

## Melksham Oak – a TEEP case study

### 2. The impact of TEEP

Andy Gibson, Deputy Headteacher – Teaching and Learning, gives us an update on the impact of TEEP at Melksham Oak Community School.

‘In April I was asked to share Melksham Oak’s TEEP journey and its impact on teaching and learning. Following a really successful launch in 2010 and whole-staff Level 1 training in 2011, we came to realise that the challenge we now face is maintaining momentum and how we can keep the TEEP flywheel spinning. In July 2012, 24 staff completed the TEEP Level 2 coaching training, with the aim of building sustainability over time. However, on reflection we realised that we needed to re-structure our teaching and learning CPD programme with an explicit focus on the TEEP model. Our teaching and learning performance management target is now called the TEEP target; coaching triad work is focused on elements of the TEEP model and there is the intention that progression through the TEEP Levels is something we can offer all staff, with the hope that staff keen to do so can train as Level 3 trainers.

I believe that TEEP has had a marked impact on the way we talk about teaching and learning and upon the quality of our practice. But, rather than listen to a deputy head spouting what may be seen as the party line, below are the views of Melksham Oak’s AST Team – the very people who know what great teaching and learning looks, sounds and feels like.’

‘The biggest impact I’ve seen this year with our staff using the TEEP model is the confidence with which colleagues are planning engaging and challenging lessons. The TEEP framework allows staff to plan lessons that cater for all learners’ needs, with the appropriate pace and challenge for them to move on in each lesson. This has resulted in our kids enjoying their learning more and being much better motivated because they know how to succeed; consequently, student behaviour is much improved as they have seen the improvements in teaching & learning.

‘As a school we have a very successful coaching system where staff work in triads to share their good practice, share ideas and plan collaboratively on a weekly basis. As a result of us all using the TEEP framework, we are all using the same language of teaching and learning when planning or discussing our day-to-day practice.’

**Steve Phillips, Advanced Skills Teacher**

‘I enjoy sharing the same framework across the curriculum, other subjects can sometimes seem like a completely foreign language, and to share a universal language makes planning and collaboration a lot easier for both cross curricular activities and cover purposes. Students have also

picked up on this common ground and therefore some activities which would have previously been a challenge are now easier to conduct and implement as the students have experienced them elsewhere, so teachers are not reinventing the wheel each lesson.

Both staff and students have higher expectations of their lessons, and as a result there is a definite change in confidence in the school regarding teaching and the overall atmosphere. I cannot understand how a school can function without this common language and my mission next year will be to introduce TEEP to a local primary to aid transition even further.'

**Martina Batchelor, aspiring Advanced Skills Teacher**

'Previously within teaching & learning, new initiatives focused on one area of improvement and then moved onto the next initiative, e.g. AFL, differentiation, accelerated learning. However, the TEEP cycle encompasses every aspect of teaching and learning under one common framework, enabling a holistic approach to planning and teaching. The TEEP cycle has created a standardised framework which has raised planning, and teaching and learners' expectations.'

**Sam Butter, aspiring Advanced Skills Teacher**

'TEEP has been so successful for us at Melksham Oak because all teachers have had time to work on it collaboratively, within departments and across the curriculum. Because we have had the time to talk, to share and to work together on implementing TEEP in our lessons, there has been a visible difference in the culture of teaching and learning in our school. There is an openness and honesty to the way that we work, which provides the support for all staff to engage with TEEP and improve their practice.'

**Rachael Hodges, Advanced Skills Teacher**

'TEEP is a fantastic way for teachers to discuss teaching across subject specialities. I personally have found that the inner ring of the TEEP model has provided me with a flexible but excellent structure to organise all lessons around. It highlighted to me our department's lack of 'apply to demonstrate' tasks in lessons and over reliance on 'construct' style tasks. How could students progress if they never had chance to reflect on, or demonstrate to themselves and me just what they had learnt?

The other parts of the model provide a great 'selection box' of ideas for me to pick and choose from as I plan. By using the terminology on my PowerPoint presentations, I also find that students increasingly use the TEEP terminology and many have an understanding of the different sections of the lesson - one of my Year 11 students loves/hates mini-plenaries so much that he even organised one himself and hence they became named after him.

TEEP has coincided with an increase in the time I spend planning my lessons, but also has seen increased pupil engagement and as a result my enjoyment of teaching every class has risen

immensely. The investment has paid enormous dividends for myself, my classes and our school community.'

**Dave Wiley, aspiring Advanced Skills Teacher**

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