

Effective target setting for children and young people

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Aim of the session is to be confident...

- setting meaningful and useful SMART outcomes/targets
- reviewing outcomes in a meaningful way

Aspirations

Need

Provision

**Outcomes
/Targets**



Aspirations and longer term goals – person centred planning



What are the important things to find out? from a CYP

- What they hope to do in the future
- Their wishes and dreams
- What skills they would like to improve
- Subjects they feel they need support in
- Their strengths and barriers to learning
- Who they like working with
- How they like to learn
- Strategies that are helpful

Consider - What is useful to know to support meaningful outcome setting?



Outcomes/Targets – steps to success

The Code of Practice (2015) describes outcomes in the following way;

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention

Section 9.66



Semantics - think goal setting!

Intention
What is the Intended Outcome (What do you want to achieve?)

Intention category

Result
What is the target?(What will you see that is different and measurable)

Required Action
What are the planned strategies/support/Interventions?(What needs to happen?)

Person(s)
Who will carry out and monitor actions?

Intention - What is the intended Outcome? (What do you want to achieve?) Think longer term Example - I am developing my word recognition so I can read more fluently

Result - What is the target? (What will you see that is different and measurable?) Think termly Example - I can read the tricky words 'the', 'my' and 'said' by sight


Writing a good PEP outcome/target – think sandwich

- By when?
- What will the YP be able to do – benefit or difference?
- So that?



Pupil and School Support
Partners on the pathway to a positive future for children and young people

PfA Outcomes - The Sandwich Model



By When?
Short term – 1 year or 6 months in early years
Long Term – 3 years or next transition point e.g. end of Key Stage

What will the young person be able to do?
in order to... so that... to support towards... to allow...

What will it give the child?
What will it make possible?
What will it do?
How does it prepare the child for adulthood?

The measurable skill that will develop as a result of provision

Relates to what is important to the young person now and in the future
Moving the child / young person towards the life they want for themselves

Develop Relationships Develop Independent Living Skills Support Access to Employment Maintain Health

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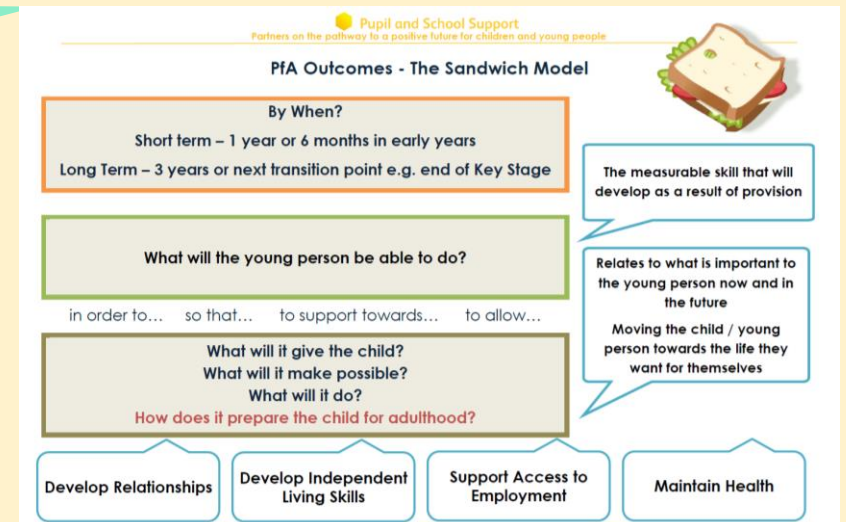
Person(s)
Who will carry out and monitor actions?

Using the sandwich model write an outcome for a YP struggling with reading and the acquisition of phonics and blending



Can you clearly identify the bits in the outcome that are the **Intention** (longer term goal) and the **Result** (short term goal)?

- By when?
- What will the YP be able to do – benefit or difference?
- So that?



Activity - Sort the statements



Intention
What is the Intended Outcome (What do you want to achieve?)



Intention category

Result
What is the target?(What will you see that is different and measurable)



Required Action
What are the planned strategies/support/Interventions?(What needs to happen?)

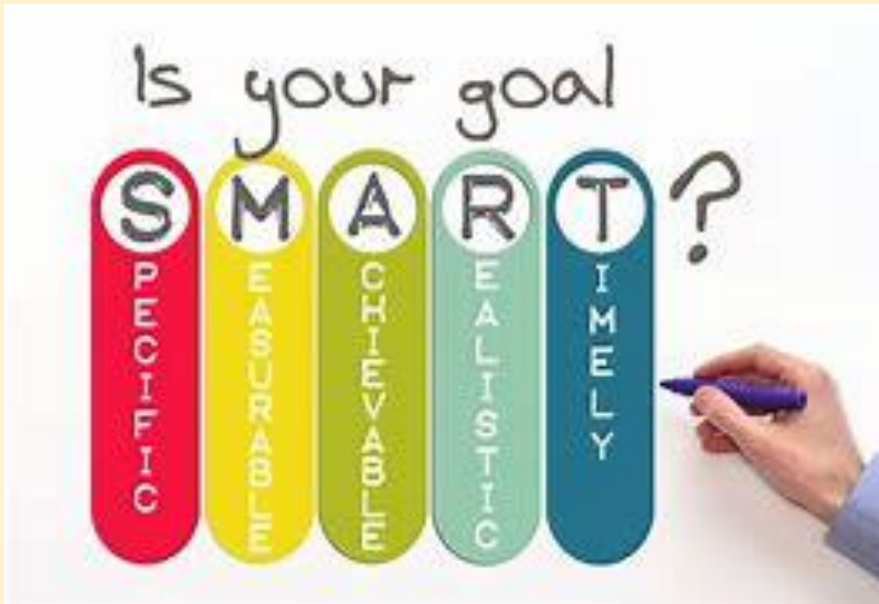
Person(s)
Who will carry out and monitor actions?



Writing a good termly outcome/result

Outcomes that are SMART are:

- Specific – state exactly what will be the benefit or difference
- Measurable –specific criteria that measure your progress toward the outcome
- Achievable – attainable and not impossible to achieve
- Realistic – within reach, realistic, and relevant to longer term goals
- Time bound – state when it will be achieved



Specific means that you have to say what you want to be the benefit or difference very clearly

Poor example

I can spell year
one common
exception words



Better example



Measurable - tells you exactly what you need to do to succeed

Poor example

To have more positive behaviour points



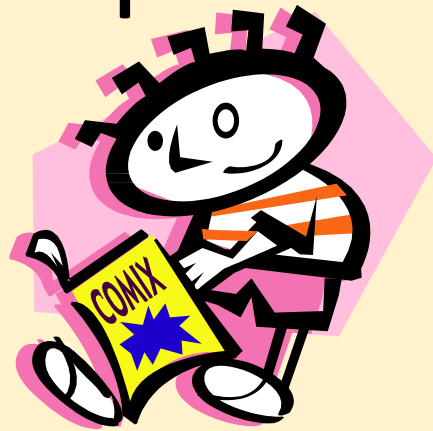
Better example



Must be **achievable** -something that can be done in the time frame

Poor example

To share, turn take and play games with peers



Better example



Realistic (or relevant) means that what you are going to do is 'do-able' and enables you to achieve your goals

Poor example

To be working at age related expectations in literacy



Better example



Must be grounded within a **time** frame

Poor example

To have made 0.3
points attainment
progress



Better example



What's the problem with the PEP outcome/result?

Coordination group activities weekly to develop fine motor skills



Take an intention below and write an appropriate result (small step outcome) to go with it – think SMART!

To have a successful playtime everyday

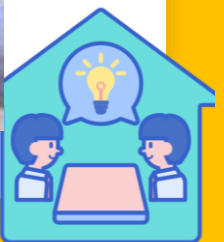
To develop Ed's story writing ability and stamina

For Mia to be happy in class

Joe is developing his sight word recognition and reading more fluently

Outcomes that are SMART are:

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Reviewing outcomes

Do – take time to know the progress a YP has made toward their outcomes

Do – give parents time to consider what the outcomes were and think about what they might want to say ahead of being invited to the meeting

Do – expect the young person to contribute in a way that is appropriate but also meaningful at the review

Do- be prepared to re-think outcomes if they have not been achievable in the timeframe

Don't – allow outcomes to be rolled forward for another term – make a change

Think – if the outcome was not achieved what needs to be different?



How do you ensure that pupil voice is integral to target setting?

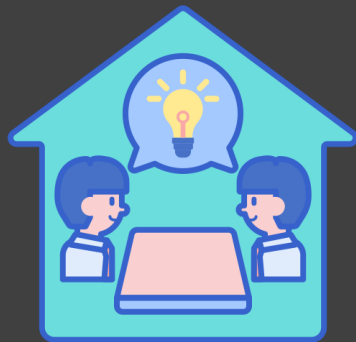
How do you enable parent/carers to participate in target setting?

How do you get staff contribution to the monitoring and review of the targets set?

How do you know that the targets are linked to wider school goal setting for the YP?

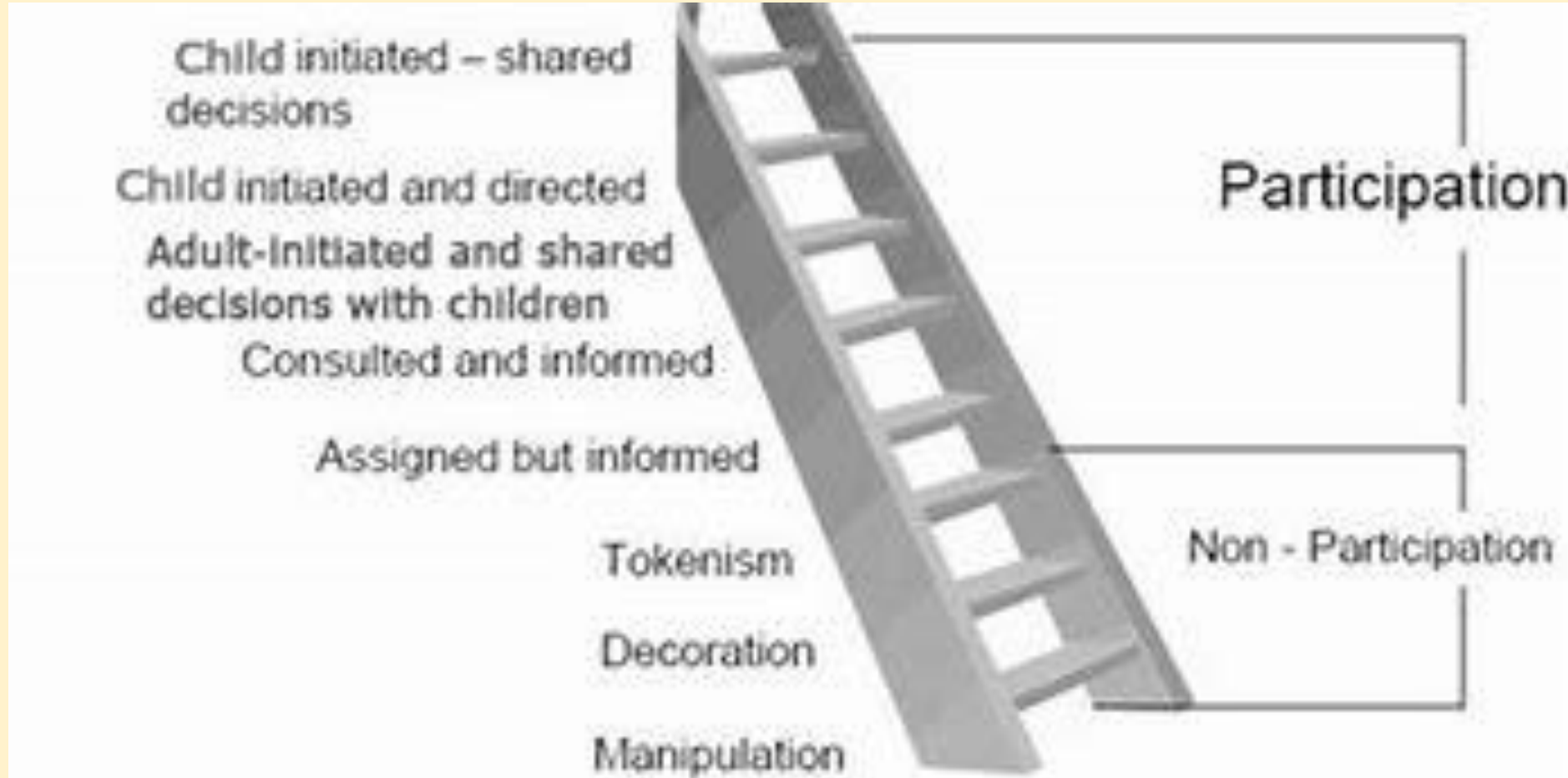
How do you share new targets?

How can you be ready? – making the process of goal setting effective



Making goal setting person centered

A person centered approach... supporting our learners to be at the centre of the conversation in moving toward their aspirations



Roger Hart (1992) Ladder of Participation

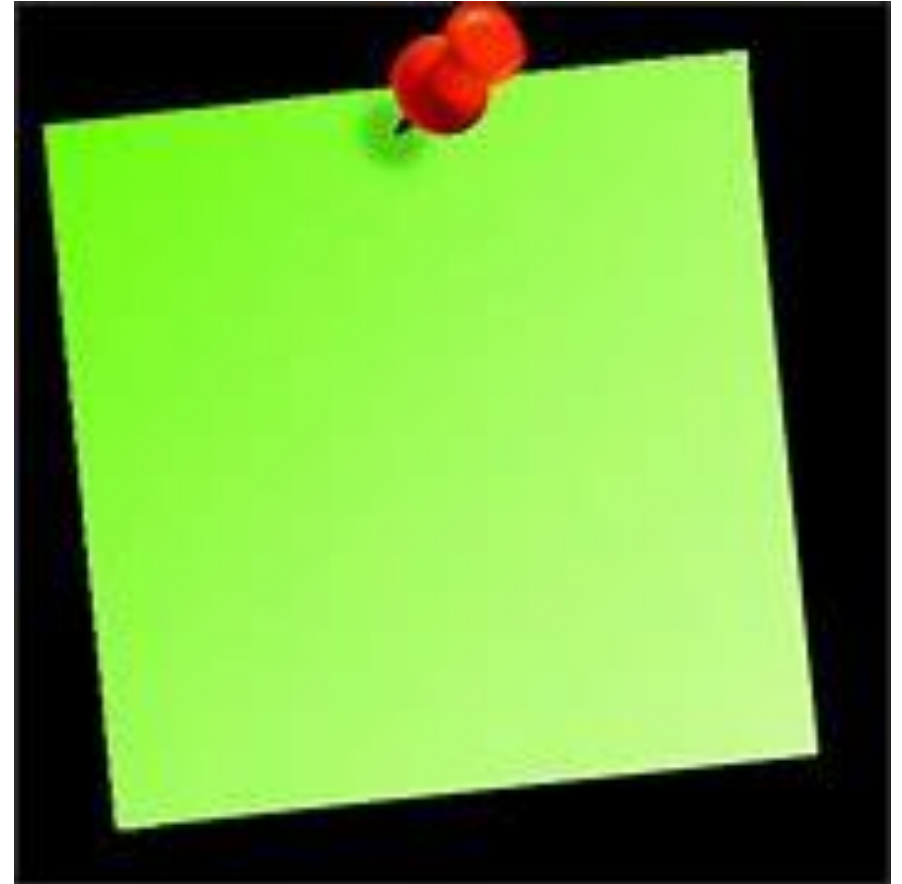
Key components to agreeing a good PEP target...

- Linked to the aspiration/longer term outcomes
- Places the YP at the heart of the process
- Written in the 1st person – person centered
- Shared with all key people involved with the CYP
- Written using the **SMART** model
- Based on agreed priorities



Writing SMART PEP targets

– Note down something that you will do differently to enhance goal setting for CLA pupils in the next PEP meeting



Useful links

[Helen Sanderson -](#)

<http://helensandersonassociates.co.uk/outcomes>

[Nasen - https://nasen.org.uk/](https://nasen.org.uk/)

[LST/VS resources -](#)

<http://www.supportservicesforeducation.co.uk/Services/3229> - *Follow the link, log in and click on 'Resources' half way down on the right hand side*

[Roger Hart -](#)

<https://organizingengagement.org/models/ladder-of-childrens-participation/>

Any questions?

