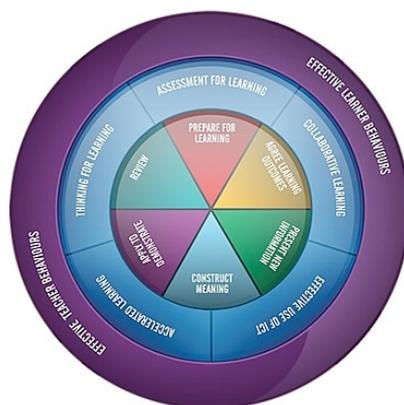


Teaching and Learning at St Chad's

At St Chad's Catholic and Church of England High school we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring children to learn and enable them to become confident, resourceful, enquiring and independent learners. In order to achieve this we need a coherent approach to teaching and learning. The TEEP model of effective teaching for effective learning is a framework with a strong pedagogical foundation, to support a consistent approach to teaching and learning. The TEEP (Teacher Effectiveness Enhancement Programme) model draws on significant research that has identified what is required of teachers and of learners in order for them to gain the best learning outcomes possible. It is expected that all teaching staff use the TEEP model when planning and delivering lessons and that Middle Leaders use the TEEP model when delivering CPD. Recently trained staff are expected to start embedding TEEP structures into their lessons following the initial 2 days training. In between days one and two and day three they should be using the TEEP cycle in at least one lesson per day.

The aims of TEEP are to:

- Give staff a common language for planning, teaching and evaluating learning
- To develop a community of learners where learning is valued, enjoyed, supported and lifelong
- Encompass and build upon everything we do that we know makes teaching and learning better
- Promote challenging lessons which ensure excellent progression both within a lesson and across a series of lessons in order to raise achievement for all
- To improve teaching and learning so that all lessons are at least good
- Provide staff with excellent development opportunities



The focus for Teaching and Learning in 2017-18 will be:

- To ensure all newly appointed staff undertake TEEP training and embed TEEP structures into their lessons with the support of the TEEP champions
- To continue ensure marking is formative, supports students' progress and includes challenge questions which require more detail in pupils' response
- To ensure pupils are sufficiently challenged in lessons challenge
- To ensure that teaching enables disadvantaged pupils to develop their knowledge and understanding

The TEEP Model

The TEEP model of Effective Teaching for Effective Learning was developed in response to the needs of education systems, schools, teachers and students. It is a framework with a strong pedagogical foundation, to support a consistent approach to Teaching and Learning.

The TEEP model draws on significant research that has identified what is required of teachers and of learners in order for them to gain the best learning outcomes possible. The TEEP model, represented in the graphic above, is made up of three significant components each with important elements that are inextricably connected yet need to be recognised individually for their contribution to the teaching and learning process. ! See appendix 1

CPD at St Chad's

All teaching staff at St Chad's participate in the 3 day level 1 TEEP training. This involves learning about the structure of the TEEP model of teaching for effective learning, taking part in an expert's challenge to understand the 5 underpinning elements on which the TEEP model is based, how to use the TEEP learning cycle as a planning tool so that they can apply the TEEP model in their classrooms and focusing on effective teacher and learner behaviours.

Selected staff across a wide range of subject areas have taken part in the level 2 training and are now our TEEP champions and members of the Teaching and Learning team. This will enable them to embed TEEP across the school, undertake Action Research and share their findings with colleagues, deliver CPD as well as coaching and mentoring to improve the quality of teaching and learning across the school.

We deliver CPD after school on Thursdays. The focus of whole school CPD will be decided by the T&L team based on outcomes of SEF observations, work scrutinies, learning walks and other Self Evaluation activities. CPD is delivered using the TEEP model so that staff are constantly revisiting the TEEP framework and leaders are modelling the model.

TEEP Champions / T&L team

In June 2015 11 staff undertook the 2 day level 2 TEEP training with the aim of having an identified group of staff to take Teaching and Learning at St Chad's forwards through TEEP, embed it and to contribute to the improvement of teaching and learning through coaching and mentoring. A further 5 members of staff completed the training in June 2016. The TLR holders for Teaching and Learning will complete the SSAT Lead Practitioners accreditation in 2016-17. The TEEP champions are members of a Teaching and Learning team which meets half termly. The TEEP champions are:

Mrs H Brown (Assistant Head teacher for Teaching and Learning / MFL)

Miss H Aspinall (Lead Practitioner for Computer Science / Technology)

Mrs V Jones (TLR holder MFL)

Mrs J Johnston (Lead Practitioner for RE)

Mrs M Melanphy (CTL PE)

Mrs A Holebrook (Geography)

Mr L Rayson (CTL History)

Mr M Lawless (Head of Social Sciences)

Mrs K Furniss (TLR Holder Science)

Appendix 1

1. Effective Teacher behaviours and Effective Learner behaviours (the outer circle)

Effective Teacher Behaviours

One of the most significant influences on the quality of student learning at school is the class teacher. The TEEP model nominates 4 areas where teachers will benefit from being explicitly aware of how the decisions they make can impact their students' learning. TEEP explores:

Classroom climate: developing positive relationships in the classroom, setting high yet realistic expectations of the students, creating an inviting classroom environment which encourages student risk-taking.

Classroom management: using routines, motivation techniques and consistent behaviour management practices.

Interactive teaching: Using techniques such as stimulating and facilitating classroom discussions, the effective use of questioning by students and teachers, using a variety of reflection practices.

Learning Styles: exploring the use of a range of teaching techniques that will meet the needs of the different learning styles of students in the class, ways to differentiate the learning, small group work, whole class instruction, and fostering independent learning practices.

Effective Learner Behaviours

Equal value must be given to the significance of understanding more about what effective learners do. If we want students to be responsible and independent learners then it is important that they understand more about how to learn so that they can be empowered in the learning process. Teachers need to know how to support the development of specific active learning behaviours.

TEEP explores active and effective learning behaviours in the areas of collaborating, thinking and metacognition, decision making, and communicating. We look at ways to help students construct meaning in their learning, monitor their own progress and reflect on the whole learning process.

2. The 5 Underlying elements of effective practice (the middle circle)

Collaborative Learning

Collaborative Learning is an approach to teaching and learning that involves pairs or groups of students working and learning together to explore a topic, complete a task, solve a problem or create a product.

Effective use of ICT

Effective use of ICT can help students learn more deeply or quickly, usually when it does something they couldn't easily do without it.

Assessment for Learning

Assessment for Learning implies that any assessment should lead to improved learning outcomes for students. The TEEP model explores strategies and techniques that support teachers and students to give and receive quality feedback, and use assessment in both formative and Summative ways. It involves

sharing learning goals with students to help students to know and to recognise the standards they are aiming for.

Accelerated Learning

This is the term used to describe the techniques and strategies that teachers use to actively engage learners in learning. It includes making connections with prior knowledge and experiences, allowing opportunity for exploratory talk, experiencing the content of the curriculum through the senses and supporting students to take risks in their learning.

Thinking for Learning

Thinking is a process that invites the learner to make sense of the information at hand. It is the way to understanding. It involves the teacher encouraging students to think deeply rather than on a superficial level so that the learning that takes place is rich and long-lasting means being asked searching (higher level) and big questions.

3. The TEEP learning cycle (the inner circle)

The TEEP Learning cycle is used by teachers as a guide to plan relevant, purposeful and stimulating lessons. The model includes a six part lesson planning cycle (in the centre) which is built on what we know about effective learning. The stages of learning are shared with students so they can reflect on how to improve their own learning. Teachers can be confident that if each of these elements is considered during planning, then the lesson or series of lessons will be more likely to actively engage students in their learning. By definition the cycle does not mean that each element is discrete or linear, rather it is intended to provide the basis for a strategic and cohesive sequence of activity that will enhance the students' learning. It is expected that teachers will move back and forth using the cycle flexibly as they determine what is best to meet the needs of their students

a) Prepare for learning

To create a purposeful, working environment in which the pupils feel valued and confident from the outset. It is an opportunity to link learning. *Are the students ready to learn?*

b) Agree Learning Outcomes

To inform the pupils what they are expected to have learned by the end of the lesson and what the success criteria is. Useful phrases include: Pupils will be able to ..., Pupils will know about ... , Pupils will understand *Why are students learning this?*

c) Present New Information

This stage of the lesson is for students to be introduced to new ideas, concepts or themes through all the senses and mediums (VAK). The input may be directly from the teacher or from images, texts, video, internet demonstration, stories etc. *What are students learning about?*

d) Construct Meaning

This is the time for students to develop their understanding of the new information. Students are asked to make sense of it and explore it for themselves. The activities in this section should be designed to allow students to make progress towards achieving the learning outcomes. To do this they may have to

consider different points of view, process information or work something out for themselves. You may need to make mistakes! *What are students discovering?*

e) Apply to demonstrate

This is the time for students to participate in a task or tasks that will allow them to demonstrate their developing understanding of the content that was presented and apply the new learning in a different situation. *How can they use what they know?*

f) Review

This is an essential stage in the process of teaching and learning. It is a chance for the students to reflect on the process and content of learning. The teacher will have a Big Review and mini review points during the lesson where they can check students are making good progress in their learning. *Have they really understood it?*