Education Targets – good practice examples - September 2020

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **Develop legibility of handwriting** Outcomes (Success Criteria) S will show different size capital letters Demonstrate finger spaces Starting letters in correct place S to show cursive and legible handwriting
SMART target category *(drop down menu to choose from)*	Academic Achievement and Progress
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline Lower and upper case same size Inconsistent finger spaces Not showing cursive script Letter shapes badly formed English book will show baseline and demonstrate evidence of progress over time
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Modelling from class teacher Fun resources to be sent home to carer to enable S to practice Guided practice focusing on specific aspects of handwriting e.g. size of capital letters, shape and size of descenders Opportunities to participate in a wide range of fine and gross motor skills activities Monitoring of progress and engagement by class teacher and TA
When and how will this be monitored and who will be responsible for the monitoring?	Class teacher (Ms A) - through work scrutiny for every significant piece of work Teaching Assistant (Mr X) - verbal feedback to DT Designated Teacher - book look every three weeks English book will demonstrate evidence of progress over time

Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Individualised Instruction
When will this SMART target be reviewed?	18 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **Social Skills – to develop friendships with peers** Outcomes (Success Criteria) H will know names of fellow pupils in class. H will seek play with others through the buddy bench. H will show active listening skills. H will respond appropriately to peers. H to demonstrate appropriate body language and gestures to show he is engaged. H will enjoy participation in extra-curricular activities.
SMART target category *(drop down menu to choose from)*	Social Skills
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline No strong friendships formed Sits alone at lunch time Not engaged in extra-curricular activities Some inappropriate verbal responses Refuses to work with others in class
Who will implement and help this child /young person to achieve this SMART target?	Actions: Offer rewards for working with others Carefully select a partner for H dependent on activity Model active listening

Which strategies/actions, and resources will be used?	Be explicit the role of each person when working in pairs or small groups Share extra-curricular offer with carer and encourage out of school opportunities to engage with peers
When and how will this be monitored and who will be responsible for the monitoring?	Feedback from Lunchtime Supervisors to class teacher re engagement - weekly Class teacher – number and range of rewards given for positive interactions - weekly Designated Teacher – pupil voice, drop ins to class room and informal observation during break and lunch time – each of the monitoring strategies over the term
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Social and Emotional Learning
When will this SMART target be reviewed?	10 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **To improve use of grammatical structures** Outcomes (Success Criteria) 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
SMART target category *(drop down menu to choose from)*	Academic Achievement and Progress
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: Inconsistent accuracy with past tense endings Unable to work independently when selecting the most appropriate adjective for the audience and purpose

Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Use examples that M can relate to when teaching grammar Build upon concepts that are familiar to the student Give students plenty of time to practice Be explicit with oral and written feedback Give feedback that M can respond to (call to action)
When and how will this be monitored and who will be responsible for the monitoring?	English teacher monitor 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
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Individualised Instruction
When will this SMART target be reviewed?	13 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **To understand the basic properties of fractions** Outcomes (Success Criteria) Y can find a half of a total using concrete resources Y can find a quarter of a total using concrete resources Y can match ½ and ¼ to visual representations
SMART target category *(drop down menu to choose from)*	Academic Achievement and Progress

What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: Secure knowledge of numbers 1 to 10 Understanding of number bonds Able to group number of objects Awareness of multiplication and division relationships / counting in 2s
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Use of concrete and pictorial strategies to explore dividing groups of objects to find half and quarter Counting total and sub-groups out loud Modelling of written formats Matching visuals to written
When and how will this be monitored and who will be responsible for the monitoring?	Class teacher and TA to monitor every lesson – feedback to DT every three weeks DT to liaise with Maths subject leader re pupil Y's progress against target DT – book look twice a term
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Individualised Instruction
When will this SMART target be reviewed?	20 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **To further develop punctuation** Outcomes (Success Criteria) P is able to demonstrate accurate use of cohesive devices, semi-colons, clauses, connectives, colons and commas. P is able to demonstrate appropriate use of cohesive devices based on audience and purpose.

SMART target category *(drop down menu to choose from)*	Academic achievement and progress
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: Limited knowledge how and when to use punctuation effectively Limited understanding of how to use cohesive devises
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Read a variety of text to draw attention to various features Mark work focusing on specific aspects of punctuation Provide word mats and learning walls Explicitly teach 'fronted adverbials' and give opportunities to practice Encourage P to read his work to improve it to make it more cohesive Provide opportunities (appropriate medium) for P to demonstrate use of colons, commas and semi colons
When and how will this be monitored and who will be responsible for the monitoring?	English teacher monitor 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
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Individualised Instruction
When will this SMART target be reviewed?	12 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **Increase level of engagement in an adult directed task to 15 minutes once per day during a school day** Outcomes (Success Criteria) H's timetable is effective in utilising his most calm/alert state. H focused and on-task for 15 minutes. Class teacher to plan stimulating and engaging activities throughout the day to meet changing needs.
SMART target category *(drop down menu to choose from)*	Academic achievement and progress
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: H can engage in an adult directed task for 10 minutes once a day
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions : Class teacher to plan engaging (multi-sensory) activities throughout the day. Staff to respond to H's differing levels of engagement over the school day when planning and undertaking activities. The curriculum is bespoke to H and includes sensory based activities throughout.
When and how will this be monitored and who will be responsible for the monitoring?	Class teacher monitoring levels of engagement each day Class teacher feedback from carer re active listening skills and levels of engagement Designated Teacher – pupil voice, teacher consultation, teacher planning showing progression and drop ins to class room
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Individualised Instruction
When will this SMART target be reviewed?	19 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **Identify, describe and represent the position of a shape following a reflection or translation** Outcomes (Success Criteria) K will be able to draw and translate simple shapes on the coordinate plane K can describe positions on the full coordinate grid K to compare and classify geometric shapes based on their properties and sizes
SMART target category (drop down menu to choose from)	Academic achievement and progress
What is the child's/young person's baseline in relation to this SMART target? (qualitative and/or quantitative)	Baseline: Unable to draw simple shapes accurately on a coordinate grid Inaccurate when describing a shape's position on a coordinate grid
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Guided support from TA – model (I do, we do, you do approach) With support draw a variety of geometrical shapes Give support when translating simple shapes on a coordinate plane
When and how will this be monitored and who will be responsible for the monitoring?	Maths teacher monitor every lesson – feedback to DT every three weeks Subject Leader for Maths once per half term through work scrutiny – feedback to DT DT – book look twice a term
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Small Group Tuition
When will this SMART target be reviewed?	17 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **To identify a preferred hand for holding different mark making tools** Outcomes (Success Criteria) H will be using his favoured hand 75% of the time and will be able to follow a simple pathway on A3 paper from a clear start point to an end point. Improve hand eye coordination Improved fine and gross motor skills
SMART target category *(drop down menu to choose from)*	Wider achievement
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: H has not shown a preference for holding mark making tools
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Provide a wide variety of opportunities for H to mark make. Such as: developing gross motor skills e.g. rolling, throwing underarm and overarm, use of bat… Developing fine motor skills e.g. cutting, painting, threading, sticking, rolling … Encourage use of fingers, chalk, squishy gel, sand or salt tray, paint, string, marker pens… Staff to annotate devised pathway pages to show which hand has been used, which grip and which tool to build up a bank of evidence to see if a pattern emerges.
When and how will this be monitored and who will be responsible for the monitoring?	Class teacher and/or TA monitoring co-ordination and motor skills every day – feedback to DT Class teacher to receive feedback from carer re opportunities to improve the range of co-ordination skills Designated Teacher – pupil voice, teacher consultation, teacher planning showing progression and drop ins to classroom
Intervention category (EEF drop down)	Individualised Instruction

(from Education Endowment Foundation Teaching and Learning Toolkit)	
When will this SMART target be reviewed?	19 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **V to understand the different features of writing** Outcomes (Success Criteria) V will show organisation in his work which will demonstrate an awareness of audience, purpose, beginning/middle/end and a logical sequence of events. V will demonstrate improved choice of language i.e. varied sentences and appropriate - language, verbs, adverb and adjective choice
SMART target category *(drop down menu to choose from)*	Academic achievement and progress
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: Basic structure when writing descriptive, informative and persuasive pieces of work. Lacks variation in sentence structure. Limited word choice when selecting appropriate verbs, adverbs and adjectives. Limited appreciation of audience and purpose
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: V will produce a piece of descriptive, informative and persuasive writing Share a variety of texts to show structure, sentence type, word choice and consideration of audience. Model features of effective writing (structure, sentence type, word choice and consideration of audience). Provide word mats, WOW words … Activities to encourage use of dictionary and thesaurus.

When and how will this be monitored and who will be responsible for the monitoring?	English teacher monitor 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
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Individualised Instruction
When will this SMART target be reviewed?	6 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **W to self-regulate behaviour to access learning and socialise appropriately with peers and staff** Outcomes (Success Criteria) Instances of poor behaviour reducing by 50% Time outs used only when other strategies used by pupil W to self-regulate have failed. Attendance at mentoring sessions Positive engagement in and around the school as well as in the classroom W recognising triggers that make him angry and upset W choosing the most appropriate choice options to manage his own behaviour
SMART target category *(drop down menu to choose from)*	Inclusion
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: 6-time outs used on average per week Poor behaviour reported each day – in classroom and around the school. Flash points occurring particularly first thing in the morning and after lunch.

Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Mentoring on weekly basis (use of PP+ funding) Pastoral support first thing in the day and as lunch time is finishing Rewards system established (based on what W values) Draw awareness of self-regulation approaches to all staff to ensure consistency of approach. Plan sessions with W how to self-regulate behaviour when he feels that he is getting angry. Meet with carers to share strategies to create consistency of approach
When and how will this be monitored and who will be responsible for the monitoring?	Pastoral lead to monitor behaviour on a weekly basis and feedback to DT DT to monitor behaviour logs fortnightly DT pupil voice half termly Meeting with Pastoral Lead/Form Tutor fortnightly
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Behaviour Interventions
When will this SMART target be reviewed?	29 November 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **Solve a variety of problems using information presented in graphs and charts (representing data)** Outcomes (Success Criteria) K will be able to read information in tables K will interpret information in tables K will complete information in tables Be able to solve sum, difference and comparison problems K will be entered for Entry Level 2 Increased accuracy in answers to questions on graphs and charts Confidence in the process of converting numerical information into charts and graphs

SMART target category *(drop down menu to choose from)*	Academic achievement and progress
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: Limited experiences of converting information into frequency tables New learning – line graphs, histogram and pie charts
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Use time, bar charts, line graphs, pictograms in the context of the class theme 'Titanic'. Use modelling strategy where appropriate Peer to peer support to facilitate discussion Provide detailed, frequent and call to action feedback
When and how will this be monitored and who will be responsible for the monitoring?	Maths teacher monitor every lesson – feedback to DT every three weeks Subject Leader for Maths once per half term through work scrutiny – feedback to DT DT – book look twice a term Progress and attainment data
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Mastery Learning
When will this SMART target be reviewed?	22 November 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **Identify a range of new language devices** Outcomes (Success Criteria) L to be able to identify in a variety of language devices (e.g. Soliloquy and Oxymoron) in a text. L will be able to explain what the character is thinking and feeling Explain the effect of the language devices on the audience Independently write a soliloquy
SMART target category *(drop down menu to choose from)*	Academic achievement and progress
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: L does not know any of the new language devices initially
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Share examples of language devices in a variety of texts and through watching a play. Share examples of 'everyday' oxymorons. Make explicit the key features of language devices. Model how to write a passage which include these language devices. Provide additional support for L if needed.
When and how will this be monitored and who will be responsible for the monitoring?	English teacher monitor every lesson – feedback to DT every four weeks Subject Leader for English once per half term through work scrutiny – feedback to DT DT – book look (cross-curricular) twice a term DT to analyse performance data
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Individualised Instruction

When will this SMART target be reviewed?	15 November 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **G to show confidence when speaking to others about own needs, wants and interests** Outcomes (Success Criteria) G will be able to describe himself in positive terms G will be able to talk about his needs, wants and interests with growing confidence Confident to seek/ask adults for help G able to be confident in the company of unfamiliar people Confident to try new activities
SMART target category *(drop down menu to choose from)*	Emotional health and well-being
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: Separates from main carer with encouragement from a familiar adult Shows some confidence when seeking and/or asking for help Confident to talk to other children when playing
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Give G the vocabulary to ask for help and model how and when they can use it Be consistent with all adults in the setting Give G small responsibilities that involve interactions with others Reward G when he speaks to staff and his peers about his needs, wants and interests Give G choice about which activities to engage with and which resources to use Place G in situations where he feels secure (with familiar peers and staff at first… then begin to introduce new situations with the support of a familiar adult that explains the changes)
When and how will this be monitored and who will be responsible for the monitoring?	Designated Teacher – pupil voice, drop ins to classroom and informal observation during break and lunch time – each of the monitoring strategies over the term

Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Social and emotional learning
When will this SMART target be reviewed?	19 December 2019

Please write the SMART Target that you are setting for this child/young person including what the outcomes/success will look like.	**Target** **To be able to listen, pay attention and concentrate** Outcomes (Success Criteria) Maintain (through listening) during appropriate activity Maintain concentration (when 'doing' something or being involved) during appropriate activity J gives their attention to what others say and responds appropriately
SMART target category *(drop down menu to choose from)*	Wider achievement
What is the child's/young person's baseline in relation to this SMART target? *(qualitative and/or quantitative)*	Baseline: Listens to others one to one or in small groups when the situation/provision interests them Attention wanders very easily Finds difficulty in following instructions if focused on own choice of activity
Who will implement and help this child /young person to achieve this SMART target? Which strategies/actions, and resources will be used?	Actions: Provide rewards for following instructions Provide structure to the school day to encourage opportunities for listening e.g. consistent and active use of a visual timetable or now and next board, short directed teaching sessions, story time. Share expectations for appropriate behaviour e.g. good sitting good listening good looking Provide activities at an appropriate level to give J the opportunity to take and maintain an interest in and concentrate for a reasonable amount of time

When and how will this be monitored and who will be responsible for the monitoring?	Class teacher – number and range of rewards given for positive behaviours – weekly Class teacher – level of J's engagement (responding to questions, collaborative work with peers, on task) Designated Teacher – pupil voice, drop ins to classroom and informal observation during break and lunch time – undertake each of the monitoring strategies over the term
Intervention category (EEF drop down) (from Education Endowment Foundation Teaching and Learning Toolkit)	Social and emotional learning
When will this SMART target be reviewed?	8 November 2019