

The impact of TEEP: deeper and more long-lasting retention

Ysgol Emrys ap Iwan explains how TEEP has enabled the school to approach learning and teaching with confidence and a common language

Based in Abergele, North Wales, the school was the first in Wales to be adopt training for the Teacher Effectiveness Enhancement Programme. In 2015 it became the first TEEP Ambassador School and, in 2017, its first training school, with five trainers. For us, it has been amazing to see the many changes that have taken place in the school over the last few years and for them to share their journey during our open days.

There has been a steady improvement in standards, leading to the school being above modelled expectations on every indicator in September 2018. The continuous focus on the programme's methodology has played a significant part.

Headteacher Lee Cummins says, "the enthusiasm for TEEP has not waned after four years; it remains central to our learning and teaching at Emrys ap Iwan."

Their journey began in the autumn term of 2013 when the school was inspected by Estyn, the Welsh inspectorate. The school was judged 'adequate' and placed into Estyn monitoring. One of the key recommendations was to improve the quality of teaching, with three targets:

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

To address these issues, we decided that TEEP was the obvious answer to act as a framework for learning and teaching. All staff in the school took part in level one training in 2014. Its immediate impact was two-fold. First, 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. Second, 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.

The teachers committed to focusing on one class each, while trying out elements with other classes. The impact soon started to show; lesson observations found an improvement in standards. There was a shift from 64% to 76% of lessons graded 'good or better' in the first year, with an increase to over 80% in the second, which has been maintained ever since. No lessons were graded unsatisfactory, and there is a continuing increase in the number of lessons judged as excellent. Walking around the school it is 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 (collaborative planning to share good practice).

Many more staff now regularly talk about learning and teaching, which has helped everyone to focus more on learning and teaching. TEEP has become core to the school – in the learning and teaching policy, on team agendas, in TEEP Peeps and in performance management objectives.

Assistant headteacher Ed Howarth describes how TEEP supported the school in developing 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's impact results from the staff team's dedication is a very powerful incentive. "The school's learning and teaching focus is extremely positive. The frequent discussions on learning and teaching are sometimes challenging and 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 criticised has also been inspiring. Staff are trying out different ways of grouping learners, different ways of capturing their understanding and different approaches to evaluating and assessing that understanding. This is leading to deeper and more long-lasting retention of knowledge and skills.

"In education, nothing ever stands still and at Emrys ap Iwan we constantly strive to improve the quality of learning and teaching: a recent focus is on improved quality of feedback to learners, to accelerate progression with a clear call to action. This has led to learners improving the quality of their work and an improvement in the detail of their responses."

In planning for the new curriculum for Wales, TEEP will continue to be at the heart of learning and teaching at Ysgol Emrys ap Iwan.