

## OFSTED, OUTSTANDING TEACHING AND TEEP

SSAT has reviewed the latest Ofsted guidance and made explicit links to the Teacher Effectiveness Enhancement Programme (TEEP)-the journey to being outstanding

There are several myths to dispel about Ofsted and outstanding teaching:

- We are expected to follow a structured 3-part lesson.
- There is a single concept of what an outstanding lesson looks like.
- It's all about putting on a performance on the day.
- Ofsted inspectors will always tell me whether my lesson was inadequate, requiring improvement, good or outstanding

None of the above statements are true. Some of them might have been true or partly true in the past but the information below, originally published by Ofsted in the autumn 2014 and revised in March 2015, serves to confirm facts about the requirements of Ofsted and to dispel myths about inspection that can result in unnecessary workloads in schools.:

### *28. Lesson planning*

- Ofsted **does not** require schools to provide individual lesson plans to inspectors. Equally, Ofsted **does not** require schools to provide previous lesson plans.
- Ofsted **does not** specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes.

### *Grading of lessons*

- Ofsted **does not** award a grade for the quality of teaching or outcomes in the individual lessons visited. It **does not** grade individual lessons. It **does not** expect schools to use the Ofsted evaluation schedule to grade teaching or individual lessons.

### *Lesson observations*

- Ofsted **does not** require schools to undertake a specified amount of lesson observation.
- Ofsted **does not** expect schools to provide specific details of the pay grade of individual teachers who are observed during inspection.

### *Pupils' work*

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.

- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

To support the view that there is no one preferred Ofsted teaching style, HMCI Sir Michael Wilshaw's speech to the RSA on "What makes a good lesson?" gives examples of two completely different styles of teaching which were both outstanding. Both teachers taught in the way they felt most comfortable and this enabled all their students to make outstanding progress. "For me, a good lesson is what works."

Inspectors do not grade individual lessons for either outcomes or the quality of teaching and learning. The grade descriptors for the quality of teaching, learning and assessment in the Ofsted handbook are not meant to be used for individual lessons. They are there to help inspectors make a judgment on the quality of teaching, learning and assessment across the school over a period of time. However, paragraph 155 of the Ofsted handbook give a very clear steer to inspectors on what they should be looking for when they observe lessons:

**"Inspectors will evaluate the extent to which:**

- teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils
- teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
- except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers
- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

It all boils down to outcomes. How much progress did your pupils make during the lesson? What other evidence is there of the progress they have made with you over time? How well do you adapt your teaching to respond to developments during the lesson? How well do you challenge your pupils? What is the quality of your assessment and feedback both during the lesson and as shown in exercise books?

The grade descriptors for the quality of teaching do, however give insight into some of the characteristics of outstanding teaching:

- "Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced."
- "Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up."
- "Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support."
- "Teachers provide pupils with incisive feedback...about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively."
- "Teachers set challenging homework... that consolidates learning, deepens understanding."
- "Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well."

- “[Teachers] encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.”
- “Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.”
- “[Pupils] capitalise on opportunities to use feedback, written or oral, to improve.”

TEEP response:

The TEEP Framework makes sense of fragmented initiatives and translates the very best of evidence based research into classroom practice through its unique training programme. Modelling the skills and attributes of effective learning we would want in the classroom, the training unpacks the learning experiences through activities and by explicitly providing strategies that enable teachers to engage, challenge, motivate, and develop growth mindsets. There is a greater emphasis on the ‘how’ and ‘why’ not just the ‘what’ of learning and pupils developing a deeper understanding as their knowledge becomes more secure.

The definition of **active** and **passive** learning is key here. TEEP is not about all singing all dancing activities that are fun for the sake of engagement only. It is enjoyable but it is much deeper than that. There is absolutely a place for budding mathematicians to ‘do’ problems, but they must provide challenge. Quietly working through examples needs thought, reasoning and applying understanding to demonstrate. Moving from construct to apply is one of the key aspects of the TEEP learning cycle. That in-depth knowledge becomes learnt and applied to a different context. There is nothing passive about that learning, it just might be a little quieter, but the brain will be active.

*TEEP, through the learning cycle; identifies and exemplifies the phases of learning students will experience over the course of a lesson or series of lessons. Teachers at all levels of experience have expertise that can be shared, discussed, actioned and embedded. Understanding of the elements of the TEEP model help to validate this effective teaching and learning and ensure that teaching is personalised for the unique nature of all learners and contexts.*

*Underpinning the learning cycle is Assessment for Learning which through five key strategies, ensures that progress is outstanding; sharing and clarifying learning intentions which enable pupils to maximize their learning; high quality effective questioning which makes progress explicit for teachers and students; feedback (written and verbal) which supports and engages learners to enhance and deepen their learning; activating students as owners of their own learning (self-assessment) and peer assessment. AfL ensures that the needs of individuals are met accurately and challenged as appropriate.*

We have seen that there is no such thing as an outstanding Ofsted lesson – what works for one teacher might not work for another; what works with one group of pupils might not work with another group. Having started with some of the myths surrounding Ofsted inspection of teaching and learning, let us end with what TEEP is **not**. TEEP is not a checklist or recipe which, if followed, will automatically produce outstanding lessons time after time. What it is, however, is a framework to help you to review and evaluate your own practice and provide you with a range of strategies and approaches that the teacher can selectively draw upon when planning and delivering lessons to ensure that teaching engages and motivates all pupils and helps them to make outstanding progress.