EYFS PEP

**What is a SMART target?**

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| Specific | Is it clear to everyone what it actually means? Is it detailed, explicit and precise (focused on a specific aspect of development)? |
| Measurable | How will we know that it has been achieved? Qualitative and/or quantitative? |
| Achievable | Is it a challenging but achievable outcome for this child? |
| Relevant | Is it a priority or as important as other possible targets? |
| Time bound | By when exactly should it or could it be achieved? |

Using the boxes within the e-pep here is a worked example of a SMART target.

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| **Question** | **Answer / example** | **Notes** |
| Please write the SMART target you are setting for this child | Johnny will follow a three key word level instruction 3 out of 5 times | Keep it positive, what **will** the child do in a few weeks’ time. Make it an achievable step above what the child’s baseline is |
| Outcome / target category | Communication/language | Drop down list of main area of need |
| What is the child’s baseline in relation to this SMART target? | Johnny can follow a two key word level instruction. Johnny understands the prepositions “in, on and under” | Keep it positive, what **can** the child do, rather than what they cannot |
| Who will help implement the child achieve this target? What strategies, actions and resources will be used? | Keyperson Toy / role play foodToy / role play dolls clothesToy Washing Machine & Toy MicrowavePreposition language to be used “in, on and under” |  |
| When and how will this be monitored and who will be monitoring it? | Keyperson to record how many times Johnny was able to follow the instruction correctly. EY Lead to monitor every 2-3 weeks  | Include the frequency for monitoring  |

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| --- | --- | --- |
| Intervention Category (EEF drop down) |  | Select form the Drop-down list |
| When will this SMART target be reviewed? | 6-8 weeks13th March 2020 | Review it each half term period and re-enter progress onto the e-PEP as you go.  |

Follow these steps to write your own SMART target;

1. Identify the broad area of need. Is it learning, language, social, emotional, physical …?
* Child A will follow a three key word instruction
1. Identify the **specific** skill in the area that the child/young person needs to develop. This needs to be well defined and clear to everyone. Defining what the outcome will look like supports this process.
* **Child A will follow three key words**

**Outcomes: M can understand and follow preposition language**

**M will follow prepositions when added to a two key word instruction**

**M will follow specifically, “in, on, and under”**

1. Identify a measure of progress. This will need to identify specific criteria that measure progress toward the goal. Can you clearly answer Yes or No if someone asks if the child has achieved the target? Is there clear evidence to show that the target is achieved and can this achievement be measured? For example, in time, puzzle pieces completed, number of bricks stacked.
* **Child A will follow three key words**

**Outcomes: M can understand and follow preposition language**

**M will follow prepositions when added to a two key word instruction**

**M will follow specifically, “in, on, and under”**

**M will follow the three key word instruction 3 out of 5 times asked**

**Through identified feedback, DT can establish if M can demonstrate three key word receptive language skills. Feedback via the SENCO and keyperson monitoring every session – feedback to DT every three weeks.**

1. Check that target is **achievable** (attainable) and **relevant** (within reach, and relevant) for the child.
2. Add a **time** period by which the target should be concluded. There should be clearly defined timeline, including a starting date and an outcome date. This will help to identify impact of the support.
* **Child A will follow three key words**

**Outcomes: M can understand and follow preposition language**

**M will follow prepositions when added to a two key word instruction**

**M will follow specifically, “in, on, and under”**

**M will follow the three key word instruction 3 out of 5 times asked**

**Through identified feedback, DT can establish if M can demonstrate three key word receptive language skills. Feedback via the SENCO and keyperson monitoring every session – feedback to DT every three weeks.**

**Target review 6-8 weeks (13th March 2020)**

Within the PEP target setting process, it is important to identify how the resources will aid the achievement of the target. Therefore, it is not sufficient to identify 2 x weekly TA support (30 mins). It is important that the TA support is defined. E.g. Individual activities provided by SaLT focusing on the key words, Black Sheep Press ‘prepositions’ pack, adult modelling and labelling in targeted alongside play.

**Examples of targets that are not SMART:**

1. Joanne will recognise some colours.

2. Smita will be able to catch a ball.

3. To improve Ryan’s concentration.

**Examples of targets that are SMART:**

1. Joanne will recognise and label the colours blue and red

2. Smita will catch a large beach ball when thrown to her from a distance of one metre.

3. Ryan will participate in an adult-chosen activity for one minute. Sand timer to be used.

**Breaking tasks down to create achievable targets**

For children in the early years, and especially for children with additional needs, tasks that you want them to accomplish may be hard to achieve. If you break the tasks down into smaller, more achievable steps it will support your individualised planning and allow you to praise and celebrate the child’s achievements on a more regular basis.