



## Post 16 SMART Targets

### Overview

The Virtual School asks that all targets set during Post 16 PEP meetings are SMART. This includes targets being set for young people that are attending an education setting or training provider and for those that are NEET.

Targets set must be specific to the young person and the curriculum or training/employment need. Targets must be clear about what is expected and why.

### Why it matters?

When targets are SMART, they are more likely to be achieved. SMART targets provide everyone involved with a sense of clarity about what is expected of them. SMART targets make the review process clear as they provide key indicators of success. SMART targets should be appropriate for the age and abilities of the young person.

### Specific

The target must be **specific** to the young person and the curriculum or training/employment need. The target must detail specific skills or knowledge the young person needs to acquire or demonstrate.

### Measurable

It is important for everyone to agree on how you will **measure** progress is being made towards targets. Ask yourself, how can we make sure our young person can demonstrate success at their next PEP meeting?

Be mindful that some criteria are easier to measure than others. For example, “working at a Grade 4 in algebra” “improving attendance to above 90%” can be demonstrated through assessment or data whereas “to improve confidence in Maths” is more subjective.

### Achievable

It is important that the targets you set for the young person are **achievable**.

If the young person does not have the skills themselves, how can professionals support them? This should be detailed as actions within the PEP.

At the PEP meeting, professionals must ask; what is the motivation for this target? Is the amount of effort required on par with what the target will achieve?

Sometimes it is best to focus on just one or two achievable targets.

### Realistic

All aspects of the SMART target must be understood by everyone involved and be clearly linked to the needs and voice of the young person as identified during the PEP meeting.

### Time Bound

It is important that professionals appreciate that SMART targets should be achievable by the next term's PEP meeting



## Guide to writing SMART targets

PEP targets need to be the stepping-stones to support the young person to achieve their longer-term targets and aspirations. They should support them in the journey in or towards Education, Employment or Training.

### **Have a go at writing a SMART Target:**

Start by writing down your initial target for the young person. Work your way through the questions below, adding more information to your initial target as you go.

#### **Specific**

Is this specific to the young person and to the curriculum/targeted area?

Which specific skills or knowledge need to be acquired?

Who needs to be included?

When do you want to do this?

Why is this a target?

#### **Measurable**

How can you measure progress?

How are you going to demonstrate success?

#### **Achievable**

Does the young person have the skills required to achieve the target?

If not, how can you support them?

What is the motivation for this target?

Is the amount of effort required on par with what the goal will achieve?

#### **Realistic**

Will the young person be able to achieve this target?

Will they be able to celebrate a success by their next PEP meeting? Or in the longer term?

Is what is being asked realistic in terms of timescale? For example, can revision of a whole unit of work be completed by the set date?

Does the young person have the required independent study skills needed to supplement their learning?

Does the young person have access to the required resources such a laptop/Internet?

#### **Time-bound**

What's the deadline and is it realistic?

Will this target be able to be reviewed at the next PEP meeting?



## Examples of SMART Targets for those in education

**Target:** To pass functional skills Maths

**SMART target:**

Target / Outcome	Actions or interventions to achieve these	Timescale (When)	By whom
I will be fully prepared for my functional skills Maths assessment on 25th May by revising fractions and percentages. In particular I need to be able to calculate a percentage discount using monetary values.	I will revise chapters 9 and 10 for 1 hour on a Tuesday and a Thursday, every week for 6 weeks until my exam. I can use BBC Skillswise tasks at home to support what I am learning in class.	25 <sup>th</sup> May	YP

**Target:** To complete Unit B1 in Health and Social Care

Target / Outcome	Actions or interventions to achieve these	Timescale (When)	By whom
I need to understand the principles and values in health and social care. I will need to be able to describe what is meant by person centred or child centred practice in my written assignment. This must be submitted by 11th April to Mrs Smith.	I will write up my observations from my work placement at nursery, which will give me some concrete examples to include in my written assignment.	11 <sup>th</sup> April	YP / Mrs Smith

**Target:** To get better at maths

**SMART target:**

Target / Outcome	Actions or interventions to achieve these	Timescale (When)	By whom
I will be working at Grade 3 in Maths by the Summer term by focusing on algebra. I will know that I've been successful if I achieve 55% in the algebra end of unit assessment	My 1 to 1 maths support sessions will focus on me being able to expand a single bracket and draw the graph of an equation by completing a table of values.	2 <sup>nd</sup> June	YP with support from maths tutor



**Target:** To get better at maths

**SMART target:**

<b>Target / Outcome</b>	<b>Actions or interventions to achieve these</b>	<b>Timescale (When)</b>	<b>By whom</b>
I will develop my skill set in Geometry and Measures and I will be able to apply the formula for finding the area of a triangle when I am given the perpendicular height and base. I will score 40% on my Shape homework in November.	I will complete at least 3 practice questions (Geometry and Measures) each week with my maths tutor in my 1 to 1 session in the lead up to the Shape homework deadline.	8 <sup>th</sup> November	YP / maths tutor

**Target:** To improve my attendance

**SMART Target:**

<b>Target / Outcome</b>	<b>Actions or interventions to achieve these</b>	<b>Timescale (When)</b>	<b>By whom</b>
My attendance in the next 4 weeks will have increased to at least 90% within those 4 weeks	I will have a morning meet and greet with the pastoral team. My post 16 bursary payments will be reinstated once my attendance is above 90%	18 <sup>th</sup> March	YP / Pastoral support staff

**Target:** To engage more in English

**SMART target:**

<b>Target / Outcome</b>	<b>Actions or interventions to achieve these</b>	<b>Timescale (When)</b>	<b>By whom</b>
I will improve my ability to discuss Shakespeare's plays by revising the key theme of love in 12th Night. I will demonstrate success by achieving Grade 5 in my English mini assessment on Twelfth Night on 12th June.	To do this I will use BBC Bitesize and my English learning mentor. I will be able to write about why Viola keeps her love for Orsino secret and memorise two quotes to show this.	12 <sup>th</sup> June	YP / English learning mentor



## Examples of NEET targets

**Target:** To get an apprenticeship

**SMART Target:**

Target / Outcome	Actions or interventions to achieve these	Timescale (When)	By whom
I will have applied for at least 1 of the Level 2 apprenticeships being advertised in childcare in the Norwich area by 12 <sup>th</sup> June	I will be supported by the Virtual School Children and Young People Community with my application. I will have been supported to set up an account on <a href="http://www.apprentices.gov.uk">www.apprentices.gov.uk</a> I will have saved my personal statement so it can be tweaked and used in any future apprenticeship applications. I will have set up alerts, so I am made aware of when new apprenticeship vacancies become available.	12 <sup>th</sup> June	YP / Virtual School Children and Young People Community Worker

**Target:** To think about re-engagement opportunities

**Target: SMART Target**

Target / Outcome	Actions or interventions to achieve these	Timescale (When)	By whom
I will have a better understanding of what local re-engagement services are available to me and consider applying/signing up for any that interest me by the time of my next PEP meeting.	The Guidance Adviser will share information about the local Volunteer It Yourself (VIY) Projects with placement staff. Placement staff will discuss this information with YP and support with any applications / referrals	3 <sup>rd</sup> May	Guidance Adviser / YP / placement staff



**Target:** To be in employment

**SMART Target:**

<b>Target / Outcome</b>	<b>Actions or interventions to achieve these</b>	<b>Timescale (When)</b>	<b>By whom</b>
I will have worked on making myself more employable by updating my CV. I will have evidence of having applied for at least two vacancies by 12 <sup>th</sup> June.	Placement staff will support the YP to update their CV using templates available on <a href="http://www.helpyouchoose.org">www.helpyouchoose.org</a> The Guidance Adviser will share links to recruitment websites with placement staff so they can share with the YP, who will be supported to apply for at least 2 vacancies using their updated CV	12 <sup>th</sup> June	YP / Guidance Adviser / Placement staff

**Target:** To build confidence in new surroundings

**SMART Target:**

<b>Target / Outcome</b>	<b>Actions or interventions to achieve these</b>	<b>Timescale (When)</b>	<b>By whom</b>
I will have worked towards building my confidence around new people and surroundings by volunteering at a local animal sanctuary, by 30 <sup>th</sup> June.	The Guidance Adviser will share links to animal sanctuaries within 15 miles of the YP's accommodation with their Social Worker and placement staff. Placement staff will support The YP will contact the sanctuaries and set up visits. The YP, with the support of placement staff, will sign up to attend one animal sanctuary on a weekly basis.	30 <sup>th</sup> June	YP / Guidance Adviser / Social Worker / Placement Staff



**Target:** To develop knowledge of a work sector

**SMART Target:**

<b>Target / Outcome</b>	<b>Actions or interventions to achieve these</b>	<b>Timescale (When)</b>	<b>By whom</b>
I will develop my knowledge and understanding of hair and beauty by completing at least 3 units of the Hair and Beauty ASDAN vocational short course by 1 <sup>st</sup> July.	The Virtual School's Post-16 Adviser will order an ASDAN Hair and Beauty vocational taster course and have it sent to the YP's accommodation. The YP will choose 3 units to complete from the ASDAN course with support from placement staff.	1 <sup>st</sup> July	YP / Post-16 Adviser (VS) / placement staff

**Target:** To improve my emotional wellbeing

<b>Target / Outcome</b>	<b>Actions or interventions to achieve these</b>	<b>Timescale (When)</b>	<b>By whom</b>
I have been able to receive support with my wellbeing and feel settled enough to have conversations with my Personal Adviser about my education and training goals.	I will attend all of my CAMHS/Support for Success appointments.  I will discuss the Wellbeing Social activities and On Track coaching with my Personal Adviser who will refer me to these opportunities if I'm interested.  When I am feeling settled, my personal adviser will arrange a virtual meeting for me with the Guidance Adviser to discuss my options.	7 <sup>th</sup> June	YP / Personal Adviser

**Target:** To improve my emotional wellbeing

<b>Target / Outcome</b>	<b>Actions or interventions to achieve these</b>	<b>Timescale (When)</b>	<b>By whom</b>
I will ensure that I am looking after my emotional health and wellbeing by meeting with my Personal	I will meet once a week in a comfortable and safe space with my Personal Advisor.	18 <sup>th</sup> October	YP / PA



<p>Adviser once a week. I will have the opportunity to talk about anything that is worrying me. I will do this until I feel ready to re-join education.</p>	<p>My PA will review every 4 weeks to see if I feel ready to enrol in education.</p>		
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**Target:** To research College course

Target / Outcome	Actions or interventions to achieve these	Timescale (When)	By whom
<p>I will decide on my next steps in education. I will spend at least 1 hour per day researching the courses that are available to me at the local colleges. I will evaluate the information I have gained and attend introductory sessions for at least 2 courses with a view to deciding by the end of this half term which course to enrol on.</p>	<p>I will spend 1 hour a day for 2 weeks conducting Internet research into the college courses available to me using the College websites and the <a href="http://www.helpyouchoose.org">www.helpyouchoose.org</a> website.          I will choose at least 2 courses that I want to find out more about and will arrange (with the help of placement staff) to attend introductory courses or to have a tour.</p>	<p>27<sup>th</sup> May</p>	<p>YP / Placement Staff</p>

**Target:** To improve my sleep pattern

Target / Outcome	Actions or interventions to achieve these	Timescale (When)	By whom
<p>I will do my best to keep myself well and in a healthy routine by going to bed at the same time every night. I will keep my phone and computer off after 10.30pm and will get up at the same time each day (8am) with an alarm.          I will keep doing this every day so that I can get into a sleep routine and keep myself healthy and rested in order to begin attending college again (on time) when I am feeling better.</p>	<p>I will set an alarm to remind me to go to bed at 10.30pm.          I will set an alarm to remind me to get up at the same time each morning (8am).          I will go to bed or get up each time my evening or morning alarm goes off.          I will do this every day for four weeks until my review meeting with my Personal Adviser.</p>	<p>7<sup>th</sup> April</p>	<p>YP</p>