SMART - **Timely**

Any target that you set should be within a timeframe, or they won't be achieved.

Your targets need to be time-bound or they are unlikely to be completed: The group profile is based around an individual termly target. However, this can be reviewed and added to more often than each term if you feel it will help a learner progress or if they have achieved it prior to the end of that term.

Example: "Simon must improve his overall score in the multiplication practice paper from 43% to 65% by the end of the term "

SMART TARGETS	NOT SMART	SMART
Specific	I will work on word endings and grammar (Not specific, which word endings?)	I will be able to add-full/til/-all correctly to a list of given words.
Measurable	To improve my punctuation (Not measurable; what does improve mean?)	I will be able to insert ownership apostrophes into a given text.
Achieveable	To feel more confident about my reading (it is important to set objectives that a learner can achieve in the period available.)	I will have read two books from the resources shelf and be able to discuss with x
Relevant	To write personal letters (Is this what the learner needs to do? Some learners want to write personal letters, but others may never do so.)	I will have written and sent an email to my friend Y without help.
Time-related	To pass the driving theory test.	I will have the confidence to take the driving theory test by July

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Introduction

SMART targets are support, advice and instructions which can be created by staff or learners themselves. Effective SMART targets will improve learning and enhance a learner's performance or potential performance.

Setting goals can be very easy, whereas, achieving them can be quite a different thing. When you use the SMART principle, it enables you to create goals that are achievable for your learner's.

Goal setting using SMART principles provide a structured template that provides a consistent approach on every occasion.

When you use SMART as a way of setting goals, it removes any generalised information and replaces it with clearly defined statements; which you will be able to use to track you own or your team's progress towards achievement.

SMART is a system for creating goals that are achievable.

At Hopwood Hall College, SMART stands for:
• Specific
• Measurable
• Achievable
• Relevant
• Timely

Why do we need smart targets?

The college implemented the new Teaching and Learning Group Profile at the last conference. There are many reasons why this has been implemented.

1. To show the progress each learner is making and their personal journey.
2. To ensure Pro-Monitor reflects targets, progress and achievement.
3. To improve communication between teaching staff and SST's leading to more effective progress reviews and target monitoring.
4. To inform any visitor to the classroom of any background knowledge that has influenced planning.
5. To make sure Teaching, Learning and Assessment planning is linked to meeting individual needs.
6. To promote a consistent and effective approach to tracking and monitoring learner progress both inside and outside of the classroom.
7. To assist when creating reports for parents / carers or other college matters.

Remember these Targets need to be Academic / Developmental

How to create a SMART Target

SpecificDescribe the target in precise terms so there is no confusion when deciding if the learner has achieved it.

Measureable: Set a measure so that the learner can see that they have made progress towards it or achieved.

Achievable: Is the target actually possible? Remember not to set it too high, break it down in to something more management.

Relevant: Why have you set this target? Is it meaningful to the learner?

Timely: Is this target time-bound, have you set a deadline for it?

SMART - **Specific**

Be specific about what you want the learner to achieve – The more specific you are about their target, the greater chance they have of achieving it. This is because you will be able to measure their progress against their achievement and know the point when they reach completion.

Example: "Layla must answer at least one question per session to build confidence"

SMART - **Measurable**

You need to be able to measure the targets you set – You should be able to gauge, or know the point when the learner achieves it.

Example: "To be able to punctuate 5 consecutive sentences using full stops and capital letters"

SMART - **Achievable**

You need to be realistic about the target you set – You should investigate beforehand whether the target is really acceptable for the learner, is it something they can attain – i.e. is it achievable? Look at the individual – can they do this, will it be too much all at once?

Example: "Eve must improve her overall score in the exam practice paper from 25% to 50% by the end of the first term"

You may need to set targets as a series of smaller steps, that way the learner can achieve something that seems impossible over time. For example, with this target you may increase the % each term

SMART - **Relevant**

Your targets need to be relevant to the learner - DO they need to do this to improve their achievement on the course or their chances of getting a job?

When setting a target for a learner, consider the following:

• Why do they need to reach this goal?
• What is in it for them?
• Is it something worthwhile to their development?
• Is this a priority or are there other targets that need to be set first?

Example: "Lucy must ensure all deadlines are met in line with BTEC submission guidelines and aim to improve by achieving a distinction in the next unit: Unit 7: Fitness testing which will be set and marked this term"

In this scenario the target links directly with the BTEC framework and is relevant for this learner's progress as she has previously achieved a pass or credit.