

St George's Lower

'I only heard about the Precision Teaching Tool because I was at the PSG'

The school SENCO attended the 12th November SEN PSG meeting at which the Precision Teaching Tool was discussed. The SENCO attends SEN PSGs to support her in her role, to improve outcomes for children and to develop her own practice still further.

During discussion of the Precision Teaching Tool (a monitoring record sheet) at the SEN PSG meeting, the school's SENCO heard a number of other attendees saying that they used this tool 'all the time'. This was a clear indication to her that the tool was worth piloting at her own school.

Upon returning to school she found that she was able to implement its use exceedingly quickly. It is now being used for maths interventions.

Given that the sheet shared at the SEN PSG showed the grid for completion on one side and an example of how to complete it on the other, the SENCO and TAs were able to quickly understand it and decided to adapt it for their own children – by asking less questions per session, and recording correct and incorrect questions per session rather than the time-frame given on the tool.

The tool was initially used by the 3 TAs who work across the school undertaking interventions. Teachers were then informed of it at a staff meeting so that they understood what information they would receive back. Clarity of what teaching staff wished the children to focus on was clearly crucial to ensure children working with TAs in interventions (either individually or in groups) made good progress.

'It' has been so easy to train the staff with'

Since November 2015 the school has used the tool with 27 out of its 100 children. Initially 5 Reception children required intervention for maths. As at June 2016 only 3 low attendance year R pupils continue to have intervention. 5 of the 8 children who had maths interventions in year 1 very quickly did not require it having benefited from the tool. 6 year 3 SEN children have used the tool; 2 of them are no longer SEN concern for basic number work having 'flown' through the use of the tool.

The buy-in from children themselves has helped increase parental involvement. Parents use the tool at home to undertake re-cap and revisit specific foci to help maintain the momentum of their child's learning.

'I took this resource away with me from the PSG. I just needed to photocopy it and I was off and running'

The use of the tool has led to the SENCO being able to adjust TA interventions and fine tune them.

Excellent written evidence has been gained with more defined results. Teachers have started to share the tool with parents and the use of the tool has been extended to wider groups of children. The tool is also used when the school is working with outside agencies when discussing statementing.

The recording method of the tool creates a visual line graph record which children are able to understand. Pupils themselves feel part of the process and more motivated in the daily sessions. Teacher and TA are better informed so interventions are better targeted.