## What is TEEP?

TEEP stands for the Teacher Effectiveness Enhancement Programme. The Teacher Effectiveness Programme (TEEP), was initially set up in 2002 by the schools, students and teachers network (SSAT). It is a model of effective teaching and learning drawn from research and best practice. Run by the SSAT the programme is now delivered to 100s of schools across the country and continues to support schools to improve their teaching and learning.

The Model is broken down in three elements of the framework

1. **Effective Teacher and student behaviours**
2. **Under Pinning Elements of teaching**
3. **Teaching and Learning cycle**

The teaching and learning cycle is pictured below in student form and in teacher form. The student version can also be found in your child's planner for reference.
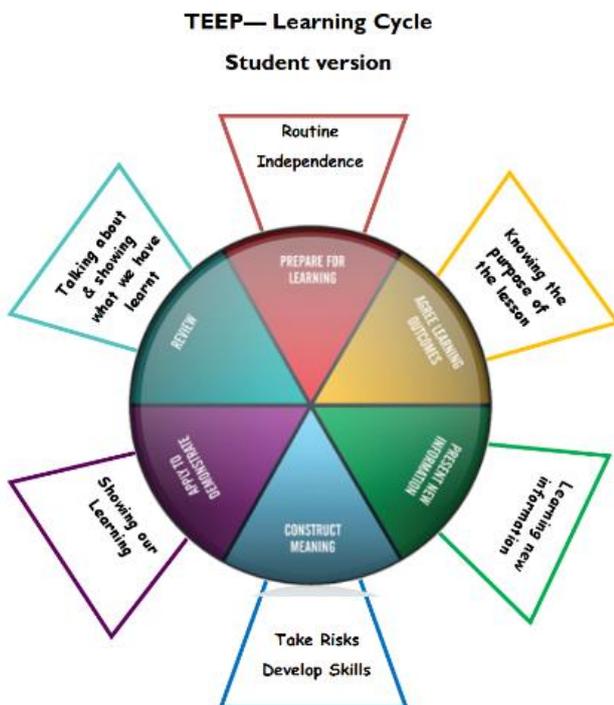
TEEP— Learning Cycle
Student version
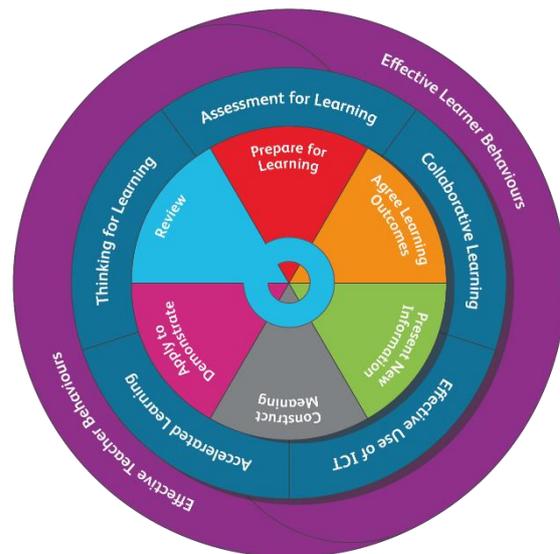
The TEEP Learning cycle is used by teachers as a guide to plan relevant, purposeful and stimulating lessons for your lessons.

TEEP – Teacher Framework

Impact of TEEP in our Academy?

How TEEP is impacting in our Academy is

Teacher Behaviours

- Lessons over time are consistently Good to Outstanding, so that learners make good progress over time
- There will be less teacher led talk and more constructive pupil talk.

- Teachers have high expectations of all pupils. Teachers share enthusiasm for subject and learning
- The teaching of skills is explicit:
    - teachers make time to teach transferrable process skills e.g. thinking skills, collaborative skills, assessment for learning skills, listening and speaking skills etc.
    - Learning intentions are clear and include reference to personal learning and thinking skills
- The physical and emotional climate for learning is explicitly developed.
- There is a "no put down" philosophy and risk taking is encouraged.
- Classroom display supports learning and corridor display reflects T&L ethos of the school/department.
- Lessons are objective led and structured to promote learning progression.
- Lessons are well paced (and never frenetic).
- Tasks are challenging and provide opportunities for problem solving, critical thinking and independence. A range of learning styles is catered for. Pupils are often offered choices and alternatives.
- Teachers are more reflective about Teaching and Learning. They have a common vocabulary and sharing of ideas and practice occurs. The school provides structures to facilitate this.
- ICT is used by teachers and pupils to support learning.

Pupil Behaviours
- Pupil behaviour is improved; pupils are engaged, motivated and show that they enjoy the work.
- Pupil self-esteem is high and pupils have high aspirations.
- Pupil progress is good to excellent. This can be seen in individual lessons and also over time.
- Classroom relationships are good, pupil/pupil and pupil/teacher. There is a genuine dialogue between learning partners as co-learners.
- Pupils are on task and learning from the moment they enter the room until they leave.
- Pupils are more confident about learning. They are active learners and have strategies when they are stuck. They have ownership of and take responsibility for their own learning.
- Pupils seek solutions and exhibit greater independence
- Pupils are willing to answer questions; and to ask them.

Assessment for Learning
- Effective Assessment for Learning practice is embedded where:
    - There is clarity over the framing and sharing of Learning Intentions and Success Criteria e.g.

- We Are Learning to.........
- These are our Success Criteria..........
- Questioning is of a high quality.
- Questioning is varied e.g. open/closed/Blooms range deployed.
- Wait time is explicit.
- "No hands up" is used - discussion time is allowed with "talk partners".
- Pupils ask questions, of each other and the teacher.
- Key questions are considered at the planning stage.
- Formative feedback is obvious in all lessons.
- Feedback is focused on the next step.
- A variety of approaches to marking are used including peer marking, self assessment and comment only marking.
- Self and Peer Assessment is scaffolded.
- Pupils Self and Peer assess using the success criteria.
- Pupils reflect and act on teacher feedback. Time is given to correct and redraft work.
- Achievement is raised.
- Pupils show increased independence. They monitor and evaluate their own progress in terms of both subject content and process.
- Progression portfolios are kept.

Academy

- The Senior Leadership team has an excellent understanding of quality teaching and learning and an unremitting focus on providing the leadership to support it.
- All staff have received TEEP training but there is an understanding that training is only the start of the process.
- SLT has a long/medium/short-term plan for supporting and developing quality teaching and learning. This takes into account what changes will happen as a result of the training e.g. changes in assessment policy and marking policy, different ways of working etc.
- Parents are informed about teaching and learning changes/approaches. Workshops for parents/newsletters etc. are used to communicate with them and develop partnership in learning.
- Lesson observation has a clear link to quality teaching and learning.
- Performance management enables a focus on T&L and the TEEP framework.
- CPD is focused on deepening effective classroom practice.
- Best practice is identified and other staff are provided with opportunities/mechanisms to see this. Staff have the opportunity to see good practice in other schools, both primary and secondary.
- Online systems i.e. Intranet have an area to share practice/resources.
- Coaching/mentoring is developed using Level 2 trained staff.

- Staff are involved at all levels in developing/sharing good practice
- Funding is earmarked/provided to support T&L development.
- Meeting cycles at all levels have a focus on T&L.

If you require any further information regarding our TEEP framework or Teaching and Learning structure, please feel free to contact the Academy.

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