

Target setting at Queensmill

For all learners at Queensmill, targets are set on a termly basis for both 'Learning' and 'Autism'. These targets are identified on each learner's PLP (Personal Learning Plan) with clearly identified transactional supports and success criteria. Learners are set individualised targets with teacher's indicating where progress with this acquisition of knowledge or skill is successful and what the next progression point for that learner would be.

Teachers make formative evaluation of the targets. These occur through daily planning and teacher based assessments; and are recorded in our assessment system at each term's half-way point. At the end of each term teachers make a summative judgement of progress against each individual learning and autism target.

When setting targets for learning teachers have the following sources of information:

- SCERTS (Social Communication, Emotional Regulation, Transactional Supports) profile.
- Ability of the learner to attend to learning and remain in a 'calm-alert' state.
- Teacher's knowledge of where the learner would be judged using National Curriculum measures (eg. P8) and what progression points are within this curriculum area.
- Oversight and mentoring from senior school leaders – Progress review meetings and performance management reviews.
- Rates of learner progress against previous and current targets.
- Previous PLPs.
- Target banks within the Queensmill curriculums (EYFS, primary/secondary cohort and Post-16).
- Formative and summative teacher based observations and assessments.
- PFA (Preparation For Adulthood) framework – *for those in KS3 and above*
- Pre-KS1/KS2 assessment tools – *for those in KS1 and KS2*
- EYFS profile – *for those in Nursery and Reception*
- Key performance indicators in National Curriculum subjects

When setting targets for autism teachers have the following sources of information:

- SCERTS (Social Communication, Emotional Regulation, Transactional Supports) profile.
- Ability of the learner to attend to learning and remain in a calm-alert state.
- Oversight and mentoring from senior school leaders.
- Rates of learner progress against previous and current targets.
- Previous PLPs.

- Formative and summative teacher based observations and assessments.
- Liaison and joint planning/target setting with therapists – Occupational Therapy and Speech and Language Therapy