Manchester Virtual School

A guide to SMART Targets

7 Time-bound

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

More demanding goals should be broken down appropriately given the time frame set.

1 Background
Manchester Virtual School asks that all targets set during a PEP meeting are SMART.

This model makes sure educational targets make a real difference to the lives of our young people.

2 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 age and stage.

6 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.

The target should be written in such a way that the young person is able to celebrate a success at their next PEP meeting.

3 Specific

The target must be specific to the young person and the curriculum or training/employment need; it must be clear about what is expected and why.

The target must detail specific skills or knowledge the young person needs to acquire or demonstrate.

5 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 for professionals within the PEP.

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

4 Measurable

It is important for everyone to agree on how you will measure whether the plan is working and progress is being made.

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 2 in algebra" can be demonstrated through assessment whereas "to improve confidence in Maths" is more subjective.

SMART Targets

1 2 3 4 5 6 7