

Effective Target Setting for ITE Trainees

Central to our trainees' progress and success is their achievement of developmental targets. It is important that targets specifically address improving the quality of the trainees' teaching and pupils' learning over time.

Targets should:

- ❖ include a clear statement of what the trainee needs to focus on to improve and make progress (related and referenced to the teachers' standards – or sub-headings thereof);
- ❖ use language which aligns with the common assessment framework (primary) or the assessment matrix (secondary) for the grade at which the trainee is working;
- ❖ be subject specific where appropriate;
- ❖ state what actions the trainee needs to take to improve and make progress;
- ❖ state what support/resources* are required to help them achieve the target;
- ❖ state where that support/resources* can be found;
- ❖ include clear success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour etc. and the quality of the trainees' teaching - what will be demonstrated and how when the target is achieved;
- ❖ set out a realistic and workable time-frame in which the target can be achieved
- ❖ state how and when the target will be reviewed (usually next weekly review meeting).

*Resources required to support the trainee may be time allocated for development opportunities, teacher modelling, focused observations, targeted support from lead practitioners, paper or web-based training materials etc



Targets must be **SMART**

SPECIFIC – be clear about what you want the trainee to achieve and why eg. Impact on pupil progress and learning over time, subject knowledge development etc (linked to the relevant teachers' standards).

MEASUREABLE - Clear criteria for success. What is the end product, impact? i.e. How will the performance be judged against the target? Consider what evidence there could be that would indicate success – modelled so that the trainee can understand how to achieve the target and provide evidence of the fact.

ACHIEVABLE - Can the target really be achieved in the time/resources available? i.e. What opportunities are available? Appropriate levels of challenge set.

REALISTIC - In number, complexity, stage of development and purpose. i.e. Does the target link to the phase of training and the standards that are currently being working towards? Have the targets been discussed with school tutors? Good targets should challenge and stretch.

TIME - How long will it take, short, medium and long term/date specific. i.e. in the next lesson with group ...or by the end of the unit week?

REVIEWED - What impact has the target had on performance, pupils, practice, policy? i.e. will the evidence be found in lesson plans, evaluations, pupil’s books? Discuss targets at weekly meetings and record on the proformas. Is there a need to have a follow up or new targets set? i.e. ensure that targets are reflected upon and feedback into practice. If a target is not met ask why that might be. Review at weekly meetings, interim or end of placement, target setting tutorials.

Long, medium and short term targets

It is recognised that some targets are more difficult to achieve and require a longer time-scale, even over a whole placement. Longer term targets should be broken down into smaller steps and reviewed regularly to set the next steps. The example below sets out the first couple of steps in ensuring that the trainee makes progress in making accurate and productive use of assessment (TS6). The text in red provides a focus for discussion at the review meeting.

Targets	Links to standards	Actions to be taken	Target date for Achievement	Review of Target and Comment on progress
<u>Long Term</u> Make accurate and productive use of assessment	TS6		By end of placement	
<u>Short term</u> Extend range of assessment strategies which encourage children	TS6 (b)	<ul style="list-style-type: none"> Read Chapter X of Clarke and discuss implications with mentor. Observe Mrs Y teaching and answer the following questions– what does she ask pupils to do to evaluate their work? How do the 	By Wed Thursday (next mentor meeting)	

to evaluate and improve their work		<p>pupils respond? Do the pupils know now how to improve their work? Did this strategy help to improve pupil progress? How could I adapt this strategy for my class?</p> <ul style="list-style-type: none"> • Include this 'new' assessment strategy in your next lesson (mentor carries out a focused observation and feedback) 	Monday	
<p><u>Short Term</u> Review how written feedback should look to encourage pupils to respond and improve their work</p>	TS6 (d)	<ul style="list-style-type: none"> • Review a sample of pupils' books from Mr Z's class – identify good practice in terms of written feedback – what strategies does he use to encourage pupils to respond and improve their work? What impact did this have on pupils' progress? • Try to model this good practice when marking class JY's books – how did the pupils respond? What impact did it have on their progress? Bring a sample of their marked books to the review meeting and be ready to discuss the impact you have had on their progress. 	Tuesday Thursday	

As the trainees' targets are so central to their success it is important that university tutors quality assure these targets during end of placement tutorials and refer any issues to the relevant PPTs (primary only).

For secondary trainees, the quality assurance of their targets is carried out by the university tutors.

There follows some examples of different approaches to target setting which adhere to the guidance.

DEVELOPMENT TARGETS RUNNING RECORD (Standards 3 and 4)

Targets	Links to Standards	Actions to be taken	Target Date For Achievement	Review Of Target & Comment On Progress	Signature of Trainee, PT, AT or PPL
S3: Demonstrate good subject and curriculum knowledge	TS3		By end of placement		
e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	TS3e	<ul style="list-style-type: none"> • Observe 2 calculation lessons in maths -using the observation of a teacher pro forma. How are the children developing fluency and reasoning in mathematics? What questions does the teacher ask the children? How does the teacher involve children to reinforce messages? What differentiated tasks were available? • Identify and analyse a mathematical misconception- Draw from your module information on Blackboard. Find 2 ways in which you could re teach this misconception to a group? What resources would you use? <p>Show these two methods in your weekly plans. Focus on careful use of key vocabulary & assessment questions.</p> <p>Once taught think about which worked best / promoted quickest progress for children's understanding- use the reflective log guide in TPP documentation</p> <p>You may also consider:</p> <ul style="list-style-type: none"> • Talking to the mathematics coordinator about their role as a specialist in school. Ask them how they select resources to match activities. How do they utilise ICT to enhance a session for children? 	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p>	<p><i>It was clear in your weekly review sheet that you had looked at the maths sessions that I taught this week- You commented on Jamie's progress and clearly drew out the three assessment questions that I checked with him each lesson.</i></p> <p><i>I looked at the example of Parallel and perpendicular lines. I realise that one of the best ways to get this concept across for children was to get out the 2D shapes so they could actually feel and test rather than just looking at them on the worksheet.</i></p> <p><i>Not done yet-- take into next week.</i></p>	

S4:Plan and Teach well-structured Lessons	TS4		End of Placement phase	
b) Promote a love of learning and children's intellectual curiosity.	TS4b	<p>Have a look at http://www.ttrb3.org.uk/key-stage-2-science-engaging-girls-with-practical-science/</p> <p>And read the reviewers concerns... What does this raise for you? How might you alter your teaching as a result?</p> <p>Talk to your 3 profile children: Ask them what helps them learn best...</p> <p>Use knowledge of profile children to plan a task that links to personal knowledge of child</p> <p>At the end of the week ask all children to evaluate their week (with a focus on your teaching) using De Bono's thinking hats...</p> <p>Use Just 3 hats: Yellow (positive), Black (challenges) and Green (creativity). Ask them what was the best bit about your teaching that week. Which bits of your teaching did the children find hardest to concentrate on. How might the children teach the XXX lesson that you covered this week?</p>	Week 2	<p><i>You used part of your non-contact time this week to meet your group of profile children. We had preplanned several questions together to ask them. What did they tell you?</i></p> <p><i>It was clear that you have started to adapt your planning to focus on key children and ask them questions or adapt questions to grab their attention based on their personal interest!</i></p>
	TS4b	<p>Plan in questions when introducing a session this week: What do you already know?; What would you like to find out?; Where can we learn about ...?</p> <p>Embed the use of talk partners within lessons: Plan and deliver time for the use of talk partners.</p> <p>Encourage the use of powerful or critical questions from children- Stop to help children make their questions more powerful- use http://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf</p> <p>As a basis for thinking about powerful questions.</p> <p>Reward children who power up their questions!</p>	Week 3	<p><i>You clearly used a range of elicitation questions this week- I have noted this in your lesson observation form. How will you now feed this into planning for the next few lessons?</i></p> <p><i>I used talk partners a lot this week in literacy sessions. I found it most useful as part of mini plenaries- It helped to focus the children on the best bits of each other's work and inspired them to try something new.</i></p> <p><i>I'm still reading the critical questions piece- I have arranged to meet with the other Y4 teacher who is a lead on critical questioning in the school. I want to see how they encourage children to use these sorts of questions</i></p>

	TS4b	<p>Provide children with a range of resources to choose from to support their learning e.g ipads, information books, factsheets or in maths perhaps counters, number squares, number lines. Give them ownership.</p> <p>pitch activities at different levels and provide the children with opportunities to choose their own activity and level at which they learn.</p> <p>Provide some flexibility in how pupils present their learning e.g. A poster, a poem, a diagram guided by succinct success criteria- encourage the children to take responsibility for their learning.</p> <p>Ask them to set themselves a mini goal for the week/topic and then judge whether they have achieved it.</p>	Week 4		
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DEVELOPMENT TARGETS RUNNING RECORD (Standards 2 and 7)

Name of Trainee:

Placement: B/D/E:



Targets	Links to Standards	Actions to be taken	Target Date For Achievement	Review Of Target & Comment On Progress	Signature of Trainee, PT, AT or PPL and Date
Week 1 Establish a framework for discipline, deploying strategies, including the use of praise, sanctions and rewards.	S7b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly	Observe class teacher throughout one day for range of behaviour management techniques (make field notes) Refer back to RAC Behaviour seminar notes Discuss (with CT/AT) strategies observed or that might work for me now with the whole class – make a list of 8 Identify from list 4 approaches to use in the management of behaviour as the focus for peer observation – evaluate plan and observation Identify any children who may not respond positively to strategies or need adjusted/additional support - record initials on planning	Nov 5th	<i>Surprised at the number of different approaches the teacher used - gave me lots of ideas. Of the 4 strategies 'countdown' and 'describing desirable learning behaviours' had most effect. I think this is because they provide positive reminders. They didn't respond positively to the 'clap and respond' but I think this may have been because they have used it a lot before. Need to work on clarifying my expectations so they know what to do when I have their attention!</i>	<i>Student</i>
					<i>Mentor</i>
Week 1 Identify and communicate the progress made by pupils	S2c) Guide pupils to reflect on the progress they have made and their emerging needs.	Read and annotate Tracking Pupil Progress and Pupil Profile sections of SPAR Select and copy samples of work that demonstrate progression in maths for two children from the group – annotate copies to identify how they show progression	Nov 5th	<i>Helped to clarify what we are doing for recording progress. A lot of information to take in in one go - need to re-read and make a to-do list from TPP. Work samples were interesting - Child A had lots of evidence of progress but Child B didn't have as much evidence in their written work although they seemed to have made as much progress.</i>	<i>Student</i>
					<i>Mentor</i>

Week 2 Demonstrate high expectations of behaviour	S7b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly	<p>At the outset of each lesson remind children of the positive behaviours that I have seen from them previously and behaviours that I expect.</p> <p>Clarify expectations by describing positive behaviours observed and expected as the lesson progresses (don't wait for problems – pre-empt). Use this as a focus for a peer/teacher observation.</p> <p>Write a group contract with my group that identifies 8 key expectations for behaviour (use positive language) Review contract and assess/evaluate with children in plenary – annotate with what they did that was positive.</p>	Nov 14th	<p><i>The children responded really well and it made my expectations much clearer. It is really easy to slip back into telling children what I don't want them to do. It became easier to remember as the lesson progressed. I think practice will continue to improve this!</i></p> <p><i>Group contract was great - used it in two lessons and added to the annotations. Very clear way of sharing/establishing expectations. It gave a reminder that they could keep in front of them - a resource like a working wall.</i></p>	Student
					Mentor
Week 2 Identify and communicate the progress made by pupils	S2c) Guide pupils to reflect on the progress they have made and their emerging needs	<p>Re-read TTP and make a to-do list for clarity.</p> <p>Complete Pupil Progress Review for children in my focus maths group</p> <p>Provide a tickled pink feedback comment (be very specific and try to link to learning outcome) for each child on a post it reflecting on their progress during one week.</p>	Nov 14th	<p><i>The pupil progress review helped me to consider all of the different types of evidence that I have for progress.</i></p> <p><i>The children loved the pink post-its - and the teacher thought the use of pink and green post-its could be developed further for feedback.</i></p>	Student
					Mentor

An Example from Early Years

Targets	Links to Standards	Actions to be taken	Target date for Achievement	Review Of Target & Comment On Progress	Signature of Trainee, PT, AT or PPL
Week 1 Demonstrate a developing knowledge and understanding of the setting's policies and practices through planning and teaching	7.2 Establish and sustain a safe environment and employ practices that promote children's safety <u>Links to other Standards</u> 3.1 – child devel 4.1 & 4.2 planning 4.5 – reflect on effectiveness 8.3 cooperative working	<ul style="list-style-type: none"> Complete the daily review/risk assessment for continuous provision, indoors and out; complete the setting's record keeping of this and take a copy for your SPAR All adult-led activity planning identifies relevant hazards and how risks will be avoided. Annotations to plans evaluate outcomes - plans added to SPAR. All retrospective planning captures ongoing support for children through risk assessment and appropriate actions (in line with the setting's policies) – plans added to SPAR Audit an area of continuous provision (e.g. provision for 'rolling' self-service snack) for food hygiene and personal hygiene. Share findings with mentor/room leader. Make a plan to adjust practice to comply with policy. 	Nov 5 th	<i>Copies of the proforma for daily reviews are in the SPAR. Made room leader aware of the missing bolt from sand tray frame – ducktape makes it secure for now; lid for outdoor sand tray – now have a reminder on door to outdoor space and new sand ordered. 3 adult-led activities and two retrospective plans are in SPAR. This week's focus plan for review covers baking activity. Need to consider how the addition of resources such as extra bowls, spoons, oven gloves etc enables children to take part and avoid queuing (and spilling!). Completed RA for use of oven, countersigned by colleague. Copy for setting's records and in SPAR. Really nice example of encouraging personal hygiene and reducing cross infection with nose-blowing strategy – a good timely and effective intervention for health promotion. Good. Share audit of rolling snack in room meeting. Already have ideas for plan, but need to share with team</i>	<i>Student</i>
			Start Nov 5 th		<i>Mentor</i>
Week 2 Demonstrate a developing/thorough knowledge and understanding of the setting's policies and practices through planning and teaching with timely interventions to maintain a safe environment	7.2 Establish and sustain a safe environment and employ practices that promote children's safety <u>Links to other Standards</u> 2.6 group learning 3.1 – child devel 4.1 & 4.2 planning 4.5 – reflect on effectiveness 8.3 cooperative working	<ul style="list-style-type: none"> Audit an area of continuous provision (e.g. provision for 'rolling' self-service snack) for food hygiene and personal hygiene. Share findings with mentor/room leader. Make a plan to adjust practice to comply with policy. Use petty cash and ensure tissues & wipes to hand whilst colds and runny noses are so prevalent; use Sizzle puppet – children teach Sizzle how to blow nose, where to put tissues etc (add to planning section of SPAR, obs to child profile as appropriate) Confirm new sand is in place, notice on door. Share outdoor sand problem with children and ask how this can be resolved. Collate responses and any wider issues with outdoor space in floor book. Share with other key groups add to planning section of SPAR, obs to child profile as appropriate) Maintain attention to H&S throughout planning as per last week – annotations paying attention to timely interventions over the sessions indoor/out Take turn daily reviews with colleagues – at least two per week stored in SPAR 	12 th Nov On-going On-going		

DEVELOPMENT TARGETS RUNNING RECORD (Standards 1 and 8)



Targets	Links to Standards	Actions to be taken	Target Date For Achievement	Review Of Target & Comment On Progress
Week 1 Set goals that stretch and challenge the most able pupils	S1b) Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. (Link to standard 5)	<ul style="list-style-type: none"> For every taught activity, identify goals to stretch the more able on your planning and share the Learning Objectives and Success Criteria with them. Make a list of differentiation strategies used to engage the more able in lessons you have observed. Choose two strategies used in an activity you teach and evaluate them. Where they successful? Did they enable the more able children to make progress? 	Nov 5th	<p><i>Remembered to share the LO and SC in all but one activity. Put at top of children's worksheets & on IWB. Amazed by number of ways to differentiate my teacher uses! Tried using different resources and a range of questions to stretch the more able It made the session run more smoothly.</i></p> <p><i>Taught activities were much clearer to children. Good variety of resourcing enabled G and T. Child A to make better than expected progress.</i></p>
Week 1 Brief support staff effectively so that they can facilitate pupil learning and have a positive impact on pupil learning.	S8c) Deploy support staff effectively	<ul style="list-style-type: none"> Observe and note the range of activities support staff carry out during lesson time. Discuss your observations with your teacher and how they communicate their requirements to support staff to ensure they carry out their role effectively. Find time to talk about the role with your support staff and make notes about what they need to know for reference at a later date 	Nov 5th	<p><i>Really useful to concentrate on TA role in a lesson. They are very busy people! I managed to meet our TA at playtime to chat about her role. This was really helpful and I think we can work together well.</i></p> <p><i>This task will certainly help you to work with our TA effectively. Remember to plan her in for next week.</i></p>
Week 2 Set goals that stretch and challenge the most able pupils	S1b) Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. (Link to standard 5)	<ul style="list-style-type: none"> Liaise with class teacher and SENDCo to collect relevant data on the class. Plan and teach an activity taking this data into account, annotate the lesson plan with a specific focus on challenges set Complete a tracking sheet for a group and use it to evaluate differentiation strategies used for G and T learners. 	Nov 14th	<p><i>Met with SENDCo then shared what I learnt with my teacher. Annotations on my plans show activities were more relevant to individual needs. Went better as I knew more about the children's abilities.</i></p> <p><i>Your tracking sheet shows the difference it has made to progress knowing more about children's starting points.</i></p>
Week 2 Brief support staff effectively so that they can facilitate pupil learning and have a positive impact on pupil	S8c) Deploy support staff effectively	<ul style="list-style-type: none"> In one of your lessons, plan for the effective use of a TA. Share the plan with your TA in advance of the lesson, provide a copy highlighting the relevant tasks. Ask the TA to record one progress statement for each child they work with on a provided record sheet. 	Nov 14th	<p><i>.Maths lesson - planned TA in. Spoke to her last night. Gave her a copy of the plan but had forgotten to highlight her tasks. Using a record sheet was very helpful to note achievements.</i></p> <p><i>Positive feedback from TA. Now use the statements</i></p>

Targets	Links to Standards	Actions to be taken	Target Date For Achievement	Review Of Target & Comment On Progress
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<p>Employ some differentiation strategies to attempt to address the learning needs of pupils and thus remove some barriers to learning</p>	<p>S5a) Know how to differentiate appropriately using approaches which enable pupils to be taught effectively</p>	<p><u>Week 1</u></p> <p>Research differentiation strategies.</p> <p>This could include differentiation by: task, outcome, time, resource, support, grouping, pace, collaborative learning, small mixed ability groups eg HA/LA ,peer modelling.</p> <p>Discuss with mentor/CT appropriateness and effectiveness of strategies. Refer to and use appropriate data (from school tracking system for example). Refer to and use assessment information. Refer to and use other relevant information eg IEP's.</p> <p>Demonstrate at the planning stage the differentiation strategies to be used.</p> <p>Which strategies will be used? Why these strategies have been selected (including barriers to learning)? How these will have an impact on pupil progress – groups and individuals? How you will evaluate the effectiveness of the strategies used?</p>	<p>Wednesday</p>	<p><i>X has researched all the strategies suggested and decided to try to produce worksheets for the three different groups of students identified using the data. Good lesson plan detailing the use of these resources - particularly like the help sheet for the less able learners. I advised him that he should allow more time in his plan to give feedback on the worksheets to the pupils. X will trial his worksheets with class 6 and evaluate their impact on pupil progress. Will feedback at the next meeting.</i></p>

<p>Use group and whole class assessment sheets to secure pupil progress including those with special educational needs/and or disabilities.</p>	<p>6b) Make use of formative assessment to secure pupil progress</p>	<p><u>Week 1</u></p> <p><u>Before observing class 4</u></p> <p>Discuss with class 4 teacher how group and whole class assessment sheets are used to support pupil progress</p> <p>Discuss use of the schools monitoring (tracking), assessment and recording policy.</p> <p><u>Observe class 4 lesson</u></p> <p>During the lesson:</p> <p>Give examples of how pupils were formatively assessed. Give examples of how you know progression has been secured for individual/ groups of children taught</p> <p>Observe the ways in which pupils were made aware of assessment outcomes (e.g. marking)</p> <p>Observe the way(s) in which pupils were involved in discussing their own progress and future targets</p> <p>Observe how assessment outcomes are shared with pupils so that they can reflect on their own learning and set appropriate targets.</p> <p><u>After the lesson</u></p>	<p>Thursday</p> <p>Friday</p>	
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		Discuss with the class 4 teacher how assessment data, when collected. will explicitly inform 'next steps' and planning		
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Example targets for students set prior to placement for Standard 2

S2c) Guide pupils to reflect on the progress they have made and their emerging needs.

Able to identify and communicate the progress made by pupils.

- Observe class teacher throughout one day for range of behaviour management techniques (make field notes)
- Refer back to RAC Behaviour seminar notes
- Discuss (with CT/AT) strategies observed or that might work for me now with the whole class – make a list of 8
- Identify from list 4 approaches to use in the management of behaviour as the focus for peer observation – evaluate plan and observation
- Identify any children who may not respond positively to strategies or need adjusted/additional support - record initials on planning

Example targets for students meeting the expectations for QTS at a High level (1) in Standard 2 (Week 3 of E placement).

- Identify the personal progress and learning needs of each pupil.
- Complete Pupil Progress Review and analysis – discuss with class teacher and identify strategies to support individuals and groups of pupils in making progress (Red and Amber).
- Observe children from 'Green' group – focus on how I support them in sustaining this rate of progression
- Make sure that pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.
- Review slides from differentiation and assessment seminar – plan differentiated informational feedback linked to success criteria for children's writing next week.

- Make a list of open questions to ask children during lessons that focus on progression (focus for peer observation)
- Use talk partners to focus children using success criteria - each write their own pink and green comments linked to success criteria.
- Refer back to the LO and SC and children to identify their progress as a focus for plenary (dice 6 questions activity from maths observation)
- Read and annotate Tracking Pupil Progress and Pupil Profile sections of SPAR
- Select and copy samples of work that demonstrate progression in maths for two children from the group – annotate copies to identify how they show progression.