SEND Newsletter

This half-term's focus is Precision Teaching

Further Reading

A guide to Precision Teaching

What is Precision Teaching

A teacher's guide to precision teaching

Useful Websites

Little Wandle: Precision Teaching Grids

Suggested Watching

How to teach high frequency words

Precision Teaching - How to Guide

Precision Teaching for Maths

What do you need to know?

One of the most effective teaching strategies for ensuring high levels of fluency and accuracy is Precision Teaching. Precision Teaching involves short one minute tasks to build skills by practising them regularly. It lets you monitor and track the progress the child makes very carefully and make changes to ensure the child is learning as fast as they can. It is a tool to help highly effective teaching and support where a child is finding something difficult or where the skill they need to learn needs to be fluent and automatic.

When a child learns a new skill they first have to acquire the skill. This usually involves watching someone else do it or being guided in how to do it. After acquiring the skill the child has to build up fluency. Fluency is usually achieved by practising the task until it becomes automatic. Once a skill is fluent or automatic the next challenge is maintaining it over time, which involves coming back to the skill from time to time to remember it. Beyond this the child needs to generalise so that they can use it in different situations and adapt it to different situations.

How to support...

Having decided on the area that you wish the child to start on a precise target must be set which is both observable and measurable. This is done using the probes and recording the child's responses. The child should work on the probe for a short time at least once a day (ideally three times a day), usually for exactly one minute. You can just grab a single minute to practise the probe. You can also take the opportunity to build in a short teaching session in the '10 minute model' where you would teach for 8 min, complete the probe for 1 min and then record the results for 1 min.

1. Decide on the target area that the pupil needs to work on.
2. Decide what specific skill the child needs to practice first and write a probe sheet
3. Teach the skill.
4. Set up three or more practise sessions per day.
5. During the minute note number of responses that are correct and incorrect and any errors you have identified.
6. Build in further teaching sessions as required. This can be done immediately after a probe has been used to look at any errors the pupil may have made.
7. Continue to use the probe in the same way until the aim rate of 90% of the items have been completed successfully for three consecutive sessions

Celebrating our Successes

Ayla-Mae (Year 3)

Mrs Jones and Mrs McLean would like to congratulate Ayla-Mae. She has been working very hard in Maths recently and is making excellent progress! This success has been achieved through using Numbersense and concrete manipulatives, which has enabled her to complete simple addition calculations within 10. She was even awarded the Star of the Week certificate for being a 'Marvellous Mathematician!'

Leo (Year 1)

Miss Curtis and Miss Bell would like to celebrate Leo's amazing maths success! He loves maths and he was thrilled when he scored 20/20 on a recent fact fluency test.

Finley (Reception)

Mrs Park and Mrs Freeman would like to celebrate Finley's success. He has now achieved all of his speech and language targets! He has worked so hard practising his speech sounds and it is wonderful to see how much progress he has made.