SMART TARGET SUPPORT AND ADVICE SHEET

What are SMART targets?
SMART targets are targets that are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound whilst also being personal to the child. They should be set as small steps towards the child or young person meeting their long-term outcomes and be used as part of a graduated approach to supporting children and young people in co-production with parents/carers and the child or young person.

It is important to ensure that targets are used when planning for children and young people and not aims.

An aim is a long-term goal whereas a target is a statement of what the child can achieve within a given time.

How to set SMART targets

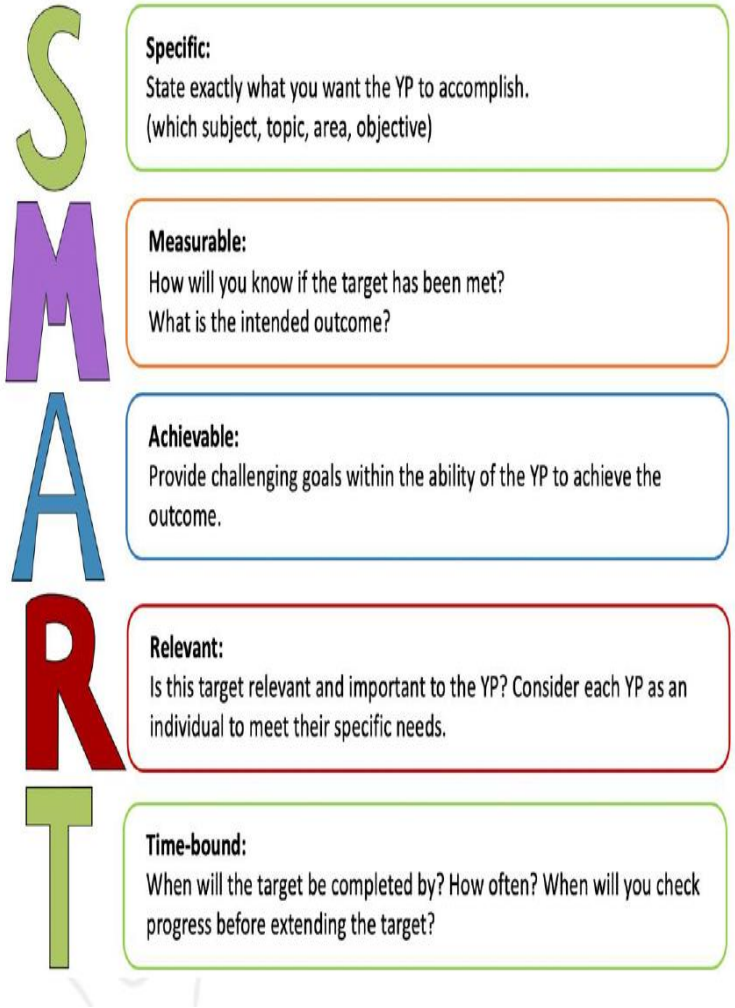
Remember how to set a target by using **WHO, WHAT AND WHEN**

- **WHO** is the target for? This is literally the name of the pupil eg. Adam
- **WHAT** is the desired outcome? **–**This is what you want them to learn so Adam will recognise 3 of his triggers for anger
- **WHEN does the desired outcome need to be shown?** This is when you want this desired outcome to show so it might be when Adam is asked by an adult. Adam will recognise 3 of his triggers for anger, when asked by an adult.

*NB: You can swap things round a bit too so you could start with **WHEN** – when asked by an adult, Adam will recognise 3 of his triggers for anger.*

These are some words that are often used in targets that are unclear and therefore not specific:

- Identify
- Understand
- Listen
- Know
- Enjoy



ENGLISH

- For X to read by sight 20 of the 45 reception high frequency words
- For X to listen to and consider another child's idea at least once during each group activity.
- To improve reading fluency by identifying **% KS1 HFW
- For X to complete **% homework tasks in English with support from carer
- For X to spell (a set number/ list specific words) of the year 3/4 words
- To use the simple past tense verb correctly **% of the time in their writing (or speaking)
- For X to be able read texts at his/her level with **% accuracy, in a range of contexts
- To write the following letters legibly – follow with list
- To be able to write 3 texts with minimum input from an adult/independently which include 3 paragraphs/ 5 adjectives/ a range of connectives (and/but/)
- To recognise a story's beginning/middle and end through discussion with an adult
- I will improve my ability to discuss Shakespeare's plays by revising the key theme of love in 12th Night. To do this I will use BBC Bitesize and my English learning mentor. I will be able to write about why Viola keeps her love for Orsino secret and memorise two quotes to show this.
- I will demonstrate success by achieving grade 5 in my English mini-assessment on Twelfth Night

MATHS

- ** will be able count out a number of objects up to the value of 5 and say how many there are in total after counting
- I can recognise oner more or one less
- I will be able to recall out of sequence, the following times tables…..
- I can double and half numbers successfully on at least **/10 occasions
- I can read numbers up to ** digits
- To read the time at o'clock and half past at least 50% of the time
- To use money with growing confidence in real life situations
- I can use the following signs with increasing confidence
- To
- To able to calculate a percentage discount using monetary values with at least **% success
- To recognise the fraction, decimals and percentage equivalent on at least **/10 occasions
- I will be working at Grade ** in Maths by the Summer Term by focusing on *****. This will involve me being able to expand a single bracket and draw the graph of an equation by completing a table of values. My 1-1 support will focus on this and I will know that I've been successful if I achieve 55% on my Assessment 3 on 18th May.

- I will develop my skill set in Geometry and Measures and I will be able to apply the formula for finding the area of a triangle when I am given the perpendicular height and base on at least **/10 occasions
- I need to understand the principles and values in health and social care. I will need to be able to describe what is meant by person centred or child centred practice in my written assignment.
- I will be working at Grade 3 in Maths by the Summer term by focusing on algebra. I will know that I've been successful if I achieve 55% in the algebra end of unit assessment

SEMH

- For X to separate from carer within 10 mins in the morning
- For X to be able to name 5 facial expressions (happy, sad, worried, safe and kind) and understand their meaning
- To increase the amount of exercise in order for X to be more active and run for 30 mins without stopping
- ***** will be able to identify 3 of his triggers for anger when asked by an adult
- ***** will be able to use 2 different self-calming strategies when she feels angry
- Alex will be able to name 3 different synonyms for anger when asked how he is feeling
- For C to feel she has an appropriate space to express her emotions and feel safe to do so appropriately within the school environment
- ***** will ask an adult for help when she is feeling upset about a conflict on the playground
- ***** will be able to seek help with more frequency from an adult when he is feeling angry
- ***** will be able to point to specific areas of his body where he feels anger when he is asked by an adult.
- ** will be able to talk about their triggers for anxiety when asked by an adult with increased frequency
- Samantha will be able to choose the correct facial expression appropriate to the situation when using emotion cards and scenarios
- **** will be able to take turns in a game when playing independently with a friend.
- I will ensure that I am looking after my emotional health and wellbeing by meeting with my Personal Advisor on a weekly basis
- I will do my best to keep myself well and in a healthy routine by going to bed at the same time every night.
- I will keep my phone and computer off after 10.30pm and will get up at the same time each day (8am) with an alarm.
- I will keep doing this every day so that I can get into a sleep routine and keep myself healthy and rested in order to begin attending college again (on time) when I am feeling better.

The WHEN could come first so

- When she feels angry, ***** will be able to use 2 different calming strategies (with support)

ATTENDANCE

To improve attendance at school by increasing attendance by __% by the next PEP.

To be in school every morning before 8.50am at least 4 days out of 5.
My attendance in the next 4 weeks will have increased to at least 90% within this time scale
I will improve attendance at my maths lessons by attending at least 3 out of 5 each week.
** will reach **% attendance which is an improvement from their last terms attendance of **%

SEN

- **** will point to his choice of snack, when shown a choice of two snacks by his key worker in a distraction free environment (on 3 out of 5 times offered).
- **** will request more by using the sign 'more', when his key worker blows bubbles to him during 1:1 time (on 2 out of 5 occasions).
- **** will pick up a 2D square shape when asked by an adult, from a group of 2 2D triangle shapes and 1 2D square shape of the same colour (on 2 out of 5 occasions).
- **** will turn her head towards her key worker, when her key worker says her name and when just Marlin and her keyworker are present (3/5 times).
- **** will copy the action movement for 'round and round' for the action song 'The Wheels on the Bus', when a practitioner models the action and the action song is playing during 1:1 time (4 out of 5 times).
- **** will say 'lion' and 'mouse', when her key worker points to these characters in her favourite book 'The Lion and the Mouse' during 1:1 time (3/5 tries).
- **** will retell the ending of the story 'The Music Maker', when his keyworker has just read the story to him and his keyworker points to the pictures on the final two pages during 1:1 time (4/5 times).
- For **** to use at least 3 new PECS symbols to communicate needs consistently for toilet, thirsty and hungry
- I will develop positive peer relationships whilst sharing by using kind hands and feet on 2 out of 3 occasions during one session at Nursery.

Preparation for Adulthood (PfA)

PfA

- For **** to secure a post 16 college course
- I will have worked on making myself more employable by updating my CV. I will have evidence of having applied for at least two vacancies by ***** (date).
- I will have worked towards building my confidence around new people and surroundings by volunteering at a local animal sanctuary, by 30th June.
- I have been able to receive support with my wellbeing and feel settled enough to have conversations with my Personal Adviser about my education and training goals.

- I will decide on my next steps in education. I will spend at least 1 hour per day/week researching the courses that are available to me at the local colleges. I will evaluate the information I have gained and attend introductory sessions for at least 2 courses with a view to deciding by the end of this half term which course to enrol on.
- I will have a better understanding of what local re-engagement services are available to me and consider applying/signing up for any that interest me by the time of my next PEP meeting
- I am able to pay for items at a shop
- I can catch a bus/train into …… using a timetable, purchasing a ticket on board/ prior to the trip
- I can cook…….. (with support)
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