

## Executive Summary

Title of the Work	An Enquiry into Target setting and tracking by pupils as a form of self assessment	
Author	Rumi Khatun	Date of Completion September 2009
Institutional Contextual Details E.g. Phase (Optional)	Mid Ability Year 9 science class of 17 pupils	
Major Needs Identified	<ul style="list-style-type: none"> <li>* Very little practice beyond primary school of pupils setting their own targets</li> <li>* Within the school there is a lack in the use of pupil performance data</li> <li>* Staff and management track pupil data but pupils do not, nor do they have much awareness of the details of this tracking data</li> <li>* Target setting and tracking in the school is an area that the school needs to improve on.</li> <li>* Pupils have little impact on influencing their own progress based on their identified needs</li> </ul>	
Methods used to collect data.	<ul style="list-style-type: none"> <li>* Questionnaires</li> <li>* Pupil performance data</li> <li>* Pupil tracking cards</li> <li>* Observations</li> </ul>	
Summary of Major Findings (Or recommendations to others)	<ul style="list-style-type: none"> <li>* Tracking cards are a working document – with continuous use allows pupils to have a reference point for their targets and achievements.</li> <li>* Recommend the use of target cards for pupils to track their progress in science – starting at KS4.</li> <li>* Over time some pupils will become better at predicting how well they will achieve as they become more familiar with assessment needs</li> <li>* Target setting and tracking can be used as a motivational tool *</li> <li>* The time put aside for pupils to reflect on their work allows for one on one discussions with pupils about their specific needs.</li> <li>*</li> </ul>	
Impact of the Project (And evidence source) <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Practice</li> <li>• Pupil/Student learning Experience</li> <li>• Pupil/Student Learning Outcomes</li> </ul>	<p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>* Better understanding of how to enable pupils to take responsibility for their progress.</li> <li>* There is still a lot of pupil performance data that is not used (Ofsted, 2009)</li> <li>* Target setting has impact when used in conjunction with discussion (Needs, Evaluation)</li> </ul> <p><i>Practice:</i></p> <ul style="list-style-type: none"> <li>* Confidence in undertaking new activities (Impact)</li> <li>* Planned activities result in better use of time (planning time into lesson for pupils to review their work - Impact)</li> </ul>	

(What happened as result?)	<p>* Better one on one discussions with pupils about their specific needs</p> <p><i>Pupil learning experience:</i></p> <ul style="list-style-type: none"> <li>* Pupils can reflect on their work and find the positives and find ways to make improvements (tracking cards)</li> <li>* Pupils can use a document to record their performance data (tracking cards, impact)</li> <li>* Pupils can use a document to aid their memory in recalling their achievements and targets (tracking cards, impact)</li> </ul> <p><i>Pupil learning outcomes:</i></p> <ul style="list-style-type: none"> <li>* Pupils can better reflect on their own assessments (tracking cards)</li> <li>* Pupils can use a working document</li> <li>* Overtime pupils gain more knowledge of the assessment criteria used.</li> </ul>
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Other Information	