

Real Transformation: Celebrating success through SSAT's Teacher Effectiveness Enhancement Programme

May 2014 Edition



Welcome to the second edition of the EEF TEEP newsletter.

SSAT started this four year project funded from the Educational Endowment Foundation (EEF) with 52 schools in April 2012. The programme has offered participating schools a grounding in evidence-based research, which has translated into transforming classroom practice and whole-school culture across the country.

For us TEEP was ideal. The training involved all teachers including myself and that gave us an opportunity to learn together. This has been the main part of what has helped keep TEEP going within the academy. Shared training. Shared understanding of outstanding teaching and learning. Working as a whole-staff team.

Linda Halbert
Principal of Freebrough Academy

The programme itself is rigorous in its delivery; it offers three days of training for whole-school staff and two days for a smaller cohort, identified as candidates for becoming TEEP champions within the school.

In the past year, 14 more schools and 950 teachers have embarked on their TEEP journey; many of whom have contributed their story to this newsletter. The growing popularity of the programme has been spurred on by evidence from schools experiencing immediate, yet sustainable, impact.

Freebrough Academy in the North East are delighted to report they now stand at 93% of teaching judged as at least 'good,' including 33% 'outstanding.' All Saints Academy in Dunstable found observation results improved by 20%, and after a further set of observations, this remarkably increased again by 15%. Red House

Academy in the North East, in the space of a term and a half following the introduction of TEEP, have had their teaching validated as 'good' by Ofsted where it had been an area previously judged as needing improvement. These snippets are only a few of the many energising stories from the 2012/2013 TEEP cohort.

Looking forward over a very challenging landscape for education, the team at SSAT and our network of outstanding school-based TEEP trainers know that TEEP has the positive power to make a real sustainable difference in improving teaching and learning. As noted by Linda Halbert during an end of year conversation '*...there is the need to "hold your nerve" under accountability pressures as sustainable results are invaluable compared to overnight initiatives.*'

I would personally like to thank all of the schools involved in the EEF TEEP

project for their continued determination and passion to make a difference. It has been a privilege to visit and talk to all of the school leaders, teachers and students involved. They are committed to transforming teaching and learning the right way, knowing that constant quick fixes will not provide the answer.

SSAT wish all of the schools involved in the EEF TEEP project continued success and look forward to hearing from our next cohort of TEEP-trained schools in the next instalment.

Anne-Marie Duguid,
Head of Teaching and Learning

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Proportion of lessons judged 'outstanding' has increased by over 20%.

All Saints Academy Plymouth

Phase 2 schools



All Saints Church of England Academy Plymouth

Kevin Lemin, Assistant Principal

In our Ofsted inspection in February 2013, although teaching, leadership and management & behaviour and safety were judged 'good', the overall judgment was 'requires improvement' (based on student achievement). Ofsted highlighted what we already suspected: that we needed to enable our students to work with less teacher direction, and develop their independent thinking skills.

Our aspirations were, and still are, to raise achievement by developing our academy as a community of learners. The immediate impact of TEEP was very positive. Teachers were excited by the training, and energised at the start of a new academic year. TEEP encouraged teachers to take risks and it immediately increased their understanding of a range of practical strategies for active learning.

We have introduced twilight staff training sessions to audit teachers' use of TEEP in their teaching, and to share their successes, leading to a climate of sharing practice and positive dialogue within and between departments. The level 2 training has empowered a key group of teachers of varied subjects and age, enabling us to build capacity for coaching and modelling of good practice.

We have an action plan which focuses on sustaining the impact through a range of consistent expectations; all department meetings are expected to have the sharing of TEEP practice as a standing agenda item, each department will build a TEEP portfolio of resources, our standard lesson plan has been adapted to the TEEP cycle, and lesson observations have been altered to refer to evidence of TEEP. TEEP has provided a common language for improvement in the quality of teaching and learning, and enables us to drive progress around consistent use of questioning, especially

to develop higher order thinking skills and around the more effective use of ICT and collaborative learning strategies.

In our last complete round of formal lesson observations, the proportion of teaching judged to be 'good' or better has remained the same (around 80%) but the proportion judged 'outstanding' has increased by over 20%. Lesson observers have seen an increase in collaborative learning and enjoyment.

The greatest success was that it lifted morale at a crucial point in our journey as an academy. Teachers had worked extremely hard and were deflated by a grade 3 at Ofsted in February 2013. TEEP united us around a new common purpose with a common language and allowed us to feel positive again. It has put the creativity back into learning.

Barr's Hill School Community College

Claire Hannis, Assistant Headteacher

We are committed to planning for and empowering all our staff to understand exactly what it means to be 'outstanding' and TEEP offers us a framework and vocabulary with which to do just that. Whilst we had already embarked upon our own learning and teaching programme, TEEP now enabled us to take this further and to help colleagues revisit their pedagogical beliefs with immediate effect upon the classroom experience. The synergy was key for us: TEEP was a natural progression and not another 'add-on'; in short, TEEP made sense.

All our teaching staff completed the level 1 training and the impact was immediate: staff felt refreshed, revitalised and perhaps most importantly, re-energised. The 'buzz' could be felt as a tangible energy in lessons that were being 'teeped'.

The quality assurance cycle with its process of regular reviews has noted that the evidence and impact of TEEP within lesson observations is where progress has been most evident and rapid; lesson judgements reveal an upward trend.

Ten staff – our TEEP champions – have now completed the level 2 training. As part of their training, the team have planned to lead the next whole-school INSET day and will facilitate a series of workshops which will enable the embedding of TEEP and its underpinning elements to be shared. The team have also committed to being involved in helping to reshape and deliver the CPD model for the next academic year.

TEEP has re-engaged me as a teacher in a similar way to when I was an NQT, and has provided me with a vehicle that I can use to be creative and different.

From November 2013 to Easter 2014 the % of teaching judged to be 'good' / 'outstanding' increased from 78% to 87%.
Barr's Hill School and Community College

I think one of the key learning points for me, was the significance of helping colleagues to see that small changes can have a huge impact and how this involves changing habits. In this sense, TEEP has made us all question, and then re-question, all the parts of lessons in a way that pushes us to vary activities constantly and to develop new skills (as well as review and refresh existing ones) in ourselves as well as in the pupils. TEEP has helped us to re-find things we already knew but that sometimes we allow to become buried in the burdens and bureaucracy that can take over in the daily life of school.

TEEP is now embedded in our learning and teaching; this is testament to the way in which the TEEP process really does 'model the model' and offers staff a tangible range of strategies that work in practice. Each week we have had a designated TEEP day to encourage staff to continue to develop in practice, and staff meetings include sharing of best practice. The excitement, engagement and experiential nature of TEEP has become epidemic.

Cardinal Newman Catholic School

Christopher Courtney, Assistant Headteacher

We had heard very good reports about TEEP and its positive and transforming impact on teaching and learning. We were also assured that TEEP offered a holistic approach and not a bag of tricks! This was verified through two exploratory school visits to Baverstock Academy in Birmingham and All Hallows Catholic School in Macclesfield. Both schools were inspirational and have successfully embedded the TEEP philosophy. Their staff offered lots of helpful advice and guidance and we decided that TEEP would help us to achieve our goal of improving progress for our students here at Cardinal Newman.

The immediate impact of TEEP came in the form of staff enthusiasm – lots of bell-work and hook activities to begin with.

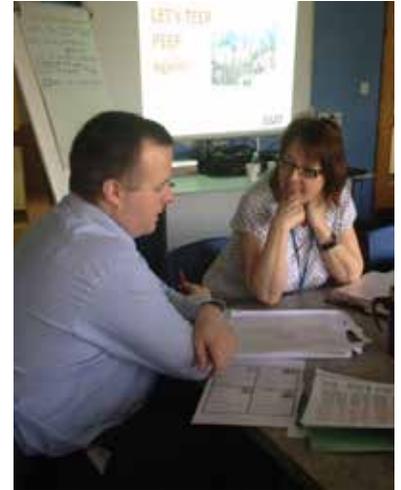
TEEP has been a refreshing reminder of the outstanding elements of teaching and learning.

We did suffer a loss of momentum between the initial TEEP training days in October and the follow-up day in January. Upon reflection, we could have done more to effectively develop and sustain staff confidence during this period.

But now, there is evidence of increased focus and understanding of learning objectives and success criteria - agreeing learning outcomes - and a greater emphasis on the learning cycle.

We have trained six staff across the school as TEEP champions, as a way to sustain the impact of the TEEP

philosophy. Staff are regularly talking about teaching and learning and sharing successes, and we have used CPD time to allow staff to use the underpinning elements to plan effective lessons. Currently staff are focussing upon learning outcomes, success criteria, hook activities and bell-work. Staff briefings are used to share refreshing ideas for elements of the learning cycle, and we also have a new TEEP display in our staff room encouraging the sharing of resources.



TEEP has given us a common language and reinvigorated teaching staff's teaching and learning strategies. Some staff have really excelled in developing TEEP and students have more consistency of classroom experiences.

City Academy Norwich

Deborah Edwards, Head of School (Leadership)

The academy decided to undertake the TEEP programme at a time where we could exploit the opportunity of moving into a brand new building with learning spaces that were unique, but ultimately it was introduced as a way to improve the quality of learning and teaching.

The influence was immediate; conversations around pedagogy and practice could be heard in team rooms and corridors. Blank walls in common rooms were turned into colourful displays pertaining to 'Prepare for Learning' work, creating a positive, celebratory learning environment. Assessment for learning techniques was embedded in lessons, and there has been distinct evidence of collaborative learning behaviours; an emerging practice as staff recognise the need to teach these behaviours.

Following level 1 training, TEEP meetings are planned every fortnight and staff have attended two three session 'workshops' on an aspect of TEEP (they were given a choice of six areas).

Thirteen staff have now attended level 2 training and formed the Teaching and Learning Team. The group's immediate focus is the production of a

As we continue our TEEP journey, there is a sense of excitement and anticipation about where we can go from here.

Phase 2 schools

handbook/manual, to produce protocols and content for future workshops, review pro-formas for lesson observation/ planning, timetable for 'open lesson observations', coaching/ mentoring need and allocation, and the development of the teaching and learning newsletter/blog.

In a broader sense, TEEP has provided focus for our existing CPD programme and enabled staff to have the confidence to be a mentor to other staff, fostering a culture of continuous learning. TEEP brings together all the great pedagogy and practice into a learning framework which allows progress to be visible to students and staff alike.

The Hereford Academy

Ed Snelgrove, Learning Director

We were immediately impressed by the TEEP cycle as a model for developing pedagogy. We decided to go ahead with the programme at a time when we had just re-structured a five year development plan around building more profound and sustainable learning having recently been graded as a 'good school with outstanding features.' Our vision and philosophy for learning appeared to be captured perfectly by the TEEP model. It felt ideally timed as an opportunity too, most specifically around the development of independent and creative thinking as well as how to sustain ongoing collaborative AFL dialogues. These were the elements that we had targeted as necessary for us to be outstanding, particularly in the E-Bacc suite of subjects. The TEEP cycle not only seemed to prioritise these alongside other key aspects but suggested a coherent structure and interactive process for developing learning that was familiar but also easy to apply. As it turned out, the academy was placed in 'special measures' midway through the TEEP level 1 training, because of slower than expected progress in particularly two core areas. So we had work to do.

The first two days of training were absolutely amazing with the most dramatic impact on staff being the speed with which they were engaged in conversations about how they could improve their teaching and

enhance the learning of their students. The learning buzz was electric. However it was the way in which the TEEP cycle itself explained the purpose and potential learning gains of these techniques that really motivated our staff to engage in the training across all the days. Above all though, it was the opportunity to plan learning collaboratively on day two that was the most powerful in terms of energising staff to develop outstanding learning provision across subject departments.



The quality of the trainers as well as the TEEP cycle itself was what instantly activated our staff in a way that I had not witnessed with any large scale CPD before



Immediate change has seen staff realise the importance of planning learning effectively and precisely for different learners and classes. Collaborative planning opportunities were what our staff immediately demanded and as a result we have changed our meeting structure to allow an additional two hours a month to do this, with plans to make this weekly from next year. We are also deploying our level 2-trained staff to lead development in how learner work can best show progress over time.

It has been striking undertaking learning walks in the academy to witness a range of new strategies. Whether it be a 'line of continuum' in the extended space outside a maths classroom to generate learner opinions, or feedback to 'speed dating' in PE to generate shared thinking and strategy.

Staff are empowered about planning the engaging and progressive learning that all learners deserve. Even though the negative Ofsted visit during training inevitably dimmed this focus, the TEEP cycle has stuck in the minds of our staff and they understand that applying it will eventually recover our position of pride. They value greatly the opportunity to consider learning in such a logical and purposeful way that gave them belief. Right now they hold onto the belief that one day soon we can together step forward confidently towards 'outstanding' with the model more evident in our minds.

TEEP is profound in its pedagogical scope and as a mechanism for positively changing teacher mindsets and behaviours. It has been, in our academy, inclusive, empowering and invincible in its drive to ensure learning matters.

Hartsdown Academy

Elizabeth Bradshaw, AST Performing Arts and Sarah Morgan, AST Maths

We came across TEEP at the BETT show, and came at a time where the academy was seeking change in the learning culture in our school.

The proportion of lessons judged as good after training increased from 52% to 67%.
Hartsdown Academy

Our ultimate aim was, and still is, to become an outstanding school. We undertook level 1 training in November 2013, and the immediate impact of TEEP training on staff was clear. We have since produced a toolkit for staff, offering support and resources designed to encourage a more collaborative teaching and learning environment, and there has also been evidence of a shift towards a different way of lesson planning.



Teachers have adopted a more reflective, considered approach to teaching, and now use a variety of tasks and starters to engage students in a practical way. Planned TEEP workshops for staff INSET will help sustain the impact over time, and our leadership team is in the throes of developing how TEEP will be carried forward over the next three years.

TEEP has been an avenue in which staff can be supported via individual mentoring and discussion focused around the TEEP cycle to consider learner behaviours. Building a toolkit for staff to use in lessons has also been advantageous in supporting staff in the classroom.

I am inspired – I feel like I now have a recipe book that can support successful learning in my classroom and whole school.

In our March 2014 Ofsted inspection report it refers to 'Teaching and learning are well led. The school uses its own practitioners and links with a variety of professional and commercial organisations.

Staff acknowledge the access they have to high-quality professional development.'

Marfields Primary School (joined by Astbury St Mary's)

Sandra Isherwood, Headteacher

We decided to undertake TEEP as a tool to bring teaching and learning to a consistent level. Being a small primary institution, we undertook the training together with Astbury St Mary's Primary, enabling a richer shared learning experience and to maximise the resources available to us. We hoped that embarking on TEEP would achieve the consistent and sustainable procedure and approach for both schools across all management levels.

There was excitement among staff at the possibilities the collaboration between two schools could bring, as well as embedding good practice to reach our aims of outstanding practice.



TEEP empowers learners and teachers to enhance and expand learning and thinking skills, building a lifelong love of learning.

Since undertaking the training, we have already seen improvements in the percentage of 'good' and 'outstanding' lessons in terms of lesson delivery.

From here, we would like to place a focus on teaching becoming more effective for learners in lessons.



The sustained impact of TEEP has come in the form of the introduction of peer study lessons between the two schools, which has been an innovation. Both schools intend to continue with joint planning school to school, cohort to cohort, given the encouraging signs. At Marfields, there is now evidence of greater trust among colleagues, and a culture of self-reflection is acknowledged and expected. We've been able to improve staff access to online resources for independent research and materials.

The greatest success of the introduction of TEEP has been the shift in culture; it has been crucial in raising questions of ourselves about how to better engage learners and not just 'stand and deliver'; a habit we can all easily fall into.



Phase 2 schools



Marsh Academy

Emily Tongue, Vice-Principal

We had been carrying out in-house training, coaching and mentoring the year before beginning the TEEP programme which had a very positive impact on teaching and learning. When TEEP was offered it was an obvious route to continue that journey with outside expertise and the opportunity to create in-school trainers who could ultimately develop intra and inter school best practice in teaching and learning.

There was an immediate positive response to TEEP level 1 training from staff. I think they were relieved that it was something that many were doing to varying degrees already, but now gave them an environment to work more collaboratively across departments.

I have been enthused by discussion around exciting and engaging activities in lessons, both from students and teachers, and it is nice to see some of these in action when visiting lessons. TEEP has started to be integrated into wider school activities like staff meetings, which gives those meetings a refreshing approach.

It is exciting to move staff development into an era of collaborative enhancement rather than top-down training.

The level 2 TEEP training saw a group of committed staff working together to further embed TEEP into many practices within the school. We have created a 'Teaching and Learning' area on our gateway where TEEP resources can be shared. The TEEP blog is up and running so that staff can share and discuss their ideas and comment on how they can be adapted or developed across curriculum areas. Our morning briefings include a TEEP Swap Shop where departments share successful strategies, and our department meetings include a TEEP item on the agenda to share and experience good practice.

Planning using the TEEP cycle has helped many both in terms of short and long term approaches. We are continuing to work on remodelling meetings so that they further utilise

the core principles of TEEP and are training support staff so that they too have an understanding of the principles.

We are embarking on a coaching and mentoring programme using level 2 TEEP-trained staff and are excited to be sending staff on level 3 training so that we can work alongside other schools to continue to develop colleagues and drive further changes in our own academy.

A recent staff survey revealed increasingly positive attitudes towards TEEP and a readiness to move it forward. It is really exciting to see staff engaging in the TEEP blog, sharing their ideas, celebrating their successes and offering each other advice on how to develop strategies.

Mortimer Community College

Paul Walsh, Assistant Headteacher

The school has gone through many years of development, and had recently improved in its Ofsted grading from consecutive 'satisfactory' judgements to 'good,' thanks to hard work and tenacity in many areas of the school, but crucially was underpinned by good teaching and learning. The staff at Mortimer Community College see benefit in developing themselves to become outstanding teachers, and we believe that this is where the key to our success lies.

TEEP has proven to be the next logical step in our development as a school. After the first two days of training, the feeling across the school was electric. It was an absolute pleasure to feel the immediate impact a collaborative approach had on the teaching landscape.

Staff meetings were transformed into places where teaching and learning was at the centre of everything. An expectation that all staff contributed to the meetings by bringing along examples of resources or work that the students had produced helped keep this focus going, including the introduction of TEEP Fridays.

We worked hard to share good practice across the school departments and faculties, and common resources were seen to be disseminated across the school. We have had further CPD where we have asked faculty areas to share best teaching and learning practice through a TEEP Takeaway. Thus it can be seen that TEEP is entrenched in our thinking and delivery, for the better.

We have seen a change in the teaching and learning conversations taking place. These conversations are much more in depth and analytical as a result of TEEP. Quality is expected and the practice of sharing resources has supported this.



It has provided opportunities to checkpoint teaching and learning methods, and for colleagues to take on something new. Some of the teaching staff in the level 2 group are not the obviously confident teachers that might be expected to join such a leadership group, and yet I am seeing staff coming out of their comfort zone with renewed energy.

New Charter Academy

*Nicola Kennerley, Vice Principal and
Cathy Johnson, Associate Principal*

Undertaking TEEP was the next logical step in our school improvement journey to bring about the framework the academy needed to improve teaching and learning, and the progress of our students. We were aspiring to achieve a proven track record being achieved in similar schools to ours.

The immediate impact was a reinvigorated staff – creating a buzz. Teachers were excited about planning and confident to 'have a go' and try out new strategies. This in turn encouraged professional discussion and reflective practice. The training too reaffirmed the academy's vision and journey up to this point.

It has fostered a healthy professional challenge – a desire to be better.

Changes since the training have seen teaching staff take more risks, and a willingness to try new ideas in lessons. We now have a better understanding of how to plan and deliver meaningful learning

experiences – with a focus on actively involved students. The sharing of good practice has been improved and has more meaningful motivations. Students are certainly challenged more in lessons, which naturally some are uncomfortable with, but we think we're on the right path to greater engagement and ultimately high attainment.

In an attempt to embed TEEP over the long term, we have introduced Wednesday afternoon training time which offers designated TEEP time and sharing of good practice. Bring and Buy sessions, staff questionnaires, TEEP resource boxes, 'teeped' staff meetings and other professional development sessions, plus an online resource tool to share and comment on one another's ideas.

This was a truly collaborative introduction; staff were listened to and their needs were incorporated into the process as not one size fits all. Without changing our existing vision, TEEP enabled us to agree on a common focus and gave us a shared language, whilst still allowing flexibility in its structure. All staff are now receiving the same messages and thus meeting the same level of expectations in delivery.

There was an unprecedented level of interest in staff looking to undertake the level 2 training, and we've had 23 progress through it. As a result, those staff are responsible for wider staff planning and delivering training for the first time. It goes without saying that 79% of our lessons are now at 'good' or better levels; improved results underpinned by an enthused staff brought about by culture change.

The Priory Witham Academy

John Wiles, Assistant Headteacher

Our academy is an all-through academy meeting the needs of students from the ages of six weeks to 18 years old, and we strive to deliver the best possible outcomes for the children it serves. With such a diverse range of different techniques being used, we felt the need to coordinate and harmonise the planning and delivery of lessons to the children. This is where TEEP came in.

Prior to the training, staff perceived this to be 'just another initiative to get our head around' but after the TEEP training it wasn't long until staff whole-heartedly adopted the

Phase 2 schools

techniques to the extent that they forgot old habits. Initially, staff tended to focus on the activities; they have now moved towards students leading their own learning.

While still in its early days, TEEP is starting to become a universal language and thus allowing staff to discuss teaching and learning much more so than they did before;



Sir, do I have to prepare to prepare to learn or do I just prepare to learn? Because I really think I am now prepared for learning cos we have done this in every lesson and believe me sir, I am now prepared for learning.

I hope to see this develop further. Staff have started to experiment a lot more. We have introduced a mentoring and support programme known as the Witham Learning Network. Run by middle leaders, the network is there to provide practical support and advice on all matters relating to teaching. Already, I'm witnessing staff have

become risk takers, as opposed to being risk averse.

Under the TEEP programme, I'm hoping our students will be able to identify the different stages of their learning and benefit from taking their own learning to the next level. In order to fully embed TEEP, a range of staff from different curriculum areas will undergo the level 2 training to further push forward the concept.

TEEP is not drastically new, however it pulls everything together and allows you to polish your skills and make delivery more effective in order to make learning powerful and impactful.

Samuel Lister Academy

Lisa Barker, Vice-Principal

Our academy was facing a challenging set of circumstances and we wanted to introduce a new approach to teaching and learning; we felt the TEEP model could provide us with that.

The training itself was very engaging; many commented on how the training had refreshed their practice and given them the opportunity to self-evaluate and provide opportunities to discuss teaching and learning with their peers more freely. Staff were able to 'cherry pick' ideas from the training for use in their lessons straight away and it began a whole-school discussion about what our expectations of our teachers and our students should be in order to enable the TEEP cycle to be embedded before day three was delivered.

Now, post training, lesson observations and learning walks have shown students thinking more deeply about their learning than previously was the case, and our teachers

being more experimental with learning activities. We have noticed an increased dialogue about teaching and learning across faculty teams and there is now a full range of resources available to teaching staff to aid the sharing of good practice; planning pro-formas reflect the TEEP learning cycle, TEEP displays in our staff room and TEEP being a standing agenda item in all faculty meetings.



Pleasingly, the training has had the impact of re-engaging more experienced members of staff.

We have trained 12 colleagues as level 2 TEEP champions, with each assigned a group of 10 colleagues to lead and deliver training sessions on the underpinning elements of TEEP. From this we intend to introduce a buddy system in the academy which will lead us towards a coaching model in the future.

As a result of this determined effort across the school, we have seen a marked increase in the number of 'good' and 'outstanding' lesson judgements. TEEP is moving us forward as a community of learners who are now engaged in not only what students are learning but in how students are learning. Colleagues are talking more about teaching and learning and are more willing and able to share good practice.

Strood Academy

Charli Napier, Assistant Principal - Teaching and Learning

In a school graded 'good' on its last Ofsted inspection, it was decided that we had done a lot to improve teaching and learning but that it would be really useful to engage in something different and interesting to re-invigorate teaching staff and inspire them to develop their craft in an attempt to become outstanding.

Despite our level 1 training coming at a time when staff were collectively tired and ready for a teaching break, the training delivered motivation and created a buzz. Staff reviews were really positive, with most claiming that it was the best professional development they had gone through.

Since the training taking place, we have seen that the impact has been



The number of 'outstanding' lessons observed during Ofsted have gone from 2 to 8.

Samuel Lister Academy

immediate; teachers are seen planning lessons that involve collaborative and group learning, and learning activities which engage students and help them construct meaning for themselves. This is crucial for our students and for where we are as a school because we are acutely aware of the need to train our students to be much more independent learners. We've also seen evidence of the use of more visual and audio resources used to engage learners, increased levels of questioning from students and a more focused approach to giving students feedback. All of this has produced greater engagement and enjoyment in lessons.

I don't think we can claim to have embedded TEEP yet as we have only recently finished level 2 training, however that training was brilliant. We had a diverse group of 14 teachers with a really useful mix of voices and ideas, many of which are being rolled out now. We hope to create new TLR roles which will lead four different aspects of teaching and learning across the school (CPD, Coaching, Learning Environment, Planning and resources), rebrand our

“The process has helped teaching staff feel that they are more involved in developing whole-school strategy, and that their ideas are listened to; this has been incredibly empowering for all involved in the process.”

coaching programme to include TEEP specialists, and have members of staff train as level 3 trainers so as to support new staff and refresh existing staff. Overall, it will enable us to re-think our learning environment; a step away from a 'them and us' feel.

“In our review of post-16 teaching, all of the 'outstanding' lessons followed the TEEP cycle, and most of the 'good' lessons only incorporated aspects of TEEP practice – enough to convince us that TEEP has been revolutionary for the academy.”

I think the main way TEEP has supported us, as leaders, is to help us remember that the teaching staff on the frontline are the people with the best ideas; it is then up to us to turn these into an overarching strategy.

The Taunton Academy

Varry Madgin, AST Science

It has been a whole-school priority to improve teaching and learning across the academy; we had tried various and many methods previously but found that they were having little to no impact. That was until the TEEP programme was introduced.

Staff completed level 1 in October 2013 and immediately were more enthusiastic about their teaching practice



and more confident in their existing skills. Many suddenly had a platform to discuss teaching practice across the curriculum and across departments; the sharing of ideas and techniques opened up discussions that continued for some time after the initial training phases.

“Since going on to complete level 2 training, those staff have become school TEEP leaders, instilling a culture of greater reflection in teaching practice. Staff now have a greater willingness to change, take risks and question, as evidenced by a greater willingness of all staff in attending INSET sessions. Increasing staff morale in itself has been a major benefit from the TEEP program.”

We have instigated a series of TEEP-based teaching and learning INSET sessions in this academic year and are looking at enhancing the process for next year, for instance, turning INSET days into shorter, more regular sessions throughout the year to 'drip feed' ideas and strategies.

In an attempt to sustain the impact of TEEP over the long-term, we have developed a consistent lesson plan based on the TEEP cycle, created an explicitly TEEP team to deliver staff training, and, via department reviews, a system of peer observation underpinned by TEEP fundamentals. We also have a three minute 'TEEP peep' section during weekly staff briefings.

The TEEP programme has given us a common language and framework for reference across the school. It has encouraged self-reflection and metacognition amongst staff, and shifted their perception of what constitutes good teaching. Staff are encouraged to take more risks in a supportive environment and has encouraged teachers to look beyond their own classrooms.

93% of teaching judged as at least 'good' including 33% 'outstanding' in 2014, a shift from 32% judged as 'good' in 2010.
Freebrough Academy

Phase 1 school updates



A sample of schools that started TEEP in Phase 1 (2012) have provided an update of their ongoing progress.

Freebrough Academy

Lynne Athey, Deputy Principal

Freebrough opened as a sponsored academy in September 2010 and from the start, lesson observations found 32% of lessons to be judged as 'good' or better, including 7% 'outstanding' and 21% 'inadequate'. However, what clearly shone through was the commitment of staff to be better than they were; they just did not know how to achieve this.

We set out to develop a common understanding of what 'good' and 'outstanding' teaching looked like with some form of shared language, while building upon pockets of good teaching. We aimed to empower our students to become active and independent learners, by returning to the basics and spending time on improving the quality of planning.

“The level 1 training was a great success with many of our teachers telling us it was the best CPD they had ever had.”

on improving the quality of planning.

We made some improvement during the first eighteen months but this was steady rather than spectacular. Planning was much better but we still

lacked a teaching and learning framework. For this reason we jumped at the opportunity to join the TEEP programme.

From the very start something just seemed to click. Teachers were talking about teaching, sharing ideas and resources, and using the TEEP cycle to plan their lessons. Our students told us that they too had noticed a change. The next round of lesson observations showed significant improvement with 64% of lessons judged as at least 'good' including 10% 'outstanding'.

We had no problem in recruiting for TEEP level 2 training and from this there emerged an incredibly committed group of practitioners who went on to set up a TEEP resource bank on our intranet, delivered a series of TEEP workshops and perhaps most powerful of all, took on coaching roles with our teachers who required improvement.

At March 2014 we were delighted to find we stood at 93% of teaching judged as at least 'good' including 33% 'outstanding'. Two of our teachers have recently completed TEEP level 3 so we now have capacity to train in-school, and some have expressed an interest in the SSAT Lead Practitioner programme and the National College Teaching Leaders route. All quite a long way from our starting point!

The challenge for us now is to sustain TEEP for the long term. Teaching and learning has to be at the very core of everything we do and TEEP is an essential part of this. Meetings for example, are now focused on sharing good practice and resources rather than administration. Most important of all TEEP needs to be part of our ambition to become a high level professional learning community offering a range of training possibilities to constantly improve practice.

Kingsley Academy

Paul Cohen, Acting Vice-Principal

Level 1 TEEP training was undertaken in November and December of 2012, and a further smaller group of staff continued onto Level 2 in February 2013.

Now in 2014, we strive to maintain the TEEP momentum via a series of workshop sessions led by our level 2 trained

30% of lessons graded as 'outstanding' with 50% being graded as 'good'; an increase of between 3% - 5% with both gradings.

Kingsley Academy

In the space of a term and a half, Ofsted have twice validated our teaching as 'good'.

Red House Academy

staff. Sessions focus on supporting sharing of good practice and revisiting key aspects of the TEEP cycle to ensure colleagues have the opportunity to increase their repertoire of teaching techniques. In addition, as part of support for new staff with TEEP we initiated 'TEEP top-up' sessions. We also share strategies at whole staff briefings. An excellent aspect of the workshops is that delivery has 'modelled the model' supporting all staff to see best practice. Feedback from sessions (e.g. "good use of modelling the model"; "very enjoyable – interactive"; "it was engaging as I was actively involved") is very positive and further training is planned for this Summer Term.

Recent lesson observation data showed that 30% of lessons were graded as Outstanding with 50% being graded as Good, clearly showing how skilled our teachers are within the academy. We have seen an increase of between 3% - 5% with both gradings.



This mix of staff is a good cross section of our teaching staff and guarantees that TEEP is part of the language of the whole school.

Sustaining TEEP is led by the level 2 group and one of the significant features is that it is very mixed in terms of experience, subjects taught and roles within the school. In addition, we are also delighted that one of



our staff is now level 3 trained. This mix of staff is a good cross section of our teaching staff and guarantees that TEEP is part of the language of the whole school. Furthermore, we protect the sessions and make them a whole school priority by ensuring that all staff working in our classrooms has full access to high quality professional development and nothing else can be calendared at that time.

Finally, as with all initiatives within our academy, to ensure success and consistency, teaching and learning is regularly monitored to ensure the impact to our students is of the highest level.

Red House Academy

Mark Cooney, Vice-Principal

When we started our TEEP training in October 2012 we were in a 'notice to improve' with the quality of teaching judged a major area for improvement.

Under TEEP, departmental meetings became focused on teaching and learning and departments have used the time to share and embed strategies in their teaching. Each department was set a four week task of reviewing its practice; the best aspects of this practice was then shared

with the whole staff at a 'TEEP peep' session. There were other changes we made to systems of accountability for teachers, opportunities and structures for the sharing of good and developing practice, and time for staff to reflect and collaborate on teaching.

In June 2013 we were inspected by Ofsted, with over 80% of teaching judged as 'good' or better, and our improved practice was starting to impact on GCSE results. Unfortunately, we were still below floor target in August 2013 and we were re-inspected in January 2014. Once again, however, teaching was judged as 'good' and this time there was a greater proportion of 'outstanding' teaching seen by inspectors. So, in the space of a term and a half, Ofsted have twice validated our teaching as 'good.' This shows, we believe, not only that the improvement has been sustained but it is also a testimony to our teachers' resilience and that improvements have been well embedded.

Our next steps with TEEP will focus on looking at the effective learner behaviours so that we can use the strength of the TEEP model to develop our students as independent learners. This is a crucial area of development for us because a significant number of our students do struggle with their



TEEP has given us a tremendous boost in our attempts to improve by giving us a shared language for discussing teaching and learning.

learning and exhibit a lack of resilience. I have now undertaken level 3 training, enabling me to provide training for new staff and to support level 2 trained colleagues.

TEEP in itself can provide an excellent catalyst for improving teaching

and learning but it is most effective when linked to other structures and support. Providing time for staff to work together on a regular basis is crucial, as is linking the development work to high expectations of what can be achieved by teachers and students.

We recognise that we are only still part of the way through our work with TEEP but we are confident that it is helping us to improve the learning experiences of our students.



Get involved further – TEEP associate network

After TEEP training, delegates are welcomed into the TEEP associate network and have the opportunity to access a wide range of resources and opportunities including TEEP conferences. Here are a few of them:

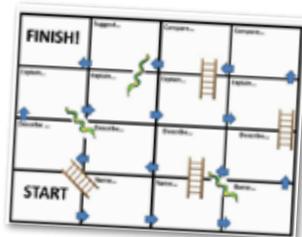
TEEP Resources

The TEEP website contains an ever growing collection of resources including:

- Subject-specific resources and lesson plans (many of which have been recently updated with thanks to All Hallows Catholic College, a TEEP Champion School.)
- Generic teaching and learning resources and templates for different stages of the cycle - with more being added by EEF schools, for example exit train ticket template from Hartsdown Academy or the Andersons Taxonomy Snake's and Ladder's submitted by New Charter Academy - which has question stems for students to



create questions – starting at knowledge and working their way to create.



We welcome any further resources from TEEP colleagues to share with the community – which can be uploaded onto the website.

TEEP video toolkit

This is available to all TEEPers and is a collection of short, focused video clips that exemplify the TEEP model in action and is accompanied by teacher notes, prompts for discussion and questions to consider for your own practice. The video toolkit is designed to encourage reflective practice and self-evaluation. We are delighted to launch new Alan November learning technology clips.

TEEP Sandbox

A collaboration opportunity for staff to share feedback and co-construct resources with colleagues from across the country.



TEEP booklets

These booklets provide TEEPers with key updates on:

- Practical guidance and tips for TEEP in your classroom
- The latest thinking on teaching and learning such as Dweck's promoting growth mindsets, Claxton and Lucas' expansive pedagogy, Sugata Mitra's Self Organising Learning Environments (SOLE), varieties of teaching and learning approaches, Structure of Observed Learning Outcomes (SOLO) taxonomy and more!
- How ICT can be used to enhance teaching and learning, plus an online edition with further detail
- Recent findings from 2013 SSAT Redesigning Schooling research
- Fully commissioned research and a further reading list – linking the TEEP model with the latest academic research.



TEEP support and further training

Further training and support is available for schools after their TEEP training to continue to embed TEEP across their school community in many ways. This includes subject-specific training days, area of TEEP training days, a Teaching Assistant course, new staff training, the TEEP Conference and bespoke consultancy support.

In addition there are regular communications to all TEEP associates including information on the latest research, interesting links and updates to the TEEP programme.

The articles in this publication refer to the different levels of TEEP training which are:

- Level 1 - whole-school training (3 days) - immersion in TEEP methodology
- Level 2 - coaching and mentoring/developing TEEP champions (2 days)
- Level 3 - train the trainer programme

Any queries, suggestions and feedback please do not hesitate to get in touch with the SSAT TEEP team on TEEP@ssatuk.co.uk or 020 7802 9003.