

Clifton Springs Primary School

Individual Learning Goals for Students

The regular setting of individual student goals is integral to building students' capacity to learn. Students who set their own learning goals and targets have greater confidence to take on more challenging tasks, regardless of their ability. Their motivation to improve and master a task increases and their self-esteem remains strong, even in the case of failure.

Individual learning goals and targets motivate students to:

- become more active participants in the learning process
- become independent learners
- identify what is important to their own learning
- achieve their full potential

At Clifton Springs Primary School, teachers work collaboratively with students to:

- Develop individual goals and targets that are specific, timely and measurable
- Identify strategies to achieve goals and targets
- Monitor, assess and refine individual goals and targets
- Celebrate achievement of goals

Goals are written in the areas of Reading, Writing, Maths and Personal Development. Goals are relevant to current classroom teaching and learning and are to be regularly monitored and reviewed during Small Group Instruction (SGI) and individual conferencing.

Essential Elements of Individual Goal Setting:

- Based on the assessed needs of the learner
- Challenge learners relative to their current mastery of the topic
- Embedded into classroom practice
- Presented clearly so that students know what they are intended to learn
- Visible to the students during learning
- Regularly monitored and reviewed during conferencing and small group instruction
- Record of achieved goals maintained by the teacher

At Clifton Springs Primary School we aim to make goals visible!

PLT teams use an agreed approach to ensure goals are visible and that student voice and agency is activated within classrooms.



idear	Organisations	Volce	Word Choice	Sentence Fluency	Conventions	Publishing
can focus my ides.	I can start and end my writing in an engaging way.	I can include emotions in my writing.	I can use at least 3-4 WOW words.	I can use different sentence starters to make my writing interesting.	I can use basic punctuation correctly CIS.	I can use neat and carefully formed letters
I can add information or descriptions to engage the reader.	I can write a bold beginning, mighty middle and excellent ending.	I can use capital letters for emphasis (STOPO.	I can give added details about characters and settings.	I can use sentences of different langth for emphasis.	I can spell most of my common words correctly.	I can use dotted thinds accurately
I can choose a topic that will engage my audience.	I can organise my writing for purpose e.g. cations, keedings, fonts, chapters.	I can write so that it sounds like me.	I can use my five senses.	I can make my writing flow.	I can edit my writing for spelling and punctuation	I can copy my editing carefully and correctly
I can include interesting details.	I can use paragraphs to organize my ideas.	I can emphasise words in different ways e.g. SIG letters, underline words, repetition.	I can use descriptive phrases for detail and emphasis.	I can use a wide range of connectives accurately (although, since, nevertheless, besides, etc)	i can spell unfamiliar words mostly correctly.	I can think about the placement of text and pictures.
I can use a title that matches my writing.	I can organise ideas in a way appropriate to the task (captions, headings, fonts, chapters etc.).	I can try new techniques in my writing.	I can use interesting adjectives to enhance the description of nouns.	I can linking words so that my writing makes sense (e.g. last time, also, after, then, soon std).	I can use commas when Buting items.	I can use technology to publish my writing.
i can expand my idea in a thinking tool or plan.		I can use dialogue.	I can use powerful verbs.	I can use the correct tense to show time (post, present and future).	I can use spectrophes to signal missing letters in contractions	
I can research my idea and gather information.		I can include character feelings in my writing.	I can consistently use the correct tense in my writing.	I can use different types of sentences each as questions, commands and statements.	I can use spectrophes to show procession.	
I can make my idea clear to the reader.		I can write for a chases. audience.		I can use a mixture of simple and complex sentences.	I can use quotation marks correctly.	
					I can use new lines correctly when using direct speech.	
WAL	No.				I can use capital letters correctly in quotation marks.	
/ /	8 1				I can use capital letters for proper nouns.	1





