

# Enjoy... Achieve... Inspire... For Life!

January 2016

## **Hilton Primary Academy**

Hilton Primary Academy, is a school with 400 children in Newcastle-upon-Tyne in the North East. They believe in giving their children fantastic learning experiences through a diverse, rich and creative curriculum. Their aspirations towards continuing improvement, led them to find out more about SSAT's Teaching and Learning Programme the Teacher Effectiveness Enhancement Programme (TEEP).

Through ensuring consistency in teaching, sharing of ideas and knowledge between staff, collaborative learning for children and effective teacher practice in questioning, reviewing and assessment, their aim is to accelerate learning for all their students.

In September 2015 they began their journey with TEEP by undertaking the first two days of TEEP training with all their staff. The immediate impact of this on staff included an excitement throughout school about trying new ideas and techniques, the opportunity for staff to reflect on their own practice and a confidence in the excellent existing practice and in ways to further enhance this.

**“TEEP has created an atmosphere of excitement amongst staff at Hilton Academy. Our TEEP journey begins here...”**

The TEEP framework, described through the TEEP model, forms the basis for much of days one and two TEEP training. Teachers are then tasked with implementing this in the classroom, reflecting on its impact with pupils and evidencing this in readiness for day three which deepens the pedagogical understanding further. In this application phase, teachers noted ‘There is a greater structure and consistency to lessons through following the TEEP cycle when planning and this is evident in the feedback from all children, but especially those children with additional needs.’ And ‘The children are all enjoying the wider range of opportunities and are more reflective and in control of their own learning, as well as a great chance to demonstrate their learning.’

Whilst we know that Primary Schools tend to be very good at collaborative planning and reflecting on teaching and learning, the leadership of the school believe that the training encouraged all staff to take the lead in embedding sustainable improvements through working in teams to support each other. Not only did TEEP develop greater collaboration and consistency through its common

language of learning and teaching approach. For example; teachers have created their own resource banks to share ideas and resources, a newsletter for staff, parents and governors and a buddying system across key stages. This, all underpinned by sound pedagogical practice, for example a focus on thinking skills taxonomies when planning and teaching, has allowed staff to give children more ownership of their learning.

**“The programme is enlightening, made me reflective and gave me more confidence to challenge myself.”**

One year three teacher describes how ‘I have seen a significant impact within my own class, more specifically for learning behaviours. For example, a member of my class, on the autistic spectrum, who initially struggled with structure and change, has made noticeable improvements. This is due to the structure that TEEP provides giving consistency to his day. He knows the cycle of learning and knows what to expect next. He is also now more of a collaborative learner due to the daily practise he has’.



TEEP Thinking Posters

In November 2015 the staff gathered again for the third day of the training, a chance to reflect on what had been happening over the previous couple of months. The feedback was incredibly positive about what differences they had seen in their classroom and where they were aiming for next. And staff said of the training days that they had been ‘engaging and full of creative activities where we could all share ideas and practises’. An NQT in the group said that ‘Teaching in university would be more beneficial if it is being done like I’ve experienced over these training days.’

TEEP Lead Trainer, Andy Williams commented ‘What was very evident between days two and three was how much staff had been given the confidence to try new things in the classroom, to reflect more on existing practice and to be truly creative in planning, delivery and assessment of teaching and learning. The diversity, creativity and enthusiasm seen at Hilton Primary is something we can all learn from and I have included this in my training materials for other schools.’

#### What next?

Schools are never static in terms of staffing and Hilton Primary is no different, with their Deputy Head moving on to a headship in another school. Through the level two cohort of TEEP staff they continue to lead and embed TEEP and are looking forward to the final part of training for this smaller cohort of staff in February and are positive about the continued improvements this will bring in their teaching practice.

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