What is a SMART target?

Specific	Is it clear to everyone what it 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 pupil?
Realistic	Is it a priority or as important as other possible targets?
Time bound	By when exactly should it or could it be achieved?

Follow these steps to write your own SMART target;

1. Identify the broad area of need. Is it learning, social, emotional …?

   - *Child A will improve use of grammatical structures*

2. 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 improve use of grammatical structures*

     Outcomes: *M can use past tense endings with -ed*

     M will know the place for the adjective and nouns in sentences and use this for effect

     Use verb tenses consistently and correctly throughout their writing

3. 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 improve use of grammatical structures*

     Outcomes: *M can use past tense endings with -ed*

     M will know the place for the adjective and nouns in sentences and use this for effect

     Use verb tenses consistently and correctly throughout their writing

> *Through identified feedback, DT can establish correct and consistent use of -ed endings, effective use of adjectives and consistent use of verb tenses in all aspects of written work, across the curriculum. Feedback via English teacher monitoring every lesson – feedback to DT every three weeks, Subject Leader for English once per half term through work scrutiny – feedback to DT. DT – book look (cross-curricular) twice a term.*

4. Check that target is **achievable** (attainable) and **realistic** (within reach, and relevant) for the child/young person.

5. 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 improve use of grammatical structures*

  Outcomes: *M can use past tense endings with -ed*

                      M will know the place for the adjective and nouns in sentences and use this for effect

                      Use verb tenses consistently and correctly throughout their writing

  Through identified feedback, DT can establish correct and consistent use of -ed endings, effective use of adjectives and consistent use of verb tenses in all aspects of written work, across the curriculum. Feedback via English teacher monitoring every lesson – feedback to DT every three weeks, Subject Leader for English once per half term through work scrutiny – feedback to DT. DT – book look (cross-curricular) twice a term.

  By 13th December 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 enough to identify 2 x weekly TA support (30 mins). It is important that the TA support is defined. e.g.: Recap of spelling rules for -ed word endings, review of written work relating to targets, including editing to support correction of errors. 2 x weekly TA support (30 mins).

September 2020