# Writing ‘SMART’ targets

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Specific

Be specific about the child’s needs, current skill level and the provision to be put in place.

Measurable

Targets should always be observable. Can you clearly answer

yes or no if someone asks if the child has achieved the target? Are you able to see/hear evidence of achievement? In many cases, it is also desirable to set measurable targets, eg. Gita will remain sitting on a carpet square for ten minutes.

Achievable

Targets must be manageable for your setting. Is it possible for the child to meet the target by the date you are aiming for?

Relevant

Relate the target to the child’s learning ability. Success is more likely if the targets are easy to remember, realistic and seen as part of the everyday routine for that particular child.

Time bound

Targets need a timescale. The ‘SEN Code of Practice’ recommends that IEPs are reviewed at least three times a year.

## 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.

## 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.

The task has been broken down to demonstrate how many steps each task can contain.

### TASK: Posting an object through a hole

* Child to recognise the object presented to them
* Child to reach for the item
* Child to grasp the object for a set number of seconds
* Child to be able to hold the object securely
* Child to be able release item
* Child to be able to release the object into a large container
* Child to be able to release the object into a small container
* Child to understand the instruction to “post” the object
* Child to be able to post the object with adult support
* Child to be able to post the object independent of an adult
* Child to be able to post a variety of objects in independent play

### TASK: Have a go at breaking this task down

#### Rolling a ball to another child and receiving the ball back