



Evidence-Based Intervention: Precision Teaching

1. Introduction

Precision Teaching is a daily feedback method that monitors a teaching approach so it can be adapted accordingly. It focuses on accuracy and fluency, using brief, timed practice sessions to build automatic recall of target skills like times tables or spellings.

2. Purpose of Intervention

Precision Teaching can be used to accelerate learning and is used to specifically target areas where a pupil may be working below the expected level for their age, by improving accuracy and fluency of recall. This can be particularly useful to address a gap in knowledge that may not be covered by general class-based teaching if the curriculum has moved on e.g. number bonds, times tables, reading/spelling of Common Exception Words etc.

3. Target Audience

Precision Teaching is delivered 1:1, for any age pupil.

4. Who Can Deliver the Intervention

A trained adult delivers the intervention on a 1:1 basis with the pupil. Often this is a TA/LSA working with the pupil outside of the classroom.

5. Session Structure

Daily sessions are 10 mins long. This comprises of 8 mins teaching, 1 minute testing using a probe sheet and 1 minute charting the progress with the pupil. Once the first probe sheet has been accomplished, sessions then start with 1 minute testing using the initial probe sheet to check for maintenance of learning. As the intervention progresses, the collection of probe sheets grows, which can be rotated and used for the 1 minute maintenance check.

6. Frequency and Duration

Sessions should be delivered daily, 10 mins per pupil. Adults delivering the intervention will need some additional time during the week to generate probe sheets and gather resources etc.

7. Key Principles

This is based on core principles of instructional psychology such as interleaved learning, distributed practice, teaching to high levels of fluency, teaching one skill at a time- directly and explicitly and using metacognitive strategies to support learning. The teaching part of the session should be tailored to the interests and preferred learning style of the pupil. This could be multisensory learning and be best



done on the playground or a quiet environment playing card games or IT based activities, it depends on the pupil.

8. Training and Implementation

It is helpful for a member of SLT such as SENDCo to attend training plus the member of staff who will be delivering the intervention e.g. TA/LSA. The member of SLT can then help support with timetabling, securing a location within school for the intervention to be delivered and ensuring the TA/LSA has access to appropriate resources and preparation time. Training is 2-2.5 hours, if completed online, attendees will need to have access to training resources ready for the session.

9. Evidence and Outcomes

PT was pioneered by behavioural psychologist Ogden Lindsley in the 1960s and has remained active since then with lot of evidence to support the approach. In a study by Griffin & Murtagh (2015) over an 8 week period, the results showed a significant increase in standard scores for reading sight words among the intervention group compared to the control group. In another study by Vostanis et al. (2020) PT was used to teach maths skills (incl. addition) to pupils with SEND, with the PT group performing as well as or better than their peers. You can also read more from Kubina et al. (2024) about “The benefits of precision teaching for educational psychologists”.

As part of the Delivering Better Value Programme in Suffolk, over the course of 3 months, in standardised assessments, pupils made on average 7 months progress in spelling, 10 months progress in alphabet fluency, 5 months progress in numeracy. The area assessed was dependent on the pupil’s target skill taught during the intervention.

10. Pupil Feedback

Pupils said: “It’s exciting and fun.” “I’m amazing at this!” “It has made a lot of difference, the amount of spellings I get right has gone up. I am more confident in my spelling now.”

School staff said: “Precision teaching has made a very positive difference, in particular the structure of it, and the fact that it is a daily and targeted” “Excellent intervention! The progress I have seen over the last two months is incredible.”

11. Further Information and Resources

[Precision Teaching](#) (Department of Education and Youth)

[Online Support Series: Precision Monitoring](#)

[precision-monitoring-info-flyer](#)



To be confirmed but hopefully will be part of the graduated response once the Delivering Better Value Programme concludes in December 2025.