**Attendance: SMART Targets and Strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SMART Target** | **What is the reason for this target?** | **What strategies will be used to help them achieve the target?** | **When will this be done?** | **Who will be responsible?** |
| **X’s attendance to increase to at least 95% (lower if this is unrealistic to begin with)** | X is not attending school on time every day  X is not accessing all of their lessons. | **General Strategies to promote attendance and punctuality**   * Action Plan is devised in collaboration with network and **young person** and reviewed regularly. * Attendance data is shared with parents/carers/ SW via email on weekly/monthly basis. * Parents/carers to report all absences to school as per school systems. * School to link with child via phone/home visit when absences are prolonged to maintain contact and work provided if necessary. * Alarm clock is purchased and set the night before (parents/carers) * Parents / carers are supported to implement a morning routine. (Early Help Practitioner/SW) * Family members to support with taking to school in the morning. * Mentor to be provided to meet with X before school to regulate and prepare for the day (School) * Buddy/mentor (from an older year group) to be provided to meet with YP. * Motivating activity to be scheduled at start of day to encourage punctuality * SENCO/Learning mentor support to ensure needs are identified and addressed. * Key adult identified for YP. * Attendance at breakfast club * Travel plan is devised/provided with bus times/routes etc to promote punctuality. * Evidence of GP/hospital apts to be provided following absence. (parents/school) * Appointments to made out of school hours where possible. * EBSA checklists are completed to reduced EBSA (school/Ed Psych/young person and parents/carers) * Ed Psych Consultation (school) * Flexible start time / reduced timetable (school) * Early leave cards – permitting YP to leave classes early to avoid busy transition times * Safe Space provided that YP can retreat to if needed in school day. * Improved attendance and punctuality to be recognised, celebrated and shared. * Incentive to be provided for achieving target and maintaining. * Attendance policy to be shared and circulated so network are clear of school expectations. * Mental Health First Aid Training for all appropriate staff |  |  |
| **X to attend school on time every day at least x times per week (building up to every day)** |
| **X to reduce the level of unauthorised absence from x to x by the end of the term.** | Any absence will be legitimate and authorised |
| *Targets can be further broken down by using the strategies as a basis for the target i.e.*  **X to complete the young person’s EBSA audit tool and identify aspects of school attendance that cause greatest anxiety.**  **X to devise personal action plan to improve attendance by identifying triggers for absence and strategies to manage this with support from a trusted adult.**  **X to meet with mentor before school at least x times per week**  **X to attend breakfast club on time at least x times per week.** | Network don’t have understanding of patterns of absence, associated needs and support needed  X would benefit from a trusting relationship with key adult to express and address needs  X is not attending school on time and lacks an appropriate morning routine. |

**Phonics KS1 and KS2: SMART Targets and Strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SMART Target** | **What is the reason for this target?** | **What strategies will be used to help them achieve the target?** | **When will this be done?** | **Who will be responsible?** |
| Phase 1:  **X can listen to and remember sounds**  **X can identify sounds**  **X can join in with rhymes and rhythms** | X doesn’t demonstrate sound discrimination – environment, instrumental and body percussion.  X is not able to join in with Rhymes and rhythms.  X is unable to speak confidently to adults and other children  X is unable to blend three separate sounds and say what word they can hear e.g. s, a, t when they blend the sounds of these graphemes together it makes the word sat. They then need to break a cvc word down into its separate sounds.  X cannot blend or segment tricky words into sounds to help them read and write them.  X is unable to put the sounds together in word in order to read it and then break the individual sounds down in a word to be able to spell it.  X is unable to identify every grapheme (written sound) that has been taught within phases.  X struggles to copy letters using the correct formation  X is unable to decode unfamiliar words. | **General Strategies to improve Phonics:**   * Enjoying and sharing books for an early age * Listening walks * Using instruments to music and Rhyme * Games to promote vocabulary such as I spy. * Parents and carers to know which phonics programme the school uses. * Check resources on school’s website and look at policies * Website widely available – important that these match with what is being taught at school. * Scrap books for sounds so that children can also practice writing sounds – using different colours. * Use of materials such as plasticine, playdough, sound etc to help support formation. * Spelling – look cover write technique |  |  |
| **Phase 2:**  **X can recognise some phase 2 phonemes (s, a, t, p, i, n, m, d, g, o, c, k, ck) ¬**  **X can blend VC and CVC words**  **X can recognise all phase 2 phonemes**  **X can blend VC and CVC words within sentences.**  **X can read tricky words: I, the, to, no, go, into** |
| **Phase 3:**  **X can recognise all phase 2 and some phase 3 phonemes (j, v, w, x, y, z, zz, qu, ch, sh, th, ng)**  **X can blend CVC words containing some phase 3 phonemes within sentences.**  **X can read tricky words; he, she, me, we, be**  **X can recognise all phase 3 phonemes**  **X can blend CVC words containing phase 3 phonemes within sentences.**  **X can read tricky words: he, she, me, we, be, was, my, you, her, all, they, are** |
| **Phase 4:**  **X can recognise all phase 3 phonemes**  **X can blend CVC words containing phase 3 phonemes and adjacent consonants within sentences.**  **X can read tricky words: some, come, said, do, so, one, were, what, when, have there, out, like, little** |
| **Phase 5:**  **X can recognise some alternative phase 5 diagraphs (ay, ou, ie, ea, oy, ir, ue, aw, oe) ¬ Can blend words containing phase 3 and 5 phonemes including adjacent consonants within sentences.**  **X can read tricky words: oh, their people, Mr, Mrs**  **X can recognise all phase 3 phonemes**  **X can blend CVC words containing phase 3 phonemes and adjacent consonants within sentences.**  **X can read tricky words: some, come, said, do, so, one, were, what, when, have there, out, like, little** |
| **Write each letter correctly when following a model** |
| **Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable** |
| **Read and spell phonically decodable two-syllable and three-syllable words** |
| **Read automatically all the words in the list of 100 high-frequency words** |

**Reading KS1 and KS2: SMART Targets and Strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SMART Target** | **What is the reason for this target?** | **What strategies will be used to help them achieve the target?** | **When will this be done?** | **Who will be responsible?** |
| **KS1 – Comprehension**  **X can explain the meaning of words already known linking these to new words that are connected**  **X can check that the text makes sense and correct myself if I make mistakes**  **X can say what the characters might feel in a story based on what is being said or done.**  **X can develop an enjoyment of reading by discussing words that capture their imagination.**  **X can use non-fiction text to find out new information on a subject** | X struggles to read and understand text being read.  X is unable to self-correct and seek help for unknown words  X needs to utilise resources such as dictionaries to support vocabulary.  X is not reading books regularly and doesn’t demonstrate an interest in reading.  X is unable to decode unfamiliar words using phonic knowledge and skill as their prime approach.  X needs to use dictionaries and thesaurus to clarify meanings.  X needs to empathise and role play based on characters and themes in books.  X needs to be able to talk about books and choices giving opinions and views.  Improved reading attainment and writing ability.  Improved Text comprehension and grammar  Breadth of vocabulary needs to expand  Positive attitude to reading is needed  Greater self-confidence as a reader  Pleasure in reading in later life  General knowledge and better understanding of other cultures and opinions improved because of accessing a variety of reading materials. | General Strategies to promote Reading:   * Children whose home experiences promote the view that reading is a source of entertainment are likely to become intrinsically motivated to read Daily reading for 15-30mins. * Children are more likely to continue to be readers in homes where books and reading are valued. * Adults to read to children regularly, it slows written language down and enables children to hear and take in tunes and patterns. It enables children to experience and enjoy stories that they might not otherwise meet. * Children to be given choice of reading materials. * Children to use school library and join local library. * Participate in reading activities within school and at the local library – challenges, quizzes, book days etc. * Seek advice from class teacher regarding best approaches to support the child. * Having access to reading books at home * Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity. * An important factor in developing reading for pleasure is choice. * Frequently reading novels and stories and reading for fun (regardless of whether this is through books, magazines, or the internet) * read a greater range of materials (including magazines, books, websites, emails, blogs/networking websites, newspapers, and manuals) * Promote letterbox books from VS and Book Clubs as enrichment activities. * High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter; - Book Trust website has great recommendations and advice:   <https://www.booktrust.org.uk/> |  |  |
| **KS1 – Word Reading**  **X can use the sounds that they know to reread books more fluently and with more confidence**  **X can read new words correctly by blending the letter and letter group sounds that have been taught**  **X can use letter sounds to read and work out new words**  **X can tell you what a book that they are reading is about** |
| **KS2 – Comprehension**  **X can explain the meaning of words that they do know and ask about the meaning of words not known.**  **X can ask and answer simple questions about what has been read and say what will happen next**  **X can use a dictionary to check the meaning of words that are not known**  **X can discuss words and phrases within the books that excite them**  **X can tell from what has been read how a character is feeling and thinking and why they act in a particular way**  **X can summarise what has happened in a text using themes from a paragraph to help**  **X can understand, discuss, and evaluate how authors use language, including figurative language, considering the impact on the reader.**  **X can tell the difference between fact and opinion** |
| **KS2 – Word Reading**  **X can read and blend all sounds I have been taught and recognise alternative sounds and letters or grounds of letters.**  **X can read most words quickly and accurately without needing to sound and blend words that have not been seen before**  **X can use sounds that they know to decode words automatically and reading is fluent.**  **X can read and decode further exception words including words that do not follow spelling patterns** |
| **General Reading Targets**  **X can hold a book correctly**  **X can look at the pages of a book in the correct order – left to right**  **X knows the difference between words and pictures**  **X can say who and what the book is about**  **X can talk about the pictures and create their own story**  **X can read each word as they point to them**  **X can guess what might happen in a book**  **X can re-tell the story including all the main parts**  **X can develop a love of reading by hearing a wide range of stories, poems and non-fiction read by others**  **X can enjoy stories and texts that can read by themself that link to their own experiences.**  **X can enjoy reading poems and rhymes, learning some by heart.**  **X can clearly explain their understanding of what is being read to them.**  **X can read and understand books by expressing their views on poems, stories, and non-fiction texts.**  **X can read books within their reading level without making many mistakes and is able to sound out new words without long pauses**  **X can re-read books sounding out new words correctly to increase speed and confidence**  **X can develop and write a detailed book review giving reasons why they would recommend a book**  **X can read, enjoy, discuss books that are structured in different ways and for different purposes such as for fun or research**  **X can read aloud** |

**Reading and Writing KS3: SMART Targets and Strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SMART target** | **What is the reason for this target?** | **What strategies will be used to help support the child to meet their target?** | **When will this be done?** | **Who will be responsible?** |
| To improve quality of written homework tasks by the end of term | Content has not been appropriate or in sufficient detail.  Written responses have not been accurate and/or clearly expressed.  Grades indicate child is working below expected standard.  Teacher comments have identified areas for development.  Child has been lacking confidence to work independently. | * School to encourage attendance at homework club. * School to provide quiet work area. * Foster carer to ensure child has a designated space and time for homework tasks. * Learning mentor/FC to support with understanding of task. * School to provide appropriately adapted materials, where necessary. * FC to support child to start task soon after it’s set to meet deadline. * Child to read the question carefully and be clear about what is expected. * Teacher/mentor/FC to check child has good understanding of task. * Child to read written HWK aloud to self/friend/FC to check it makes sense. * Child to ask themselves: can I develop my answer? Is the content relevant to the task? * Child to check for careless errors e.g., missing punctuation marks. * Child to use a dictionary to check spelling. * School to provide timely, positive, and constructive feedback to child and FC. | End of autumn term | DT/FC/specific teaching staff |
| To demonstrate use of wider vocabulary in at least one extended piece of writing this term | Verbal and/or written communication demonstrates limited vocabulary choice.  Child has expressed an interest in improving this aspect of their writing. | * FC to support child to read for at least 20 minutes every day. * Child to look up meanings of unfamiliar words. * Child to talk to teacher or carer about what they have been reading. * Child to use a thesaurus to find alternative words. * Teachers to provide subject-specific word banks. * School/BVS to arrange one-to-one tuition. * School/tutor to identify word games to extend vocabulary. * School to provide timely, positive, and constructive feedback to child and FC. * School to request funding through the PEP for supportive resources | End of spring term | FC/specific teacher(s)/BVS/DT |
| To use a range of techniques to improve the quality of descriptive writing this term | Descriptive writing has not had appropriate effect on the reader, or not appropriate for purpose.  Assessment grades have been below expected level.  Teacher comments have identified areas for development.  Child has expressed an interest in improving this aspect of their writing. | * School/BVS to arrange one-to-one tuition with specified focus. * Teacher/TA to set aside time for in-class one-to-one feedback. * FC to support child to read fiction every day. * Teacher to provide a checklist of possible techniques e.g., well-chosen similes, metaphors, adjectives, and adverbs. * Teacher to provide examples of writers using techniques. * Child to use redrafting approaches e.g., focus on improving two sentences so they have more impact. * Child to avoid starting sentences with the same word. * School to provide timely, positive, and constructive feedback to child and FC. * School to request funding though the PEP for supportive resources. | End of term | DT/teacher/FC/BVS |
| To demonstrate improvement in child’s next literary essay | Extended responses to literary texts have not been consistently coherent/fully developed/matched the assessment criteria.  Grades and assessment feedback suggest child is working below their ability level. | * Child to ensure s/he understands the question – talk to peers and teacher. * Teacher/mentor to support with planning, including reviewing of assessment criteria. * Child to plan 3 or 4 main points and the order they will be developed in. * Child to include a short introduction that addresses the question. * Child to generate a bank of well-chosen quotations to support main points. * Child to analyse the effect of word choice/techniques and link back to the main point. * In essay conclusion, child to briefly summarise the main points, linking back to the question and express a concluding opinion. * Child to watch video explanations on approaching essays: [How to write an essay for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/znvn92p) * School based/BVS arranged one-to-one tutor to read through essays and school feedback to support child with key areas for development. * School to provide timely, positive, and constructive feedback to child and FC. | End of term | DT/teacher/FC/BVS |
| To increase reading age by at least 3 months by the end of term | Child is reading below their chronological age.  Child is struggling to access reading matter across the curriculum | * School to assess current reading ability: age, speed, accuracy, and comprehension. * Use Accelerated Reader to find appropriate level reading books. * Child to take weekly AR quizzes. * School and FC to support child to maintain a reading record. * Librarian/mentor/FC to support child with making independent book selections. * Named adult to provide opportunities to talk with child about what they have found interesting/funny/unusual in the books they read. * Teachers to provide safe spaces/opportunities in class to practise reading parts of texts aloud. * School to provide timely, positive, and constructive feedback to child and FC about reading progress. * School to request funding through PEP for books that interest child. | End of term | DT/teacher/FC/BVS |
| To demonstrate improvement in spelling/punctuation/grammar in next formal assessment. | Spelling/punctuation/grammar has not been sufficiently accurate. | * Teacher to identify SPAG specific target. * Child to read slowly through writing, independently or with FC/TA/teacher, to identify errors. * Child to use a different colour pen to make corrections. * Child to share improvements with a friend/FC/teacher. * Child to list and learn 5 most frequently misspelt words. * Child to learn spellings of key words for topics/texts * Teacher/learning mentor to identify BBC Bitesize videos to share with child [Spelling, punctuation and grammar - KS3 English - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z7vdy9q) * School to provide timely, positive, and constructive feedback to child and FC. * School to identify specific SPAG resources and request funding in the PEP. | End of term | DT/teacher/FC/BVS |

**Emotional Regulation: SMART Targets and Strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SMART target** | **What is the reason for this target?** | **What strategies will be used to help support the child to meet their target?** | **When will this be done?** | **Who will be responsible?** |
| 1. **To encourage (name) to develop strategies and understand what causes him to dysregulate.** 2. **X to participate in a transition programme to support his upcoming transition.** 3. **X to be able to name how he is feeling in a given moment.** 4. **X to be able to articulate why he is feeling a certain emotion.** 5. **X to begin to understand the consequences of his actions and words within lessons,** 6. **X to begin to accept strategies offered by an adult more immediately with the aim of using strategies independently on some occasions to avoid getting Dysregulated.** 7. **X to be able to regulate themself through sensory equipment and sensory room.** | To support X to express his emotions and deal with inner conflict he may be feeling from previous and negative experiences.  X is often dysregulated in certain situations i.e. …..  X struggles to manage transitions and would benefit from additional support.  X is unable to articulate how he is feeling or why he may be feeling that way.  X needs to begin to be more self-aware of their actions and how they impact on others and their own learning  X needs to be able to make an informed decision about being focused.  X needs to build resilience and make informed choices to remove them self from the situation which is negatively impacting on their learning.  X needs support with sensory needs to keep in a calm /alert state to stop the onset of dysregulation in the classroom or playground. | * Transitions programme * Art Therapy * Play Therapy * Drama Therapy * Music Therapy * Social and Emotional Learning resources * 1-1 Time with the Learning Mentor * Mindfulness work with T.A * 6x Elsa sessions * Conversations with class Teacher and Child * Social Stories * Specific questions for example * “I’ve noticed that”. * “I’m wondering if”. * Choices to put situation right. * Move to where there are less distractions eg personal work space / quiet area. * Agreed signals between child and class Teacher / prompt time out card / time in quiet area when needed. * Feedback, * restorative work. * Using Feelings Art Book <https://www.amazon.co.uk/Feelings-Artbook-Promoting-Emotional-Literacy/dp/0863886744> * Staff and Child to use now, next Lanard/timetable to have the sensory room in their timetable. * Child to have Pic cards to let staff know when starting to feel dysregulated. * Regular access to our sensory room and extra sensory equipment which will be highly motivating to the child. * Regular turnaround / rotation of equipment in the sensory room so child is stimulated by different items |  |  |

**Managing Anxiety: SMART Targets and Strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SMART Target** | **What is the reason for this target?** | **What Strategies will be used to support the YP to achieve their target?** | **When will this be done?** | **Who will be responsible?** |
| **X to be able to articulate why they are feeling anxious in a given moment.**  **X to be able to articulate the degree to which they are feeling anxious using a sliding scale.**  **X to identify (with support) a range of strategies to manage their anxiety.**  **X to begin to use at least one strategy to manage their anxiety.**  **X’s knowledge of anxiety and tools to manage their feelings improves.**  **X is building a trusting relationship with key adult to express and address concerns** | X exhibits high levels of anxiety in certain situations.  X struggles to articulate how they are feeling and/or why they are feeling that way  X’s knowledge of anxiety and tools to manage their feelings would benefit from support.  X is empowered to express feelings and advocate their needs.  X’s anxiety is impacting on their ability to participate and engage in learning.  X does not have a key adult in school to support them with their anxiety.  Staff are not clear how best to support X with their anxiety. | **General Strategies to manage anxious feelings**   * Action Plan is devised in collaboration with network and young person and reviewed regularly. * EBSA trained staff member to meet with X on a regular basis to check in. * Buddy/mentor (from an older year group) to be provided to meet with YP * Key adult identified for YP. * Ed Psych Consultation (school) and whole school training * SENCO to lead learning circle so all staff are aware of young person’s needs. * Use Anna Freud resources to plan assemblies and lessons on managing anxiety and create displays in the classroom.   **Individual strategies to manage anxious feelings**   * Offer calm, physical reassurance and provide a Safe Space that YP can retreat to if needed in school day. * X to develop a toolkit of strategies to help manage anxious feelings using resources from:  1. [Let's talk about anxiety: animation and teacher toolkit | Anna Freud](https://www.annafreud.org/resources/schools-and-colleges/lets-talk-about-anxiety-animation-and-teacher-toolkit/) 2. [Supporting A Child With Anxiety | Tips and Advice | YoungMinds](https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/anxiety/) 3. [Anxiety | Feelings | Health for Teens](https://www.healthforteens.co.uk/feelings/anxiety/)  * [Healthy coping skills cards.pdf](file:///C:\Users\Hannah.hudson\AppData\Local\Temp\cc5bb04b-f5f9-4c43-b85a-cda852693b2b_lets-talk-about-anxiety-toolkit%20(1).zip.b2b\Let's%20talk%20about%20anxiety%20toolkit\Healthy%20coping%20skills%20cards.pdf) by Anna Freud to be shared with X and displayed in classroom; 1. Positive self-talk 2. Engage five senses 3. Box breathing and 4. Letting thoughts pass. * Teach regulatory activities to X and explore what works for them (walking, running, painting, drawing, breathing techniques, writing in a journal) and have a regulatory box of activities. * Help X to understand their feelings and triggers and work on a plan to reduce anxious feelings: use an anxiety thermometer, diary or worksheet [My anxiety toolkit worksheet (extension).pdf](file:///C:\Users\Hannah.hudson\AppData\Local\Temp\05fa5590-f7ae-4632-9248-f2dbc0eb9824_lets-talk-about-anxiety-toolkit%20(1).zip.824\Let's%20talk%20about%20anxiety%20toolkit\My%20anxiety%20toolkit%20worksheet%20(extension).pdf) * Provide structure and routine through a visual timetable and make X aware of any upcoming changes for which they can plan for. Encourage good sleep routines and managing phone use at night. * Staff will listen with curiosity and openness, avoid making assumptions, minimising feelings, rushing to reassure, or telling them to calm down * staff will normalise feelings of anxiety and worry as a normal response to difficulties we face. |  |  |

**Exam Preparation: SMART Targets and Strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SMART Target** | **What is the reason for this target?** | **What Strategies will be used to support the YP to achieve this target?** | **When will this be done** | **Who will be responsible?** |
| **X will achieve a pass grade in practice foundation/higher exam paper in X subject by X time**  **X will have increased progress, achievement and attainment towards target grade.**  **X will have increased confidence with approaching exam questions**  **X will follow an exam revision timetable and revise for x minutes per day**  **X will attend additional revision / tuition sessions on a weekly basis to address any gaps in subject**  **X to identify appropriate strategies to manage their anxiety / stress / worries over the exam period**  **X will practice exam conditions with any additional support they are entitled to eg…in a smaller room, having a reader / scribe etc** | X is approaching GCSE and needs support to achieve a pass grade  X has target grades needed to progress to college course  X struggles with confidence in tackling specific exam questions and would benefit from additional support  X is not currently revising effectively and needs structure to ensure that all subjects are being covered appropriately  X has gaps in learning that need to be addressed  X is exhibiting signs of stress and anxiety approaching their exams    X is entitled to additional support in exams but has not practiced what this looks like in reality | **General Strategies to support exam preparation**   * School to share timetable for exams including mocks in advance with carers/mentor/SW/virtual school and other relevant professionals. * Intervention timetable to be shared with yp and professional network to ensure that carers can support with attendance to them. * Weekly/Fortnightly check-ins with key adult at school * Purchasing of equipment, resources (physical or online) and implementation of tuition with support from Virtual School if required. * Priority invitations to dedicated interventions i.e Saturday revision, small group interventions, revision weekend retreat. * Carers to attend Virtual School training/webinars on emotion coaching and support students with exam anxiety. * Any access arrangements to be discussed with young person and ensuring they understand what is available to them and how they can use it. * School/Virtual to share log in details for all online revision platforms and provide 121 supports with access. * Daily check in with a mentor or key adult before each exam. * Close monitoring of attendance to interventions and tuition. * Support with sleep hygiene during exam period. * Safe space provided if needed between exams and during exam period to de-stress. * Buddied with a 6th form student. * Improved achievement, progress and attitude to learning to be celebrated and recognised. * Incentives for achieving target and maintaining. * Discussion of support for attending exams each day if required i.e carer/mentor taking them to school. * SENCO/Learning mentor support to ensure needs are identified and addressed if required |  |  |