

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

July 2016 edition

Welcome to the fourth and final newsletter for the Education Endowment Foundation (EEF) funded project

It seems a very long time ago when we started to plan and recruit the schools for this project with EEF in 2012. I would like to personally thank all that have been involved in the project throughout the four years. There has been a period of unprecedented change in our education system, which no-one could have predicted.

It is heartwarming to see the growing community of TEEP practitioners, teachers and leaders in the project schools – but also their learners, parents and governors. TEEP trainers, ambassador schools and school headteachers have not only shared their vision for teaching and learning based on the TEEP principles. They have also made a commitment to this growing community; to provide the long-term support and guidance that ensures TEEP continues to make a difference where it matters most, in the classroom.

The students' new-found resilience and improved attitudes towards learning are sustained through assemblies highlighting the need for exploration and sometimes failure (in the construct phase), in order to support deeper learning.

RSA Academy Arrow Vale



Since implementing TEEP, progress across all curriculum areas has shown significant improvement

St Edmund's Catholic School

Changing school cultures and approaches to teaching and learning takes time, as we know. It is impossible to measure with one external metric. This newsletter tells the stories of the journey of change, which will equip our students far more with the resilience, critical thinking, problem solving and ability to connect and apply learning that they will need for their future in education, in employment and in society.

On the following pages you will see themes such as 'Winning hearts and minds' and 'A language of learning'.

We hope we have effectively captured some of the evidence from TEEP schools; not just the short term injection of enthusiasm and reigniting the passion for teaching, but also the factors involved in maintaining this long term for sustainable improvement in the offer to learners.

Anne-Marie Duguid
Director of Education, SSAT

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Winning hearts and minds

Inspiring T&L development

St Augustine Academy

Paul Collin, Senior Lead Practitioner,
Teaching & Learning

St Augustine Academy has been on a journey since its opening in 2012. Our focus has always been on delivering outstanding teaching and learning to the young people in the Woodard Academies. In 2014 we received a 'good' rating from Ofsted, but we want always to achieve more and raise the standards of learning and progress.

We recognised that we needed to create a commonality in our learning language that could be embraced by staff, students and stakeholders alike. TEEP seemed to be a positive model which would allow us to achieve this goal.

And it was. The immediate impact of the whole-school training on academy staff was deeper engagement in their roles as classroom facilitators. Staff were inspired (re-inspired in some cases) to try out, develop and test ideas for teaching and learning. Our students were offered a range of learning approaches that gave them all greater access to and understanding of what they were undertaking. Students reflected, lesson to

The immediate impact of the whole-school training on academy staff was deeper engagement in their roles as classroom facilitators.

energy captured on the first two days' TEEP training can positively permeate the school.

Teaching and planning

Changes have mainly been in the approaches to teaching and planning. Staff are using the TEEP learning cycle and reflecting, lesson to lesson, on how the students have been taught. We have seen positive improvements to students' engagement in learning. They are becoming less passive. We are too early in our journey to say what substantial progress is being made against data, but the atmosphere of lessons has started to shift towards students taking an independent role in their learning journey.

lesson, on their learning; building on their knowledge and making connections between one subject and the next.

This is only the starting point for the academy. As the journey continues we look forward to seeing how the positive



Currently we are on the TEEP branding journey. We have continued to make staff aware of the model, by delivering weekly bulletins that reference the TEEP cycle and make underpinning elements and ideas accessible. We have set up a TEEP academy 'Twitter' page @SAATEEP and more recently launched a whole-school TEEP portfolio initiative to get staff to share their TEEP journey in large A3 visual journals.

How you sustain anything is always the key question, and I think TEEP has to be delivered consistently across all lessons by all staff members. We are on a journey to embed TEEP into our day-to-day academy life so that it becomes part of the culture of the learners and not just another new initiative.

A framework, but with flexibility

The TEEP model has allowed us as an SLT to guide teachers who might have required support or a framework. But at the same time it has given the flexibility to staff who are great practitioners, to develop their practice further. The model, and supportive guidance from TEEP trainers, has offered a refresh to teaching and learning within the school, to set us on our next path way to achieving an 'outstanding' place to be and learn.

Over the short amount of time that we have been using the TEEP model there have been notable changes in the ethos of how staff are approaching teaching and planning using the cycle. One particular 'wow' moment was watching a lesson when a student engaged with the teacher in a discussion about the task at hand, asking whether it really was a 'construct' or an 'apply' type of task. Students are having a learning dialogue with staff around the TEEP cycle and this can only aid progress and connective learning over time.

If we had to describe the impact of TEEP to our school's followers on Twitter we would write: @SAATEEP Develop, Share, Compare at St Augustine. Totally TEEP tastic teaching!



Longfield Academy, Kent

Jamie Lever, Head of College

What a great way for staff to start the academic year – two consecutive days with a focus on teaching and learning in a fun, interactive and informative way.

What I really like is it's all about supporting and developing pedagogy for the benefit of the teachers without having them change the individuality they bring to their classes. It is also a great starting point for newly qualified and recently appointed staff.

TEEP
in brief

with planners and equipment ready and are engaged in learning as soon as they walk in the door, through a 'do now' activity.

Backing this up, staff CPD has focused on creating effective and meaningful 'do now' activities, and mastering the routines through a 'practice perfect' model. The learning intentions and success criteria are shared with scholars from the start.

The TEEP model has allowed us to create consistency in routines, so scholars have the same quality of experience in every lesson. We are now focusing on the 'construct meaning' and 'apply to demonstrate' phase of the cycle. The TEEP level 2 trained staff have collaboratively planned CPD sessions for staff on both phases and departments are now planning activities together.

A teaching and learning language

TEEP has given us a language to discuss teaching and learning in a positive and effective way. It has allowed us to redesign our marking and feedback and policy to ensure feedback is linked to the mastering of learning intentions, and to give scholars opportunities to practise skills they are struggling with. All presentations are now linked to the TEEP cycle, so scholars understand how activities link into their learning journey.

We are still at an early stage in our TEEP journey, but we can definitely see a positive change in pedagogy. Staff are sharing best practice and collaboratively planning.

A language for teaching and learning that 'underpins everything we do'

Dixon Allerton Academy

Jo Healey, Assistant Principal

At Dixons Allerton Academy, TEEP underpins all teaching and learning activities, and gives the young people every opportunity to improve and apply their learning skills.

After our level one training, we initially focused on mastering the first phase of learning, with a heavy focus on the routines at the start of each lesson. This has been effective: our scholars now arrive to lessons

Winning hearts and minds



We have recently completed our level 2 training and this team are working on a programme of CPD and coaching to sustain our focus on TEEP.

TEEP must underpin everything

We plan on developing a staff TEEP site, which will contain resources, discussion forums, additional CPD opportunities and mini research projects which staff will be able to apply for. These are important because, if TEEP is going to have impact on the quality of teaching and learning at Dixons Allerton Academy, it must underpin everything we do. You cannot opt in to parts of it, or have some staff use it. All staff need to be part of the process and shared language which TEEP provides.

TEEP has given us a framework to develop the pedagogy of our staff and put scholars back at the centre of the learning. As a teacher, TEEP has enabled me to reflect on the effectiveness of my planning, where the cycle allows me to ensure lesson time is used effectively so scholars have the maximum amount of time to construct meaning and apply their learning.

Open Academy

Liz Clayton, Assistant Principal, Teaching

**TEEP
in brief**

Teachers were particularly interested in developing ideas to engage students, making them active in their learning and using the cycle particularly 'to apply to demonstrate'. Teachers were rejuvenated by ideas of planning for active learning through group work.

The TEEP cycle supports teaching elements of the academy's Improvement and Development Plan including strategies to support boys' achievement, extend challenge in lessons and enhance the quality of feedback.

The greatest success, for me, was the quality of review, reflection and honesty from colleagues involved in the Level 2 training. They worked with passion and thoughtfulness in their desire to develop and embed TEEP into the academy.

A language of learning

A comprehensive approach: enhancing teacher and learner effectiveness

Freebrough Academy

Donna Butcher, Deputy Principal

Since our TEEP training in 2012, learners have become much more actively involved in the learning process. Our quality assurance processes, which include evaluation of student voice and students' responses to learning, show students and teachers expect active participation in learning. This has paid off in our results: since implementing TEEP, progress across all curriculum areas has shown significant improvement. The key performance indicator of 5A*-C including English and maths has risen from 30% to 47% (2015). Current assessment data is forecasting another significant rise in progress for 2016.

Teamwork

Staff regularly work in teams, both within and across faculties, to share ideas and teaching and learning strategies. This is made much easier through TEEP's common language about teaching and learning, which is shared by staff and students. Staff contribute to a weekly 'TEEP of the week' forum, published in the staff bulletin, and there is a TEEP 'tear and share' ideas board for staff in our learning resource centre.

Since implementing TEEP, progress across all curriculum areas has shown significant improvement

Before we introduced TEEP, the quality of teaching and learning judged as good or better was 32%, with 7% outstanding. The most recent quality assurance data shows that this is now 95%, with 39% outstanding.

TEEP has contributed significantly to improvements in teaching and learning and consequently to the significant improvements in student outcomes and progress measures. It is an integral aspect of all quality assurance processes including teacher planning, lesson observation, student voice and marking and feedback. All CPD uses the TEEP model to disseminate training. TEEP continues to be a priority in the academy's improvement plan, which is then reflected in faculty improvement planning.

Training and development, in and beyond the academy

Every year, new staff joining the academy, including trainee teachers and learning support assistants, are trained in TEEP Level 1.

There are now 31 staff trained to Level 2 and two staff trained to Level 3. The coaching team at Freebrough is supported by Level 2 staff, who work with teachers to improve their practice from 'requires improvement' to at least 'good'.



We are working to embed LEEP in lessons and establish a student LEEP team



Last year, two events were held for schools across the Tees Valley to share effective practice. Colleagues presented at the SSAT National Conference in 2014, the SSAT Achievement Show in 2015, and the 2015 and 2016 national TEEP conferences.

TEEP to LEEP

This year, we have used the TEEP framework to develop a programme called LEEP (Learner Effectiveness Enhancement Programme) for learners on improving effective learning habits. Staff have created a LEEP framework and delivered level 1 LEEP training to 400 students on the underpinning elements of LEEP. Staff have also developed strategies to share, promote and address these underpinning elements in the classroom. Work is now underway to support staff and students in embedding LEEP in lessons and establish a student LEEP team.

Continuing improvement

Ensuring that TEEP continues to drive improvements in teaching and learning is essential, so a relentless focus on the framework to inform all teaching and learning CPD is key. Before the level 1 training, new staff are introduced to the framework through the induction programme. So from the start, the profile of TEEP is always high, and an integral aspect of the quality assurance processes, which maintains the focus.

For a school leader about to start on their TEEP journey, I would recommend plenty of CPD opportunities for staff to work in and across faculties on embedding TEEP in their classrooms and across the school.

The achievements

TEEP has contributed to significant improvements in teaching and learning across all subject areas and

A language of learning

for all staff, so there is now a greater consistency in the quality of provision across the academy. This has led to improved outcomes for all learners, regardless of starting points. TEEP has provided teachers with a common language and a means to create, explore and share effective practice whether through CPD sessions, coaching or informal learning conversations.

The focus for Freebrough is now on further developing effective learner habits and embedding the LEEP programme. This will support learners and teachers in using strategies, in lessons and through independent learning, to nurture a growth mindset.

TEEP experience shows we are all constantly evolving and learning

St Edmund's Catholic School

Christopher Nicol & Joe Were, Teaching Champions

Since the initial TEEP training, the school has been subject to a visit from Ofsted, resulting in an 'outstanding' grade in each of the four subsections (including teaching and learning), indicating that TEEP has continued to have a positive effect on the school community.

PEEP, for ideal learning behaviours

In what ways? Since TEEP training, pupils have taken a greater responsibility for their learning, because teaching has become more engaging and given pupils a more collaborative role. Pupils are encouraged to consider what they and the teacher need to do.

Pupils' reflexivity, motivation, enthusiasm and engagement are all at a high at present. We have attempted to make them more aware of the TEEP process through a TEEP week, as well as using its ideal learning behaviours to create 'PEEP' – pupil effectiveness enhancement programme [aka LEEP, if you have learners rather than pupils]. It is our intention to use this to induct year 7s into St Edmund's teaching methods from next year and present them with a certificate if they achieve particular aspects of the ideal learner behaviours in a number of lessons.

Teaching staff have changed too – through regular sharing of good practice with staff, good practice workshops, outstanding teachers sharing their lessons, lesson observations and support put in place for underachieving teachers. TEEP has given all teachers a language to engage with each other over the subject

of teaching and learning, irrespective of experience or area of the curriculum. Over four years, the percentage of good and outstanding lessons in observations throughout the school have risen to 92% good or outstanding.

Better dialogue

The dialogue in and around T&L is better than it has ever been before – currently staff 'opt in' for a number of workshops on a weekly basis to address any concerns they have with their own practice. NQTs and other new members of staff take part in bi-termly TEEP meetings with different focuses, in which they share and discuss practice based around particular themes or aspects of teaching. Many of the teachers use, for example, Anderson's taxonomy of higher level thinking.

The effects have been striking. As Ofsted reported in Spring 2016: 'Pupils know precisely what they need to do to improve'; 'A high level of provision and resources has led to a rapid acceleration of learning'; 'Pupils have a secure understanding of how to improve their work through the new marking policy'; 'They reflect on their teacher's feedback as well as that of their classmates'.



A high level of provision and resources has led to a rapid acceleration of learning

Ofsted, 2016



Pupils benefit from a wealth of social, moral and spiritual experiences which are built into their day-to-day lessons and wider school experiences. Pupils are encouraged to take on a wide range of leadership roles, including as reading ambassadors or supporting the wider school community. The attendance rate is improving due to a determined focus by leaders and a greater responsibility of pupils. Pupils are aware of keeping safe online.

These changes have been sustained through continued monitoring of T&L and reinforcement of TEEP's key elements through displays, assemblies and general teacher expectation. Pupils now expect to be taught to at least a good standard in all lessons, and have been known to be vocal when they feel standards are not good enough!

Plans for the future are the creation of pupil observers of how learning is taking place in classes, and the rolling out of lead learners across the school to encourage



independence and resilience. TEEP posters and technical vocabulary will help to enhance literacy, and in weekly briefings staff are sharing effective use of techniques such as questioning strategies.

What we have learned in our TEEP journey



Pupils have been known to be vocal when they feel standards are not good enough!

We now understand so much better the value of giving pupils more independence to explore, and to deliver their learning to their classmates. We're letting go of teacher-led lessons. We're planning

and organising opportunities to share good practice, and giving staff opportunities to lead workshops and briefings. And we're using the knowledge and skills we have developed to validate our partner school's whole-school observations.

The need to take risks is a key element of TEEP that staff have taken on board. And ultimately, that is the advice we would give to other school leaders: 'take risks'. Only when you start to accept that pupils need freedom to explore, make connections and set their own boundaries will they fully begin to realise their potential and achieve what they are capable of. TEEP has encouraged much more risk-taking in learning from teachers and pupils, which has resulted in a more collaborative learning environment.

The biggest challenge

Perhaps the biggest challenge for the school is to bring new staff up to speed quickly and efficiently on what TEEP is and how to utilise it in their teaching. And give them the confidence to take risks in their teaching. Their previous experience in schools may have led to their deliberately limiting themselves in what they attempt to achieve.

As teachers we are indoctrinated to maintain control. However, the TEEP experience demonstrates that only by removing the constraints of the teaching approaches we are shown in traditional training can pupils 'learn' in the truest sense.

Joe Were adds:

'TEEP suggests to me that, as a teacher, I am constantly evolving and learning – like my pupils. As technology and what is possible in the classroom progresses, so do the opportunities to engage and enthuse pupils in their learning. TEEP allows me

and fellow practitioners across the school to design and deliver lessons where the only boundary is our imagination.

The challenge for me personally is to make the evolving climate within teaching both interesting and exciting. So the more ideas and resources, alerts/links and reminders I get from SSAT and other schools, the better!'

Students also attest to the value of TEEP training

Thornaby Academy

Clare Mason, Acting Principal

When we chose to work with TEEP, we had already done a great deal of work on improving the effectiveness of learning behaviours, but we believed that the underpinning elements supported our vision for learning. We particularly liked its rigorous approach to planning, which enables all staff to use a consistent structure.

Staff were immediately energised by the range of teaching and learning opportunities that TEEP provides. They reflected on their own practice and were eager to collaborate and share ideas, strategies and planning. Teaching staff readily adapted lesson plans and 'Teeped' them, sharing them with other subject teachers. The third day of training came at a perfect time to refocus, complete the cycle and add depth for all of our staff.

Greater student engagement

There is now a more confident as well as more consistent approach to planning. The phased approach has allowed for more active learning and higher student engagement. Lesson observations, student voice and regular learning walks show increased student engagement and less passive learning. At the same time we have seen a reduction in removals from lessons and low-level disruption.

We have seen sustained impact of the training after CPD led by a TEEP ambassador. All staff have engaged and grown in confidence in the classroom, even though they are at many different levels in their careers. NQTs and Teach First colleagues have found the structure of the TEEP cycle and the tight CPD very supportive for their development.

To sustain the impact after the Level 2 training in January 2016, I wrote a TEEP implementation plan

A language of learning

looking specifically at the needs of our staff. We focused on assessment for learning – especially feedback, questioning, differentiation and collaborative work. This became a regular focus for TEEP PEEPs, either at the beginning of a training session, or at a Monday evening staff meeting. In addition we added a section to our staff website (TEEP toolkit), which staff can search for academy TEEP resources, and upload them for sharing.

Built into staff induction

TEEP is built into our staff induction programme, and we have our own TEEP lesson plan linked to Google Docs. The plan is flexible and staff can add sections, depending on the structure they want for that lesson or cycle of lessons. As all lesson planning is shared, lesson plans and schemes of work are being revised to incorporate TEEP strategies. In addition we have an academy TEEP PowerPoint template, which has supported students' understanding of the TEEP cycle in lessons.

We invited all our support staff to a TEEP catch-up session to ensure that they understood the TEEP language and approach to learning, and our expectations for students during the different sections of the cycle.

Students have had assemblies on TEEP and its structure, with what to expect in lessons and what we expect of them. The screens displayed around the academy show photographs of our students' learning at different points of the cycle.

We will have a Level 3 TEEP trained member of staff in the summer term and they will work with staff returning from maternity leave (10% of the teaching staff) and train more ambassadors. They will also lead further CPD on identified needs such as effective use of ICT and thinking skills. TEEP practice will underpin our CPD and teaching, learning and assessment programme for the coming year.

Student responses

A visit by an external school improvement advisor led to heartening feedback on progress. All the students interviewed talked about the impact of TEEP and their improved engagement in lessons. They discussed how they understood the structure of their lessons, and about the effort and care that teachers were taking over their learning. Students are linking the lesson structure to our marking, assessment and feedback systems.

Hooking in the students

The Macclesfield Academy

Noorul Choudhury, Assistant Director (T&L)

The vast majority of our students want to be motivated and to enjoy the subjects they are studying. The TEEP programme invokes student motivation and engagement, together with enjoyment of the subject. We've found that students taught by teachers using the TEEP programme are challenged, and so become engrossed in what's going on in the lesson; engage in more discussion, debate and listening related to learning; engage with each other and their teacher – so the atmosphere in the classrooms is lively and buzzing with energy.

We have also found students are developing the processes of metacognition – they begin to transfer their skills to other areas or subjects, they develop a deeper understanding as knowledge becomes more secure. Most importantly, they respond positively to being given greater autonomy and becoming independent learners.

This lies behind major improvements in our attainment data, with 5+A*-C GCSEs (or equivalent) including English and Maths rising from 42% in 2014 to 60% in 2015. And last year's school performance table showed our overall value-added score was the highest among Cheshire East schools, and in the top sixth of schools in the country.

A culture shift

There is now a common approach to teaching and learning throughout the whole school. Conversations in the staffroom and in the canteen show a culture shift – our staff have rediscovered their enthusiasm.



Students respond positively to being given greater autonomy and becoming independent learners



Comments by teachers at our internal TEEP CPD sessions have included: 'I'm now more aware of what the students experience in my lessons – and I'm going to make my lessons more interesting for them'; 'It's helpful, useful and worthwhile'; and 'It made me work. I am extremely motivated and focused now'.

Learning walks have shown us increased student participation in lessons, and more active learning experiences for the pupils. They now understand what



they have to do and why. Our teachers now talk the TEEP language and are more open to collaborative planning and sharing resources.

In January 2014 Ofsted judged 72% of our teaching as 'good' or better. Since the TEEP training, our internal observations judge 97% of teaching to be good or better, of which 41% is outstanding.

Teachers have used assessment for learning to inform their planning and teaching; developed their knowledge and expertise of the other underpinning elements of the framework and applied this knowledge directly to their teaching; and planned more of their lessons using the framework so they are more consistent in quality and content.

Changes in teacher practice include:

- » activities that engage and challenge the students
- » more use of ICT both by the teacher and student
- » giving students more opportunities for discussion and debate
- » encouraging students to demonstrate their learning
- » using starter activities linked to the learning
- » using different forms of digital technology to present new information
- » employing a variety of strategies to engage their students

And the classroom climate is enhanced through:

- » interactive displays on the walls for students and teachers to use
- » music at appropriate points in the lesson
- » displays of students' work in the classroom.

Teachers have experienced personal growth and development through this work. They have developed and extended their knowledge of educational pedagogy. And those who have been TEEP Level 2 trained have developed their expertise to the point where they are becoming more influential in school.

Keeping up the momentum

Our T&L policy has been rewritten to reflect TEEP. Lesson observations specifically look for TEEP language used in the lesson and slides that have its element headings.

Once every half-term we run teaching and learning community (TLC) groups, which discuss aspects of the TEEP elements. Ideas and strategies are then

tried before the next TLC. In March 2015, eight of our teaching staff undertook Level 2 TEEP training; and subsequently created a resource folder for all staff to input and access.

Every Monday morning staff briefing we have a 'TEEP show and tell'. A different member of staff showcases what they are doing and the impact this has had in their lessons. This is captured on a display board.

Every half-term our Level 2 TEEP-trained colleagues lead refresher training on the underpinning elements.

During the course of the last year a number of teachers said they wanted to observe lessons outside their departments. Peer observations through learning walks will provide an opportunity for teachers to showcase good TEEP activities which others could see.

To further this development, we implemented an idea that came out of the Level 2 training, with a TEEP smiley face week: all teachers were given a large, laminated yellow smiley. It had to be stuck on the outside of the classroom door as an invitation to their lessons when they felt comfortable at that point in the lesson for other staff to walk into the classroom. This was purely optional.

Next year, we will restructure the TLCs. Each one will focus on one of the underpinning elements of TEEP and teachers will be encouraged to carry out small action research projects.

We want the very best CPD training for all our staff in order to make our teaching and learning even better (than our current Ofsted designation of good). Everything in the TEEP framework contributes towards good learning. It's not an 'initiative'. It solidly underpins everything we do. It provides a structure within which to plan and deliver engaging, imaginative lessons that allow teachers to facilitate rather than lecture. And it allows students to become more independent learners rather than dependent learners. What stands out when you walk into a classroom now is the increased number of visual lessons, which capture the students from the moment they walk into the classroom – they are hooked in!

Reflective practice

Elements of TEEP that reassure both students and new teachers

Samuel Lister Academy

Janet Wilson, Head of Department

Since we first applied for the EEF-funded TEEP programme, there have been significant changes in staffing at all levels in order to eradicate inadequate teaching, strengthen leadership and manage the budget. Particularly affected have been the maths and science faculties, in which the teaching staff are almost entirely different to those in place when the programme was applied for.

During the three years of our involvement in the programme, appointment of school improvement lead practitioners in maths, English and science has helped to develop links with BCET (Bradford College Education Trust), our academy sponsor.

While continuing to embed TEEP as a core tool for the delivery of lessons, we've noticed an increased willingness to take risks and try things out in the 'construct new meaning' element of the lesson. Students



We've noticed an increased willingness to take risks and try things out in the 'construct new meaning' element of the lesson

appreciate that their trial efforts will not be assessed as their best work, so they are more prepared to test a variety of ideas.

Student independence has developed as they have opportunities to work with new

ideas in a range of creative learning activities. Lesson observations indicate that students are engaged throughout the 100-minute lessons as a result of the TEEP structure, supported by its high-quality resources.

New staff like the consistent approach

TEEP is an integral part of our induction programme for all new staff. They appreciate the consistent approach to planning and the quality of resources available to them through TEEP.

All new staff are trained in basic TEEP principles; lesson observations, planner checks and work scrutiny provide opportunities to ensure that TEEP is embedded in all faculties. The teaching strategies provide a particularly helpful scaffold to less experienced teachers. Planner scrutiny, as part of the academy quality assurance



programme, indicates that the TEEP structure is used in both short and medium term planning.

Teachers regularly prepare lesson presentations which make the TEEP elements explicit and enable students to develop their metacognition. Providing a language for both teachers and students to discuss learning at all levels has been a significant element of TEEP's impact on the profile of our teaching and learning.

In the future there are plans for a second member of staff to be trained to level 3 and there will be further opportunities to share good practice through 'market-place' sessions which have proved a valuable tool for sharing ideas.

Methodical development

The TEEP journey has been developmental: one element is embedded and then built upon. Teachers have responded well to opportunities to take ownership through the sharing of good practice. Consistent, regular focus on the structure through a corporate approach to planning, both short and medium term, has ensured that TEEP has become 'the norm'.

It is an invaluable tool that enables teachers to deliver good lessons to students who, thanks to this approach, are motivated and engaged in a range of creative learning activities.

The teachers who make best use of TEEP are also the most effective teachers

Phoenix High School

Criostoir Foley, Assistant Headteacher

Phoenix High School will become part of an academy trust this September, so the senior leadership team and teaching and non-teaching staff are in the process of a period of restructure. However its recent review of

teaching and learning correlated well with the TEEP approach to pedagogy. We are very much continuing with the embedding of TEEP, as it has had many positive impacts on staff and students. Indeed, students have commented favourably on changes in teaching style and consistency across classrooms in relation to key TEEP elements.

Our focus on teaching and learning includes learning walks and TEEP Tuesdays, alongside Inset training and significant changes to the observation and lesson planning forms used across the school. Classrooms display TEEP posters for shared practice.

Student TEEP group

An impressive, and strong, student TEEP group is being used across all years. Students appreciate and engage with group activities more and there is a noticeable increase in positive behaviours for student-led learning. While the transfer from 'enjoyable' group work and learning to more academic or extended pieces of writing has been a challenge, this is being tackled.

Our staff have positively engaged with the training – there was real competition for the TEEP Level 2 training positions! Staff understand the collegiate and team approach; while this is working more effectively in some groups than others, consistency from classroom to classroom has certainly improved.

Staff have a more collective use of language and expectations, which has helped them appreciate that all students can engage with learning if they are interested and excited by it, and have ownership of their learning. While this is not secure across the school yet, there has been a noticeable improvement. We have developed specific learning groups to discuss TEEP and T&L, as well as specific training sessions involving TEEP.

More effective TEEP users are more effective practitioners

We have changed our lesson planning and observation sheets, and developed classroom displays and teacher discourse. We have embedded TEEP learning walks and reviews. The TEEP model has influenced teacher and student expectations in a class and it is increasingly clear that the most effective users of TEEP practices are more effective classroom practitioners.

There has been a noticeable change with students' engagement in classes, and challenges have arisen from this that we are successfully tackling. The transfer from



active group learning to individual extended writing is one area that has illustrated where our students have taken on board the process and where they find it a struggle. This has been discussed among teachers and given encouragement to the student TEEP team.

The continual attempt to develop and sustain these changes has been helped with the TEEP Level 2 training, continued CPD/Inset training and the embedding of TEEP expectations in reviews. The TEEP 2 school projects will provide a valuable focus to ensure further and continued development.

The use of TEEP in classrooms will continue, but the real development comes through the plans for continued professional training and development for all staff. This includes Inset, support, vlogs/blogs, student leadership and voice, open workshops, school website and parental engagement programmes. All of these are being embedded in the school calendar and 'owned' by selected staff across the school.

To a school leader about to start on their TEEP journey, I would say:

- » Staff need to see the importance to themselves as professional practitioners; that this will have a positive effect on their students' outcomes. This needs to be supported by case studies and real data.
- » Language and consistency are key.
- » TEEP needs to be driven by a teaching and learning team, or outstanding practitioners, to maintain the drive.
- » You need a strategy to ensure the longevity of TEEP, including allowing for teachers leaving. This may include TEEP 2 for long-term teachers, who in turn develop other teachers' practice.

Reflective practice

TEEP training helps everyone – especially children with special needs

Hilton Primary Academy

Laura Borthwick and Emily Wright, Class Teachers

We decided to undertake TEEP (the Teacher Effectiveness Enhancement Programme) to build on student outcomes across the school and to accelerate learning, by ensuring consistency. For example, using consistent language (the verbs in Bloom's updated taxonomy); providing access to resources, including each other's knowledge and ideas and links to ICT across school; encouraging collaborative learning and effective teacher practice; questioning, review and assessment.

Immediate impact

The TEEP training for our teachers:

- » enabled staff to link pedagogy to real life, and showed how it fits into the classroom
- » had staff reflecting on and questioning their own practice
- » reassured staff of their own practice
- » updated and, yes, enhanced teaching (the second E)
- » generated excitement throughout the school, through new ideas and techniques
- » gave staff opportunities to share ideas across school.

We're now finding that structured lessons following the TEEP cycle are indeed ensuring consistency for the children's experience in class. This benefits children with SEN in particular.

They also offer:

- » a wider range of learning opportunities
- » more reflective learning
- » children taking ownership of their own learning and, where learners are given opportunities to apply learning in different contexts, they gain a better understanding.

Aiming for consistency across the school

Our next steps are to ensure that everyone is consistent in following the TEEP cycle within all curriculum areas, and staff are more confident in planning, and sharing with others who need support.

After the level 2 training, the TEEP team have planned to set up supportive coaching groups to improve teaching and learning across the school.



The aim of these groups is to:

- » share expertise and good practice across the whole school
- » support staff to identify targets
- » enthuse staff to take ownership of their teaching and self-improvement
- » improve staff morale and confidence in teaching and sharing teachers.

This will be achieved by:

- » engaging staff with videos of children's thoughts about their teaching and learning, so ensuring that the pupils' voice is heard
- » staff questionnaires to identify concerns and support needed for sharing teaching
- » CPD meeting to inform and engage staff in the project as well as providing training in relevant technology (class watch video system)
- » group folders to monitor, share and evidence impact
- » regular meetings within groups (coaching clans) to share class watch lessons and reflect on teaching and next steps
- » examples of good TEEP teaching to be stored and shared on the school drive in the form of video.

Development of staff...

TEEP has also helped us to develop our teaching staff. Six members of staff have become part of the Level 2 TEEP team and are working collaboratively on projects to enhance TEEP within the school. Through reflecting

on their own teaching, teachers have incorporated elements of TEEP to improve their teaching. The bank of ideas from training has allowed them to deliver learning in a variety of forms. Awareness of Bloom's Verbs, and how they apply to planning and children's learning, has enabled them to give children ownership of their learning.

... and of learners

Typical of the impact this has had are these comments from a Year 3 teacher:

'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 practice he has.'

TEEP has created an atmosphere of excitement among staff at Hilton Academy. Despite all these positives already experienced, we think it's true to say that our TEEP journey begins here.

Hartsdown Academy

Liz Bradshaw, Assistant Headteacher

Students are more willing to discuss their work with each other and can talk about what they are learning, and why. There is a change in culture, particularly towards sharing ideas and resources. Staff are open and willing to ask for support as well as offer it, and are happy to buddy up and observe each other informally when trialling new ideas and resources.

It is important to have staff members who are trained at Level 3 to be able to refresh and transfer skills and understanding that others at Level 1 may not have.

TEEP has been written into our 'high 5' priorities and forms part of our academy improvement plan. It is also written into our SEF. A recent DfE visit recognised our 'thorough understanding of what made good teaching and learning within a common framework'.

TEEP
in brief

All teachers, and many students, can suggest improvements in learning and teaching

New Charter Academy

*Nicola Kennerley, Senior Vice Principal
(Learning and Teaching)*

Since we first began TEEP training New Charter Academy has had a large number of significant changes: an Ofsted inspection (February 2015), HMI monitoring visits, headteacher board visits, the appointment of a new principal in April 2015 (following the retirement of the previous principal). Then, following the identification of a whole school priority for effective student and teacher behaviours, a new internal role was created (STLB lead) which was launched in September 2015.

Within the first year of our TEEP programme, 24 members of staff were TEEP level 2 trained, and four were TEEP level 3 trained. The following year five members of staff were TEEP level 2 trained and in November 2015 a further 23 members of staff were level 2 trained, and we are looking forward to three more staff members applying for level 3 training.

This continued embedding of TEEP has had a positive impact on the quality of lesson delivery and student engagement. Since we began TEEP the number of our teaching staff being graded good or above in individual lesson observations and learning walks has increased from the mid 50% to 75%-80%. In their last Ofsted report, the inspectors agreed with our data. All staff are trained to TEEP level 1 and we have a large number of staff continuing to level 2 with a select few moving on to level 3. This will allow us to further embed TEEP in the future.

Students recognise effective lessons

Students have a greater awareness of what an effective lesson should look like. They are used to the stages of the TEEP cycle, so if something is missing from a lesson they recognise that and are able to articulate what they need.

They have become used to constructing for meaning, something which often used to be missing from their

If something is missing from a lesson, students recognise that and are able to articulate what they need

Reflective practice



lessons. This was an area that some students struggled with after our initial TEEP level 1 training and we had to communicate the importance of this stage to students through lessons, registrations and assemblies.

Student learning leaders

They have also become more effective when working collaboratively and putting their learning into action in a meaningful way. This is evident when our students themselves plan lessons/resources, which are shared and delivered to other students. This has been led by our student learning leaders, who all go through a full day of TEEP training as part of their induction to their role. They work with staff to co-construct lessons and give feedback. They are also heavily involved in our year 6 transition days, teaching the year 6 students using the TEEP model and developing activities to explore the 5 Rs (resilient, responsible, reasoning, resourceful, reflective).

Students have become more resilient; however we have identified effective student and teacher learner behaviours as a particular priority. In 2014-15 we focused on years 7 and 8, and this academic year we have launched this with all years, including our sixth form. A focus on the 5 Rs has been integral to this.

Student voice exercises carried out since the initial training show that students found lessons to be more engaging and challenging. They could identify the different aspects of TEEP in their lessons, and where it

was particularly strong in leading subject areas.

GCSE results in 2015, for previously underperforming departments, include catering – improved to 72%, from previous inconsistent sets of results; product design – 46%, from a previous 19%; geography – 40%, from a previous very low 23%; history – 54%; and music – 76%.

Common language leads to more effective sharing

Learning and teaching is definitely discussed and shared more effectively, now we have a common approach and a common language. Where there were previous inconsistencies, the whole-school level 1 training allowed all staff to start a new approach from the same starting point. No member of staff felt intimidated or left behind and lots of cross-curricular collaboration was built into training time.

Our staff have particularly enjoyed the concept of TEEP PEEPs, in which they take turns to show an



Department collaboration includes TEEP PEEPs, 'bring and brag's and 'bring and buy's



aspect of their work, and have been working collaboratively and sharing resources more often than before. The common language of TEEP has enabled staff to share ideas with one another more easily – we now have a fortnightly

staff briefing where departments take turn to share TEEP strategies/resources etc. And, after the first cohort of TEEP level 2 training, Yammer was used to share TEEP ideas. The regular CPD sessions/workshops on elements of the TEEP model have been well received and I know that many of the resources have been used by staff.

In the same year that we started our TEEP programme we launched a shorter Wednesday school day, with staff training taking place in the afternoon. This is in its third year now: specific TEEP planning sessions are calendared, giving opportunities for department collaboration including TEEP PEEPs, 'bring and brag's and 'bring and buy's. CPD planning time is given to TEEP 2 and 3 staff.

We have a 'learning and teaching handbook' rather than a 'policy' as we want a working document that is regularly used and supports staff. It includes policy, guidance, good practice and reference points. This was updated to include TEEP information, plans, and

reference information. In the second year of the TEEP programme, lesson observations included feedback on TEEP.

Our recruitment procedures for all staff include questions that refer to TEEP and all new recruits must show a commitment to TEEP training; familiarisation sessions are built into our new staff induction programme. Governors receive regular reports on the progress of TEEP and CPD. We adapted our mobile phone policy to allow for mobile phones to be used as learning tools within the lessons (with the teacher's permission) to allow for more of a focus on the effective use of ICT (an underpinning element of TEEP).

Some positive outcomes

TEEP has led to our staff sharing ideas and resources much more than before; indeed, many more of our staff now lead CPD sessions on their areas of expertise, as they are more used to sharing their work and showing others how to do things better.

Involving students in the journey has been leading to familiarity with the aspects of 'good learning' and them taking more ownership of their own learning.

We have invested heavily in training, and particularly in supporting TEEP Level 3 training, so as to ensure we can sustain changes; and further training for our student learning leaders for their work with our incoming year 6 students as part of the transition process.

Here are the key lessons we have learned about how to get the full value from TEEP:

- » Clear vision shared with staff early on so it does not become a shock/secret – identify the reasons behind it and try to develop working relationships with other schools (not too far away) that have had success (in our case good links with All Hallows in Macclesfield was very important in our initial stages).
- » Careful planning and launching of the TEEP level 1 training (we had good advice about the timing of this), with planned time for further development work throughout the academic year, and time for staff reflection.
- » While not allowing anyone to opt out, understand that staff will develop at different paces; allow them time to get to grips with the model.
- » Gradually adapt policies/practices – don't throw the baby out with the bath water, bring staff with you step by step.

- » Lead by example: 'model the model' (ie, staff meetings and training were delivered using TEEP language and methods).
- » Build capacity at all levels: involve as many departments as possible, recognise good practice and find easy ways to share practice (cross-curricular is important). Develop a set of resources that can be adapted for a range of subjects. Then harvest good practice.
- » Identify lead professionals (movers and shakers) who can work with colleagues in a non-judgemental and non-line management way.
- » Plan for future development: invest in building capacity, plan for keeping momentum at an appropriate pace.
- » Involve/inform students and parents.

What TEEP means to me

As a teacher TEEP has given me a clear focus on what effective learning and teaching should look like, and a means to evaluate my own practice against this, making improvements where needed. It has revolutionised my planning time: a greater clarity about the purpose of each lesson has given me more ideas on how to deliver it, meaning I spend less time looking for activities and more time making them great.



Greater clarity about the purpose of each lesson means I spend less time looking for activities and more time making them great



Red House Academy

David Filmer, Assistant Headteacher

TEEP
in brief

Since September 2015 we have seen more peer-to-peer coaching between staff from a wide variety of departments. The best practice is now disseminated to all departments, improving student engagement.

The TEEP project has changed our long-term CPD programme in school: our staff can support each other in a way that they had not previously been able to do.

We look forward to seeing the impact of TEEP and the Embedding Formative Assessment project, another SSAT programme funded by EEF.

Teachers as learners

Putting the fun and collaboration back into learning

All Saints Church of England Academy, Plymouth
Kevin Lemin, Assistant Headteacher

The start of our involvement with TEEP coincided with our new-build programme. Since then the most significant developments were a full Ofsted inspection in Spring 2015 and the appointment of a new headteacher in January 2016.

For All Saints, the main impact of TEEP on students was improved engagement, leading to improved behaviour for learning. A major focus on independent learning and higher order thinking has been at the front and centre of our work with students, and TEEP has driven this. Initially this was facilitated by the use of a 'learning wall' in all teaching spaces. The learning wall highlights the core aspects of the TEEP cycle, along with Bloom's revised taxonomy, 5Ws and H, C3B4ME, TAPS (total, alone, pair, share) to encourage grouping for purpose, the No Hands rule, DeBono's Thinking Hats and the 5 Rs (we are placing the greatest emphasis on building resilience).

Since we introduced TEEP, there has been more discussion around teaching and learning and greater collaboration between subject areas. Teach meets, attended by faculty representatives every week, are a regular feature of CPD. Teachers are more willing to take risks and step out of their comfort zones. Learning walks show that in all year groups there is clear evidence of teachers using the core techniques we have adopted from TEEP. For example, it has significantly extended the repertoire of teachers' questioning skills – many teachers are better now at differentiating

Use of TEEP has significantly extended the repertoire of teachers' questioning skills

their questioning, using Bloom's revised taxonomy to challenge students' thinking.

In 2014-15 staff training focused on key aspects of the TEEP cycle: initially we focused mainly on

preparing for learning, and review of learning. TEEP champions shared successes in these aspects with all staff in twilight CPD sessions and provided banks of resources and approaches, while teachers shared their practice in swap-shops.



This year, developing marking and feedback has been a key focus. We have reviewed the marking policy and developed new smart approaches to marking and feedback. Quality assurance has focused on rigorous and effective written feedback, and training has involved the sharing of creative and effective approaches to peer and self-assessment, and DIRT (dedicated improvement and reflection time).

The longer term impact of TEEP has been a culture change. Active and collaborative learning is now the expectation. We continue to embed and sustain TEEP by making it a key driver in our monitoring of standards through learning walks.

Enabling us to improve literacy and oracy

In the last Ofsted Section 8 report it was noted that 'students are eager to learn' but that they experience difficulties because they lack 'the vocabulary to express their thinking' it stated that we must 'improve students' literacy skills by extending their vocabulary and their verbal and written responses'. This has driven a new focus on the development of oracy in order to improve literacy. The whole school culture change brought about by TEEP has enabled this. I am not sure teachers or students would have embraced the collaborative and interactive learning at the centre of our oracy focus had it not been for our work with TEEP.

In addition to the development of oracy as a cross-curricular focus, we have also worked with Articulatory UK to develop the oral skills of every child in year 8, resulting in entering all Y8 students for English Speaking Board examinations. This is having a great impact on these students' confidence and resilience. And the academy has recently been accepted onto the Voice21 pilot project into oracy, which is being



I would say that the TEEP training is among the best a school's teachers will experience: it will enthuse them and refresh their practice

funded by the Education Endowment Fund. I feel that this is a real continuation and embedding of the culture change initiated by TEEP.

The key learning point for me has been that TEEP is an excellent

driver of whole-school development in teaching and learning, but sustaining it requires commitment from the entire leadership team. To a school leader about to start on their TEEP journey I would say that the training is among the best your teachers will experience. It will enthuse them and refresh their practice, but you must ensure there is real 'buy in' from your whole team and a clear vision as to how it will be central to your development plan.

It has provided a way of combining high levels of engagement with clear focus on progress. Teachers want a tool which enables them to put the fun and collaboration back into learning, but which also has deep learning at its heart. TEEP achieves this.

Modelling the model – enthusing teachers and students

Northampton Academy

Jane Smith, Assistant Principal

One of the greatest impacts of TEEP for Northampton Academy has been that students are more engaged in their learning. This is because TEEP gives them the opportunity to learn through a more diverse range of activities, which has translated into more active and collaborative learning in the classroom.

TEEP is our whole-school model for planning a lesson. A five-minute lesson plan to support its implementation has been devised and disseminated, and TEEP is part of the Northampton Academy Great 8 – our framework of what makes an outstanding lesson. TEEP plays a significant role in driving excellence, presenting a common framework for all staff to adhere to and to ensure the core components of a lesson are evident.

All staff training follows TEEP model

TEEP is embedded within the teaching and learning policy, with the key stages of the cycle included in the section on effective teaching and learning. A

TEEP toolkit features in every classroom and staff are encouraged to deploy this in lessons.

All staff training for both NQTs and whole-school teaching and learning sessions follows the TEEP model to further embed the practice. Our marking and feedback policy focuses on the review element of the TEEP cycle, with a clear requirement for pupils to amend and respond to instruction through DIRT.

Newsletters further T&L culture

TEEP has helped support a collaborative approach to planning and moved the academy to a more open-door policy of sharing good practice. The language and framework have provided consistency in lesson planning, and encouraged an ethos of sharing across the academy. All staff are invited to contribute to the TEEPing and Learning Newsletter, published fortnightly to further the culture of talking about teaching and learning.

All language used in formal observations also derives from TEEP. This term we are seeing a big drive on TEEP PEEPs and encouraging the sharing of good practice.

The launch and initial rollout of TEEP was key to really driving it, with a range of TEEP PEEPs, TEEP Focus and a celebratory BBQ at the end of the summer.

Christmas TEEP fair

Our annual TEEP Christmas Fair was another great success, with departments sharing their TEEP strategies across the academy while getting into the festive spirit and raising over £200 for charity. 'Top TEEPers' were nominated and received awards and prizes. Staff really engaged, which led to more staff participating in peer observations.

A relentless focus on driving it through positive reinforcement is absolutely key to following up the launch. Incentives for staff ensure there's a positive drive and in the early stages it's very much about celebrating having a go. All staff training and delivery should follow the TEEP format.

TEEP is the core of how we structure and deliver effective learning. It encourages teachers to try new pedagogical practice and has reinvigorated practice across the school, improving the learning experience for all. What we want to do now is to see how other schools, in years 3 or 4 of TEEP, have done it, so we can plan how to maintain the momentum.

Teachers as learners

Making learning more meaningful

The Marsh Academy

Emily Beer, Director of Modern Languages

We have introduced a number of specific measures in school as a result of our TEEP training. One of them is 'red pen feedback', with which students take ownership over the marking and make their own reflections on what they need to do to improve. They can demonstrate improvements through the use of the red pen, and to prove marking has been useful.

Partly as a result of this, students are developing more grit and resilience in lessons. This is hard to measure, but it is clear that they are more prepared for learning and taking a more active role in learning.

Staff development

We have established a teaching and learning library, which now has over 40 recent publications for staff to use in improving their practice. As part of our Training Thursday programme, staff members opt to offer training for other staff on key issues identified as weaknesses, such as behaviour management, or catering for the more able.

Every new member of staff has TEEP in-house training, backed up with a TEEP wallet, full of resources, to enable them to encourage students to be active learners.

Despite the staff changes (at least 15 new staff members since we launched TEEP), some 87% of our staff have recently been rated as good or outstanding.

Team teaching

We have also implemented student 'walk-throughs' as part of our QA process. This allows us to pop into lessons and focus on how the students are learning and whether they are able to make the relevant progress. This fits with our advocacy of more of a team-teaching approach, trialled first in science, where year 11 classes are taught in pairs in a double demo lab. Lots of TEEP strategies are used to help students progress and monitor this.

Progress is maintained through the common TEEP language used between colleagues and students, and regular staff briefings on a Monday morning to re-establish our focus on TEEP and ensure everyone is clear on this vision. In addition, the TEEP message is drip fed throughout the year using CPD and regular meeting time.

Spreading the word

We now work with our primary schools more than ever before: TEEP helps us to ensure a smooth transition from years 6 to 7.

For us, the key to successful implementation of TEEP is to ensure it is both from top down and from bottom to top. We recognise that the typical in-school meetings that end up being all about information giving defies the whole concept of TEEP. We are working to find effective ways to use meetings as a time to make progress, not just 'jug and mug concept.'

What TEEP means to The Marsh Academy

- » Becoming the facilitators of learning.
- » Allowing students to take greater ownership over their learning.
- » Creating a common language across the curriculum and making learning more meaningful.

Chaucer School

Gemma Furness, Assistant Headteacher

TEEP
in brief

TEEP led to an increased buzz around teaching and learning. Staff 'like' TEEP and are starting to use this consistently across their teaching. Students are also developing an awareness of the TEEP cycle, resulting from greater creativity in teachers' delivery, and we are beginning to reward effective learner behaviours.

TEEP has had great impact on our CPD programme. Professional development is delivered using the TEEP model, more staff lead TEEP CPD, and we run TEEP PEEPs – active sessions showcasing TEEP pedagogies. We have also run competitions (iTEEP) using IRIS technology. Half-termly subject area challenges focus on a section of the TEEP cycle. Subject areas must try out 12 pedagogies linked to the TEEP cycle. Staff film themselves using TEEP pedagogies, and the winning entry receives an iPad. There is an increased excitement about what is going on in classrooms.

TEEP is a coherent planning tool that enables staff to take risks and be more creative with the learning that happens in the classroom.

It has been the most influential training I have done during my career.

Sustaining impact

Creative approaches to practical and personalised Continuing Professional Learning

Excelsior Academy

Teaching and learning team

In 2011/12 all staff at Excelsior Academy took part in TEEP level 1 training, which created a buzz of excitement. Our shared vision to increase the quality of teaching and learning through collaborative Continuing Professional Learning is based on modelling high expectations and implementing a review cycle leading to outstanding practice.

All colleagues, regardless of their status and position, can deliver and experience a variety of activities in interactive workshops, which may last from five minutes to an hour. Recent themes include: creativity, celebration of Arts Mark Gold, diversity and SEN.

Personalised learning is as important inside the classroom as it is out. We strive to achieve a personalised CPL timetable for every staff member, based on their own identified educational priorities.

CPL events offer a choice of at least 10 sessions, along with compulsory elements reflecting academy and community needs. Motivating and personalisation of CPL are complemented by:

- » individual postcards showing bespoke timetables for the day
- » evaluation, including future wishes
- » celebratory-style buffet lunch to encourage networking
- » photographs taken and displayed throughout the day
- » goody bags including refreshments and stationery
- » competitions and prizes

Bringing together over 200 staff members from the different schools and phases within Excelsior Academy can be challenging but is well worth while. We carefully allocate staff to ensure groupings have a mix of phases, subject areas and levels of experience.

Just as we found with TEEP training, we believe our CPL is effective because it is based on hands-on experiences; the staff get involved in what is being shared rather than being told about it. This way, staff enjoy these experiences more and learn more from them. The staff



then transfer the fun and engaging learning experiences from their CPL into the classroom.

Coaching and collegiality

A key aspect of TEEP implementation and sustainability is the development of level 2 coaching staff. Our coaching model aims to maintain the momentum, personalisation and frequency of CPL opportunities across the academy. The teaching and learning team have created a bespoke model of coaching through their collective knowledge and experience from senior leadership programmes, a Masters of Education degree, wider school CPL, research including Centre for the Use of Research and Evidence in Education (CUREE) and the Whitmore GROW model.

Every Friday morning teaching colleagues have 30-minute coaching sessions on aspects of teaching and learning, closely linked to individual needs and the school development plan; and more recently we initiated Thursday coaching sessions for all support staff, led by our Senco.

Identifying good and outstanding practice in colleagues and ensuring this is recognised and shared to aid the development of other teachers is a key aspect of our vision for TEEP. CPL is cascaded to all colleagues with noticeable impact on collegiality as well as teaching and learning, as these staff comments show:

‘[Through] the coaching sessions.... I have clarified my vision of education and have begun to take steps to achieve this. Within my lessons, I have trialled some of the techniques and practices which other members of staff have shared in an attempt to target my areas of development.’

Sustaining impact



‘Coaching.... enables me to collaborate with other members of staff, many of which I would not normally work closely with. Working with teachers from other subject areas has benefited my practice.’

‘Learning from others and being able to be open and honest about required support.’

Using our bespoke coaching model has extended collegiality and deepened reflective practice. The trusting, supportive and challenging climate that has resulted is consistently improving the quality of teaching and learning. We are passionate about maintaining the momentum, sustainability and quality of coaching and are keen to continue to cultivate growth in this field.

After the initial excitement: planning for sustained impact

RSA Academy Arrow Vale

Mark Healy, Vice Principal

TEEP has had a significant impact on the consistency of teaching and learning across the school: teaching identified as less than good has markedly decreased.

From a practical point of view, the most noticeable difference has been the impact the ‘construct’ stage has had on the students. They are now far less worried about making mistakes, more confident in talking about and exploring their learning, and much better at answering and asking questions in lessons.

Impact on attainment

Our headline figure decreased in 2015 because of a drop in results in English. This was largely due to the widely publicised tiers of entry decisions and grade boundary changes. The English results did not reflect the quality of teaching in English and around the school, and did not match outcomes in other areas.

Across all GCSEs (including the disappointing English results) 80% of students made expected progress, with over 40% making more than expected progress. Both of these are significantly above national averages. Almost all of the value-added measures on RAISEonline are green, again indicating performance above national average. These measures are not achievable without consistently high quality teaching and learning.

Our TEEP team and its results

Since the original TEEP training four years ago, we have six colleagues trained to TEEP level 2 and two trained to level 3. All new staff are trained to TEEP level 1. We have ‘show and tell’ sessions every two weeks for all staff to share TEEP strategies. Our in-house TEEP website offers staff a wealth of resources. The teaching and learning data has been strong for the past three years and has been validated by Ofsted (May 2014), and a recent DFE visit (January 2016) – both of which found teaching and learning to be outstanding.

TEEP is embedded into our teaching and learning policy. Training to TEEP level 1 is a condition of working at the school. All new staff participate in two days training before they start with us in September. The third day

is completed as part of a whole-school training day in October.

The students' new-found resilience and improved attitudes towards learning are sustained through assemblies highlighting the need for exploration and sometimes failure (in the construct phase), in order to support deeper learning. We have also used staff meetings to establish exactly what we expect from our students.

We now have a group of excellent teachers that have been at the school for 3-4 years. They are ready to be the second wave of TEEP role models, helping to maintain the impact while engendering a new enthusiasm. The plan is to train some new colleagues to TEEP level 2 and at least two colleagues to TEEP level 3.

What it's like when you start with TEEP..

In our experience, there will be a wave of excitement and enthusiasm on the introduction of TEEP. The key is planning for the sustained impact from the start. We have used regular teaching and learning meetings, 'spotlights' (department reviews), work scrutinies and middle leader meetings to maintain a high focus on TEEP.

Training colleagues to level 3 as quickly as possible was also critical; this way, we could ensure that all new staff could be trained at the start of each academic year.

... and what it's like now

TEEP has made a significant and lasting difference to our school. It is now fully embedded and has been sustained over a period of time. We are a TEEP Ambassador School, have led TEEP open days and have presented at the SSAT Achievement Show. We are extremely pleased we became involved in TEEP.

School evaluation and review show how TEEP works

Barr's Hill School

Claire Hannis, Assistant Principal

This year we have reorganised our leadership team structure so that three of the five assistant head roles now focus on progress across key stages and the other two focus on learning and teaching, and student wellbeing.

Embedding TEEP into learning and teaching has been a key feature of our whole school approach and practice.



As part of the school's ongoing quality assurance and thematic review process, students are invited to share their views during student voice exercises; this is triangulated through learning walks and lesson observations as well as work scrutiny. The learning and teaching data and tracking, via the thematic review process have found that the lessons showing the most rapid progress, and where the learning is most profound, are those where C4TEEP (our combination of TEEP and our previous approach, communication for transformation) strategies are most fully embedded.

For example, levels of student engagement and motivation are tightly linked to lesson delivery. Our thematic review conducted in March 2016 noted:

'There is clear evidence that where lessons are the most effective (ie, where students are able to demonstrate progress) the learning is well mapped against success criteria coupled with a variety of C4TEEP strategies used to both enthuse and engage the students.'

This confirms previous reviews:

'In almost all lessons, C4TEEP activities are used effectively as part of the lesson planning process... There is clear evidence of planning for progression and a variety of C4TEEP strategies to ensure engagement ... this is a significant feature of the very best practice.' (June 2015)

Evidence from student voice also shows TEEP within

Sustaining impact

the classroom in a positive light. One year 9 student recently remarked: 'Science is fun. I like the way Miss teaches.'

Approaches to learning across the school continue to be evaluated and reviewed, with the emphasis on what helps staff and students to demonstrate progress. We work hard to make C4TEEP an integral part of all that is monitored and reviewed, thus helping to ensure ongoing developmental work in learning and teaching throughout the academic year.

Our main school vehicle for learning and teaching,



TEEP in the classroom has led to student comments such as 'Science is fun. I like the way Miss teaches'

C4TEEP centres on the evolving nature of our approach and development of learning and teaching, linked to staff CPD. Other key elements are of course consistency, communication and collaboration.

Continually improving our pedagogy and practice is vital for our professional and personal development. Our CPD provision aims to enable colleagues to: work collegiately, positively and professionally with each other and reflect on practice as a leader, constantly seeking to improve learning and teaching. It is in this way all staff deliver the Barr's Hill standards to be consistently good or outstanding.

TEEP levels at Barr's Hill

All teaching staff joining Barr's Hill undertake TEEP level 1, led by three staff, all of whom are qualified level 3 TEEP trainers. All teaching staff have C4TEEP linked to performance management targets and so must continue to embed TEEP into their practice.

Ten staff members undertook TEEP level 2, with the two days' training and a TEEP portfolio qualifying them to become our TEEP champions. Then three staff members went on to complete TEEP level 3 ('Train the trainer') and have been invited to train as fully accredited TEEP trainers. One of them has already joined SSAT's TEEP training teams to deliver in other schools across the country.

Continuing professional development

CPD sessions now take place each Tuesday and Thursday. Tuesday's sessions include level 1 TEEP for new staff, and NQT/ITT. Other sessions, using aspects

of the TEEP cycle linked to the Barr's Hill standards, are for emerging leaders and research groups. Meetings of middle leaders and a 'student achievement group' (e.g for year managers and associate teachers also use aspects of TEEP notably exploring effective learner behaviours).

The Thursday sessions focus on faculty/department collaborative planning. The TEEP level 2 team launches work on key priorities and strategies. This gives staff more time to discuss teaching and learning and to collaborate on lesson planning and assessment.

At 8.30 on Wednesday mornings, the school holds TEEP PEEPs: sharing and showcasing best practice. Every teacher has the opportunity to deliver one of these sessions, supported by the TEEP level 2 team. This ensures teachers hear a range of perspectives and everyone has the chance to synthesize their TEEP practice.

The TEEP journey at Barr's Hill is shown (next page).

Our whole school use of TEEP is measured through the impact in attainment and achievement and this is tracked through our rigorous quality assurance process.

Brief data highlights from the year 11 cohort in 2014/15 reveal that our 5 A*CEM, although remaining under the national floor for now, has enjoyed a 2% increase this year, whereas the local figure showed zero increase. Pleasingly, our expected progress figures have increased, and in English have even superseded previous figures, giving us the highest we have ever had. Maths continues to be a challenge but has seen significant improvements and is moving closer to the LA average. Taking into account pupils' starting points, FFT data for our matched students shows the average point score (best 8) is above the national average for value added.

Development plans and standards

The school's vision is very much centred on creating a culture of achievement in the three key areas of learning and teaching, students, and staff. TEEP is a vital part of the school development plan, which includes: 'Develop future and existing TEEP practitioners through further training and continuous staff development that results in achieving our target for consistently good and outstanding teaching'; and 'Ensure the C4TEEP coaching programme and Academy & Teaching School alliances impact on raising standards and provide a forum for sharing good practice.'

The TEEP journey at Barr's Hill – developing the CPD model



Figure one

Towards the end of the last academic year (Summer 2015), after much staff deliberation we established the 'Barr's Hill standards'. These specifically highlight TEEP under the 'Quality' heading: 'all staff informatively

TEEP is the fuel that drives the engine of our learning and teaching

plan lessons using C4TEEP strategies and data intelligently, so that all students make outstanding progress'. Implicitly, it is also included in: 'all staff use a range of assessment

strategies very effectively in their day to day practice so that students know where they are and how to improve'; 'all staff work collegiately, positively and professionally with all colleagues'; and 'all staff reflect upon their own practice and proactively seek to improve it'.

This framework enables us to revisit learning and teaching with staff at all times. TEEP has helped us to power our learning and teaching – it is the fuel that drives the engine.

The key message for me as an assistant head in charge of learning and teaching is that TEEP can only really work if the school itself takes ownership of it. TEEP should be a natural progression and not another 'add-on'. TEEP means that all staff recognise our learning and teaching development as an ongoing process –and the fact that they gain accreditation is also an extra incentive for some!

We still have work to do but that is the both the challenge and the opportunity. Ongoing support and regular updates from SSAT's TEEP team are really useful and much appreciated.

Taunton Academy Varry Madgin, TEEP Lead

TEEP
in brief

Those who have embraced TEEP have created more engaging and effective schemes of learning, reducing 'busy work' activities and ensuring that the structure of lessons enables students to become more effective learners.

Staff are more prepared to share their ideas and resources and often do so with pride. At open-door weeks every term, staff members welcome others into their classrooms to see them teach and we had several 'fairs' sharing and highlighting good practice – along with a certain degree of good natured one-upmanship between departments over who had the best resources to share.

Visiting other schools and taking part in the level 3 training was also a fantastic experience that I would recommend to anyone.

TEEP Resources

Resources to support schools embedding TEEP are available from the SSAT website. These include the TEEP posters which illustrate key language associated with Anderson's Taxonomy of Thinking Skills, designed to be displayed in a classroom to help support students in the development of their thinking and questioning skills; and TEEP booklets which explore the 13 elements of TEEP, providing more details and further reading links.



TEEP Thinking Posters

Boxed set of 13 TEEP booklets



TEEP IN ACTION

Watch short videos from schools who are embedding TEEP within their school.



THE IMPACT

Read more case studies from schools, the TEEP Impact Report and support for Ofsted.



GET INVOLVED

Visit a TEEP ambassador school to see the impact of TEEP.



TALK TO US

Email the team on TEEP@ssatuk.co.uk or call them on 020 7802 9003.

Find out more about the research and evidence underpinning TEEP and other available resources at ssatuk.co.uk/teep



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