



## CASE STUDY REPORT

# Using Teacher Effectiveness Enhancement Process as a vehicle to stimulate writing in KS2

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*This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.*

## Abstract

**Background:** The purpose of the study was to identify children who are likely to be borderline level 3A/level 4 writers at the end of Year 6, and to focus on sentence level work and grammatical awareness as early intervention.

**Aims:** The main aim is to identify and focus on children who are likely to be borderline level 3A/4 writers at the end of Year 6, and to use teaching and learning models such as TEEP to improve their writing skills.

**Methods:** The participants in this case study are teachers, teaching assistants, middle leaders, subject leaders, and a literacy consultant. They are all working together to identify and help children who are likely to be borderline level 3A/level 4 writers at the end of Year 6. Methods used include using TEEP, Grammar for Writing, Talk for Writing, video sharing websites, music and CDs, PPA time, staff meetings, and Literacy Consultant resources to focus on sentence level work and grammatical awareness. Role play, open ended questions, book-talk, and self assessment sheets were also used.

**Findings:** The main findings are that TEEP has been successful in increasing engagement levels and improving writing skills in the target group of children. It has also enabled teachers to use a wider range of mediums to stimulate the child's imagination and become more aware of different learning styles.

**Implications:** The findings suggest that using TEEP and other tools such as Grammar for Writing and Talk for Writing can help improve writing skills, increase engagement levels, and raise attainment in writing. It also highlights the importance of CPD, data tracking, and collaboration between teachers and teaching assistants.

*This abstract was generated by Camtree using a large language model (LLM) and added to the original report in 2023.*

**Keywords:** Primary education; English - writing

## Introduction

### What were your reasons for doing this type of development work?

This forms part of an initiative to identify children who are likely to be borderline level 3A / level 4 writers at the end of Year 6. The programme had a view to identify strengths and weaknesses in the children's skill base in writing. The base line of children identified was taken from KS1 National Curriculum results and children who are being assessed in Year 5 as potential borderline level 3/4 writers at the end of Year 6. The intention is to focus on sentence level work grammatical awareness as early intervention using teaching and learning models such as TEEP (Teacher Effectiveness Enhancement Programme).

### Who might find this case study useful?

- Teacher

## Description

### What specific curriculum area, subject or aspect did you intend to have impact on?

- English - writing

### How did you intend to impact on pupil learning?

- To focus on target group of children using tools such as Grammar for Writing and Talk for Writing.
- To allow children to learn in a friendly and safe environment amongst children from their ability range.

### What were your success criteria?

- Increase the number of children who are able to achieve level 4 in writing at the end of Year 6 National Curriculum tests.
- Monitor development using APP materials.

### What information or data did you use to measure progress towards your success criteria?

- Periodic teacher assessment
- Pupils' work
- Test results

### Describe the CPD approaches you used

A teaching colleague was involved in discussions and elements of joint planning were used to accommodate resources to deliver to her cohort. Discussion was held with the class TA who was shown the clips and internet sites with a view to delivering a session with the target group.

Talk for Writing exemplars were shown and discussed with these colleagues for onward delivery to the target group, either by myself, the class teacher or the TA. In particular we used the "book-talk" idea where the children are encouraged to come up with their own responses to narrative.

The use of open ended questions is essential to this type of dialogue, and I have encouraged the children to become comfortable with the idea of "talking partners" and to be very critical in their responses to text.

The 2009 Y6 cohort in our school performed strongly during the NC tests and entered into them with greater confidence than I have seen in previous years. Role play has proved to be an enjoyable exercise as part of the process of improving narrative writing. The children are often encouraged to work in groups to act out stories,

poems and hot seat each other as if they were real characters. By painting a picture in their minds eye the children are able to talk using some quite sophisticated adjectives.

### What CPD materials, research or expertise have you drawn on?

Talk for Writing

Grammar for Writing

Assessing Pupils' Progress

Teacher Effectiveness Enhancement Programme (TEEP)

Video sharing websites, music and CDs

### Who provided you with support?

- Middle leader
- Subject leader

### How were you supported?

- Use of PPA time to deliver teaching to target group.
- Time given during staff meetings to discuss issues and look at examples of children's work and APP materials.
- Literacy Consultant was able to provide resources and ideas regarding raising attainment in writing.

## Impact

### What has been the overall impact on pupil learning?

The impact on the children's learning has been as follows:

Some children have provided feedback (in terms of post it notes and verbal contributions) which states that they have enjoyed the use of music and video examples to stimulate their learning styles. As engagement improves, the output from the children is healthy in terms of how they are expressing themselves both orally and in writing.

The target group of children have been given clearly defined structures with which to assess their own work, using self assessment sheets and some aspects of peer marking and mentoring. This has been popular and feedback from the children indicates that they are beginning to feel more confident about their work and are less inclined to worry about making mistakes.

From a Speaking and Listening viewpoint the children are often engaged in our discussions and are consequently more eager to record their ideas, using techniques such as Storyboarding etc.

Using data from 2009 (Summer) 3 children exceeded their predicted NC grades who were not expected to. Of this cohort 38% (11 children) moved the equivalent of 3 levels in writing. 2 level 3 writers made exceedingly good progress and were only 2 marks off level 4 in writing in their NC test results. Across the board over 41% achieved a level 5 at the Year 6 NC tests in English.

The focus on TEEP as a learning tool has been pleasant for myself to plan and deliver. The activities I have been able to look at have been interesting and topical ( I haven't thought of using a wide range of video clips in lessons before) and there certainly seems to be more of a buzz amongst the children when we discuss music or lyrics which mean something to them.

## Thoughts you think are relevant to overall impact on learning

Engagement levels amongst the children have been high and they certainly look forward when they see a video or piece of music being loaded onto the computer.

The boys in the group are particularly animated when we discuss certain issues, and are far less reluctant to express themselves - indeed occasionally they need to be reminded to restrain their emotions a little.

TEEP is a simple way of engaging with children, the simplicity of using and applying resources such as Photo Story has been a revelation to me. I have been pleased with the response of the children to the task and the fact that they appear to be on task for many of the sessions we have had.

## Quotes you think are relevant to overall impact on learning

"I like it when we talk about a DVD clip or a piece of music because it means something to me." Boy on the project

"Sometimes I find writing hard to do and it can be boring to talk about old stories. I really like looking at modern stuff and talking about it before we write our ideas down." Girl who has enjoyed TEEP.

## Quantitative evidence of impact on pupil learning

- Periodic teacher assessment

## Qualitative evidence of impact on pupil learning

- Logs or interviews
- Observation outcomes
- Pupils' work

## Describe the evidence of impact on pupil learning

The children have become more animated during speaking and listening activities and the vocabulary used appears to have improved as a result. The focus on peer assessment and speaking partners has enlivened our discussions. Children who still find it difficult to produce accurate sentences are more willing to express themselves and the process of putting pen to paper has become somewhat less of an ordeal.

## What has been the impact on teaching?

The use of video clips and music has been an enabling experience - utilising material which is readily available and familiar to some of the children. Indeed the children can be used to help trawl sites after coming up with suggestions of their own (for example one group asked to look at HSBC adverts to discuss misconceptions about body language around the world). One caveat is that children do need adult supervision when they trawl such sites!

Teachers and Teaching Assistants can also find it more interesting to discuss a visual piece of work, such as a powerful advert which warns against the danger of smoking, and they can provide a powerful and emotive means of eliciting responses. Adjectives and adverbs used during these sessions can be more adventurous, particularly if the children are encouraged to discuss ideas amongst themselves first.

APP has been used to identify strengths and weaknesses in the children's writing and has proved to be a valuable assessment tool.

Differentiation has become less of a problem in class as the children have grown in confidence.

## Quotes you think are relevant to the impact on teaching

"It is good to share good practice and understand the need to adapt how we do things when we teach our children." Literacy co-ordinator

## Evidence of impact on teaching

- Evidence from observation and monitoring

## Describe the evidence of impact on teaching

- Teachers are beginning to use a wider range of mediums to stimulate the child's imagination. The application of teaching aids with which the children are happy and confident raises their perception of the lesson objectives and engages them more in the process of learning.
- Teachers are becoming more aware of different learning styles in their working environment, instead of it being a concept lifted from the page of a magazine or government initiative.

## What has been the impact on school organisation and leadership?

- Raised focus on writing to level 4 and emphasis on earlier years, particularly Y5, with a view to raising standards.
- Increased emphasis on RAISE online data to highlight and track target groups of children.
- Increased focus on training and CPD with a view to improving writing levels by the end of year 6, using the TEEP model etc.

## Evidence of impact on school organisation and leadership

Subject leader in literacy is on board with the project and has been supportive in allowing the purchase of resources such as Multimodal Text books and DVD's and Pie Corbett resources for use in both key stages.

## Summary

### What is the crucial thing that made the difference?

OFSTED stated that they felt our children were not being challenged enough in some lessons, in that many lessons were perceived to be very teacher led. This has made us aware to use Assessment for Learning tools and TEEP to allow the children to explore more with their work across the whole curriculum and use peer mentoring to a much greater degree to encourage collaborative learning and development.

### What key resources would people who want to learn from your experience need access to?

Overcoming barriers in Years 5 / 6 pack

Securing level 4 in writing

Also use the TEEP website

Pie Corbett Storyteller booklets (Scholastic)

### What CPD session and resources were particularly useful?

Use of INSET days to introduce the concept of TEEP and effective monitoring of planning and lesson delivery, with support.

If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

- To ensure that the SMT are prepared to back up any initiative with CPD opportunities (in house or county training etc) and that one person coordinates the overall package and ensures delivery and removal of road blocks etc.
- Use of data such as RAISE online is effective to provide base line assessment and monitor children's progress.

What further developments are you planning to do (or would you like to see others do)?

- I am due to follow up my TEEP training during the Autumn term 2009 and will look at ways of developing my skill base accordingly.
- Inset training will follow to roll out TEEP to other members of the teaching fraternity within our school.
- Buy in has been obtained by the school's SMT and actions have been plotted within the school development plan to develop the work further.

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## About 'What Works Well'

This case study was originally published as part of the 'What Works Well' section of the National Strategies for Education in England. The National Strategies were professional programmes aiming for improvements in the quality of learning and teaching in schools in England. 'What Works Well' involved teaching practitioners from all phases and areas of education sharing accounts of real developments which had improved learning and teaching, and made a difference to pupil progress. 'What Works Well' case studies were designed to support practice transfer and include sufficient detail and resources to enable others to implement the effective practice described. Most were reviewed by experts prior to publication as 'User Generated Content' (UGC) under a licence which encouraged reuse and derivative works, but which precluded commercial use. This report was awaiting final approval when the National Strategies site was archived.

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