

Real Transformation

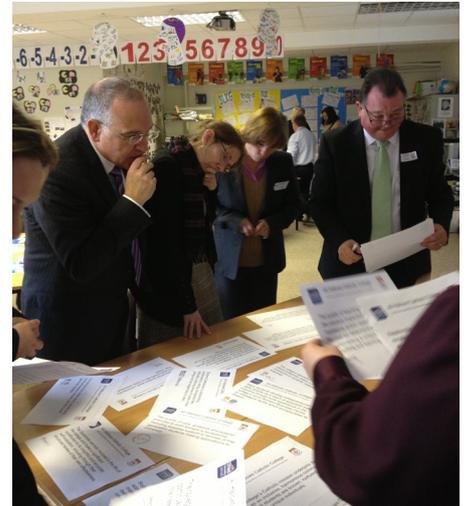
Celebrating success through TEEP



May 2013 Edition

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Welcome to the first edition of the EEF & TEEP newsletter.

In some ways it seems like only yesterday since we started the project and in many ways an eternity when we look back and share the inspirational stories over the last year. You will see the momentous journey some schools have been on and the very clear impact it has had. I have been privileged to work with all involved, the students, staff and leaders of the project schools also, the TEEP trainers, TEEP Champion Headteachers and Senior Leaders who have not only released their best staff to support EEF project schools, they have also committed to buddy up and share their vision for school improvement based on TEEP methodology and teaching and learning.

The commitment that comes from all involved is because we know TEEP can and will make

a difference to those who need it most. It works because the training is crafted to jigsaw the

“TEEP has been the best thing we’ve ever done to develop teaching at the Academy. It’s been like a breath of fresh air - it has re-energised and reinvigorated us.”
Middle Leader from the Isle of Sheppey Academy

complex aspects of pedagogy, built on evidence based research and makes it accessible to teachers. Focusing on what students learn, rather than what you are going to teach. Accepting the rigor and complexity behind teaching, and a passionate belief that teaching is not easy or linear, TEEP provides the framework and support mechanism. To use a gardening analogy; the design is shaped with us, we provide the tools and the fertiliser but

the schools nurture, water and grow it in the way that suits their local climate and with the ground soil they have. TEEP is just one aspect of making such change; leadership and commitment are the major contributing factors. I feel very proud to be involved in such a transformational project and humbled by the absolute dedication of all the staff in challenging schools who absolutely want to make a difference.

Anne-Marie Duguid
Head of Subjects & Pedagogy
SSAT (The Schools Network)

teep

teacher effectiveness enhancement programme®

Project Background

SSAT (The Schools Network) was awarded a grant by the Education Endowment Foundation (EEF) for a programme to support over 50 schools across England to receive whole school Teacher Effectiveness Enhancement Programme (TEEP) training between April 2012 and March 2016.

The project is phased over four years, with a new cohort of schools undertaking their training each year. All schools have been identified in the early stages of the programme to ensure they can be fully included in the University of York's external evaluation.

As part of the programme, schools will access the full TEEP training, engage in formative research with CUREE, receive SLT training and support package as well as potentially develop some staff as TEEP trainers through Level 3 training. Schools were selected in relation to their results being near to government floor targets and their eligibility to meet the training and evaluation pre-requisites.



A rigorous selection process was adhered to, to ensure all schools/academies were fully committed to both the training programme and the on-going development of their staff and students so that a clear vision for embedding TEEP could be sustained. Being part of this project means that the selected schools and academies receive the training at a significantly reduced cost, therefore, reaching those schools/academies that might not previously have had the opportunity to access the training.

The project aims to provide additional support and training for teachers working in schools with the most vulnerable students, providing an increasingly positive and proactive learning experience for these students with the utmost impact. Feedback from the training has already been used to develop TEEP, including the programme outline and its resources.

Pilot Training Phase

As part of the pilot study, two secondary and one primary school completed their whole

school training. Their training experiences and feedback helped develop the programme and its resources for the first phase of training. The schools reflect on their journey so far:

St Laurence's CE Primary School (formerly Foleshill Church of England Primary School) who were put into special measures in September 2011, were positively rated as Good in their latest Ofsted in January 2013. Mitch Moore, Headteacher at St Laurence's CE Primary School stated:

"This is a fantastic achievement and every member of the school community, children, parents, governors and staff, should be proud of the part that they have played in bringing about the improvements in such a short space of time. We are not complacent and now aspire to be an outstanding school by the time of the next inspection."

Excelsior Academy have also received a positive result as the academy was judged Satisfactory in January 2011 and have now been judged as Good in January 2013. Tracey Kelly, Subject



Development Leader and TEEP Coordinator at Excelsior Academy reported:

“TEEP is having a very positive impact on the staff and pupils at Excelsior Academy. Staff at all levels embraced the pedagogy behind TEEP and many enjoyed the level 1 training so much that they were keen to complete the level two training. In November 2012, 16 staff completed the level two training and as a result we now have coaches in each school working with staff to thoroughly embed TEEP.”

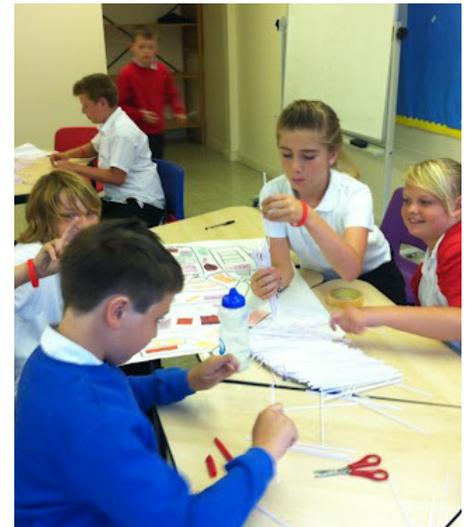
Staff training and CPD is TEEP focused and during Ofsted in January this year we were graded ‘good’, previously satisfactory, for teaching and learning. Our long term aim now is to ensure that TEEP continues to develop and thrive in the Academy with all new staff receiving their level 1 training and for some staff to move on to level 3.”

Feedback from all schools involved in the programme to date has been immense and SSAT were keen to celebrate some of these success stories and share their inspiring journeys. In December 2012,

both the Isle of Sheppey Academy and St Laurence’s CE Primary were showcased at the SSAT’s National Conference; *Innovating schools: Creating the learning environment and transforming school cultures.* Their session focused on *Taking risks and transforming cultures in challenging circumstances.*

These are schools that historically have faced considerable challenges so they were delighted to share how TEEP has started to transform their teaching and learning and how with a rigorous implementation plan, has helped support their staff resulting in unprecedented enthusiasm and levels of engagement. Both the Isle of Sheppey Academy and St Laurence’s CE Primary School have been overwhelmed by the positive response of staff and students and are already seeing significant signs of change in their classrooms.

The Isle of Sheppey Academy also hosted an inspirational school visit in which members of the TEEP team and a representative from the EEF had the opportunity to see TEEP in action in the classroom. Various lessons were observed



and conversations had with both students and staff where it was clear the teaching and learning behaviours had advanced, putting the student at the forefront of the lesson and back in the driving seat of their learning.

Having completed their whole school training, the Isle of Sheppey Academy has a clear vision for their future and how staff will be supported in using TEEP to achieve these goals. The academy now has a teacher trained to level 3, working hard to embed TEEP within the academy and support other staff in their growth.

The following quotes are feedback from a variety of sources on the impact of TEEP on the academy to date:

Year 8 boy following the staff training:
“I don’t know what you all did on the training days, Sir, but it must have been brilliant because I’ve had the most amazing lessons ever today; I can’t wait until tomorrow!”

Feedback from a member of staff:
“It has been the best CPD course



I have had in 10 years and the only one which fundamentally changed my approach to my own teaching and support”.

Ofsted inspector to assembled group of 20 middle leaders – March 2013

“There’s obviously a lot of staff support for TEEP; you are all clearly passionate and enthusiastic about it and the difference that it can make”.

Lead Ofsted inspector to SLT in post-inspection de-brief – March 2013

“There’s nothing that we can tell you about teaching and learning that you don’t already know”

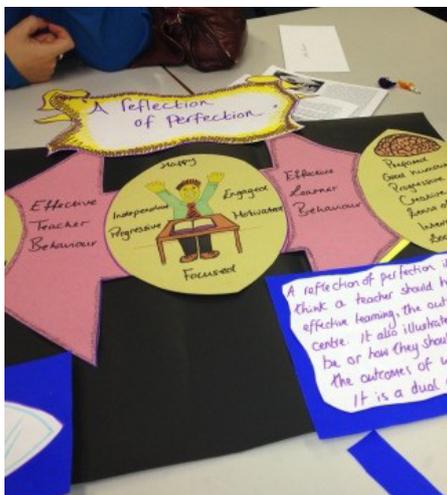
Ofsted Report, published 18th April 2013

“The programmes in place to improve teaching are effective”

Statistics:

Since embarking upon TEEP, The Isle of Sheppey Academy has come out of Ofsted category, moving from a 4 (June 2012) to a 3 (March 2013).

Whole-school TEEP training commenced in June 2012, just 3 days after the inspection team



had judged The Isle of Sheppey Academy to be inadequate (grade 4).

75% of lessons judged as 'outstanding' by Ofsted were delivered by TEEP Level 2 practitioners.

Phase 1 Training

To date, eight secondary schools/academies and 1 primary school have completed both their level 1 and 2 whole school training as part of Phase 1 of the evaluation group. This includes 685 teachers trained at level 1 and 125 at level 2. The SSAT are already seeing dramatic signs of improvement being accredited to TEEP and feedback from all schools/academies in the first phase has been excellent, with comments related to the increased engagement of pupils and re-enthused members of staff:

Freebrough Academy
Lynne Athey, Deputy Principal

Our aspiration at Freebrough is to be outstanding! We know it is

a long and difficult journey but we are committed to achieving this goal. Improving the quality of teaching and learning continues to be a priority and since the opening of the academy in September 2010, part of our improvement work has involved teachers working collaboratively and attending CPD sessions regularly. This has had some impact but we were looking for a framework which would provide us with a common language and set of principles to draw all aspects of teaching and learning together in a consistent manner, so that it was sustainable. In our view TEEP provides such a framework and this is why we decided to undertake the programme.

“Without question the fifteen hours of Level 1 training had more impact on lessons than anything we had done previously”.

Within days faculties had agreed to adopt the TEEP cycle for short term planning and delivery. A TEEP cycle PowerPoint was designed, shared and used in most lessons so a common language started to develop. TEEP displays appeared in

classrooms and all students were introduced to TEEP language in assemblies. For us this was the beginning of a shared language of learning.

During the autumn round of observations, there was a significant increase in the number of lessons judged to be good and outstanding which Directors of Learning attributed to the impact of TEEP.

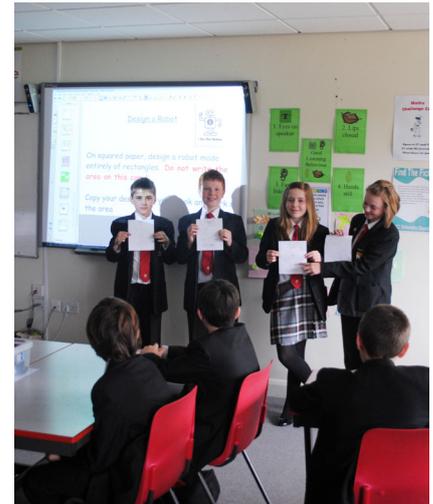
In particular, greater use of practical TEEP strategies engaged students in more active learning which was something we had identified previously as an area of focus.

Our Level 2 group is made up of teachers who are consistently good or outstanding and therefore have credibility with others, have shown themselves to be emerging TEEP champions because they were the first to try out new ideas and have sufficient capacity in terms of time to be able to work with others. We have a range of levels of responsibility and experience in the group including middle and senior leaders as well as mainstream teachers. Most were invited to join the group and some were simply volunteers

who were passionate about being involved in TEEP.

The two days TEEP Level 2 training provided us with a great opportunity to deepen our understanding of the model and really gel as a group. We decided early on in the training that we were still working on the surface of TEEP, the actual learning cycle needed more time to embed every part of the model. As a starting point the group have undertaken to plan and facilitate workshops on the underpinning elements so that every teacher has received this training by July 2013. They have also committed to taking a lead on a range of strategies which has now been collated to produce a TEEP action plan.

As well as CPD, strands of the action plan include creating a TEEP site on the intranet for shared resources, reviews, articles of interest, a TEEP reference library and hopefully, our aim is to produce our first TEEP newsletter some time during the summer term. A vital section of the plan relates to our current VLE development. We hope to have a TEEP Learning Wall up and running from



September which will be used in all lessons and displayed in every classroom.

Our commitment to collaboration continues with some members of the Level 2 group agreeing to take a lead on promoting Learning Partners. We have decided to purchase an IRIS video to support this work. It may not be for all in the first instance but we do have some teachers who are really keen to video each other in the classroom and use this as a learning tool. Others have agreed to look for opportunities to team teach, start a small scale action research project or act as mentors.

We think this is a realistic plan and sufficient to take on for the moment. Ensuring TEEP remains high profile is our focus at this early stage. Every opportunity will be taken to promote TEEP from the regular showcase sessions, TEEP presentations at parent and governor events and plenty of reference to TEEP on our website. Moving into the next academic year we hope to have a number of our TEEP Level 2 group accredited with some preparing for Level 3. By



this stage we should be able to develop a more focused coaching model.

What we do know, more than anything else, is that TEEP is here to stay at Freebrough Academy.

Red House Academy

Mark Cooney, Vice-Principal

We were inspected in March 2012 and received a Notice to Improve with issues to address around the quality of teaching. Too much satisfactory teaching was failing to impact on rates of progress and consequently in 2011 we had fallen below floor target. As we began to address the issues raised by the Ofsted visit we were offered the chance to participate in the EEF funded TEEP project. We were very keen to accept because we believed that TEEP would give us an excellent opportunity to begin to develop a shared language and philosophy of teaching and learning across the academy, whilst at the same time giving all our teaching staff some very useful CPD targeted very specifically at helping them to reflect on and improve their own teaching.



We started our TEEP journey in September with an initial briefing for our teaching and classroom support staff and also put in place structures to facilitate staff in sharing practice. These included changing our Monday afternoon CPD time to focus more on collaborative planning for staff and also providing all teachers with one additional hour of PPA to focus on developing their own pedagogy through the sharing of practice.

Following our initial two training days in October all staff were given specific areas of TEEP to focus on and this was followed by a staff sharing of practice session when colleagues fed back to each other on what TEEP strategies they had already tried and how well they had worked. This event was a real success and provided a really good starting point for our TEEP Day 3 a few days later.

Immediately after the third TEEP day we had our HMI Monitoring visit which proved to be very successful and resulted in a 'Good Progress' judgement against our issues. This provided us with a very welcome boost as we moved to prepare for the Level 2 training.

Our Level 2 training was completed in January and we had 11 teachers trained. These were all volunteers who had put themselves forward and really wanted to take TEEP further. Each colleague wishing to take part had to submit an application and explain what they had done so far with TEEP and what they felt they could offer to help embed TEEP whole school. We are now in the process of developing the coaching expertise of these 11 staff and held our first post training meeting to progress our agreed next steps.

It is still early days but there is already good evidence that TEEP is starting to impact in a number of ways. A recent survey of staff produced feedback to indicate that teachers felt that there had been an improvement in student engagement in lessons recently and some colleagues attributed this to the fact that they had changed their teaching strategies in the light of TEEP.

One colleague who has been teaching three years and participated in the TEEP 2 training commented that he felt that his teaching had recently become more effective because he had



reduced teacher talk and student engagement had improved, due to his applying some of the strategies he had learnt in the TEEP training.

Our next agreed step now is that the TEEP 2 trainees will each develop their own TEEP portfolios which we will then use at one of the Monday afternoon sessions to do a TEEP Peep for all staff. This will be a carousel of activities where each of the TEEP 2 colleagues will have 10 minutes to showcase their work on one of the TEEP underpinning elements to other staff. Following this all staff will then be expected to implement one of the strategies seen in their own lessons.

In addition to what we are beginning to implement in school, we are also intending to use the next weeks and months to seek out good practice in embedding TEEP from other schools and we are very keen to obtain advice and support from the network of other schools using TEEP.

The Thomas Hepburn Community School, Sam Read, Acting Deputy Headteacher

When The Thomas Hepburn Community School had its Ofsted visit in March 2011, Teaching and Learning was graded as 3, with 50% of lessons being rated as good or outstanding, and the leadership of Teaching and Learning graded as 2. We knew we had some outstanding practice in the school and we needed to spread it, so in the academic year 2011-12 we introduced Teaching and Learning Communities (TLCs) to the school, making better use of in-service training time and giving staff opportunities to get together, try new ideas and share best practice. Staff responded really well to the TLCs and loved the collaboration aspect of it.

I started to look to how I could push this on even further in 2012-13 and got talking to a colleague about TEEP – he ranked it up there as the best piece of in-service training he had ever had. I had also seen it in action at Cramlington Learning Village and was so impressed with what



I had seen that I got in touch with the TEEP team who were kind enough to tell me about the opportunity to get involved with TEEP through the Education Endowment Foundation project as our school fitted the criteria that the Foundation worked with.

Prior to our first two days training in November 2013, the school was revisited by Ofsted, and this time they saw 56% Good or Outstanding lessons, still giving us a grade 3 for Teaching and Learning however, because of our examination results we were graded 4 (serious weaknesses) overall. Staff were very low and I was very concerned about how two days whole school training was going to go down on the back of the Ofsted visit. Fortunately we were lucky to have two inspirational TEEP trainers who picked the staff up, engaged and inspired them.

All colleagues commented on how great the training was and how they could see how it was going to make a difference in our school.

After the first two days training it was important to keep the momentum rolling so TEEP



became the focus for the TLCs, for subject meetings and I even managed to “TEEP” my whole school behaviour for learning training. Staff, and learners, were starting to use the language of TEEP and it was starting to become visible throughout the school – in lesson observation, classroom climate and the use of YouTube!

In preparation for the TEEP level 2 training I asked all staff if they would like to be considered to attend the training. Fortunately, I got the volunteers that I wanted, and a couple of surprises as well. It was important that the teachers I had at the level 2 training were good or outstanding teachers as they were going to take TEEP forward in the school so had to know what they were talking about and also to have credibility with other colleagues. Our staff that attended the training were once again inspired and are now ready to take TEEP to new levels in the school. They are busy planning training in small groups around the underpinning elements of TEEP and will lead these sessions in either the summer or autumn terms. Moving forward into next year,



we are attempting to build time into these colleagues timetables so they have time to continue to build their own knowledge, plan training and support colleagues. This team of colleagues will lead the development of TEEP throughout the school.

On the 15th March 2013, the school had a Local Authority Review of Teaching and Learning as part of our Ofsted Action Plan. The review was carried out by the LA Inspectors and they saw 32 lessons during the day. 84% of lessons were judged good or outstanding (8 outstanding, 19 good), an increase of 28% since the Ofsted visit and the TEEP training. Comments in the review write up that had a clear link to TEEP included:

Where teaching is good:

- A strong feature was the consistent use of technology to motivate through film clips and music
- The new planning process [TEEP] is supporting progress and the shape of learning well
- There was skilful judging of the pace of lessons, often beginning with a motivating

starter activity

- In strongly good lessons there was immediate quality feedback and a strong climate for learning

Where teaching is outstanding:

- There is a relentless focus on learning coupled with high expectations for both achievement and behaviour
- Excellent questioning skills and high level explanations. In these lessons students are more keenly aware of their levels and of how to improve
- Exemplary planning is a strong feature of these lessons and is delivered through well-judged activities, often imaginatively conceived
- Student engagement was high and there was a “buzz” in classrooms. The focus in these lessons was high student time on task and judicious teacher input

In addition to the formal lesson observations, there was a behaviour for learning walk and again the influence of TEEP was evident in the inspectors comments:



The behaviour for learning walk (13 lessons) indicated a high consistency and engagement in learning across the school. There were frequent examples of pupils collaborating well in discussions and other activities. Pupils were prepared to 'have a go' and try to answer problems, without being sure in advance that they knew the answer. There were examples of appropriate challenge – students having to think hard and persevere with problems.

One Maths lesson was developed using TEEP in response to recent marking. There was good engagement in MFL and resilience shown to a challenging task in RE.

There has been a clear impact in the standards of Teaching and Learning at The Thomas Hepburn Community School in a relatively short period of time. We are excited about the journey we have started and can't wait to continue the development.

A huge thank you to everyone at TEEP for their support and belief in us.

Kingsley Academy (formerly Hounslow Manor) *Johnny Kyriacou, Deputy Headteacher*

At Kingsley Academy we are deep into our exciting journey of TEEP training and are beginning to implement and embed the principles, across the school. As a school that already has been graded as 'Good' by OFSTED overall, and for effectiveness and Teaching and Learning, we decided our journey to Outstanding needed to start straight away and felt the TEEP programme would aid us. This is our ultimate goal.

Already staff have started to use the language and phrases of the cycle and this is evident through regular 'learning walks' and a recent whole school review which was conducted jointly with the senior leadership team, an Ofsted Trained Consultant and the local authority. Our current data shows that 87% of lessons are Good or better and within that 27% are outstanding.

Having completed the level 1 training for all staff we decided the most effective way forward



to recruit level 2 trainers was to invite staff to put their names forward if they were interested. We identified staff that would provide a good spread of experience and subject expertise. This way we would get high quality, enthusiastic practitioners. The result was a success as we recruited 17 staff in total.

The level 2 trainers have had their first meeting and this was to decide on a range of activities and initiatives that they would be interested in implementing. These ranged from trio groups, who share good practise to having 'video conversations'. The intention of the group is to trial initiatives within the group first, before rolling it out to all staff. This will help the Level 2 practitioners become well versed and embed the strategies as well enable them to more effectively support staff across the school when it is rolled out. It was also thought that a variety of initiatives meant staff would be able to opt in to the initiative they felt best suited them rather than have a few initiatives that we imposed on the whole staff.

All staff will however, have the



Blooms taxonomy ladders in their classrooms to be able to refer to and remind them that students can be stretched by linking them to different orders of thinking.

Kingsley Academy continues to be excited about moving forward with TEEP and will hopefully continue to share good practice and in the future liaise with other schools.

All Saints Academy Dunstable
Helen Anton, Assistant Vice Principal

As an academy which opened in 2009 and has improved standards by an average of 10% year on year, we felt that with a move into a new build in September 2011 that the teaching and learning would need to be refreshed in line with the new resources. We also found that through observations and Ofsted reports, that we were levelled at an average of 60% good or better.

The TEEP framework gave us the aspects to impact on all staff and reinvigorate the learning for our students.



Our aspirations are:

- Foremost to be different in our approach to teaching and learning locally.
- To enable us to develop processes to support staff and have an underpinning framework to develop consistently good or better teaching across the whole academy. With a target of 80% good or better teaching and learning.
- From previous data we had identified 3 aspects of student learning that needed addressing and the TEEP framework matched those aspirations. Namely; challenge, independent learners and engagement.

clearer planning processes which are owned by staff.

As we progress with embedding TEEP, we hope to share more ideas and resources between staff and have a weekly TEEP Peep.

To recruit for the level 2 part we invited staff to put themselves forward for a place on the course, ensuring an even spread of experienced staff across Curriculum Areas. There will be two groups of level 2 experts. One to develop training for new staff, one to be coaches for those who are making less than expected progress through observations.

Churchfields Primary School
Tom Hyndley, Headteacher

At Churchfields we consider ourselves very lucky to have been included in the EEF TEEP project. It has played a fundamental part in developing teaching and learning in our school this year and will continue to do so.

There were many things that appealed to me about TEEP, but perhaps one of the most important was that it would give

Since starting our TEEP training we have already started seeing some changes including:

- *A common language and processes linked to planning, teaching and learning, collaboration within and across Curriculum Areas.*
- *Monitoring and feedback against new Ofsted criteria, creating a coaching model for supporting staff as well as*



us a framework for improvement that was sustainable and that would allow us to develop both new and existing staff.

We started our whole school Level 1 training in October 2012 and from the word go it was clear that this model of training, was very different from what we were used to. The way all staff had to be actively involved was immensely powerful and both those who are normally pretty vocal and those who sometimes prefer to keep a lower profile, found it quite challenging. As a way of getting teachers to reconsider the dynamics they had (inadvertently) set up in their classes, it was brilliant.

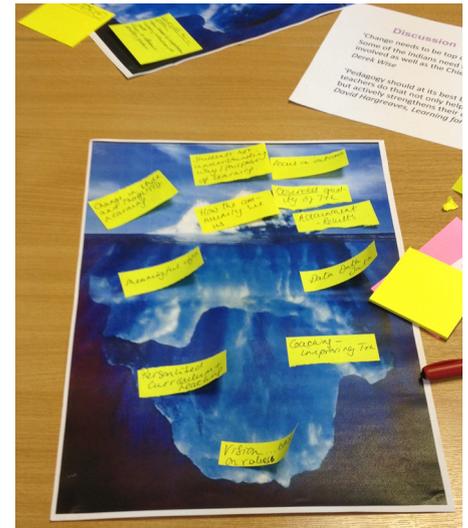
We completed Level 1 in January 2013 and since then we've revised our planning formats, established regular TEEP peeps, discussed effective learner behaviours in assemblies and trained all our support staff. We are at a point in our journey where we are moving from doing a TEEP lesson to TEEP being our default method of planning all learning and teaching.

So what has been the impact so far?

We've seen some really good lessons. Children start work much earlier and are actively engaged in their learning for a significantly larger proportion of the lesson. There has been some excellent collaborative work with children taking much greater responsibility for the quality and quantity of work they are producing. Staff have really enjoyed trying out different approaches and we have surveyed children to see how their attitudes to learning develop over time.

Perhaps the most surprising impact has been on staff who have traditionally been sceptical of whole school initiatives. They have really come on board and it has had the biggest impact in some of the classes where we would have least expected it.

We have just trained 3 colleagues to Level 2 and they have planned how they will work collaboratively to lead TEEP to the next level. There have been challenges along the way. We realised that as leaders we often didn't

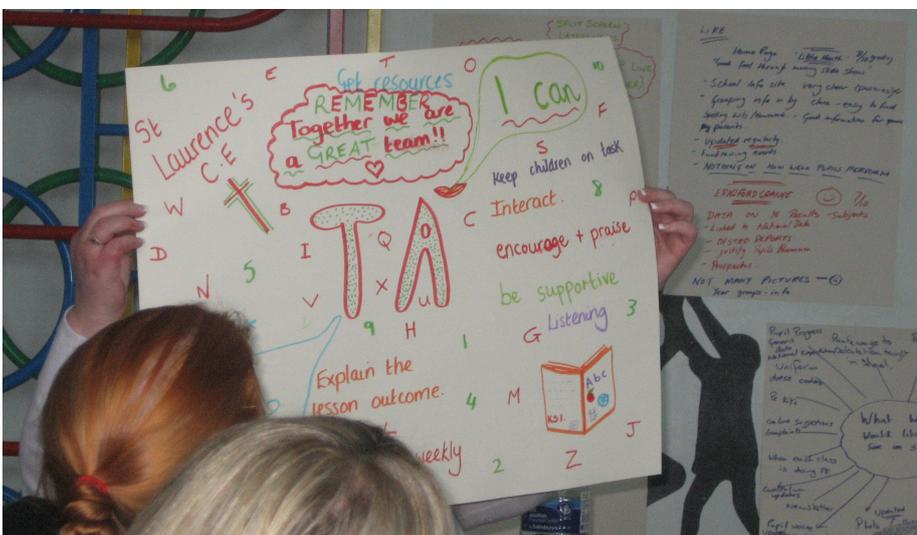


model a very TEEP approach when working with the staff and changing that has been really beneficial. We've done a lot in a short time but there is still lots to do. We are all really enjoying our TEEP journey. Long may it continue!

SLT Support

As part of the programme, SSAT has developed an SLT support programme, which included a day for the SLT members from each phase 1 evaluation school. The aim of the SLT day was:

- Allow SLT to share ideas between schools at the same stage in their journey
- Allow SLT to receive guidance and advice from schools who have embedded TEEP for a number of years
- Provide time to review how their school is planning to embed TEEP and ensure it is sustainable and links to the school development plan
- Consider ideas from a variety of other schools on tools and methods to ensure TEEP is successfully embedded



Every school was represented and it was a great opportunity for schools to share their vision for the future, network and learn from each other.

Feedback from Tom Waterworth, Headteacher at All Saints Academy, Dunstable was:

“There is a real ‘buzz’ amongst the majority of staff which has encouraged others to engage; it is not just another ‘thing’ but is a style of learning which really does have an impact on whole school teaching. We are only at the start of our journey but it is a real pathway to success which will impact on all aspects of our Academy.”

Project Evaluation

SSAT provides a rigorous Quality Assurance and evaluation of TEEP training throughout the course of the programme. This includes delegate evaluations after level 1 and 2, which are summarised and fed back to the TEEP team and trainers to allow for ongoing improvements and review.



After day 2, a telephone interview takes place between our TEEP Coordinator and the school lead focusing on how the training went, what additional support the school may need, any changes they have already started to notice and any concerns they may have which we can assist with. Our TEEP coordinator also follows up with the lead trainer for feedback on how the training went and to Quality Assure the training team. Following day 3, schools are supported in choosing the appropriate staff to go on to level 2 and offered advice on how to continue to embed TEEP within the school. Finally after day 5, schools are asked to write an article on their journey to date, including advice for new schools starting the programme, why they chose TEEP and how they have started to embed TEEP within their school/academy. All these sources of feedback provide a wealth of information to prepare future schools with their training, helping schools learn from each other and the SSAT improve the service we provide.

In addition to this, the University of York is conducting an independent evaluation of the

four year programme, on behalf of the EEF. They are using CEMs MidYis testing on all Year 7 pupils so that they have the baseline data and will then be testing all pupils again in Year 9, whilst also looking at GCSE results of the schools involved. As part of the evaluation process, the University of York has made several school visits, attended training days and will be conducting lesson observations, focus groups and interviews to gather their data.

SSAT believes that both the quantitative and qualitative evaluation data collected will encourage TEEP's growth from strength to strength and will inform improvements to the programme itself, as well as the support we can provide schools, with the overall aim to improve teaching and learning across the board.

Impact

Having completed their whole school training, Mitch Moore, Headteacher at St Laurence's CE Primary School (formerly Foleshill CE Primary), reflects on the schools journey and the

impact TEEP has had to date:

In September 2011, 13 days into my Headship, Ofsted placed the school in Special Measures. The school community was devastated but determined to improve – we set off on a journey. In the first term we focused on systems, structures and processes and things started to look up. HMI visited us and judged that we were making satisfactory progress. It was a relief not to be inadequate but that soon turned to disappointment at not making good progress. HMI noted in their monitoring report that we needed to:

- Ensure that children are able to make decisions and choices which will help them to improve their own learning, and not be too dependent on adults
- Teaching assistants to be consistently deployed actively to maximise learning
- Improve feedback (particularly in mathematics) so that it gives specific pointers for improvement and pupils are given the opportunity to address the points raised
- Ensure that all pupils are

meaningfully engaged when not directly working with an adult

We used a paraphrase of Steven Covey in school that has become our mantra “the main thing is to keep the main thing the main thing, and the main thing is learning.” Covey also says that: “Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.”

We had the ladder but needed to find the right wall. Serendipity took charge and the day after our HMI monitoring visit we had the first two days of our Whole School Level 1 TEEP. We were part of the pilot phase of the EEF project. I had heard about TEEP from colleagues in various schools so jumped at the chance to be part of the programme.

It gave us a common language and framework to use when talking about teaching and learning but more importantly it is a holistic approach, more than just a set of ‘top tips’ for teachers (although there are plenty of those in the programme). It also



enables teachers to enhance what they are already doing – rather than expecting them to throw out years of practice and experience.

The programme really met our expectations. What did it achieve?

- *It took the focus onto what children ‘learn’ rather than just what they ‘do’ in classrooms*
- *It enhanced how we used assessment for learning*
- *It gave us a structure for children’s active learning*
- *It excited teachers – the training reminded them that they too are learners and that learning is fun*

The impact? HMI visited again in October 2012 and said of the teaching:

‘There have been marked improvements in the quality of teaching since the last monitoring visit. Good-quality training has led to teachers sharing good practice. A common approach to planning means that lessons are most often well matched to the needs and abilities of all pupils. Teachers are acutely aware of



any gaps in learning that need to be filled so that pupils do not get left behind.

Teachers make sure pupils are clear about what they are going to learn, and how they will know if they have been successful. They ask searching questions and more regularly check for misconceptions, so that plans can be modified swiftly when necessary. Teachers are more effective in helping pupils develop the skills they need to learn successfully on their own. Teaching assistants are making a much better contribution to pupils' learning. Some excellent examples of marking and feedback were seen.

In January 2013 we were inspected again and not only taken out of Special Measures, but judged to be good. The impetus that TEEP created continues to be driving force in school. Four teachers have done the Level 2 training and as a result have set up a programme of enrichment for all staff and are establishing a whole school approach to coaching. We have a regular item at the start of all Staff Meetings where a member of staff leads their colleagues in a 'TEEP'



learning activity. We've set up a new room in school called 'The Hub' where our training takes place and where we have the TEEP materials on display (including the resources that we created as part of the training).

TEEP has also had a big impact on how we deliver professional development for our staff. All of our CPD sessions and Teacher Days are now TEEP styled and staff know that they will be active and having fun.

On 1st April 2013 we became an academy and changed our name to St Laurence's CE Primary School. We're confident that through the thorough embedding of TEEP we will become a place of outstanding learning.

Lead trainer feedback *Maggie Sutherland*

I was very excited to be one of the lead trainers involved in the EEF project to deliver TEEP training and to work with CUREE on matching research tools to the TEEP training outline. I lead the training in two of the pilot schools; the enthusiasm, energy and motivation of the staff at both

The Isle of Sheppey Academy and St. Laurence's CE Primary during, and after, their initial TEEP training was so rewarding.

It was brilliant to hear their feedback after the first part of the training and their creative ideas for implementing the TEEP model. Across the schools, the model has provided a vehicle for common vocabulary and professional conversations about teaching and learning.

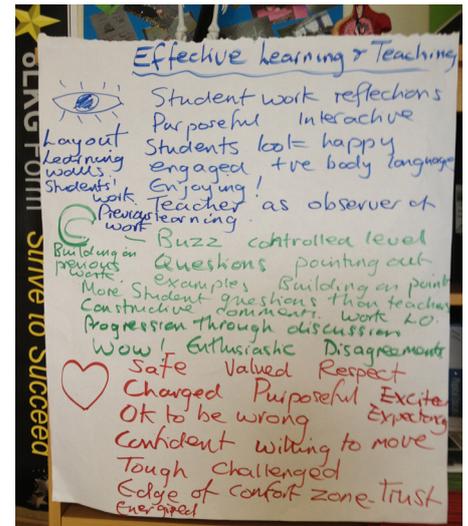
The staff who have attended level 2 courses have responded to the challenge to drive the implementation of the TEEP model in their schools. It was a privilege to deliver the level 2 training to the Isle of Sheppey staff, they were so engaged and produced some excellent work shops which they later delivered. All of which received very positive feedback from their staff.

Top Tips

The following are a series of top tips collated from our phase 1 schools to support current and future schools with their preparation and

planning for the training as well as sustaining and embedding TEEP once the training is complete:

- Provide an initial briefing for teaching and classroom support staff prior to the training commencing to help put structures in place to support staff in sharing good practice
- Introduce TEEP language to assemblies so that staff and students are included and familiarised with the TEEP language and model
- Design a TEEP cycle PowerPoint to be shared amongst staff and used in lessons so that a common language can develop
- Include collaborative planning time in your weekly CPD slot, so that (level 2) staff can build on their knowledge, plan in-house training, support other colleagues
- Produce TEEP displays in classrooms
- Plan and facilitate workshops on the underpinning elements
- Plan TEEP peep sessions with activities for all staff so that they can take a new strategy they have learnt back into the classroom
- Plan sharing of good practice sessions to develop successful strategies to take back into the classroom
- Create a TEEP action plan
- Create a TEEP site on your intranet for shared resources, reviews, articles, TEEP reference library, newsletter, blog
- Create a TEEP learning wall and Blooms taxonomy ladders display in all classrooms
- Video colleagues in the classroom and use as a learning tool
- Make use of the TEEP video toolkit
- Encourage level 2 trained staff to start an action research project, act as mentors, team teach
- Include TEEP presentations at parent and governor events



- Share advice and get support from the network of EEF schools, the TEEP website and SSAT



The TEEP team would like to thank all those who have contributed to this newsletter and hope this will provide useful insight for those about to start their TEEP journey.

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