

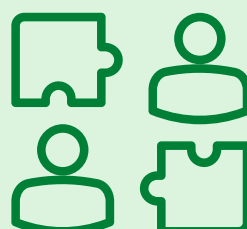
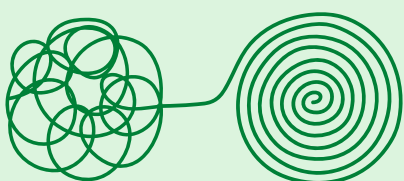
A Guide to SMART Targets for PEPs for

Our Children

A guide with examples to support setting SMART Targets

Targets are for CYP to accurately measure progress

Actions are for adults to help



SPECIFIC

Unambiguous language

RELEVANT

Goal fits into short & long term plans

ACHIEVEABLE

Reasonable and possible

MEASURABLE

Frequency

How many times has the CYP responded successfully?

TIME-BOUND

Realistic deadline
Is the goal achievable by the next PEP?

X to **name** three different emotions during ELSA sessions **4/5 times** by **half term**.

Fuzzy words

SMARTer words

Identify

X to **identify** how they are feeling

Find...

Look / reach towards...

Name...

X to **point** to the visual image showing how they are feeling on 4/5 occasions before half term.

Understand

X to **understand** the difference between 2D and 3D shapes

Explain how...

Tell me...

Show me...

X to **show me** a 3D shape when presented with 3x 2D shapes and 2x 3D shapes, on 3/5 occasions by the next PEP.

Listen

X to **listen** and respond to an adult

Answer questions after...

Repeat what you heard...

Retell parts of the story whilst looking at images...

X to **retell** the beginning, middle and end of the story using at least 3 sentences on 4/5 occasions by half term.

Know

X to **know** how to keep safe in school

Tell me 5 things that...

Point to images/words showing...

Record...

X to **tell me** 3 things that will help them feel safe in a new school on 4/5 occasions this half term.

Learn

X to **learn** numbers from 1 to 20

Read...

Count...

X to **count** in 2s up to 20 on at least 4/5 occasions by the next PEP.

Examples of SMART, meaningful targets

Attendance

X to **arrive** at school by 9:00am at least **3/5 times** each week this **half term**.

X to tell their teacher 2 things about extra-curricular sessions they have attended on 3 separate occasions this half term.

SEMH

X to **move** to their safe space independently on at least **5 occasions** when feeling frustrated this **half-term**.

X to do 'pumpkin deep breathing' and one other mindfulness activity with Mr S at least once each week by the next PEP.

Learning

For academic targets, consult with subject teachers and link to specific areas of the curriculum before PEP meeting

X to **record** the appropriate calculation to use in a multiplication or division problem when asked on at least **3/5 tries** by **half term**.

X to write two examples from their work placement to evidence a point in their next health and social care essay which is due on 5th May .

X to blend at least 10 CVC words on the first attempt 3/5 times by the next PEP.

Transition

X to **name 3 jobs** they would like to find out more about by **the next PEP**.

X to tell Mrs J 4 things they have learnt already about their new school or college by half term.

X to write down 2 things they want their new teacher to know about them by half term.