



Teacher Effectiveness Enhancement Programme (TEEP) Evaluation Report



Published: September 2016

Authors:

- Andy Goodwyn
- Pearce Brannigan
- Philippa Cordingley
- Paul Crisp

Centre for the Use of
Research and
Evidence In
Education

The Centre for the use of Research and Evidence in Education

CUREE is an internationally acknowledged centre of expertise in school and college improvement and evidence-informed leadership and practice in education. Led by our Chief Executive, Philippa Cordingley our staff use their knowledge and skills in teaching, research, communications and knowledge management to produce high quality research, CPD and tools and resources.

We work with and for schools and colleges, academy chains, teaching schools and other clusters and alliances, with professional associations, universities, and government departments and agencies in the UK and worldwide. All our work is underpinned by our values of honesty of communication, fidelity to the evidence, excellence in performance and value for money

Our Evaluation Services draws on our broad knowledge of research methods and range from randomised controlled trials to appreciative enquiry. We are very expert and experienced in multi-method evaluations which draw on both quantitative and qualitative methods including testing, analysis of the National Pupil Database, surveys, interviews and focus groups. We have applied our skills in a range of domains including the national curriculum, randomised controlled trials of literacy and numeracy interventions, large scale student surveys, arts-in-education schemes, and leadership programmes in further education and skills.

**The Centre for the Use of Research and Evidence
in Education**
Eaton House
Eaton Road
Coventry CV1 2FJ

02476524036

www.curee.co.uk

[@CUREE_official](https://www.facebook.com/cureeUK/)

<https://www.facebook.com/cureeUK/>

TEEP Evaluation Report 2016

Contents

Key patterns found from evidence and recommendations for future development.....	4
Conclusions	4
Introduction	6
The approach to the research.....	6
Findings	7
The Qualitative data.....	7
The Interviews.....	7
Findings from the Quantitative data.....	11
Teacher surveys [see appendix 3].....	11
Student surveys [see Appendix 4].....	13
Document analysis	15
Conclusions and recommendations.....	17
Recommendations	18
Appendix 1	20
Interview questions and example of a transcript:	20
Appendix 2	23
Case study	23
School context.....	23
Appendix 3	24
Teacher survey.....	24
TEEP training	24
The TEEP programme and the school	25
Your approach to Teaching and Learning	25
Looking ahead.....	27
Appendix 4	28
Student survey	28
Your learning experiences.....	28
Learning in different subjects	30
About you.....	33

Key patterns found from evidence and recommendations for future development

Conclusions

- Schools choose the TEEP programme to introduce a consistency across learning in the school;
- If there is initial staff reluctance, it has been overcome by the quality of the TEEP programme and commitment from senior management. As explored in the interviews, staff can initially think that they are already doing everything TEEP sets out to do. Through the training they come to realise what TEEP actually is and the numerous benefits it brings;
- Schools chose TEEP because of the strong sense of commonality it offered across staff, departments and students; schools then sustain the TEEP momentum and invest their own time and resources in ongoing training and in developing sharing for teachers. As we see in comprehensive studies such as 'Developing Great Teaching' high quality impactful CPD is a deep and sustained learning over a period of time. An iterative process with its own 'rhythm' as evidenced in TEEP;
- It is evident that many schools become ambassadors for TEEP once they have worked with the programme for more than a year; this can be at a formal level as with the case study school [see below] or more informally in terms of a willingness to both network with schools and host visits;
- The level that TEEP is embedded within each school varies but it increases over time both with more training of level two staff and through the sustaining activities outlined above;
- Clear evidence of schools aiming for full embedding can be seen in documentary evidence such as reports to Governors, regular Newsletters and records of frequent TEEP training updates;
- Schools highly value the training of the whole staff and that they can subsequently move forward at their own pace e.g. to level two;
- Level 2 staff are chosen for a number of reasons, the most common is that a range of departments should be involved to spread the deepening of the TEEP approach;
- Level 3 staff are few in numbers due to rigorous application process, but all occupy key positions in committed schools;
- TEEP trained staff inevitably leave and schools face a challenge with keeping up The TEEP momentum and in training new staff in small cohorts;
- TEEP acts as a common framework, used to build on what teachers already did well, providing a language that was universally understood within the school allowing for much more frequent sharing of good practice; therefore ensuring that teachers felt much of TEEP's impact was enhancement of their best practice whilst ensuring it is embedded within subjects;
- Teacher opinion towards TEEP is highly positive and is thought to have a beneficial impact on teacher motivation and morale. Staff become more focused on the actual learning taking place in the classroom (rather than static requirements) and value the feeling that there is a much stronger sense of community amongst peers;

- Teachers were clear that the TEEP learning cycle was much more flexible than older methods of lesson planning. It allows for teachers identifying what is most appropriate for their students to work on and enables them to judge how effectively it has worked. It also encourages teachers to “compare notes” and discuss how to improve with other members of staff;
- TEEP has had an effect on results according to teachers and Senior Leadership; the extent is affected by how long a school has been involved. The difficulty is showing this. In conversation with staff, the consensus is that TEEP has dramatically changed grades throughout all years, but it is difficult to back this up currently with concrete evidence;
- In connection with TEEP training, lesson observation feedback is thought to be much more meaningful for teachers being more verbal and descriptive, rather than dominated by checkboxes or grades;
- Observers, using TEEP principles, concentrate more on giving an accurate assessment focused on the learning taking place in the lesson;
- Teachers felt that they did not have to “play up” to Ofsted inspections, feeling more that their normal day to day lessons are more than adequate for inspection;
- Some schools, which felt isolated, found it could be quite difficult to maintain focus and momentum;
- Almost all schools were keen to continue with TEEP for the foreseeable future;
- Communication between schools and SSAT was very effective;
- SSAT staff response time to enquiries, their expertise and general interest in each school’s development and situation were all outstanding;
- Schools who were TEEP Ambassadors explained that it was beneficial for them because it allowed them to make contacts and have other schools to work with;
- The language and principles of TEEP are understood and appreciated by students;
- Students are aware of the way the TEEP programme, as mediated by their teachers, has real benefits for their learning and engagement;
- Students are not always clear about the value of certain tasks and the use of IT in some lessons is not always understood;
- TEEP aims to change the learning culture in schools, and the subsequent mindsets of teachers and learners. This takes time.

Introduction

The Teacher Effectiveness Enhancement Programme (TEEP) works to increase the effectiveness of teachers and give them a model and a language rooted in teaching and learning to apply to the classroom. The programme is aimed at teachers across all levels of their careers and at all academic levels, with the aim being to get every teacher working towards delivering a consistent level of high quality teaching. TEEP has three levels of training. Level 1 is designed for all staff, training together over three days. Level 2 is aimed at a small group of teachers within a school who are then equipped to act as leaders of TEEP as a second stage. A progression model for TEEP exists for both individuals and schools. For the individual, all staff are trained to Level 1, with approximately 20% choosing to further embed and develop TEEP across school at Level 2. Progression to Level 3 or TEEP trainer status involves both a 3 day residential training programme at which point such staff are then able to train new staff to their school, ensuring the scalability of TEEP. Following internship, they may further develop professionally through TEEP training delivery in another school. For schools, TEEP Ambassador status enables the school to be at the heart of professional development in their locale, inviting other schools to experience a TEEP school and to learn from their development journey. Some schools will develop a number of TEEP level 3 trained staff enabling them to apply for TEEP Training School status, which allows them to deliver TEEP training on behalf of SSAT. Both progression models for individuals and schools extend the professional learning networks and further the emphasis on high quality teaching and learning.

SSAT wished to capture the experiences of schools and teachers and to gain an in depth, textured and qualitative understanding of the impact that TEEP has had over the last few years, across a range of schools in differing contexts and at different stages of introduction. This research project was designed to investigate the lived experiences of TEEP schools and TEEP's impact and to provide independently validated evidence of how it effectively improves the culture and ethos of schools. Importantly, learning from the school's experience, this research sets out to discover the impact across a whole range of possible outcomes, such as student achievement, learner behaviours and teacher approach.

The approach to the research

CUREE's role was therefore to gather information about how;

- Teachers are embedding and developing TEEP in the classroom.
- How school leaders are contributing to developing the impact of the programme.
- How learners are responding and developing positive attitudes to learning.

The overall aim was to learn from schools what their experiences have been both pre and post TEEP training, what has proven most effective and any areas where they feel TEEP support can be improved. All schools took part voluntarily and they were assured complete confidentiality to encourage them to provide robust evidence about their involvement in the programme, its strengths and areas for development.

Data was collected quantitatively through separate surveys of teachers and students in TEEP schools and qualitatively through documentary analysis from 12 contributing schools, telephone interviews

with members of each school’s SLT who were also TEEP co-ordinators, from 13 schools and a one full day case study visit to explore more complex evidence in context. All interviews were conducted in confidence and open questions were used to ensure participants were not ‘led’ or constrained in their answers. All interviews were recorded and transcribed in summary form, an example of a transcript is included as Appendix 1. Transcripts were summarised, not edited, they are faithful to the words of the interviewees. All schools were invited to provide documentary evidence – see the section below - but not all were able to do so. SSAT also provided some documentary evidence collected from schools to ensure CUREE had a substantial range to analyse. Schools in the sample were initially nominated by SSAT to provide both a geographical spread and also a range of lengths of involvement with the TEEP programme. The two questionnaires used in the research are included in the Appendices to show how data was collected and also as they may be useful as the basis for designing questionnaires for future research into the impact of TEEP.

Findings

The Qualitative data

The qualitative data included 13 telephone interviews, documentary analysis from 12 schools and one full day case study visit to a TEEP ambassador school, this is summarised in Appendix 2.

The Interviews

Interviews were semi-structured telephone interviews with the named TEEP co-ordinators from each of the nominated schools which chose to take part. The following questions were used by the interviewers as a broad framework; respondents did not always answer in this order. An example of a transcript is included as Appendix 1.

How long have you been involved with the TEEP programme?
Why did you choose TEEP?
Background to existing programme (pre TEEP)
What proportion of the programme did you buy into e.g. whole staff
What made you choose the staff for level 2?
Going back to year one, did you get a chance to do staff and student surveys to see how things were going?
Ours is a light touch approach but in order to provide feedback to the school it would be helpful if we could have access to some of the documents mentioned, would that be possible?
Would it be helpful if we gave you a survey for staff and students to complete?
When you try and balance the aspirations how would you place TEEPs impact?
What would you say has been the progress of the school in terms of results, KPI’s etc.?
What’s staff retention like, do you think TEEP has any role in this?
Do you think TEEP has any influence on staff morale?
Is the TEEP language shared with students or is it mainly staff?
In terms of lesson observation is that completed by the SLT or is it more diverse?
On average how many observations does each member of teaching staff have per year?
Regarding the implementation of TEEP how did it go? Did it go smoothly are there things SSAT could improve on?

The interviews provided an overview of the impact of TEEP from when it was introduced. We found many similarities in the responses from the schools and from 13 interviews, and only found one school that had stopped using TEEP. This was caused by the loss of several key members of staff and the changes in priorities from a new head teacher. The other schools have highly positive opinions of TEEP and have all continued with the programme. The key themes that emerged from analysing the transcript data and summarising it is here for convenience with some indicative quotations included:

- The common factor in schools choosing the TEEP programme was that they felt it could introduce a consistency across learning in the school. Many interviewees commented on the fact that their staff originally felt initially reluctant because they believed they were already doing everything TEEP set out to do and that TEEP was just another initiative. However, after engaging with the training sessions and gaining a deeper understanding of the programme, teachers developed a common understanding and team ethos with regard to teaching and learning. The emerging picture in this sample of schools identified by SSAT was of a unanimously positive attitude towards TEEP within the participating schools. After the initial training, schools used a variety of methods to maintain the impetus of TEEP including, for example, follow up training sessions, newsletters and sharing lesson ideas [see documentary analysis for more detail].
- Schools chose TEEP because of the potential for consistency it offered. To quote one of the interviewees: “We needed some kind of commonality in the classroom, mainly because people came from completely different backgrounds or previous jobs. So we wanted a common framework that we knew everyone would be working from”. This key motivation is reflected in the majority of schools. It is noteworthy that the ‘word of mouth’ surrounding the programme is relatively strong, as a number of schools selected TEEP because they had heard about the effectiveness in other schools. It is evident that these schools had become ambassadorial for TEEP once they had worked with the programme for more than a year.
- According to the interviewees, the level that TEEP is embedded within each school varies. In most schools it was fully embedded, however in others they were still working to get the language shared with students. One of the schools we talked to wanted to focus on getting the whole staff fully trained and up to speed, before introducing the language within lessons. However, even though the language was not being shared at this point, the structure to lessons had been shared with the students. This differentiated and strategic variation demonstrates that a clear strength of the programme is that, after the initial training, schools can implement it in the best way for their particular contexts, staff and students. From discussions with staff members, it seems that having all staff trained to level 1, before sharing common language with the students, ensures clarity in the long term vision of the programme. Schools then follow up with further training and sharing sessions for staff [see documentary analysis].
- All schools interviewed had trained either the entire, or a large proportion of, staff to level 1 of the TEEP training. Shortly after the initial training, a handful of selected level 1 staff were typically trained to level 2. We also interviewed a school which had been involved with a newer method of TEEP training, which involved sending an ‘advance party’ to be trained first and then to bring the rest of the staff up to their level. The schools were happy with both these methods, but one point of discussion arose from the need to train new teachers who had joined after the initial whole staff three days training was complete. Training individuals

was not cost effective and schools had to either wait for a group large enough to train or establish their own trainers in school to provide a sustainable model of improvement. TEEP encourages all schools to enable selected staff to progress to Level 3 trainer status. This was less of a problem for schools which have a support network of other TEEP schools, as they can pool teachers together and train them that way. SSAT works hard to support this pooling of teachers to ensure the most cost-effective solution.

- Level 2 staff are chosen for a number of reasons. Some volunteer and some are selected, but the common idea is that level 2 staff should be spread amongst several departments in order for the Level 2 impact to be most effective / useful. This helps to create a dialogue between teachers across different subjects that would not have previously happened. For example, the science and English departments, who would not have typically come into contact with each other, are now encouraged to share information and work together. A school we spoke to said they were sensitive to staff concerns that they were singling out colleagues who were perhaps falling behind or just training their already good staff. In response to this challenge the strategy was to have a diverse selection of teachers taking part in the training. This helped the staff feel that they were not being picked on or that TEEP was not there to reward already good practise, rather it allowed for everyone to work more effectively.
- Level 3 staff are much fewer in numbers (ranging from 1-3 per school) as to be expected due to the rigorous process, but schools aspire to train some of their staff to this level in order to deliver in house CPD training. We found that one school we interviewed did not have level 3 staff, but said they planned to train some at a later date. The reason this school gave us for not having Level 3 as yet, was because they wanted to focus on making sure the entire staff were first aware and fully trained using the TEEP model. The idea is that they get everyone to a certain standard before moving on.
- All schools interviewed saw a level of “drop off”, where they lose TEEP trained staff to other schools or career paths and interviewees found it hard to say whether TEEP in their school has helped retain teachers. This is an issue for some TEEP schools, especially when they prefer to train large groups at the same time, meaning it is difficult to replace a single TEEP trained teacher / member of staff. However, one teacher pointed out that the TEEP training made teachers more employable, the level to which schools lose TEEP trained staff is not a cause for concern; rather, it appears to be a positive outcome of in-depth professional development. It seems reasonable to hypothesise from this finding that TEEP can enhance teachers’ career prospects and also could lead to these promoted teachers being advocates for TEEP in their new schools; more research would be needed to provide hard evidence for this speculation. That TEEP trained staff are more employable is very positive, which is not to suggest that teachers would simply ‘up and leave’. Rather, the natural balance of staff leaving was typical of all schools. The evidence suggests that the quality and long term nature of TEEP supports retention of staff.
- The majority of teachers within the schools originally felt that they already did what the TEEP training taught them. However they later came to understand that TEEP acted as a common framework, which could be used to refine what they already did and provide a language that was universally understood within the school and create a springboard for further collective development. In this way the key TEEP aim to ‘*Enhance*’ teachers’ existing skills is clearly working across TEEP schools. As a result teachers feel stimulated and

positively challenged by the training and therefore teacher opinion towards TEEP is highly positive. The interviewees reported that TEEP has had a valuable impact on the motivation and morale for the teachers in their schools.

- Teachers were clear that the TEEP 'Learning cycle', with its powerful emphasis on the students' learning experiences, provides a much more flexible approach than older methods and traditional lesson planning. They were pleased that it focused more on what the students were actually learning, rather than checking off requirements and routines. An interview with one teacher revealed an example where a previously nervous teacher had been given confidence by the free form structure of TEEP. Their confidence and practice during an Ofsted inspection was greatly improved and had a much better outcome and the teachers and close colleagues believed this was certainly partly because of TEEP and the flexibility it offers.
- Teachers, definitely feel that TEEP has had an effect on results. While there are some clear examples of TEEP being linked with positive results, links with outcomes in some schools are less clear. Results may not have changed or dipped, yet teachers do not attribute this to TEEP failing. In fact they consistently argue that TEEP has had a positive impact, that isn't necessarily reflected in the exam statistics. Another factor was that schools were at different stages of TEEP and so the relationship between results and understanding the impact of TEEP is dependent on the length of involvement and depth of commitment of each school. The inference is that improving learning behaviours can enhance exam results, also showing that you can reach the same level by improving approach as opposed to continual intervention.
- Lesson observations are undertaken slightly differently across the participating schools, but a common theme was that lesson feedback has become much more meaningful, verbal and descriptive, rather than dominated by checkboxes or grades. Observers concentrate more on giving an accurate assessment focused on the learning taking place in the lesson. This means that the teacher is being much more open and authentic, less focused on 'putting on' a lesson that they would not have previously given just to score points on the grading system. This also means that the observers actually observe what is really happening and pay more attention to the important details and the overall learning that is taking place in the classroom, again not just ticking boxes. Whilst these positive outcomes are emerging in schools across the country as a result of Ofsted changes, teachers in these schools link the changes specifically with TEEP. Indeed, in general teachers felt that they did not now have to "play up" to Ofsted inspections, feeling more that their normal day-day lessons are more than adequate for inspection.
- A number of the schools interviewed took issue with the current website used for sharing TEEP resources. The general opinion was that finding specific resources could be quite difficult and it was not user friendly enough for teachers to use. Some schools said that they would rarely use the site because of this.
- A few schools found that, if they were relatively isolated or trying to bring in TEEP without a support network, it could be quite difficult to maintain focus and momentum. This is in terms of geographical location to other schools. The schools that we interviewed who said this felt that they didn't have the chance to go into other schools and compare progress or seek help. TEEP have expanded their network of TEEP Ambassadors and this continues to grow in an effort to reduce or remove this isolation.

- The general consensus was that the schools were more than happy to continue with TEEP for the foreseeable future and view it as a sustainable and sustaining approach to pedagogy and student learning. As mentioned before, one school had stopped using the programme. However, we discovered during the interview that there had been a series of unusual circumstances that meant that TEEP was not properly supported or encouraged by senior staff. The school had experienced a massive change in direction and leadership and staffing, meaning TEEP was less of a priority for them going ahead.
- The interviewees were very positive about the communication between them and SSAT. They found that the response time, expertise and general interest of TEEP staff in their school’s development and situation were all outstanding.
- Schools who were TEEP Ambassadors or were involved with training other schools explained that this role was beneficial for them because it allowed them to make contacts and have other schools to work with. Keeping the momentum and motivation behind TEEP going alone can be quite difficult. Schools that had other schools to work with, found that it helped keep TEEP a focus and further embed it in the school.

Findings from the Quantitative data

Teacher surveys [see appendix 3]

We received 175 teacher surveys from a total of 7 different schools. This figure is lower than the total number of interviewed schools because not all returned the data. The data reveals that 86.88% of teachers who took part believe that the TEEP training days were helpful in designing more purposeful and relevant curriculum experiences overall. Alongside this, 86.43% of the teachers (including senior leadership) thought that TEEP was a good investment for the school.

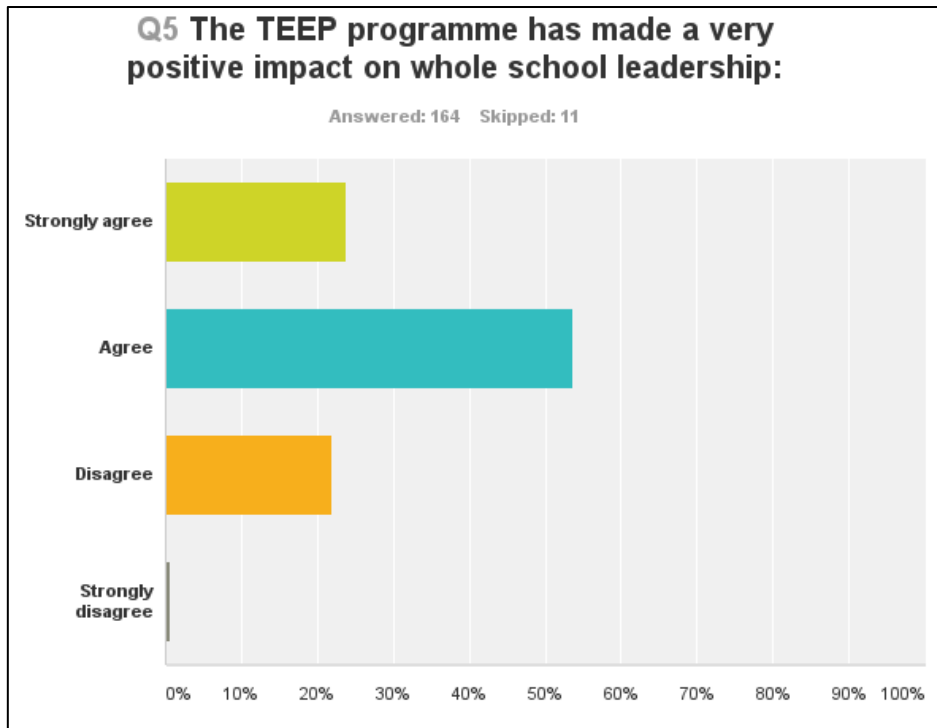
This data comes chiefly from teachers who had received level 1 training, which was to be expected as level 1 trained staff are far more numerous. 40.28% of those who took part in the survey were level 2 staff and 7.94% were level 3. This reflects the overall thinking behind TEEP and the training, as level 3 staff are also typically the “leaders” who can then train in house or in other schools.

TEEP Training has informed my planning and helped me improve my approach to:

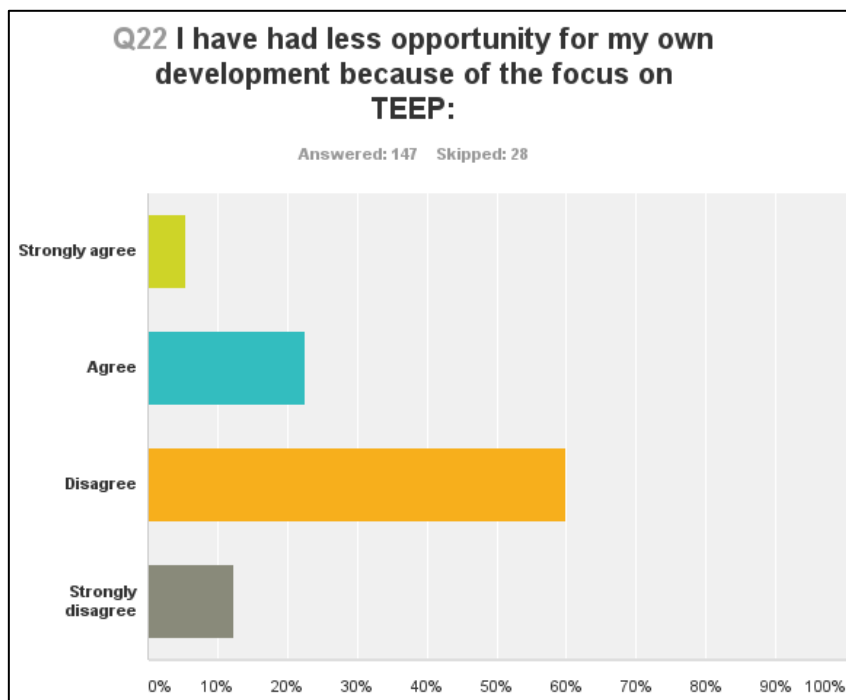
Answer Options	Significantly	Usefully	Hardly at all	Response Count
Thinking for learning	53	97	17	167
Assessment for learning	46	101	23	170
Accelerated learning	36	94	37	167
Collaborative learning	55	84	31	170
Using ICT	11	78	78	167

As shown in the table above, the response to TEEP in regards to planning and other factors is positive, much teacher evaluation of CPD can be negative so these findings suggest something substantial is happening. The anomaly is ‘Using ICT’, something that has the largest ‘hardly at all’ response out of the five categories. We believe this result poses two questions. Does TEEP need to

reflect on the attention it gives to ICT at level one training? Also, does TEEP need to do more to gauge the existing use of ICT at a school to determine what level of priority it is for training?



Another question related to school leadership, in which we found a large majority in agreement that it did have a positive influence, there was a 77.44% positive response. With such a large number of teachers responding across so many schools, then TEEP has clear evidence about its contribution to the relationship between teachers and senior leaders.

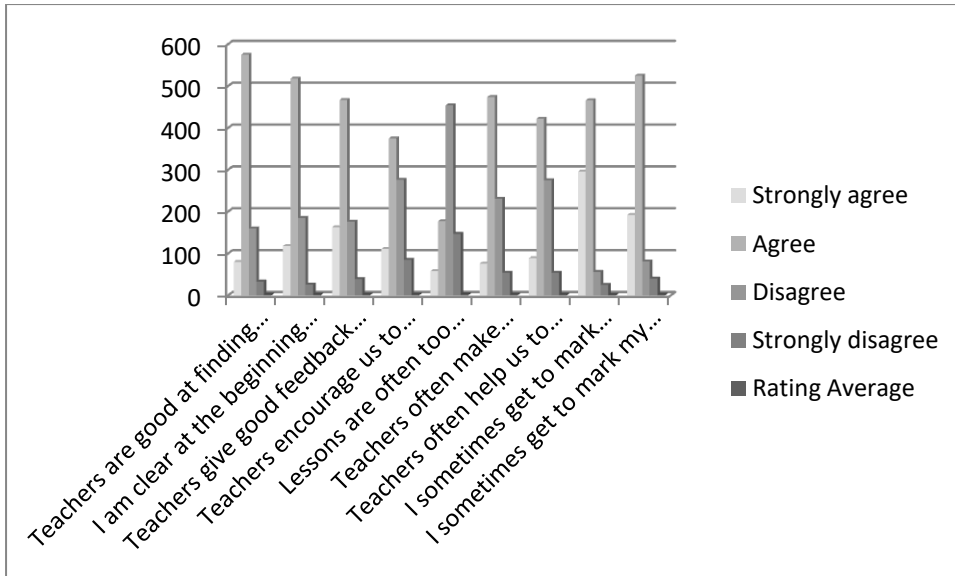


In regards to teachers feeling that TEEP stopped them from developing themselves, the majority felt that TEEP did not prevent them from doing this. This is a valuable finding as it clearly demonstrates no conflict between the TEEP as a whole school programme and the way individual teachers feel supported and developed.

Student surveys [see Appendix 4]

We received 855 student surveys from a total of 5 different schools. The student survey focuses on their opinion of how TEEP is used in the school and specific subjects. A key purpose of the student surveys was to ascertain whether the students themselves, in their everyday experience, felt the benefit of the key principles of TEEP, such as the need for students to understand the purpose of lessons and to feel that they had a shared language with their teachers across all subjects.

What is learning like in your school? Please decide if you agree or disagree with these statements:						
Answer Options	Strongly agree	Agree	Disagree	Strongly disagree	Rating Average	Response Count
Teachers are good at finding out what I know and can do already:	80	575	160	33	2.17	848
I am clear at the beginning of lessons what I am going to learn in that lesson	118	518	185	26	2.14	847
Teachers give good feedback on my work so I am clear what I need to do to improve	163	467	176	39	2.11	845
Teachers encourage us to use our imaginations and be creative in our work	111	375	276	85	2.40	847
Lessons are often too difficult for me	58	177	454	147	2.83	836
Teachers often make connections between different subjects	76	474	231	54	2.31	835
Teachers often help us to think about the way we learn before we do things	89	422	275	54	2.35	840
I sometimes get to mark other pupils' work at school	296	466	56	25	1.77	843
I sometimes get to mark my own work at school	192	525	81	40	1.96	838
<i>answered question</i>						851
<i>skipped question</i>						6



These positive responses from students suggest many of TEEP’s principles are reflected in students’ perceptions of the lessons that they experience. Areas of particular strength are students’ marking of their own and other students’ work – a practice strongly advocated by TEEP– and the connections made between subjects suggests that TEEP language really does get shared across the school. It is also interesting that lessons are not perceived as too difficult by the majority. As most remarks are positive this suggests that TEEP inspires confidence in staff and students. Although it is also worth checking that the impact of TEEP on Challenge is also strong in future planning and reflection.

How do teachers in different subjects help you learn? Please tick any boxes which apply.				
Answer Options	English	Maths	Science	Response Count
Teachers help us to think about the way we learn	392	366	353	550
Teachers encourage us to work in groups	379	271	431	596
Teachers give us problem solving activities to do	209	547	299	626
Teachers encourage us to help each other learn	370	375	394	564
I am clear about what the teacher wants me to do in lessons	461	474	434	626
Teachers help us to think about the next steps in our learning	374	392	368	548
<i>answered question</i>				676
<i>skipped question</i>				181

TEEP is made subject specific during and after the training through implementation. Here is further evidence that the TEEP principles are experienced by students in their lessons and across subjects and illustrates especially well the interactive nature of classrooms influenced by TEEP.

Document analysis

We have acquired documentation that shows TEEP in action from 12 different schools. From what was contributed, we can see evidence of TEEP being used in classrooms and the language being embedded within the schools. We found:

Whilst looking for evidence in planning we saw teacher behaviours positively influenced from training resulting in lesson resources such as PowerPoint, used effectively to visually model TEEP, positively impacting on learner behaviours. We have several examples of materials showing TEEP being introduced/ explained and TEEP being applied in lessons. These materials feature the language and layouts taught in training sessions and are clearly being shared with the students. We also found evidence demonstrating that TEEP informed training activities are regularly planned by the staff in each school. TEEP trainers or level 2 staff consistently create plans and resources in house and give guidance to others, illustrating that TEEP becomes embedded in schools and 'customised' locally whilst retaining the key principles

As part of the evaluation of TEEP, schools were asked to contribute documentation that could be used as evidence that TEEP was being sustained and also to provide visible indicators of how embedded the programme has become. During interviews, schools were asked if they were willing to contribute documentation that would help with the understanding of TEEP's presence in the school's learning environment. The objective was to avoid making time demands on busy teaching staff or to asking for any items that a school would feel uncomfortable handing over. To manage this effectively, we initially mentioned what we were asking for in the first wave of recruitment to the research, then elaborated on this during the actual interviews. This measured approach allowed for clear guidance to schools on what type of documents would be useful for analysing the effectiveness of the TEEP programme. Even with such a careful approach, some schools either did not wish to contribute documents or felt that they lacked the time. We respected these concerns and made sure schools were clear that this was a minimal demand and we followed up to schools with multiple reminders and prompts.

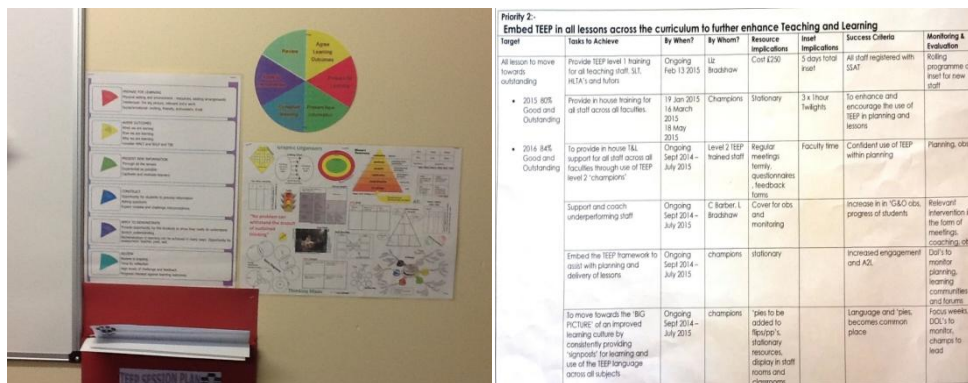
Schools sent a variety of different types of documentation and evidence showing how TEEP has become embedded in their systems. Documents provided are typically used during lessons to visually display objectives, important information or aid in explaining concepts. These documents show how TEEP language and structure is used in lessons and how much of TEEP language is shared with students. As such, they demonstrate that the language is embedded in actual lessons and, very significantly, provides strong evidence of the professional development of teachers due to their experience of TEEP, as these visual aids are all created in-house using the skills developed in training sessions. PowerPoint presentations and other planned resources provided are clear evidence of teachers' planning and lesson delivery using TEEP principles.

More holistic evidence comes from documentary examples such as school newsletters and one of the schools provided several. This is a comprehensive piece of evidence as it shows the school providing regular news and advice about TEEP, circulated amongst all staff members. We collected several that were released periodically during term time, demonstrating the focus on keeping teachers constantly informed and showcasing the best TEEP based practice. The many examples of individual teachers using TEEP and also these newsletters prove that schools are thinking about and developing TEEP based practise over a long period of time and for all staff.

One of the most useful types of document sent by schools are reports to governors. These documents are strong indicators that TEEP is a priority for schools, as they are direct updates to the governing body. In the documents we received, there is a direct analysis of the impact that the programme is having as well as identified steps for moving forward and creating long term, sustainable progress. These reports are fully supported by student survey results and staff feedback from within the school. The fact that TEEP is being reported to the governors is a very critical piece of evidence proving that sustaining the impact of the training is a key focus; given the importance of the Governing body to all aspects of school development, these Reports are substantial evidence of the value of TEEP to the school and its future.

Another example of an especially useful document from a school was their 'Quality assurance monitoring protocol'. This school had produced its own in-house quality assurance system that was used to monitor TEEP in detail and to ensure that it is consistently a part of all lessons. For example, it specifically asks teachers to answer the question "TEEP embedded" in lesson observations. This is a significant indicator that TEEP was fully embedded and properly connects to the schools' quality assurance procedures.

Another powerful piece of evidence was provided in the form of a schools' CPD framework. TEEP sessions in the school are regularly planned throughout the academic year, driving teachers to move on to level 2 or level 3. The CPD programme is very broad and provides refresher courses for all staff and different TEEP inspired training sessions that help to reinforce the culture for learning that TEEP promotes. It also appears to be at the heart of many teaching and learning policies, with much focus on the processes and ways of working that TEEP connects together.



Contributed pictures show a classroom wall display (left) and a staffroom TEEP display (right).

Overall, it seems that the level in which TEEP has been embedded within schools seems substantial from the schools who have contributed. This is important to note, as schools which are utilizing the programme well are more likely to want to contribute documents. This demonstrates that the documentation is useful for judging the effectiveness and impact of TEEP in successful schools, but not so much for understanding why TEEP may not have been effective in other schools.

Conclusions and recommendations

- Schools choose the TEEP programme to introduce a consistency across learning in the school;
- If there is initial staff reluctance, it has been overcome by the quality of the TEEP programme and commitment from senior management. As explored in the interviews, staff can initially think that they are already doing everything TEEP sets out to do. Through the training they come to realise what TEEP actually is and the numerous benefits it brings;
- Schools chose TEEP because of the strong sense of commonality it offered across staff, departments and students; schools then sustain the TEEP momentum and invest their own time and resources in ongoing training and in developing sharing for teachers. As we see in comprehensive studies such as 'Developing Great Teaching' high quality impactful CPD is a deep and sustained learning over a period of time. An iterative process with its own 'rhythm' as evidenced in TEEP;
- It is evident that many schools become ambassadors for TEEP once they have worked with the programme for more than a year; this can be at a formal level as with the case study school [see below] or more informally in terms of a willingness to both network with schools and host visits;
- The level that TEEP is embedded within each school varies but it increases over time both with more training of level two staff and through the sustaining activities outlined above;
- Clear evidence of schools aiming for full embedding can be seen in documentary evidence such as reports to Governors, regular Newsletters and records of frequent TEEP training updates;
- Schools highly value the training of the whole staff and that they can subsequently move forward at their own pace e.g. to level two;
- Level 2 staff are chosen for a number of reasons, the most common is that a range of departments should be involved to spread the deepening of the TEEP approach;
- Level 3 staff are few in numbers due to rigorous application process, but all occupy key positions in committed schools;
- TEEP trained staff inevitably leave and schools face a challenge with keeping up The TEEP momentum and in training new staff in small cohorts;
- TEEP acts as a common framework, used to build on what teachers already did well, providing a language that was universally understood within the school allowing for much more frequent sharing of good practice; therefore ensuring that teachers felt much of TEEP's impact was enhancement of their best practice whilst ensuring it is embedded within subjects;
- Teacher opinion towards TEEP is highly positive and is thought to have a beneficial impact on teacher motivation and morale. Staff become more focused on the actual learning taking place in the classroom (rather than static requirements) and value the feeling that there is a much stronger sense of community amongst peers;
- Teachers were clear that the TEEP learning cycle was much more flexible than older methods of lesson planning. It allows for teachers identifying what is most appropriate for their students to work on and enables them to judge how effectively it has worked. It also

encourages teachers to “compare notes” and discuss how to improve with other members of staff;

- TEEP has had an effect on results according to teachers and Senior Leadership; the extent is affected by how long a school has been involved. The difficulty is showing this. In conversation with staff, the consensus is that TEEP has dramatically changed grades throughout all years, but it is difficult to back this up currently with concrete evidence;
- In connection with TEEP training, lesson observation feedback is thought to be much more meaningful for teachers being more verbal and descriptive, rather than dominated by checkboxes or grades;
- Observers, using TEEP principles, concentrate more on giving an accurate assessment focused on the learning taking place in the lesson;
- Teachers felt that they did not have to “play up” to Ofsted inspections, feeling more that their normal day to day lessons are more than adequate for inspection;
- Some schools, which felt isolated, found it could be quite difficult to maintain focus and momentum;
- Almost all schools were keen to continue with TEEP for the foreseeable future;
- Communication between schools and SSAT was very effective;
- SSAT staff response time to enquiries, their expertise and general interest in each school’s development and situation were all outstanding;
- Schools who were TEEP Ambassadors explained that it was beneficial for them because it allowed them to make contacts and have other schools to work with;
- The language and principles of TEEP are understood and appreciated by students;
- Students are aware of the way the TEEP programme, as mediated by their teachers, has real benefits for their learning and engagement;
- Students are not always clear about the value of certain tasks and the use of IT in some lessons is not always understood;
- TEEP aims to change the learning culture in schools, and the subsequent mindsets of teachers and learners. This takes time.

Recommendations

The great majority of the TEEP programme is working very effectively and should be maintained; some updating in relation to school contexts will always be necessary;

The web site is the one area where there is consistent negative comment. A thorough review of the way the site works and especially the way it provides resources to TEEP schools needs improvement;

Some schools interviewed feel relatively isolated. SSAT may need to monitor such schools more closely to assist in their momentum and enable connections with suitable partner schools, although it is acknowledged that the TEEP Ambassador network is growing and regular contact is provided by SSAT following training;

SSAT should consider how to enhance existing support for schools to manage staff training of small cohorts of, for example, new staff replacing TEEP trained staff. Schools have to consider strategically when to train their staff to maximise the costs and benefits, although again the sustainability in the

TEEP 'journey' where schools may develop their own in-house trainers is acknowledged, this may take several years to achieve;

SSAT should capitalise on the way teachers see TEEP as good for their individual development and career progression; case studies might be a suitable vehicle for tackling this;

There is currently not a quantifiable way to identify the level of *embeddedness* of TEEP at present but TEEP staff might want to develop a typology of levels with defining characteristics focused on teaching and learning? This would also enable schools to bench mark and evaluate their progress;

In some schools students have a clear view of TEEP, as mediated by their teachers, as a positive element in their learning, but this is not consistent, further research could reveal how certain schools achieve this outcome and so provide models for other TEEP schools, especially those entering the programme. SSAT is currently piloting a student based LEEP programme.

Appendix 1

Interview questions and example of a transcript:

Note: This interview includes four members of staff and each are represented by a single letter.

Question:	Answer:
How long have you been involved with the TEEP programme?	L: Since 2013.
Why did you choose TEEP?	L: We were looking for consistency across the school and a united learning language to talk with staff and students.
What happened before TEEP?	L: We were on the brink of special measures in 2004. We then had a HMI that came out good and there was a lot of progress in behaviour management systems, then following that success is when we looked into a more consistent approach to teaching.
What proportion of the programme did you originally buy into?	L: We went for the whole school programme, with all of the staff doing the level 1 training and then 15 staff involved with the level 2 training. I have personally gone onto the level 3 training.
You have done quite a bit of work on staff and student surveys at the beginning of the programme?	L: Yes we did.
What has happened since then in keeping an awareness of how staff and students are feeling about this focus on learning?	L: We have questionnaires which we do twice within the academic year and we also include surveys with every consultation day. These focus on parent satisfaction with the school generally and learning behaviour specifically. This happens twice a year.
Would it be possible for you to send us any related documents or PowerPoints for us to use as evidence?	L: Of course.
Can you sum up what TEEP has done for the school?	L: It has allowed us to develop a common language for learning and more consistency in talking about teaching. Staff have shared practise across all subjects and has allowed us to focus on the core principles of teaching and learning.
Can you colleagues talk about what the programmer has done for the school and themselves?	<p>E: It has helped us to share our learning objectives with the pupils. We get more of a dialogue and feedback. Time constraints can make us forget about being explicit with what we are trying to do and the programme helps to remind and embed this message.</p> <p>M: It has helped with both planning and getting students involved with own learning. I do a lot more collaborative learning and engagement levels are higher; mainly thinking about how arranging things to ensure collaboration is relevant. The level 2 training was useful for coaching student teachers in the classroom.</p> <p>O: Using TEEP there is more freedom of structure to lessons as opposed to the old three part lesson method,</p>

	which in turn promotes more communication and collaboration. We meet in our TEEP teams every three weeks to discuss on how to progress.
How many members of staff are level 2?	L: There are us being interviewed who are all level 2, as well as another 5. We have had another 6 leave for other schools or jobs.
Do the other staff feel the same way about TEEP?	O: Absolutely.
How does TEEP stay alive within the school? How do you update and refresh yourselves on it?	O: We're quite lucky as we get timetabled CPD every three weeks and discuss how to use TEEP.
What about when you are being observed by others? Is there a shared understanding of the TEEP cycle?	O: Yeah, it's always referred to in feedback from lesson observations. While observations are usually only 30 minutes long, they can see in the lesson plans what is being put into practise and how it impacts on learning.
What happens next in relation to developing TEEP and its principles?	L: Well, today we've just been accepted as a Leading ED School.
And what does that mean for the school?	L: It means that the SSAT has awarded us a status that shows we have successfully adopted TEEP and are seen as a centre of excellence in CPD.
Are there things about TEEP that were difficult or could have been easier?	L: From my perspective, going into the level 1 training the gap between the training days were confusing in what I should be doing. I was not sure what my role, as the responsible leader, was to actually perform. There wasn't a definitive answer to the question "what are we supposed to do in these eight weeks?" And I understand that every school is different, but slightly more guidance in how to keep the motivation going in this time would be beneficial.
To everyone else, do you have any comments on problems or difficulties you faced?	E: I think originally people were sceptical about the work load. Assuming all it would do was add to the work load, rather than aid in planning and teaching. But now that it is embedded, no one really argues this now. It's a completely positive response to it now. M: I think it was give a good amount of notice before it was brought it and were ready for it. It had to be clear and properly put into school so that no one is out of the loop.
In terms of working with SSAT, how have you found the relationship between them and the school?	L: We have a really positive relationship with SSAT. When I've made requests or asked for help they have put me in touch with fellow schools or supplied resources. SSAT will also come out and support us and will be readily available, for example taking phone calls at times convenient for us. We feel part of a TEEP team, linked to other schools and SSAT.
Do you feel that the programme has been good value for money?	L: Now that we have moved it on and embedded it in our own CPD I do think it was good value for money. I think it comes down to how far we have taken it, not just what SSAT have provided.
Would you recommend TEEP to other schools?	Mi: Yeah, I think it has facilitated unity and learning.

How do you think TEEP could be better in the future? Any recommendations?	E: The website is difficult to navigate and not easy to understand. L: I would agree. The level 3 resource stream is much better than actually using the website to search for information. They need to design it with teachers in mind. Most teachers are busy, so they don't want finding resources to be time consuming.
Any other comments?	L: No, it's all good.

Appendix 2

Case study

A case study visit to a school was conducted over a full school day. The school is a TEEP ambassador school and was hosting a day attended by TEEP staff and several schools invited to see a show case day of TEEP related activities. The day consisted of presentations by the TEEP co-ordinator and other staff, visits to sections of lessons, discussions with senior staff and a question and answer session with school students of a range of ages and abilities. The visits to lessons and tours around the school allowed, not only for the observation of teaching and student learning, but also close examination of classroom and corridor environments. A follow up telephone interview was undertaken a week later with the TEEP co-ordinator and Level two staff. The school supplied a significant amount of documents including, for example, handbooks, power points of staff CPD sessions, schemes of work and lesson plans.

The main finding of the visit is that the school should be considered an ‘exemplary TEEP school’, literally a show case for what a school can achieve if committed to TEEP over a period of years.

School context

The school has a complex history having been through a period as a failing school, subsequently undertaking a name change, becoming an academy and taking on a sixth form.

Documentation demonstrated clear orientation to TEEP principles at all levels from staff handbooks to schemes of work and individual lesson plans.

The observed teaching was consistently interactive and engaging, students were fully aware of the purpose of each lesson and shared the vocabulary of learning with their teachers; frequent use was made of pair and group work – usually focusing on problem solving.

Student learning was active, engaged and enthusiastic with students confidently volunteering to contribute to the lessons.

Classroom and corridor environments were bright and decorated with student work and teacher contributions celebrating learning and student achievement.

The school provided regular opportunities for other schools to visit both on special open days but also on a more occasional and informal basis.

Appendix 3

Teacher survey

TEEP is a teacher development programme that your school has adopted. CUREE is an independent research organisation that has been asked to consult schools and teachers about how the programme has been implemented. So, we are interested in how TEEP has, or has not helped your teaching and the progress of the school. Your personal response will remain anonymous, we will feedback to the school about the overall results from the survey.

If you have been trained beyond Level 1 please comment at the end of the survey. We know how busy you are so we have kept the survey as straight forward and quick to complete as possible, however we would be very interested in your views in depth, please comment in more detail on any question in the box at the end of the survey.

Please let us know which subject you teach and how many years of teaching experience you have in the profession.

Subject	Years in teaching	Years at the school
---------	-------------------	---------------------

TEEP training

Have you been TEEP trained to level 1? Yes No

Have you been TEEP trained to level 2? Yes No

Have you been TEEP trained to level 3? Yes No

If 'No', please answer the questions based on what you do know about the TEEP programme and its impact on the schools and colleagues.

The TEEP training days were very valuable in helping me design more purposeful and relevant curriculum experiences:

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
-----------------------	--------------	-----------------	--------------------------

TEEP training has informed my planning and helped me improve my approach to

- | | | | |
|----------------------------|----------------------|-----------------|----------------------|
| 1. Thinking for learning | <i>Significantly</i> | <i>Usefully</i> | <i>Hardly at all</i> |
| 2. Assessment for learning | <i>Significantly</i> | <i>Usefully</i> | <i>Hardly at all</i> |
| 3. Accelerated learning | <i>Significantly</i> | <i>Usefully</i> | <i>Hardly at all</i> |
| 4. Collaborative learning | <i>Significantly</i> | <i>Usefully</i> | <i>Hardly at all</i> |
| 5. Using ICT | <i>Significantly</i> | <i>Usefully</i> | <i>Hardly at all</i> |

The TEEP programme and the school

The TEEP programme has made a very positive impact on whole school leadership:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

The five core elements of TEEP are also now reflected in the work of:

my department/ phase

in most of what we do *probably more than half* *quite a bit but less than half* *hardly at all*

immediate colleagues/

in most of what we do *probably more than half* *quite a bit but less than half* *hardly at all*

whole school INSET sessions/

in most of what we do *probably more than half* *quite a bit but less than half* *hardly at all*

curriculum planning/

in most of what we do *probably more than half* *quite a bit but less than half* *hardly at all*

Your approach to Teaching and Learning

The TEEP approach to lesson planning has helped me improve the structure of my lessons at the following stages of the learning cycle

Preparing for lessons

Strongly Agree *Agree* *Disagree* *Strongly disagree*

Agreeing learning outcomes

Strongly Agree *Agree* *Disagree* *Strongly disagree*

Presenting new information

Strongly Agree *Agree* *Disagree* *Strongly disagree*

Constructing meaning

Strongly Agree *Agree* *Disagree* *Strongly disagree*

Applying to demonstrate

Strongly Agree *Agree* *Disagree* *Strongly disagree*

Review

Strongly Agree *Agree* *Disagree* *Strongly disagree*

I would describe my approach to teaching as focused on making the learning active:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

Please give one or two examples of your active teaching

It is very important to teach 'from the front' for some of the time:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

I embed group work and collaborative learning

throughout my lessons *for most of my lessons* *occasionally as appropriate* *hardly ever*

I make use of whole class teaching:

throughout my lessons *for most of my lessons* *occasionally as appropriate* *hardly ever*

I think it's important to devote lesson time to ensuring students know WHY we are learning about any topic:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

It is important to use the same kind of language about learning with colleagues and students:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

TEEP has helped me and my colleagues to share a common language about learning:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

I try to make connections for my students between and across subjects as often as possible:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

TEEP has helped me encourage more student creativity:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

I ensure my students talk to each other about assessment and share their work:

In every lesson *at least weekly* *several times a term* *occasionally*

We have regular staff meetings about teaching and learning:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

We have regular meetings related to the TEEP programme:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

My view is that investing in TEEP was good value for the whole school:

Strongly Agree *Agree* *Disagree* *Strongly disagree*

I have had less opportunity for my own development because of the focus on TEEP

Strongly Agree *Agree* *Disagree* *Strongly disagree*

Looking ahead

This section just asks you to complete the stem statement with your own words:

For the school to develop, its main priority should be

To improve staff morale the school needs to

For our students to achieve more the school needs to

If my teaching is to improve then I need

Please comment in this open ended section on anything you want to say related to the questions above and if you have had TEEP training above Level1 then please comment on its effect.

Appendix 4

Student survey

Thank you for taking part in this survey that aims to collect your views about your learning and lessons.

We will not ask you to provide your name on this survey, and so all your responses will be anonymous.

The survey will take about 15 minutes to complete.

Your learning experiences

- 1. What is learning like in your school? Please decide if you agree or disagree with these statements**

	Strongly agree	Agree slightly	Disagree slightly	Strongly disagree
Teachers are good at finding out what I know and can do already				
I am clear at the beginning of lessons what I am going to learn in that lesson				
Teachers give good feedback on my work so I am clear what I need to do to improve				
Teachers encourage us to use our imaginations and be creative in our work				
Lessons are often too difficult for me				
Teachers often make connections between different subjects				
Teachers often help us to think about the way we				

learn before we do things				
I sometimes get to mark other pupils' work at school				
I sometimes get to mark my own work at school				

2. How often do you do these things in lessons?

	Every day	A few times a week	A few times a month	A few times a year	Never
work in groups solving problems					
do practical, hands on activities in lessons					
find lessons interesting because they challenge you to achieve new things					
choose to do some of your learning using the internet					
struggle to learn as a result of bad student behaviour					

Please leave any additional comments you have here (*free text box*)

3. Thinking of the last 2-3 times when you worked in a group, how did it go?

- all group members contributed equally
- most people were involved and did what they were supposed to do
- some people did a lot more than others
- 1-2 people did most of the work whilst others did nothing

4. When discussing things in groups during lessons how often do you:

	Always	Often	Sometimes	Never
Find it difficult to stay focused on				

the task				
Get a role (e.g. a scribe, a group leader)				
Get distracted and start talking about other things				
Get interrupted by others				
Have a chance to say what you think				
Just listen to others without saying much yourself				
Notice that some people talk and do a lot more than others				


Learning in different subjects

5. Teachers often try out different learning activities in the classroom, for example learning games or different use of technology

English

Maths

Science



click if yes

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Please tell us other subjects where your teachers try out different things

6. Teachers use the following ways to find out what we have learned. Please tick only the approaches teachers use often

Written tests	Spoken tests	Group tasks	Small group	Whole class	Individual discussions	Feedback forms	Homework
---------------	--------------	-------------	-------------	-------------	------------------------	----------------	----------

			discussion	discussion	with students		
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Teachers use the following resources to help us learn. Tick a resource if teachers often use it in that subject

	English	Maths	Science
Interactive whiteboard			
Games and puzzles			
Specialist software			
Websites			
Television programmes/video clips			
Role play			

Please tell us about other subjects where teachers use a lot of different resources. (free text box)

8. How do teachers in different subjects help you learn? Please tick any boxes which apply.

	English	Maths	Science
Teachers help us to think about the way we learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers encourage us to work in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers give us problem solving activities to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers encourage us to help each other learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am clear about what the teacher wants me to do in lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers help us to think about the next steps in our learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How difficult/easy do you find lessons in this subject?





	Too difficult	About right	Too easy
English	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maths

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------

Science

10. Which statement do you agree with most about teachers in different subjects?

	 I get on really well with my teacher	 I mostly get on ok with my teacher	 I have some issues with my teacher	 I find it hard to get on with my teacher
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science				

11. Which statement do you agree with most?

Please answer for each subject

	Our teacher gets on well with all students	Our teacher gets on well with most students	Our teacher gets on well with about half the students	Our teacher doesn't get on with many students	Our teacher doesn't get on with any of the students
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. On the whole, how good are the teachers in your school at managing disruptive behaviour in the classroom?

 Excellent	 Good	 Fair	 Not very good

English	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

About you

We are collecting this information to find out how many students from different groups (for example, different year groups) are taking part. We are not collecting this information to identify you.

Are you:

- Male
- Female

What year are you in?

(dropdown menu, covering from year 7 to year 13)

What is the name of your school?

(free text box. NB: each school needs an individual link so that it can have its own dataset – let me know if you are unsure how to do this – so this question is just in case and for cross-school analysis)

Thank you very much for your time!