

# Principles for Target Setting

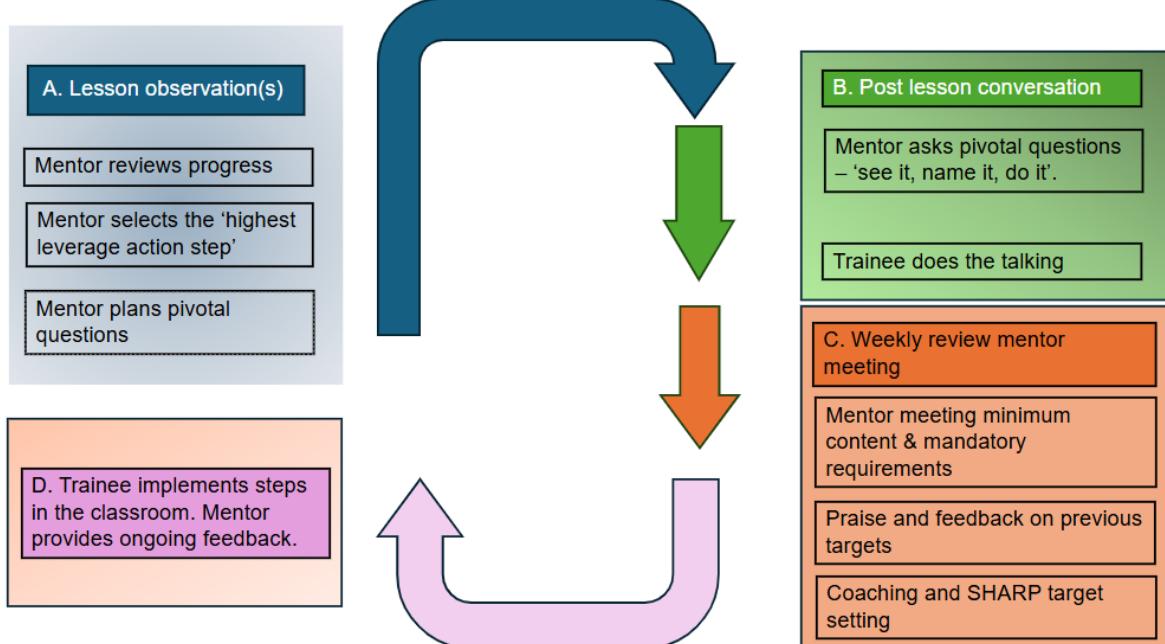
## Overview

The quality of teaching should be assessed against the Teachers' Standards at the end of the course. During the Initial Teacher Training (ITT) course, a trainee/apprentice is assessed against the University of Worcester (UW) Formative Progress Descriptors, which include the eight areas of the ITT curriculum mapped to all elements of the Initial Teacher Training Early Career Framework (ITTECF).

Reviewing the evidence of the impact a trainee/apprentice has on the learning and progress of pupils over time is a key process in this assessment. To make progress, the trainee/apprentice and mentor need to work in partnership: setting, monitoring and reviewing targets to support a continuous cycle of improvement. This complex, granular problem-solving process is an important part of the UW Mentor Cycle.

## A Cycle of Continuous Professional Development

### UW Mentor Cycle

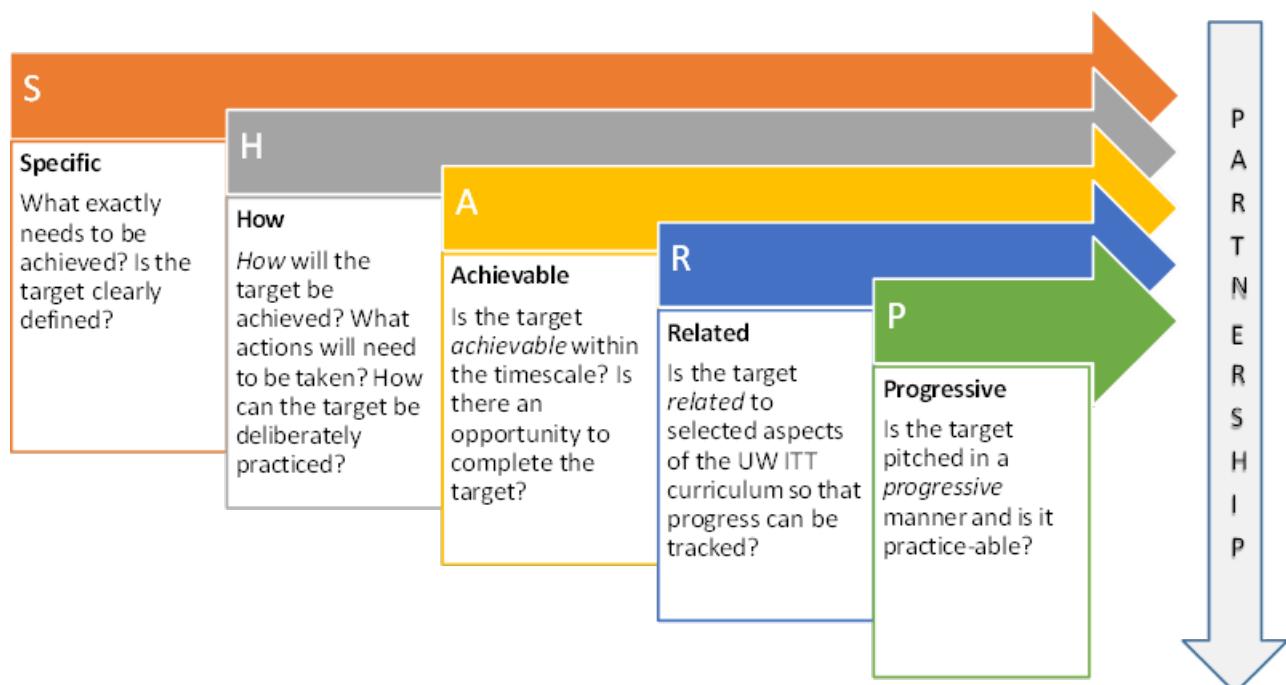


### This guide is intended to support clarify and exemplify:

- Effective target setting that focuses on the development of trainee/apprentice knowledge and understanding.
- The enactment of the UW ITT curriculum.
- A cycle of continuous development.
- Good practice in the setting of formative, granular **SHARP** targets.

Location of targets		Rationale/purpose
1. Mentor meeting on ERP/PebblePad	<i>Short Term</i>	1-3 priority short term targets identified in partnership between the trainee/apprentice and general mentor for focus during the next 5-day period. These arise from observations and are reviewed at mentor meetings.
2. Lesson observation forms (2 per 5-day period)	<i>Short Term</i>	Granular targets identified at the review are the key focus for identified lessons. Key areas for development arising from the lesson (high leverage action steps) inform the targets for the following week.
3. Progress points	<i>Medium Term</i>	General mentors periodically identify medium term areas for development. These are discussed with the lead mentor (university tutor) during progress point visits.
4. Career Entry Development Profile (CEDP)	<i>Medium and Long Term</i>	Trainees/apprentices will complete the CEDP at the end of their final practice. The summative assessment and tripartite discussion will support them in understanding their key areas for development at the start of the Early Career Teacher (ECT) phase.

## The SHARP Target Setting Process



## Specific

Clarifying targets is a complex problem-solving process, therefore initially targets tend to be written in general terms. They are *blunt* targets. Unravelling the **specific** within the general needs to be done so that actions which demonstrate progress towards the target can be identified. Unravelling takes time and it is helpful to have someone asking probing questions to tease out the granular detail. Select the target that will have the 'highest leverage' – a single, precise change in practice that will have the biggest impact on pupil learning.

	<b>Mentors</b> can draw on all available evidence (e.g. post lesson conversations, trainee self-evaluation, discussions with teachers/expert colleagues etc.) to inform initial discussion. Have questions pre-prepared to help draw out the details with the trainees. <b>Trainees/apprentices</b> can draw on critical self-reflection, weekly reviews, pupil feedback etc. to identify the key granular areas for development.
<b>Partnership</b>	

## How

Asking the question, "How will the target be achieved?" is crucial. If the action needed is beyond current experience, then no progress is made. If the action needed is not challenging, then progress is stagnant, resulting in complacency. So, asking the "How...?" question will also help hone the target and make it specific and granular. This part of the target setting process then ensures that the target is 'practice-able' and measurable as each action is completed successfully.

	<b>Mentors</b> can draw on own experience; look at the Formative Progress Descriptors for the current phase of training; consider training activities to rehearse the actions; signpost to research/readings or observe 'expert' teachers/practitioners within the school. <b>Trainees/apprentices</b> can draw on university sessions; suggested actions on lesson observation feedback forms; from discussion with peers; from their academic reading.
<b>Partnership</b>	

## Achievable

Targets that are set on a weekly basis need to be **achievable** within that weekly timeframe. Targets also must be achievable within the 'sphere of influence' of the trainee/apprentice – there needs to be an *opportunity* to take suitable actions and *lessons/sessions* identified. Initially, support may be needed from the mentor, class teacher or other specialist. Longer term target setting needs to become autonomous allowing for independence and ownership of personal development. Medium- and long-term targets, by their nature, will require a level of support to achieve them and this support should be clearly identified, especially in the CEDP.

	<b>Mentors</b> can check the actions are pitched so that the trainee/apprentice has the right amount of time and expertise to complete them. There may be opportunities to rehearse the actions (with targeted feedback). <b>Trainees/apprentices</b> can ... rehearse actions, manage their time effectively, focus on personal organisation; schedule tasks in a realistic timeframe.
<b>Partnership</b>	

## Related to the UW ITT Curriculum (including the ITTECF)

The target setting process is a means of gathering evidence of a trainee/apprentices' knowledge, understanding and enactment of the UW ITT curriculum. Therefore, targets will need to relate to the curriculum and language in the Formative Progress Descriptors document, but do not need to take on the exact wording. Targets need to be more specific and tailored to the needs of the individual. It is likely that a target will also relate to subject specific guidance as provided in the Primary Subject/Curriculum booklets.

## Progressive

All trainees/apprentices entering an ITT course are suitable to train to teach, but all have very different prior experiences. When setting targets, the starting point must be decided on an individual basis. The Formative Progress Descriptors (FPD) outlines a clear route from 'building' through to 'thriving'. The FPD provides 'practice-able' teacher behaviours. Becoming familiar with the characteristics of each stage and the language used in the descriptors will help to frame each target appropriately.

	Mentor can ... establish a trusting relationship with the trainee/apprentice so that appropriate challenge can be leveraged at the right time. Trainee/apprentice can ... write a clear introduction, including prior experience, on Student/Apprentice Details page in PebblePad which is shared with mentors; be prepared to take the initiative and rehearse; be prepared to be challenged and take risks.
Partnership	

### Example of the Target Setting Process

Context: Building phase - trainee/apprentice is being asked to plan a retrieval practice task. This is the first opportunity the trainee/apprentice has had to plan such a task. They observed their mentor using retrieval practice tasks in two lessons. They have made notes about the structure of the tasks and how their mentor managed the classroom during this phase of the lesson. They have also reviewed appropriate university sessions. The trainee/apprentice and mentor have discussed the expected prior knowledge of the pupils and have considered a key potential misconception that may emerge.

Specific target (what?)	How will you achieve the target (2-3 measurable actions/strategies – list as bullet points)	Lesson where target will be demonstrated	Curriculum thread(s)
Plan a retrieval practice task which is focused on helping pupils remember multiplication and division facts for the five times table.	<ol style="list-style-type: none"><li>1. Recall taught sessions on retrieval and observe an expert colleague. Identify an appropriate retrieval method.</li><li>2. Identify the key knowledge and understanding that pupils need to 'bring to mind'. Share planning in advance with mentor. Make any suggested adjustments.</li><li>3. Write a plan (or script) and talk out loud how the task will be managed and how the mentor will provide support.</li><li>4. Rehearse this several times adjusting as applicable before the observation lesson.</li></ol>	Mathematics - Friday (mixed attainment)	Curriculum Pedagogy

### Examples of Progression in Target Setting

In this section we have provided examples of granular SHARP targets. We have also included the thinking scaffolds (Brown 2016). Thinking scaffolds are used as a training tool for writing practice- able measurable targets.

## Building

Specific target (what?)	How will you achieve the target (2-3 measurable actions/strategies – list as bullet points)	Lesson where target will be demonstrated	Curriculum thread(s)
To role model a confident and engaging presence at the start of a session.	<ol style="list-style-type: none"> <li>1. Adopt a confident posture (grounded stance, open palms, facing the children, facial expression is positive).</li> <li>2. Modulate your voice to vary the tone, volume and pitch.</li> <li>3. Maintain eye contact with the learners.</li> </ol>	Observation lesson	Professional Behaviours
To begin to develop positive professional relationships with other adults in the classroom.	<ol style="list-style-type: none"> <li>1. Greet and acknowledge additional adults in the classroom on arrival.</li> <li>2. Ensure you have briefed all adults (e.g. TAs, volunteers) ahead of a lesson, so they understand their tasks and expectations.</li> <li>3. Liaise with additional adults in a post-lesson discussion to elicit feedback on pupil progress.</li> </ol>	Pre-lesson briefings and post-lesson discussions	Professional Behaviours
Establish clear rules and routines to <u>manage behaviour</u> at the beginning of the lesson.	<ol style="list-style-type: none"> <li>1. Write a script to establish clear expectations at the beginning of the lesson to create an atmosphere that is unreservedly positive.</li> <li>2. Use a seating plan to make sure that I know pupils' names.</li> <li>3. Reinforce and praise expected behaviours.</li> </ol>	Observation lesson English, Wednesday (am)	Supporting Pupil Behaviour
Use high-quality questioning to help you assess understanding and to develop your responses in order to move the children forward	<ol style="list-style-type: none"> <li>1. Observe your CT specifically focusing on and recording key questions that are asked and at what point in the lesson</li> <li>2. Make notes on some of the children's answers and how the teacher responds to these</li> <li>3. Plan key questions in advance (consider who you might ask based on your knowledge of the class?) Use a variety of ways to collect responses, for example MWB's to help you assess whole class understanding/misconceptions.</li> </ol>	English lesson Monday	Pedagogy
For upcoming sessions on Place Value (Maths), demonstrate a sound	<ol style="list-style-type: none"> <li>1. Read NCETM PD spine and identify the aligned small steps of learning within the White Rose lesson materials for place value, year 4.</li> <li>2. Have a professional</li> </ol>	Observed Maths lesson	Curriculum

knowledge of the effective small steps of learning.	discussion with your General Mentor about how you have planned to incorporate these small steps into your lesson planning.		
In History, identify potential misconceptions that may occur during the session.	<ol style="list-style-type: none"> <li>1. Research potential misconceptions children may have regarding chronology e.g. length of time between periods.</li> <li>2. Consider how to position the period of Egyptians within previous historical knowledge.</li> <li>3. Plan a practical activity to address possible misconception</li> <li>4. Discuss with expert colleagues.</li> </ol>	History lesson	Assessment
Begin to demonstrate knowledge of how pupils learn by identifying how new knowledge links to prior knowledge.	<ol style="list-style-type: none"> <li>1. Research previous year group NC and planning for plants and what children may already know. Observe or discuss with expert colleagues.</li> <li>2. Plan an activity where you ascertain what pupils know and remember.</li> <li>3. Discuss and share intended activity with mentor and act on feedback.</li> <li>4. Carry out activities and discuss next steps with mentor</li> </ol>	Science lesson	Critical Thinking
Demonstrate the promotion of diversity by designing lesson materials with this in mind.	<ol style="list-style-type: none"> <li>1. Consider and research our next topic of People Who Help us.</li> <li>2. What images could we use? How do these promote diversity?</li> <li>3. Discuss with mentor and consider alternatives.</li> <li>4. Plan short introduction to the topic, showing diverse representations.</li> </ol>	EYFS-Understanding the world	Inclusion and Adaptive Teaching
Work on organisation over a week by formulating and using a timetable.	<ol style="list-style-type: none"> <li>1. Identify deadlines and activities.</li> <li>2. Identify when tasks will be completed e.g. PPA and ERP time.</li> <li>3. Prioritise the order of planning.</li> <li>4. Share timetable and thoughts with mentor and act on feedback.</li> </ol>	Mentor meeting	Resilience and Wellbeing for All

## Enriching

Specific target (what?)	How will you achieve the target (2-3 measurable actions/strategies – list as bullet points)	Lesson where target will be demonstrated	Curriculum thread(s)
To start your next history lesson with a retrieval practice activity for the children to recall prior knowledge.	<ol style="list-style-type: none"> <li>1. Undertake a focused observation of another teacher using a retrieval practice activity. Have a post-lesson discussion with the teacher about this and the impact on learning.</li> <li>2. Read through and “magpie” ideas for retrieval practice activities from your UW history sessions.</li> <li>3. Identify this retrieval practice activity on your planning. Be observed with this focus and receive feedback. Reflect on this feedback and consider how retrieval practice can be integrated into further lessons.</li> </ol>	History lesson next week	Pedagogy
Use your own and your class teacher's assessments of (a child with a specific learning requirement) to implement a specific strategy related to the child's current learning and development for (subject) to ensure they are successful in their learning of (specific topic within the subject).	<ol style="list-style-type: none"> <li>1. Discuss your own and your class teacher's assessments of child</li> <li>2. Use 'social stories' to improve social integration within group work during practical collaborative investigations in science.</li> <li>3. Plan, rehearse and implement the pre-teaching of collaborative work.</li> <li>4. Reflect on impact.</li> </ol> <p>Questions to identify need (not for ERP):</p> <ul style="list-style-type: none"> <li>• <i>What is the current stage of development?</i></li> <li>• <i>What is the nature of the barrier to learning?</i></li> <li>• <i>What strategy/resource/intervention would support the child in overcoming this barrier?</i></li> <li>• <i>Whose expertise at the setting might you draw on for a purposeful professional conversation? Is there a need for you to organize a meeting with a subject or professional knowledge leader in school or at UW.</i></li> <li>• <i>How are you utilising the learning environment to support the child's learning?</i></li> <li>• <i>How are you drawing on the relationships you and the child</i></li> </ul>	A similar lesson in the next week after having time to address the actions set out for the target. E.g. next Science lesson incorporating collaborative work.	Inclusion and Adaptive Teaching

	<p><i>have with the child's parents and peers?</i></p> <ul style="list-style-type: none"> <li>• <i>What specific knowledge can you deploy for the child's particular learning requirements; does this need supplementing?</i></li> <li>• <i>Might you reflect on the potential for your own bias/ critical perspective and past experiences influencing your practice?</i></li> </ul>		
To identify and reflect on the positives from a lesson that you have taught	<ol style="list-style-type: none"> <li>1. Following the lesson, record 3 things that went well in preparation for the post-lesson discussion. Talk about how you felt as well.</li> <li>2. Within these 3 points, you could consider something that had a positive impact on the children or a decision/approach/strategy you used that was supportive to either you or the children.</li> <li>3. Use a reflective model (Rolle / Gibbs / Brookfield / Schon etc.) to help identify these.</li> <li>4. Ask your mentor to complete a formal observation that solely focuses on the positives. Discuss these in the post-lesson discussion.</li> </ol>	The next formal observation	Resilience and Wellbeing for All

## Thriving

Specific target (what?)	How will you achieve the target (2-3 measurable actions/strategies – list as bullet points)	Lesson where target will be demonstrated	Curriculum thread(s)
To consistently model using pure sounds in phonics.	<ol style="list-style-type: none"> <li>1. Undertake a focused observation/access training materials and videos related to the articulation of phonemes.</li> <li>2. Read through and “magpie” ideas for retrieval practice activities from your UW phonics sessions.</li> <li>3. Practice articulating these phonemes in front of a mirror – look for shape of mouth/lips. Ensure accuracy of articulation by referring to training videos.</li> <li>4. Be observed with a focus of pronunciation of pure sounds in phonics and receive feedback. Reflect on this feedback and consider how your development has helped children make progress.</li> </ol>	SSP lesson	Curriculum
To evidence how your planning has been adapted considering formative assessment.	<ol style="list-style-type: none"> <li>1. Following teaching, annotate planning with key notes from formative assessment. (Consider which pupils need more support and challenge.)</li> <li>2. Talk to class teacher/Maths Lead/SENDCO regarding ways to adapt planning/teaching strategies considering the assessments you have made.</li> <li>3. Be observed with this focus. During the post-lesson feedback, be able to discuss how this lesson has been adapted considering formative assessment. Discuss the purpose and impact on pupil progress.</li> </ol>	Next formal observation	Assessment
To demonstrate critical thinking, drawing on evidence, in the mentor meeting.	<ol style="list-style-type: none"> <li>1. Prior to the meeting, choose one lesson plan and annotate with evidence of theory that supported your lesson design.</li> <li>2. In response to lesson feedback, annotate your lesson plan with evidence from your assessment of progress within the lesson.</li> <li>3. During the mentor meeting, deconstruct, analyse and reflect on your practice drawing from the evidence, theory and assessment. Capture this on your ERP.</li> </ol>	Weekly mentor meeting	Critical Thinking

Blunt Target		
SHARP	Key questions	Breakdown of target
<b>Specific</b>	<i>What exactly do you want to achieve? What is the area of specific focus?</i>	
<b>How</b>	<i>What actions will you need to take to achieve the target? What support will you need?</i>	
<b>Achievable</b>	<i>Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which subjects will I focus on?</i>	
<b>Related – to the Formative Progress Descriptors</b>	<i>Which is the main curriculum thread in the Formative Progress Descriptors and are there any others?</i>	
<b>Progression</b>	<i>Can I use the progressive language from the Formative Progress Descriptors? Where am I at and where am I aiming to be?</i>	
<b>Revised SHARP Target with actions</b>	<p><b>Target:</b></p> <p><b>Actions:</b></p>	