

Engaging young people with target setting

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Best Practice Day



What we did



- Explored broad awareness of most recent communication targets with selected pupils
- Examined ability to read and understand targets presented in usual format
- Investigated pupil awareness of purpose of working on communication targets
- Format was subsequently modified and links made explicit

Why we did it



- Hypothesis was that by increasing understanding of targets and making links with the curriculum /functional activities more explicit, we would increase engagement and transfer of skills.

How we did it



- Significantly reduced amount of text on target sheets
- Simplified language
- Added visuals to help pupils with literacy difficulties
- Pupils rated own vocabulary knowledge
- Raised profile of targets in the classroom
- Made clearer links to the curriculum and functional communication

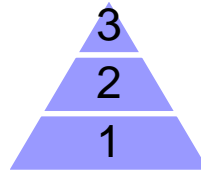
Before....



- X will develop understanding and use of curriculum linked vocabulary.
- X will use the conjunctions because and but in structured activities.
- X will discriminate between d and g at word level.

After...

- I will know 10 new science words



- I will make my sentences longer using...



- I will listen for d and g in words

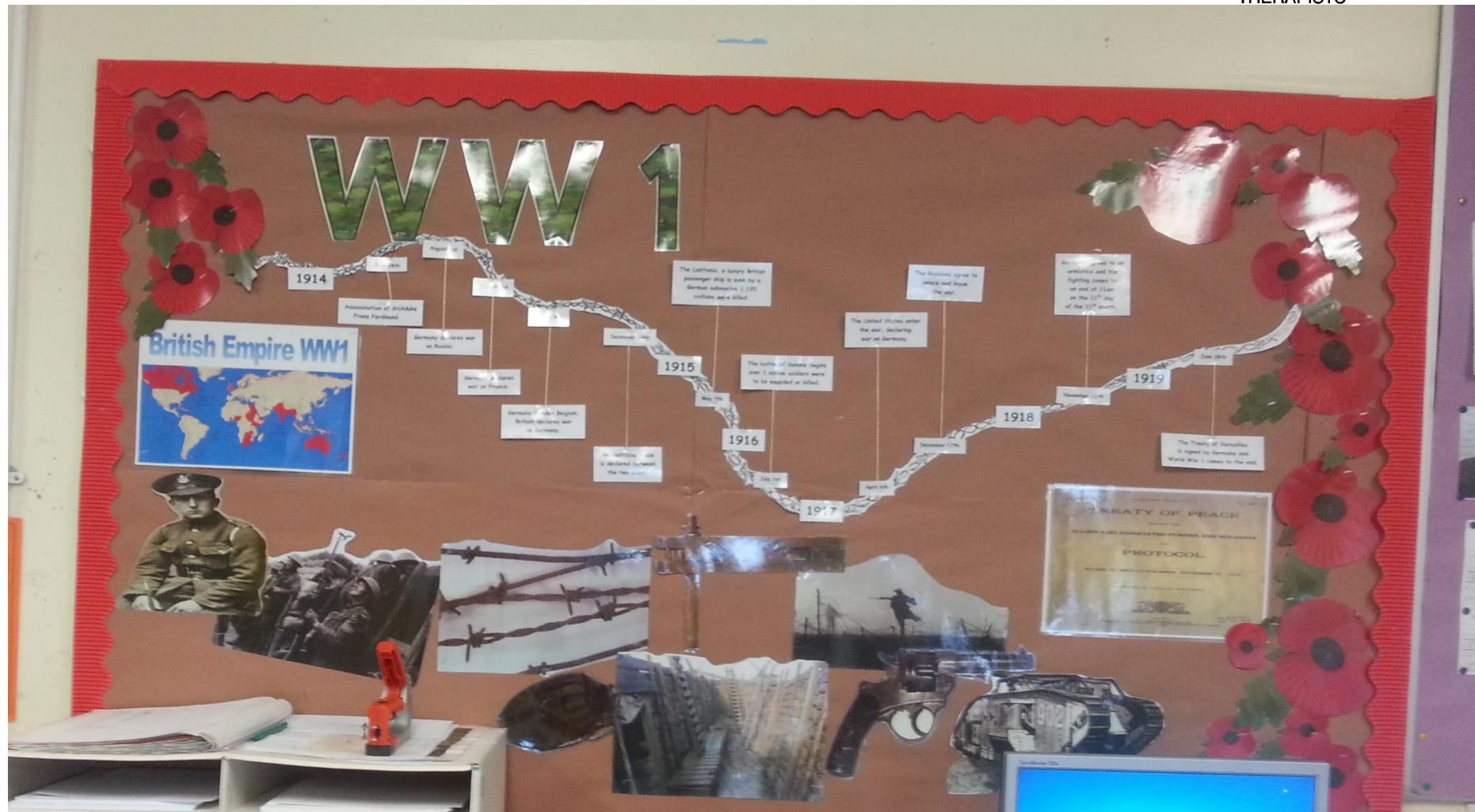


What were the outcomes?



- Focus pupils showed significantly better understanding and retention of targets
- All pupils will now have accessible S&L target targets
- Every target will have explicit link to functional skills and curriculum in accessible format
- Word walls and curriculum linked displays are routinely used
- Staff have been trained in vocabulary approaches and parent training planned

Interactive display...



Pupil quotes...

The pictures help me
remember...

The words are
easier...

Its more clear for me...