

TEEP Wales – a case study

Ysgol Emrys ap Iwan

'TEEP has made the core business the core business and we are able to approach learning and teaching with confidence and a common language.'

In the Autumn term of 2013 Ysgol Emrys ap Iwan were inspected by Estyn and the school judged as 'adequate' and placed into Estyn monitoring. One of the key recommendations was to improve the quality of teaching with 3 targets:

- To ensure that all lessons are good or better
- To develop a programme of CPD that supports the development of effective learning and teaching
- To implement a framework of learning to support the delivery of good and excellent lessons.

A new headteacher joined the school in January 2014 and suggested investigating the TEEP programme and its potential impact on learning and teaching. Following those investigations the school decided that TEEP was right for them, so they began the TEEP training.

The immediate impact was two-fold - teachers were overwhelmingly positive about being given the opportunity to work in cross-curricular groups and to concentrate on developing learning and teaching, with no distractions.

Secondly, many appeared re-invigorated and couldn't wait to plan and deliver lessons using the TEEP cycle and many of the activities, ideas and strategies discussed. As a school, they decided to commit to focus on one class each as well as trying out elements with other classes.

After TEEP training the impact started to show - lesson observations showed an improvement in standards and teaching, with the school moving from 64% to 76% of lessons graded 'good or better'.

Walking around the school it was easy to see the difference in lessons and the increase in learner activity and enjoyment. TEEP has helped the school focus on learning and teaching, and to share good practice in a structured way through TEEP Peeps.

The shift in the number of staff talking about learning and teaching has also been highly significant. The focus of the school has moved to the core business of learning and teaching. TEEP has become core to the school – in the Learning and Teaching policy, on team agendas and in TEEP Peeps to encourage the sharing of good practice, through collaborative planning opportunities and in performance management objectives.

Assistant Headteacher Ed Howarth describes how TEEP supported school in developing their teaching staff by 'helping us to engage staff in sharing good practice. Teachers recognise that the best CPD is not attendance on a course - a significant number of staff have shown that we have a lot to learn from each other and that there is plenty of expertise within the school already. The fact that we are all focused on the same thing means that we can all support and learn from each other'.

Knowing that TEEP is having an impact because of the dedication of the staff team is a very powerful incentive. Ed went on to say 'The focus of the school has moved to very positive. Discussions regarding learning and teaching are taking place frequently, sometimes they are challenging but thought provoking, but there is a clear consistency by which learning and teaching is implemented in the school.

This has been fantastic to see. Walking around the school to see the different ways in which the learners are now being taught and this diversity of approach being celebrated and not challenged has also been inspiring. Staff are trying out different ways of grouping learners, different ways of capturing their understanding and different approaches to checking understanding. This is leading to deeper and more long-lasting retention of knowledge and skills.'

The school is clear on their aspirations for the future – having been the first school in Wales to be TEEP trained they aim to become a TEEP Ambassador school, and to develop their own team of trainers to continue to maintain TEEP.