



Student Goal Setting and Learning Targets

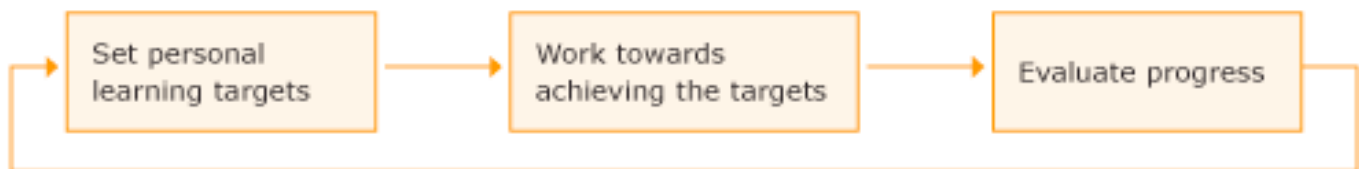
Students engaging in self assessment strategies including goal setting and establishing learning targets is considered an essential Good First Teaching practice in that it helps students take responsibility for their own learning is regarded as vital to success at school.

Teachers at Our Lady of Dolours share with students the success criteria for all learning experiences and ensure that students understand the success criteria. In providing students with feedback to help them improve, teachers support students in setting active and measurable goals and learning targets to achieve that improvement.

Process of setting Learning Goals and Targets

Student self-assessment begins with setting learning targets, proceeds through the production of work that aims to achieve those targets, to the assessment of the work to see if it does in fact meet the targets and then, finally, to the setting of new targets or revising ones that were not achieved.

Diagrammatically, the process looks like this:



Ideally, students increasingly assume responsibility for the setting of their learning targets and also for the monitoring or tracking of those targets. In practice, of course, students' ability to do this will vary, and teacher assistance will be more important to some students than others.

The language of the curriculum should always be used to support the construction of learning targets but simplified where possible. Students need to be able to articulate what their learning target is and what they need to do in order to achieve it. Using 'I Can' language is appropriate for the establishment of a learning target. An example could be as follows:

'I can connect ideas in texts using compound sentences with two or more clauses usually linked by a conjunction'

Students who engage with goal and target setting experience increased motivation, self-esteem and improvement in their learning because they know how they learn rather than just what they learn. Teachers who engage student goal and target setting see the responsibility for learning shifting from them to the students, see an increase in student motivation and are able to use the feedback from their students about how they learn to shape future teaching and learning.