Precision Teaching

**What is Precision Teaching?**

Precision Teaching is not a method of teaching or an intervention. It is a way of planning a teaching programme or intervention to meet the needs of an individual pupil who is experiencing difficulty with developing and maintaining some basic skills (e.g. recalling their times tables or remembering their phonics). It includes a monitoring function whereby the effectiveness of the teaching programme or intervention used, can be evaluated. Essentially, Precision Teaching is a tool for identifying what a young person has learned and how well they have learned it.

Precision Teaching:
- Identifies specifically what the young person needs to be taught next, enabling the adult to teach this.
- Ensures the teaching programme is effective.
- Improves the young person’s accuracy, fluency and retention of skills.
- Positively impacts a young person’s motivation, self-confidence and belief in their own abilities as progress is tracked visually.
- Provides daily feedback on the young person’s performance, helping adults to decide when to move on.
- Supports target setting.

**Who is it for?**

Precision Teaching can be used in the early years, in primary school and in secondary school. It is useful for children who:
- Do not have the basic skills required in literacy or numeracy.
- Do not seem to be making enough progress with learning the basic skills.
- Seem to be able to do something (e.g. 3 times tables) on one day but seem to have forgotten it the next day or the next week.
- Can demonstrate the learned skill but are slow at performing it.

**How do we know that this training is helpful?**

A wealth of research has suggested that Precision Teaching is effective. For instance:
- Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency and comprehension in primary school pupils compared to a control group.
- Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils.
- Chiesa & Robertson (2000): Precision Teaching improved the maths skills of primary aged children above their peers.
- Roberts & Norwich (2010): Precision Teaching improved the word reading skills of secondary aged pupils.

**Where can I access training?**

To access centralised training for this course, including at the TaMHS Conference if appropriate, please visit: [www.northamptonshire.gov.uk/tamhs](http://www.northamptonshire.gov.uk/tamhs)

Training at your school, or within clusters, for your staff can also be commissioned from the Educational Psychology Service by contacting the TaMHS Administrator: tamhs@northamptonshire.gov.uk or by speaking to your Link Educational Psychologist.

The training is suitable for any member of school staff who provides 1:1 intervention work with children and young people. It is important that a member of the Senior Management Team/ SENCo also attends the centralised training session.