

## **Pupil Target-Setting**

As I mentioned at Morning Briefing yesterday, I think that progress in embedding PLJs outstrips progress made in pupil target-setting. I wish to offer some ideas, for what they are worth, on a common approach to this problem.

## **SMART TARGETS**

Just as we have **SMART** targets for professional purposes, pupils should be encouraged to express their targets in this way. **S**(specific); **M**(measurable);**A** (achievable); **R** (relevant to personal and school life and activities); **T** (time-bound).

Educational research suggests that targets pupils set for themselves tend to be the most productive.

**Pupils should be asked to;**

- **focus on their strengths & weaknesses;**
- **set themselves clear deadlines for reaching their target;**
- **make a realistic plan of action;**
- **ask themselves ‘Am I doing as well as I could?’**
- **give priority to these targets.**

Vaguely expressed targets such as ‘get more good comments’ ; ‘improve punctuality and attendance’; ‘bring all equipment for school’ must be eschewed.

Alternatives might be; ‘To improve classroom behaviour (specific) by getting 6 good comments (measurable, achievable & relevant) before 28/2/2011 (timebound).

‘To improve attendance(specific) by raising my attendance percentage from 93.4% to 95.2% (measurable) by missing no days at school(achievable) from now to the 28<sup>th</sup> February 2011.’ (Relevant & Time-bound)

‘To bring PE gear (specific) to school every Friday for the next 4 weeks (measurable, achievable, relevant) from now until 28/02/11.’ (time-bound)

‘To get at least a ‘C’ grade (specific, measurable, achievable and relevant) in my next Maths module on 23.03/11 (time-bound).’

Pupils would then be required to list 3 or 4 objectives to help achieve each individual aim. Such reflective practice may help to encourage more positive attitudes and behaviour.

**The Homework diary suggestions for target-setting include:**

- punctuality, attendance & behaviour;
- courses, residentials and school and other certificates;
- helping others;
- work experience or voluntary work;
- music,(learning an instrument/choir/orchestra/ traditional music group);
- drama;
- sports or fitness achievements;
- membership of a team;
- responsibilities undertaken.

Pupil target-setting must also be set in the context of the **School Development Plan:**

- (a) **School Mission Statement** – To prepare pupils for **life** and **work** in the 21<sup>st</sup> Century by **enabling them to strive for** the **highest possible levels** of Christian and human **achievement**.
- (b) **School Catch-Phrase** – If it is to be, it is up to me. (Our version of the central curriculum aim of the revised N.I Curriculum – personal responsibility).
- (c) **SDP Main Aims** – (1) ...to empower our pupils to **make informed and responsible choices**; (2) ...to help each pupil to become **a positive and fulfilled member of society** by developing **caring relationships**...; (3) To provide a balanced curriculum appropriate to the **needs, abilities and gifts of each individual pupil**.
- (d) SDP Subsidiary aims:

**Religious and Spiritual Development** – prayer, self awareness/knowledge, service, relationships, reflection and contemplation.

**Moral Education** – precept and example; Christian responsibility; respect; rights and the rights of others; self-discipline; honesty; reliability; conscientious in one's work; positive thinking and a code of positive personal behaviour; distinguishing right from wrong; altruism.

**Social Education** – co-operation; tolerance; empathy; flexibility; social and interpersonal skills; relationships; being a 'team player'; participation and service; contributions to school life; co-operative and collaborative learning and working; a modest self-confidence; leadership; extending interests and skills in a social context.

**Cultural Education** – cultural traditions and a sense of identity; appreciate and respect the diversity of cultures.

**Intellectual Development** – promote oral, linguistic , mathematical, scientific, technological and study skills; careers information; literacy; numeracy and ICT skills.

**Creativity**- inventive and innovative thinking; entrepreneurial skills; business acumen

**Examinations, modules and tests** – achieving goals to achieve full potential and surpass previous best performances.

**Problem-solving ability** – decision-making; self-reliance; from creativity to innovation and implementation; obstacles, setbacks and difficulties viewed as stepping-stones to new learning and solutions; unlocking untapped potential; dreams and hopes are renewable; problems can become opportunities.

**Skills-based education** (to be written up as subsidiary objectives)

**Business and Enterprise Specialism** (to be written up as subsidiary objectives).

**Aesthetic Development** – sensitivity to artistic beauty; powers of critical judgement.

**Physical Development** – agility, strength and physical co-ordination; develop confidence; express feeling through movement; physical fitness; health and physical, mental and emotional well-being.

**Enjoyment of life now** – good relationships in school (to reduce disciplinary issues) and at home; motivation; participation; hobbies, activities a range of sports.

I hope that this is helpful.

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