as those identified in the list above.
**Commentary**

The overall outcomes of the *Dyslexia Friendly Strategy* have been extremely positive. Parents, the BDA, headteachers and SEN co-ordinators report positively on the improvements made and their views reflect increased confidence. The success of the strategy has also been recognised nationally by the BDA and the DFEE who have identified the LEA’s work as a model of good practice (see reference in Appendix 1).

The local Special Needs Action Programme (SNAP) group, which provides advocacy and support for parents of children with SEN, reports a high level of parental satisfaction. Parental complaints are massively reduced.

The local British Dyslexia Association group operates a helpline for parents in South West Wales. They report a complete turnaround with regard to parental complaints in the LEA area. When parents have a concern, they are now able to talk to their SENCO within the school and this almost always leads to satisfaction.

Headteachers and SENCOs are positive about improvements that have been made. The training course has made an impact, not only in teaching children with dyslexia but it has also made a significant contribution to improving the teaching of literacy.

Trained teachers are becoming confident in identifying children with dyslexia much earlier. An interesting feature has been the increasing number of pupils with dyslexia identified in poor socio-economic areas. Generally, identification is now led by teachers rather than by parents.

There is evidence of increased confidence and levels of collaboration between teachers in the LEA. Teachers from primary and secondary schools are working together on projects, which will hopefully raise standards of provision across the curriculum and generate materials for dissemination to a wider group (e.g. early intervention guidelines).

The specific outcomes related to the data that has been gathered and monitored is listed in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>1996/7</th>
<th>1997/8</th>
<th>1998/9</th>
<th>1999/00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with an approved dyslexia qualification</td>
<td>8</td>
<td>21</td>
<td>47</td>
<td>60</td>
</tr>
<tr>
<td>Stage 4 assessment related to dyslexia</td>
<td>61</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>New statements issued for pupils with dyslexia</td>
<td>40</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Stage 3 waiting list for specialist teacher support for dyslexia</td>
<td>125</td>
<td>168</td>
<td>86</td>
<td>29</td>
</tr>
</tbody>
</table>
Supporting pupils with emotional and behavioural difficulties: nurture groups

CASE STUDY

Target setting in an LEA

Context
A South Wales LEA is developing a programme of nurture groups for children of primary school age (but with provision for early years children) with emotional and behavioural difficulties.

Focus of target setting
The LEA ESP includes targets to reduce:

- the number of pupils requiring a Statement of SEN for emotional/behavioural difficulties
- the number of exclusions.

The use of nurture groups as a preventative measure to support these targets is being piloted in the authority.

The target-setting process
The nurture groups are classroom based within an infant or primary school, with a home-like area and an area set aside for formal learning. The home area is furnished with soft seating and a carpet. A nurture group comprises of no more than 10 children at any one time. Children will normally attend for a period of no more than four terms, after which the aim is to fully reintegrate them into a mainstream school setting. Children remain on the register of their mainstream class, join their classes for appropriate activities and spend lunchtime and play times with other children in the school. Integration is arranged on an individual basis when appropriate.

The aims of the groups are to help children learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence in a secure and reliable small-class setting provided by two staff members (a full-time teacher and a NNEB).

Admission to a nurture group is decided by a nurture planning group and may involve an assessment by an educational psychologist. Admission is determined solely on emotional and behavioural grounds, not on academic ability. Children have full access to the National Curriculum during their stay in the group. After a settling-in period of around one to two weeks each child’s needs are profiled and short-term behavioural targets are set (for instance, the ability to sit in one place for a specified period of time or to carry a tray of food at lunch break).

Behavioural profiling and target setting is often a discrete exercise but is part of the individual education/planning/target-setting process for any other special educational needs that a child may have.

Each child is monitored and reviewed on an ongoing basis and consultations with the educational psychologist and other professionals involved are arranged as appropriate. Formal reviews with parents take place on a termly basis and targets are adjusted as necessary.

A key role of the nurture group teacher is to provide a carefully planned day where there is a balance of learning, affection and structure within a home-like atmosphere. Daily, weekly and fortnightly records of children’s work and progress are kept and inform planning and decisions about increased integration.
Commentary
The LEA are currently evaluating the project by comparing the attainment of the nurture groups with a control group of children with similar needs/abilities in mainstream provision. Attendance and numbers of exclusions in the two groups will also be examined. After four terms in the nurture group, the children’s progress will be carefully followed when they return to mainstream. Although the evaluation has not yet been completed, ongoing monitoring suggests that improved behaviour has an impact on academic performance and less pupils are being excluded.

Finally, this example of strategic planning shows how LEAs can identify needs and support schools to develop provision in response to these needs. The link between school and LEA targets is clear. If successful, this early intervention is also likely to mean that less resources will be required in the longer term.

Reporting targets and results – a summary
• Targets must be reported in the Governors’ Annual Report and may be accompanied by a commentary to explain the school’s unique context.
• Targets should be set that reflect the achievement and progress of all groups of pupils.
• In best practice, there will be a clear link between school and LEA targets.
Conclusion

Target setting is an effective school improvement strategy which can be used by all schools to provide an impetus for development. For pupils with special educational needs, it may be necessary to adapt the National Indicators and use additional performance indicators that fully reflect the school’s aims and priorities.

In this guidance we have discussed:

- the process of target setting, as outlined in the National Assembly guidance
- the principles of target setting – that by self-evaluation and development, school improvement will impact on individual pupils in the classroom
- that in best practice, target setting informs but does not drive teaching
- the need for schools to select appropriate materials for formative and summative assessment to gather data and measure individual and school performance
- the need for schools to adapt materials/approaches to suit the needs of their pupils
- the relationship between individual and whole school targets
- definitions of progress and wider indicators for pupils with more complex needs
- the need for a broad range of targets to ensure all learners are included in the process
- the importance of involving pupils in the individual and whole school target-setting process
- different types of whole school targets – process/provision targets and quantifiable outcome targets
- the reporting of targets and results and the importance of explaining the school context.

Through the case studies we have shared the developing practice of a range of special and mainstream schools to emphasise the need for a range of approaches suited to the context of the school and the needs of its pupils.
Appendix 1 – Useful references

Index for Inclusion – developing learning and participation in schools, T Booth, M Ainscow, K Black-Hawkins, M Vaughan, L Shaw, CSIE, 2000
Centre For Educational Needs, University of Manchester, Centre For Educational Research, Christ Church University College, Canterbury


Self-assessment for pupils with learning difficulties, B Lee, NFER, 1999

ACCAC publications

Practical Suggestions for Assessing Pupils Working Towards Level 1, 1999
Making Effective Use of Assessment Information – Key Stages 1–3, 1999
Making Effective Use of Assessment Information – Recording Key Stages 1–3, 2000
Making Effective Use of Assessment Information – Reporting Key Stages 1–3, 2000
Consistency in Teacher Assessment: Guidance for Schools, ACAC, 1995
Optional Tests and Tasks in non-core subjects at Key Stage 3, 1997
Optional Assessment Material for English Key Stage 2, 1999, English Key Stage 3, 2000, Welsh Second Language Key Stage 3, 2000 and science Key Stages 1 and 3, 2000. Optional Assessment Materials in Welsh and mathematics at Key Stages 2 and 3, science at Key Stage 2 and in other non-core subjects at Key Stage 2 to be published in 2001

(Available from ACCAC Publications, P.O. Box 2129, Erdington, Birmingham B24 0RD
Tel: 07071 223647 Fax: 0121 3776522)

National Assembly for Wales publications

The BEST for Special Education, 1997 (no longer available)
Shaping the Future for Special Education, 1999
Target Setting – Guidance for Headteachers and Governing Bodies, 2000

(Available from National Assembly Training and Education Department, Schools Performance Division 3, Cathays Park, Cardiff CF10 3NQ Tel: 029 2082 6010 Fax: 029 2082 6016)

Estyn publications

Standards and Quality in Primary Schools: Setting Targets for Improvement, OHMCI, 1998
Standards and Quality in Primary Schools: Improving Primary Schools, OHMCI, 1998
Standards and Quality in Primary Schools: School Development Plans, OHMCI, 1998
Success in Secondary School, OHMCI, 1998
Improving Standards and Quality in Secondary Schools, OHMCI, 1998
Standards and Quality in Secondary Schools: Tackling Low Performance, OHMCI, 1999
Primary and Secondary School Partnership: Improving Learning and Performance, OHMCI, 1999
Standards and Quality in Special Schools: Implementation of the National Curriculum, 1999

(Available from ESTYN, Anchor Court, Keen Road, Cardiff CF24 5JW
Tel: 029 2044 6446 Fax: 029 2044 6448)
Appendix 1 – Useful references

**Department of Education and Employment publications**

*Supporting the Target Setting Process – Guidance for effective target-setting for pupils with special educational needs*, DfEE with QCA, 2001

(This publication includes P levels for whole school target setting)

*Achieving Dyslexia Friendly Schools* (DfEE funded resource pack produced by British Dyslexia Association)

**Qualification and Curriculum Authority publications**

*Planning, Teaching and Assessing the Curriculum for pupils with learning difficulties*, 2001

General guidelines and booklets for all NC subjects, cross-curricular skills, PSHE & Citizenship and RE. Booklets include P levels for summative assessment of pupils working towards Level 1.

**Scottish Office Education and Industry Department**

*How good is our school? Self-evaluation using performance indicators*

(Available from The Stationery Office bookshops)

**Assessment materials**

*Pre-verbal Communication Schedule*, C Kiernan, B Reid, NFER-Nelson, 1987


*Profiles of Development*, Avec Designs (Bristol), Webster & Webster, 1995

*Supporting the Target Setting Process*, DfEE/QCA, 1998

*Performance Indicators for Value Added Target Setting (Including Pupils with Special Educational Needs)*, Lancashire County Council, 1999

*In Step – National Curriculum Indicators for Pupils with Special Needs*, ESIS, 1999

(Available from Education Support and Inspection Service, Trefforest Industrial Estate, Pontypridd CF37 5YL)

*Childhood Autism Rating Scale* (CARS), E Schopler, R Reichler, B Renner

(Available from 12031 Wilshire Boulevard, LA, California 90025, USA)

*Psychoeducational Profile – Revised (PEP-R)*, E Schopler, R Reichler, A Bashford, M Lansing, L Marcus

(Available from PRO-ED, 8700 Shoal Creek Blvd, Austin, Texas 78758, USA)

*Equals Baseline Assessment* 1998

(Available from Equals, PO Box 107, North Shields, Tyne & Wear NE30 2YG)*

*B Squared – Small Steps Summative Assessment*, B Byron,

(Available from 24 Millview Gardens, Shirley, Croydon CR0 5HW)

Please note – Inclusion in the preceding lists is not indicative of an endorsement by ACCAC.

* This scheme is not accredited by ACCAC for Statutory Baseline assessment in Wales but is used by schools to assess pupils of all ages who have complex needs.
Appendix 2 – Glossary of acronyms and abbreviations

ASD – Autistic Spectrum Disorder
   (for more information see http://www.oneworld.org/autism_uk/)
BDA – British Dyslexia Association
   (for more information see http://www.bda-dyslexia.org.uk )
CA – chronological age
CAT – Cognitive Ability Test. For further information contact NFER, The Mere, Upton Park, Slough, SL1 2DQ
CRIS – Change Reinforce Improve Sustain. A model for school self-evaluation based on the Scottish Office Education and Industry Department model. For further information contact ESIS, Education Support and Inspection Service, Trefforest Industrial Estate, Pontypridd CF37 5YL.
EBD – Emotional and Behavioural Difficulties
ESP – Education Strategic Plan written by each LEA in Wales.
IBP – Individual Behaviour Plan
IEP – Individual Educational Plan
NEAB – Northern Examination and Assessment Board, now part of AQA (the Assessment and Qualifications Alliance), who administer the unit credit scheme.
P levels – Performance criteria developed in England by DfEE/QCA for summative assessment of pupils working towards Level 1.
PMLD – Profound and Multiple Learning Difficulties
PSE – Personal and Social Education. A framework for PSE was produced as part of Wales Curriculum Review 2000.
RA – reading age
RSA – Royal Society of Arts, who administer a range of qualifications.
SA – spelling age
SDP – School Development Plan
SENCO – Special Educational Needs Co-ordinator
SWOT – Strengths, Weaknesses, Opportunities, Threats – a model used to analyse/evaluate institutions/situations
THRASS – The Handwriting, Reading and Spelling System. For further information contact: THRASS, Unit 1–3, Tarvin Sands, Chester CH3 8SF
YELLIS – An information management system used by secondary schools. For further information contact: Curriculum, Evaluation & Management Centre, School of Education, University of Durham, DH1 1TA
Appendix 3 – Acknowledgments

Working group
Elizabeth Bowler, Corpus Christi High School, Cardiff
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Ysgol Crug Glas, Swansea
Ysgol Frongoch, Denbigh
Ysgol Gyfun Gymraeg Plasmawr, Caerdydd
Ysgol Maes-y-Dderwen, Powys
Ysgol Pendalar, Caernarfon, Gwynedd
Ysgol y Bryn, Shotton, Flintshire