

TEEP at Ashley C of E Primary School

Teachers make an enormous difference to the lives of children - we can all remember the impact that significant teachers have had on our lives.

Without quality first teaching, high quality learning cannot happen. At Ashley our aim is to provide the very best in terms of teaching so that rich learning opportunities can take place. With this in mind, we have embarked upon a teacher development programme called TEEP. The programme is designed to embrace current and recent initiatives in teaching and learning and apply them to our school to best suit the needs of the children at Ashley. 'Active learning' is at the heart of TEEP to ensure children are actively involved in the learning process. Interactive learning activities that include discussions, problem solving, role playing, self-reflection etc. promote higher order thinking and engage learners in deep, rather than surface learning and enable children to transfer and apply knowledge better.

What is TEEP?

TEEP is the 'Teacher Effectiveness and Enhancement Programme' and is rooted in evidence-based research on effective teaching and learning. It aims to support schools to provide the best possible learning experiences for their children. TEEP introduces a common language of learning across the whole school, building on teachers' existing expertise to develop effective learner behaviours, and achieve consistent, effective teaching. The TEEP framework is flexible and not a prescribed rigid model, enabling it to be adapted and meet the needs of the individual teacher and cohort. TEEP provides a deep learning experience for whole staff based on research.

The aims of TEEP at Ashley are to:

- Give staff a common language for teaching and learning across the whole school
- Provide a consistent approach to lesson structure
- Build upon everything that we do that we know makes teaching and learning effective
- Enable excellent progression within a lesson and across a series of lessons to raise achievement for all

Where would you see TEEP at Ashley?

Whilst TEEP is all about what we do and how we think, visual evidence can be seen in a number of ways. All learning is structured around a series of six learning stages that form the Learning cycle. These put the child at the heart of the planning process: what and how are they going to learn as opposed to what am I going to teach? These are entitled: Prepare for Learning; Learning Intentions; Present New Information; Construct Meaning; Apply to Demonstrate; Review. Similarly, teaching and learning aids, such as Smart Notebook presentations, all share this common language and approach to the structure of learning. Every classroom has the TEEP learning cycle clearly displayed.

TEEP Learning Cycle	What does this look like in Maths?	What does this look like when we are writing?	What does this look like when we are being a scientist/historian...	Questions
Prepare for Learning All lessons begin with a carefully controlled start.	Daily counting (including timetables) Power Up: White Rose challenge	Preteach language Whole class feedback to address gaps	Let's prepare for learning! We are going to be... 'historians' Check the resources we need within the physical learning environment	What skills will we use? Have we done anything like this before? What equipment/manipulatives will we use? Do we have everything we need?

	Opportunity to pre-teach, retrieve or address gaps/misconceptions from prior learning			
Agree Learning Outcomes All learning objectives are clear with all aware of the expectations of how to achieve these	Learning intentions WALT WILF Vocabulary is on display alongside visual representations where possible	Look at an example text and agree what the key features are Consider the purpose for writing and audience	We are learning to... WILF...	When you've achieved this, you will be able to
Present New Information All children are introduced to something new. This may be done through a variety of ways such as seeing a demonstration or analysis or an existing piece of work.	Discover – modelling of jottings, apply calculations to solve problem or application of counting Share	Look at a good example and understand the key features	We are learning more about... The new skills/knowledge/concept we're learning...	We are learning new knowledge/skill
Construct Meaning Learners are encouraged to explore and take risks. Support learners to consider what they have learnt before in the concept/skill/golden thread.	Share: Make links to prior knowledge and/or counting, recognise which calculation would be appropriate to use Think Together: I do, we do, you do	Construct an example text as a group Describe	Link new learning to prior knowledge Try things out Work in a group	Have you done anything like this before? What have you done like this before when you have been learning about...?
Apply to demonstrate Learners are encouraged to demonstrate their newfound knowledge/and or skills.	Think together: You do Calculate Solve problems Reason Teach it I can decide what to do	Share my ideas Make a plan Construct a text from a plan Construct sentences using grammatical features and/or vocabulary	Use new learning I can show someone I can explain I can Select the best resources and equipment to demonstrate	Can you show me... What makes a... Tell me two things you need in a... Can you give me an example of a...
Review Learners review their progress. This may happen at various points in a lesson. At the end of a lesson, it is an opportunity to concretise new knowledge, assess progress, and provides a strong platform for further learning.	Reflect: Find the mistake and make corrections Reason Traffic light	Respond to class feedback Look at own or peer's writing and review against the learning intention and success criteria Edit and improve		How do you think we will review out learning today? Which traffic light are you using? Why? How would you rate your learning out of 5? Why?