|  |  |
| --- | --- |
| Secondary RIS Trainee Mentor Assessment HandbookFor secondary RIS SCITT mentors | ObjectivesFirst class teacher education designed to inspire and develop high levels of personal and professional conduct in teachers who will impact significantly on pupil progress The Alliance for Learning SCITTQualified Teacher Status education |

Secondary RIS Trainee Mentor Assessment Handbook

Contents

[Chapter I Introduction 4](#_Toc519453878)

[Aims of the course 4](#_Toc519453879)

[Aim of the assessment handbook 4](#_Toc519453880)

[SCITT contact information 4](#_Toc519453881)

[Chapter II Course information 5](#_Toc519453882)

[Mentor and trainee responsibilities 5](#_Toc519453883)

[Calendar 2018-2019 9](#_Toc519453884)

[Week by week checklist 10](#_Toc519453885)

[Chapter III The role of the mentor in assessment 15](#_Toc519453886)

[The Teachers’ Standards (2012) 15](#_Toc519453887)

[Workload 15](#_Toc519453888)

[The Evidence Cycle 15](#_Toc519453889)

[The QTS evidence file 16](#_Toc519453890)

[Contents of the QTS evidence file 16](#_Toc519453891)

[How mentors assess trainee progress 16](#_Toc519453892)

[Weekly 16](#_Toc519453893)

[Mentor meetings 17](#_Toc519453894)

[Half-termly 18](#_Toc519453895)

[Mid-term review 18](#_Toc519453896)

[Termly 18](#_Toc519453897)

[Mentor file checks 18](#_Toc519453898)

[Summative reports 18](#_Toc519453899)

[Summative reports – sample comments (example: standard 4) 18](#_Toc519453900)

[Moderation interview 19](#_Toc519453901)

[External moderation 19](#_Toc519453902)

[A simplification of trainee grading across the year 20](#_Toc519453903)

[Outstanding 20](#_Toc519453904)

[Good 20](#_Toc519453905)

[Requires improvement 20](#_Toc519453906)

[Inadequate 20](#_Toc519453907)

[Final grade descriptors 21](#_Toc519453908)

[Grading against the teachers’ standards 22](#_Toc519453909)

[Expected outcomes 22](#_Toc519453910)

[Summative report 1 22](#_Toc519453911)

[Summative report 2 22](#_Toc519453912)

[Summative report 3 (end of programme) 23](#_Toc519453913)

[Assessment procedures: overview 24](#_Toc519453914)

[How trainees are assessed 24](#_Toc519453915)

[Appendix A School Induction Checklist 25](#_Toc519453916)

[Appendix B School ITE Handbook 26](#_Toc519453917)

1. Introduction

## Aims of the course

Working in partnership with an alliance of schools and colleges, the Alliance for Learning SCITT seeks to develop high-quality, school-led teacher training that impacts on all participants: trainee teachers, teaching colleagues and pupils.

The aims of the course are as follows

* Ensure **high-quality teacher training** in all alliance partner schools so that trainees are able to successfully make the transition to NQT.
* Contribute to the **training and development** of alliance colleagues through opportunities to mentor and work with trainees across single or multiple alliance schools.
* Focus on training teachers to teach those **subjects deemed as being in shortage**, both nationally and within the alliance
* Clearly **inspire high levels of professional and personal conduct** including our key values of hard-work, integrity and passion
* Instil an **evidence-informed** approach to teaching in all participants to ensure the existence of life-long learning within the alliance
* Contribute to **pupil progress** and school improvement thought intelligent and inspiration school and SCITT **collaboration**.

Through a focus on the Teachers’ Standards (DfE 2012), we aim to develop our teaching training in collaboration with participating schools.

School placements are held at our alliance schools and trainees will be placed as close to your home address as possible. Training days will take place at our alliance schools.

The School Centred Initial Teacher Training will use the DfE Teachers’ Standards 2012 and the National Curriculum 2014 for its framework during the taught course and the professional placements.

Our training programme enables trainees to learn from outstanding teachers to become outstanding teachers and leaders of the future.

## Aim of the assessment handbook

This guidance includes a range of materials to support ITT providers in securing accuracy in the assessment of trainees. It includes resources to support tracking the progress of trainees and the pupils they teach over time, grade descriptors and overviews of assessment processes and expectations for trainees.

## SCITT contact information

|  |  |  |  |
| --- | --- | --- | --- |
| Director of SCITT & secondary lead | Kal Hodgson | khodgson@aggs.bfet.uk | 0161 912 5912 ext 7169 |
| SCITT Manager | Hilary Langmead-Jones | hlangmead-jones@aggs.bfet.uk | 0161 912 5912 ext 7109 |
| SCITT Administrator | Christine Sorensen | csorensen@aggs.bfet.uk | 0161 912 5912 ext 7216 |
| SCITT Primary lead | Phillipa Huynh | phuynh@aggs.bfet.uk | 0161 912 5912 |
| SCITT Early Years Lead | Nicola Blatchly-Lewis | nblatchly-lewis@aggs.bfet.uk | 0161 912 5912 |

1. Course information

## Mentor and trainee responsibilities

#### Professional mentors

Each partner school will have a professional mentor, a senior teacher with experience of supporting ITE students. The professional mentor should manage the school’s ITE programme and ensure the school fulfils its partnership responsibilities.

##### Specific responsibilities include

* To provide trainees with information about the school.
* To ensure that the trainees have an appropriate space in which to work when not teaching.
* To ensure that the trainees have access to school facilities such as ICT, photocopying and other resources.
* To facilitate trainees’ access to information and learning experiences to enable them to meet the Teachers Standards.
* To ensure that the trainees have a structured programme of training on whole school issues during their placement.
* To understand how the school works formally and informally.
* To have an awareness of the ethos of the school and department.
* To gain appropriate knowledge and skills.
* To develop themselves in the context of their role.
* To develop appropriate values and professional standards.
* To assist trainees to achieve the Teachers Standards.
* To sample trainees’ teaching files and other documentation.
* To quality assure subject specific training through joint observations with the subject mentor.
* To designate a subject mentor to support the training.
* To co-ordinate the reviews of the trainees’ progress and writing reports.
* To discuss the outcomes and monitor the quality of the weekly meetings between mentor and trainee.
* To implement a formal school action plan for any trainee in danger of failing to achieve the teaching standards.
* To alert the SCITT to the need for a formal professional progress review if required.
* To ratify the final assessment of the trainees.
* To meet with the subject mentors on a regular basis.
* To conduct at least one joint observation with each subject mentor per year.
* To co-ordinate the work of the subject mentor in school and ensure that they have access to appropriate training and development.
* To evaluate the school’s ITE provision at least once per year.
* To liaise with the subject mentors including attendance at meetings.
* To be involved, where possible, in the selection and final assessment of trainees.

Your professional mentor will put together a programme of professional support and training and facilitate opportunities to complete placement tasks.

#### Subject mentors

Your mentor is your first ‘port of call’. They are someone who has gained accreditation through the SCITT. They will design your timetable and support you in your teaching. They will help you plan your lessons and facilitate any additional learning you need to do. Although they will not observe all of your lessons, they will perform the bulk of observations and will lead your weekly mentor meetings.

##### Specific responsibilities include:

* To arrange the trainees’ teaching timetable in accordance with the programme.
* To monitor trainee attendance during the placement.
* To advise the trainee on all aspects of lesson planning; observe and give written and oral feedback on the trainees’ teaching; set appropriate development targets which relate to their personal development towards meeting the teaching standards.
* To ensure the trainees have access to all data that is relevant to the classes in their timetable.
* To support the trainees in developing their subject knowledge.
* To know the teaching standards and apply them to the trainees’ every day practice.
* To provide the trainee with departmental policies, demonstrate how they relate to whole school policies and monitor their implementation.
* To train the trainee on how to use assessment data to inform planning for teaching and learning.
* To train the trainee in the use of ICT as a tool to enhance teaching and learning in their subject area.
* To observe the trainee at least once per week and review observations with the professional tutor as directed.
* To identify subject knowledge priorities for the trainee and alert the trainee to any CPD opportunities that will meet gaps, providing and directing the trainee to appropriate resources that will support the trainees’ pedagogical understanding.
* Where possible, to participate in the programme of observations to support trainee placements in other partner schools.
* To act as a mentor to individual trainees as they work towards the achievement of the Teachers’ Standards.
* To complete all paperwork required by the SCITT programme.
* monitor the QTS evidence file and trainee assessment record against the Teachers’ Standards 2012 and give appropriate feedback.
* To conduct a weekly timetabled review of the trainees’ progress and complete paperwork as required.
* To assist in the identification of the trainees’ personal development targets
* To ensure that trainees are observed teaching and given feedback on a weekly basis.
* To observe with the professional mentor or SCITT team at least once in each placement.
* To alert the professional mentor to their own professional development needs.
* To work closely with the professional mentor, programme manager and SCITT tutor to ensure consistency in the advice given to the trainee.
* To liaise with the professional mentor.
* To be involved, where possible, in the selection of trainees.
* To attend training provided by the SCITT, where required.

**Relationships**: The mentor should seek to establish a friendly, supportive and professional relationship with the trainee. Trainees will need to know about classroom organisation, procedures and routines including:

* systems of grouping within the class and school
* SEND including any intervention and personalised learning plans and pupils eligible for pupil premium
* approaches to behaviour management and discipline
* the roles of other adults in the classroom
* any setting arrangements
* use of ICT facilities
* homework
* safeguarding
* safety (first aid, evacuation)
* e-safety
* Child protection procedures

#### The role of the SCITT tutor

The SCITT tutor will oversee the training and placements for all trainees.

* liaise with the SCITT tutor regarding the specific placements of trainees for each professional placement.
* give prior notice of visits to school, usually arranging the subsequent visit before leaving the school after each visit.
* provide the trainee and the school with a copy of a written report (using observation pro forma) following an observation of the trainee's lesson and discussion with the SCITT tutor and trainee.
* act as a validator of the training process going on in school and ensure that the trainee is informed as to his/her progress against the Teachers’ Standards 2012 and his/her targets for development.
* inform the trainee of any serious shortcomings that might threaten the trainee's successful completion of the school experience.
* discuss with the mentor and the trainee the content of the summary report which will reflect the trainee’s overall performance on the professional placement. (The report will be written by the mentor with support from the school co-ordinator).
* provide group and individual tutorials as indicated in the Professional Studies timetable in the main course handbook.
* monitor the QTS evidence file and trainee assessment record against the Teachers’ Standards 2012 and give appropriate feedback.
* seek the school’s evaluation of the preparedness of the trainee for the professional placement and the quality of support provided by the university.

##### During placement, the SCITT tutor will:

* visit each trainee an agreed number of times during placements to observe lessons, or organise a visit from a quality assurance tutor.
* give oral and written feedback following each lesson observation.
* set appropriate targets for development and for successful achievement of QTS.
* read and review the trainee’s QTS file and assessment record at regular intervals
* on one of the agreed visits, conduct a joint observation with the subject mentor. Where possible the ensuing discussion will normally be a three‑way 'triangular' discussion to feedback and agree targets for development.

#### The role of the trainee

##### Wider-school aspects of school-based placements.

#####  Trainees are expected to:

* be punctual, arriving at school no later than 8.30 am and not leaving before 4.00pm except in rare circumstances as negotiated with the mentor.
* set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English.
* carry out, in a professional manner, reasonable tasks as required by the head teacher, professional and subject mentor.
* understand their pastoral responsibilities including the safeguarding, health and safety of all pupils. Manage any bullying or discrimination issues calmly.
* involve themselves in the general and corporate life of the school attending staff meetings and school events when invited. Trainee teachers cannot legally take full responsibility for playground supervision but will be expected to join a member of staff carrying out this duty two or three times during each professional placement. The trainee’s involvement in extra‑curricular activities is voluntary but such activity can be valuable and contribute to the standards of professional values and practice.
* establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils.
* maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers.
* make themselves aware of school policies and procedures and, with the guidance of the school co-ordinator and mentor, apply them appropriately.
* return any resources or materials belonging to the school at the end of their placement.
* be aware of the wider context of education and that learning takes place both in and out of school.
* submit any grading, attendance or observation data to the SCITT tutor.

##### Specific professional aspects of classroom placement.

#####  Trainees are expected to:

* plan and prepare allocated lessons in advance, and in close liaison with the mentor.
* assess work promptly in accordance with school policy.
* record an assessment of pupil progress resulting from the lesson as soon as possible afterwards.
* evaluate (in writing and for each lesson taught) the effectiveness of teaching and learning strategies as soon as possible after the lesson.
* establish and maintain school experience, assessment and resource files. Have them available in school at all times.
* listen to constructive advice and act upon it to the best of their ability.
* take responsibility for their own professional development.
* seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly.
* build the subject knowledge required to teach effectively within the National Curriculum 2014. Endeavour to keep up-to-date with research and developments in the subject that they teach.
* demonstrate and collect evidence of achievement of the Teachers’ Standards necessary to achieve QTS.

## Calendar 2018-2019



## Week by week checklist

The programme is a support and development approach to teaching where trainee increase their time in the classroom over the course of three terms. As part of this trainee have certain expectations to meet on a weekly basis. These expectations are set out in the guide below to support subject mentors in their work.

| Week | Expectations |
| --- | --- |
| **Main Placement School** |
| 1 | [ ]  Tour of the school including key areas: staff facilities, reprographics, contacts[ ]  Induction into school network/ICT systems[ ]  Health & safety induction[ ]  Safeguarding induction[ ]  Lesson observations of a range of classes[ ]  Opportunities to shadow pupils across the school day[ ]  Access to the school calendar for term |
| 2 | [ ]  **Mentor meeting**: review current areas for development in **subject knowledge** [ ]  Observe at least 8 lessons and reflect on the teachers’ standards[ ]  Complete school induction questionnaire (online)[ ]  Observe a lesson and then retrospective plan the lesson using the SCITT planning form[ ]  Teach a starter or lesson section[ ]  Work with a small group (eg most able) to support a teacher[ ]  Plan to teach 2 lessons next week[ ]  Review safeguarding induction |
| 3 | [ ]  **Mentor meeting**: discuss behaviour management strategies[ ]  Teach at least 1- 2 hours this week [ ]  Act as a teaching assistant from this week onwards with one class[ ]  **Formal observation** of teaching[ ]  Plan to teach 4 lessons next week |
| 4 | [ ]  **Mentor meeting**: review progress against the grading matrix[ ]  Ensure marking/assessment competed as required[ ]  Discuss and complete **pupil progress** target[ ]  **Formal observation** of teaching[ ]  Teach 2 to 4 hours this week[ ]  **Subject knowledge**: Update subject knowledge audit |
| 5 | [ ]  **Mentor meeting**: discuss differentiation and pupil groups (eg SEND, HAPs, LAPs, Pupil premium)[ ]  Teach 4 to 6 hours this week[ ]  Review actions for **pupil progress** target[ ]  Self-reflection of QTS evidence file[ ]  **Formal observation** of teaching |
| 6 | [ ]  **Mentor meeting**: review progress against the grading matrix[ ]  Teach 6 hours this week[ ]  **Formal observation** of teaching[ ]  Identify at least one extra-curricular activity[ ]  Complete SCITT interim questionnaire (online)[ ]  Mentor **review** of QTS evidence file |
| 7 | [ ]  **Mentor meeting**: discuss targets for remainder of placement[ ]  Mid-term review A1[ ]  Teach 6 hours this week[ ]  Review actions for **pupil progress** target[ ]  **Formal observation** of teaching |
| 8 | **Half Term** |
| 9 | [ ]  **Mentor meeting**: review progress against the Grading matrix[ ]  Teach 6 hours this week[ ]  Self-review of QTS evidence file[ ]  Review actions for **pupil progress** target[ ]  **Formal observation** of teaching |
| 10 | [ ]  **Mentor meeting**: review current areas for development in **subject knowledge**[ ]  Teach 6 hours this week[ ]  Lead a form time or assembly activity[ ]  **Formal observation** of teaching |
| 11 | [ ]  **Mentor meeting**: review understanding of assessment[ ]  Teach 6 hours this week[ ]  Update **subject knowledge** audit[ ]  **Formal review** of **pupil progress** target[ ]  **Formal observation** of teaching |
| 12 | [ ]  **Mentor meeting**: Review of grading matrix in preparation for Summative Report A2[ ]  Complete **reflection** for summative report[ ]  Teach 8 hours this week[ ]  **Formal review** of **pupil progress** target (if not done)[ ]  **Formal observation** of teaching |
| 13 | [ ]  **Mentor meeting**: Discuss targets for next placement[ ]  Teach 8 hours this week[ ]  **Formal observation** of teaching[ ]  Mentor to complete summative report A2[ ]  Complete end of placement questionnaire (online)[ ]  Mentor to complete SCITT evaluation (online)[ ]  Ensure all textbooks and other resources are returned to placement school |
| 14 | **KS2 Placement** |
| 15 | **KS5 Placement** |
| **Main Employment School** |
| 16 | [ ]  **Mentor meeting**: discuss planning across a series of lessons[ ]  Teach at least 6 hours this week [ ]  **Formal observation** of teaching[ ]  Plan to teach 6 hour-long lessons after break[ ]  Self-reflection of QTS evidence file |
| 17 | **Christmas** |
| 18 | **Christmas** |
| 19 | [ ]  **Mentor meeting**: review current areas for development in **subject knowledge** [ ]  Mentor **review** of QTS evidence file[ ]  Teach at least 6 hours this week [ ]  **Formal observation** of teaching[ ]  Plan to teach 6-8 lessons next week[ ]  Identify at least one extra-curricular activity |
| 20 | [ ]  **Mentor meeting**: Discuss subject knowledge audit with mentor – identify gaps[ ]  Teach at least 4 hours this week [ ]  Act as a teaching assistant from this week onwards with one class[ ]  **Formal observation** of teaching[ ]  Plan to teach 6-8 lessons next week[ ]  Discuss and complete **pupil progress** target |
| 21 | [ ]  **Mentor meeting**: discuss planning across a series of lessons[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching |
| 22 | [ ]  **Mentor meeting**: review current areas for development in **subject knowledge** [ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  Identify at least one extra-curricular activity |
| 23 | [ ]  **Mentor meeting**: review progress against the grading matrix[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  Plan to teach 9 lessons next week[ ]  Review actions for **pupil progress** target |
| 24 | [ ]  **Mentor meeting**: discuss targets for remainder of placement[ ]  Mid-term review B1[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  Update subject knowledge audit |
| 25 | **Half Term** |
| 26 | [ ]  **Mentor meeting**: discuss actions following mid-term review[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  Lead a form time or assembly activity[ ]  Review actions for **pupil progress** target[ ]  Self-reflection of QTS evidence file |
| 27 | [ ]  **Mentor meeting**: review progress against the grading matrix[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  If not done so, lead on an item in a departmental activity or meeting[ ]  Mentor **review** of QTS evidence file |
| 28 | [ ]  **Mentor meeting**: focus on differentiation and assessment[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  **Formal review** of **pupil progress** target |
| 29 | [ ]  **Mentor meeting**: discuss areas for development in subject knowledge[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  **Formal review** of **pupil progress** target (if not done)[ ]  Complete SCITT Spring **support survey** (online)  |
| 30 | [ ]  **Mentor meeting**: Review of grading matrix in preparation for Summative Report B2[ ]  Complete **reflection** for summative report[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  Complete spring development survey (online) |
| 31 | [ ]  **Mentor meeting**: Discuss targets for contrast placement[ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  Mentor to complete summative report B2[ ]  Update subject knowledge audit[ ]  Complete end of placement questionnaire (online)[ ]  Mentor to complete SCITT evaluation (online) |
| 32 | **Easter** |
| 33 | **Easter** |
| **Contrast School** |
| 34 | [ ]  Tour of the school including key areas: staff facilities, reprographics, contacts[ ]  Induction into school network/ICT systems[ ]  Health & safety induction[ ]  Safeguarding induction[ ]  Lesson observations of a range of classes[ ]  Teach at least 3 hours this week |
| 35 | [ ]  Teach at least 5 hours this week [ ]  **Formal observation** of teaching[ ]  Plan to teach 8 hour-long lessons next week[ ]  Self-reflection of QTS evidence file |
| 36 | [ ]  Teach at least 8 hours this week [ ]  **Formal observation** of teaching[ ]  Self-reflection of QTS evidence file[ ]  Plan to teach at least 10 hours next week |
| 37 | [ ]  Teach at least 9 hours this week [ ]  **Formal observation** of teaching[ ]  Complete SCITT contrast school questionnaire (online) |
| **Main Placement School** |
| 38 | [ ]  **Mentor meeting**: discuss targets for remainder of placement[ ]  Teach at least 12 hours this week [ ]  **Formal observation** of teaching[ ]  Update **subject knowledge** audit[ ]  Self-reflection of QTS evidence file |
| 39 | **Half Term** |
| 40 | [ ]  **Mentor meeting**: discuss actions following mid-term review[ ]  Teach at least 12 hours this week [ ]  **Formal observation** of teaching[ ]  Lead a form time or assembly activity[ ]  Review actions for **pupil progress** target |
| 41 | [ ]  **Mentor meeting**: Discuss targets for NQT year[ ]  Teach at least 12 hours this week [ ]  **Formal observation** of teaching[ ]  If not done so, lead on an item in a departmental activity or meeting[ ]  **Formal review** of **pupil progress** target[ ]  Complete **Career Entry Profile**[ ]  **HAND IN ASSESSMENT GUIDEBOOK FOR FINAL REVIEW** |
| 42 | [ ]  **Mentor meeting**: final review against the grading matrix[ ]  Mentor to complete summative report C2[ ]  Teach at least 12 hours this week [ ]  **Formal observation** of teaching |
| 43 | [ ]  **Mentor meeting**: final review to prepare for rest of term[ ]  Teach at least 12 hours this week |

1. The role of the mentor in assessment

## The Teachers’ Standards (2012)

* The Teachers’ Standards 2012 are the DfE designated standards for trainee teachers, newly qualified teachers (NQT) and main scale teachers in state schools.
* Evidence of meeting each one of these standards is necessary in order for a trainee to be awarded qualified teacher status (QTS) at the end of the course.
	+ As the same standards apply to teachers at various stages of their professional development, it is important to interpret them through a perspective that is appropriate to the stage of development
	+ **It would not be reasonable to expect a trainee to meet Teachers’ Standards 2012 in an identical manner to that of a teacher with a few years of autonomous experience with his/her own class.**
* Trainees should review their QTS evidence file and record their reflections against the teachers’ standards in the trainee assessment record.

Evaluation of qualified teacher status is done through the analysis of these reflections alongside summative reports and quality assurance visits.

### Workload

The SCITT recognises the demands on workload that can result from the gathering of evidence for QTS. With this in mind we expect trainees to store key documentation into an evidence file as and when it happens, rather than collecting evidence from a wide range of sources. Trainee should not need to collect any additional evidence other than that which is generated due to their planning, teaching, evaluation and assessing.

### The Evidence Cycle

## The QTS evidence file

The QTS evidence file should be seen as the file that collates school experience and evidence and will be used as the basis for selection of final QTS evidence. The file needs to be organised in **chronological** order and filed by placement week number.

### Contents of the QTS evidence file

The file should contain

##### Section 1 Subject knowledge

* A copy of the most up-to-date subject knowledge audit
* Evidence of any subject knowledge development conducted across the placement, including any in-school training

##### Section 2 Lesson documentation

* All lesson plans stored chronologically with completed reflections
* All formal lesson observations stored chronologically

##### Section 3 Reporting documentation

* The most up-to-date mid-term review grading matrix
* The most recent summative report

##### Section 4 Pupil progress documentation

* Copies of pupil work (photocopies/photographs etc)
* Copies of evidence of marking and assessment, including pupil targets
* Copies of mark book

## How mentors assess trainee progress

The mentor’s assessment role is to observe a trainee’s emerging practice and set targets to support further development. This is done through the following system.

### Weekly

#### Lesson observations

Lesson observations allow for immediate evidence in the trainee’s development against the teachers’ standards. Lesson observations should not be considered as standalone activities but seen within the wider context of learning over time. However, to support the development of trainee knowledge and understanding for teaching mentor and trainee should agree a short-term focus of the lesson and record it on the observation form. During any observation mentors should make use of pupil data and pupil work, as well as trainee assessment. During lesson observations mentors should make brief notes of evidence in the given sections. Clear evidence of meeting standards can be highlighted using the checkboxes on the form. A comment should relate to this.

Please note that the progress section requires a compulsory evaluation of learning/outcomes. Written observation comments should consider impact, eg “*behaviour management was excellent throughout which resulted in all pupil being able to access the set work and ask for help if needed*.”

#### Feedback

Feedback to trainees should be given using the lesson observation form as a prompt and mentors should frame the lesson and teaching over time around progress. Other aspects of the lesson that need development or praise (eg behaviour management) should be considered alongside the impact on pupil learning/progress. A suggested framework is given below for a sequence of lessons.

1. Have all groups made expected (or better) progress in these lessons?
2. What made the difference: differentiation & assessment, behaviour for learning & classroom management, subject knowledge & planning?
3. What is the evidence for this (from mentor? from trainee?)
4. From this discussion – what are the key strengths in relation to the teachers’ standards
5. How has the trainee demonstrated progress against previous targets – met success criteria?
6. What are the key areas for development for the week in relation to the teachers’ standards?
7. How would the mentor describe the typical performance of the trainee at this point (outstanding, good, RI) based on typical pupil progress

In addition, mentors should discuss and make notes of trainee’s progress against the short-term agreed lesson target.

Targets that follow the lesson observations must be set around the descriptors of the teachers’ standards and success criteria agreed that will demonstrate meeting those targets. Mentors should observe a range of year groups.

##### Sample target

|  |  |  |
| --- | --- | --- |
| Target | Std. | Success criteria & actions |
| Account for factors which inhibit learning | 5a | Circulate by supporting the lower attainers first |

### Mentor meetings

The mentor meeting is an opportunity to review progress across the week. Fortnightly discussions should be based around the **grading matrix** and trainees should provide evidence of pupil progress and learning over time through lesson observations and pupil work as well as evidence of meeting the standards.

The mentor meeting should enable trainees to discuss their wellbeing as well as highlight those areas that have been covered in meetings and observations during the week. During mentor meeting trainees and mentors should agree on trainee strengths and short and long-term targets in relation to the teachers’ standards and summarise actions. This should be completed through discussion around the grading matrix.

#### Examples:

##### Targets

|  |  |  |  |
| --- | --- | --- | --- |
| Target with timeline | Standard | Action and success criteria | Progress |
| Encourage pupils to take a conscientious approach to their work – next two weeks | 2e | Consistently rewards effort by adopting all aspects of school reward system | MetPartially metNot met |
| Understand how to overcome a range of factors that inhibit pupils’ ability to learn – by end of next week | 5b | Consistently apply teaching skills in differentiating between pupils by using prior knowledge to target questions | MetPartially metNot met |

##### Strengths

|  |  |  |
| --- | --- | --- |
| Strength | Standard | Summary of evidence |
| Makes effective use of lesson time | 4a | Lesson observations regularly refer to this  |
| High expectation of behaviours | 7b | Lesson regularly demonstrate high expectations of behaviour and consistent rewards & sanctions |

## Half-termly

### Mid-term review

The mid-term review meeting should replace a weekly mentor meeting. At this meeting mentor and trainee should discuss evidence of pupil progress across the half-term and assess trainee progress against each standard using the grading matrix. Long term targets should be set and reviewed at these meetings. This meeting should also include a brief review of part two of the standards.

The strengths and targets set in this mid-term review must reflect the content of the grading matrix and mentors and trainees should review the grading matrix prior to setting long term targets

## Termly

### Mentor file checks

Near the end of each term mentors should review a trainee’s files to ensure they are fit for purpose and follow the SCITT filing system and that the trainee is collating evidence of meeting all of the teachers’ standards.

### Summative reports

At the end of each placement a summative report is written by mentors and moderated by the SCITT tutor. To complete the summative report the trainee should first review and reflect on their own progress against each standard and complete the section in the report. This should then be passed to the mentor who may wish to request additional evidence for the trainee’s reflections. The trainee’s progress is described by the mentor against the teachers’ standard and using the descriptors. This report must reflect training and development over time with a focus on pupil progress. Strengths and longer term targets are again set and this document is then passed to the next placement school. At the end of the programme this document forms the basis of the trainee’s career entry profile.

At the end of the first placement mentors are not expected to give numerical grades against the standards.

At the end of subsequent placements mentors are expected to give summative (best fit) grades against each standard based on the grading matrix.

There should also be a brief review of part two of the standards.

**Please note: the mentor is expected to send the report on to the SCITT manager. It should not be sent by the trainee**.

### Summative reports – sample comments (example: standard 4)

##### A comment for a standard graded as outstanding

*“X is now able to plan lessons confidently and independently. Gaining more experience throughout the year has enabled her to plan lessons which have built on pupil’s prior knowledge. She has grasped a clear understanding of where lessons fit into the syllabus and where she will move the pupils next in their learning journey. She demonstrates enthusiasm in the subject and this is always evident in her delivery. She has planned lessons to include a variety of activities that have made learning interesting and have allowed pupils to explore their curiosity in the subject. Throughout this placement she has taken more risks by producing innovative activities that have allowed pupils to have some freedom over the tasks they complete and by trying out a range of differentiation strategies to maintain challenge. She has thoroughly evaluated the impact of these on learning outcomes and has been able to modify her approaches for future lessons.”*

This strong comment explains the clear progress the trainee has made and the level of independence that has been achieved. In this comment the position of the trainee’s lesson within a series of lessons is evident and the comment carefully uses themes from the grading matrix to support the overall judgement. It discusses risk, innovation and evaluation.

##### A comment for a standard graded as good

*“X has worked hard to ensure that he is effectively planning lessons. He is now using the lesson time well to ensure that progress is made. He is good at self-evaluating his lessons so that he will amend the same lesson for a different class. X has acted on feedback well and as a result his lessons are now engaging and meet the required learning objective. X now needs to make the most out of homework opportunities. He needs to ensure that he is setting tightly focused homework more regularly.”*

This comment demonstrates that the trainee is now performing as an effective level, which should be considered as beyond the minimum and described as good. The mentor uses the word ‘good’ within the comment and progress is clear. The target set links to outstanding practice

##### A comment for a standard graded as requires improvement

*“In the past two weeks X has made significant progress in her understanding of medium-term planning and the need to plan backwards keeping in mind assessment points. This has allowed her to move further away from standalone lessons and into lessons that link together but this needs to be tightened to make more effective use of lesson time. Further practice is needed for consistency in this standard: X should keep transitions sharp and lessons pacey in order to engage all students*.”

This comment still discusses the recent progress that has been made by the trainee but this trainee does require improvement to be more consistency and more effective and this is clear from the comment.

### Moderation interview

In the final weeks of the course all trainees will undergo a moderating interview with a SCITT partner. The aim of this interview will be for trainees to demonstrate their understanding of the standards and for staff to moderate the judgements of mentors. Trainees will be given the opportunity to highlight the progress their pupils have made over the course of their training placements.

### External moderation

In addition to the above, a sample of trainees are chosen for an external moderation activity. External moderators are individuals from other teacher training organisations who monitor the assessment judgements of the SCITT. This is usually done through the observation of teaching and scrutiny of trainee documentation.

## A simplification of trainee grading across the year

### Outstanding

Outstanding trainees’ teaching results in good or better pupil progress **over time**. They should be able to demonstrate that their teaching is having a good or better impact on the learning of their pupils.

Mentors use language such as *excellent, consistently, creatively, systematically, thoroughly, detailed, well-established, well-targeted, high level, precise, reflective, sustains*…

### Good

Good trainees’ teaching results in pupils making expected progress over time.

Mentors use language such as *good, effectively, adapts, regularly, well-informed, carefully, establishes, targeted, good level, understands, uses a range of…*

### Requires improvement

Trainees whose teaching requires improvement usually results in pupil progress not always being as expected, especially across key groups.

Mentors use language such as *can manage to, can maintain, makes use of, demonstrates knowledge of, is able to, broadly, has an understanding of, appropriate…*

### Inadequate

Trainees whose performance against the teachers’ standards is deemed inadequate are failing to meet the minimum level of practice. Pupils will be making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.

# Final grade descriptors

Outstanding (1)

***All*** *primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct.* ***Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.***

For a trainee’s final grading to be 1:

* pupil progress and learning over time must be good or better than expected;
* a minimum of five Standards graded 1 overall (utilising assessment against the grading matrix);
* all other Standards graded 2 (utilising assessment against the grading matrix);
* **no** grade 3 or 4 for any Standard.

Good (2)

***All*** *primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct.* ***Much of the quality of trainees’ teaching over time is good; some is outstanding.***

For a trainee’s final grading to be 2:\*

* pupil progress and learning over time must be at least as expected;
* at least **five** Standards graded 2 overall;
* any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the grading matrix);
* no grade 4 for any Standard.

\* Careful consideration must be given where half of the trainee’s teaching is grade 1 and half are grade 2; he/she is likely to be grade 2 overall.

Requires improvement (3)

***All*** *primary and secondary trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training.* ***The quality of trainees’ teaching over time requires improvement as it is not yet good.***

For a trainee’s final grading to be 3:

* pupil progress and learning over time is not always as expected;
* most Standards graded 3 overall;
* **no** grade 4 for any Standard.

**A trainee can be judged to have *exceeded the minimum* if he/she has evidenced features of good practice in some aspects of the Teachers’ Standards with no grade 4s.**

Inadequate (4)

*Trainees fail to meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training.* ***The quality of trainees’ teaching over time is weak such that it contributes to pupils/learners or groups of pupils/learners making inadequate progress.***

**Additional moderation and rigorous documentation are essential.**

**Reminder: the trainee must not be awarded QTS or progress to the NQT year.**

The final judgement should be agreed following discussion with relevant partnership personnel. There should be close scrutiny of any grade 3 and grade 1 aspects for all trainees, but especially trainees graded as good.

.

# Grading against the teachers’ standards

Trainee progress is referenced against the North West Grading Matrix.

It is essential that all involved in the assessment process, including trainees, fully understand and can explain how the relevant partnership assessment guidance and criteria are applied to ensure accuracy and consistency. It is also critical that those assessing trainees use their professional judgement when making and agreeing decisions focusing on the quality of the trainees’ teaching overall.

All borderline cases must be reviewed, taking into account all relevant evidence and with additional moderation as required.

## Expected outcomes

All trainees will be formally assessed against the teachers’ standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.

The NW grading matrix will be used to support the grading of all trainees throughout the course.

### Summative report 1

* it is *anticipated* that all trainees will *meet the minimum level of practice expected*;
* for any trainees struggling to *meet the minimum level* at this stage,consideration should be given as to whether the provider’s cause for concern procedure should be instigated or whether there is mentor/tutor agreement that intensive support and targeted advice are likely to secure rapid progress towards good;
* a significant number of trainees will ‘Require improvement’ through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching is *not yet good* and the impact on pupil progress over time is not always as expected. This is likely as they are still at an early stage of their training. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
* for some trainees, much of their *teaching over time* *is good; some is outstanding*;the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
* for a small number of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

### Summative report 2

* it is *expected* that all trainees will *meet the minimum level of practice expected*;
* if any trainees are still struggling to *meet the minimum level*,they should be placed on cause for concern if this has not already been actioned;
* a small number of trainees may ‘Require improvement’ through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching *is not yet good* and the impact on pupil progress over time is not always as expected. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
* for the majority of trainees, much of their *teaching over time* *is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
* for the remainder of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

### Summative report 3 (end of programme)

* all trainees will *meet the minimum level of practice expected* in order to be recommended for Qualified Teacher Status (QTS);
* none of the trainees should ‘Require improvement’. In the **exception**, intensive and targeted advice and support will be provided to move any grade 3 trainee’s teaching to good during the final weeks of the course to support high quality teaching;
* for some trainees, much of their *teaching over time* *is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will have agreed targets to take into their NQT year which will be forwarded to the employing school;
* for the majority of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will have agreed targets and associated advice to ensure that they maintain this consistency and continue to develop the quality of their teaching. Strengths and targets for the NQT year will be forwarded to the employing school or setting. The provider will offer ongoing support as appropriate to the context in which the partnership operates.

# Assessment procedures: overview

### How trainees are assessed

|  |
| --- |
| Weekly |
| * Weekly observation(s) and regular reviews of pupils' learning, with evidence from the trainee, are used to review and assess trainee progress and the quality of his/her teaching over time as shown by the impact on pupil progress and learning. The full range of evidence will be considered, including observing pupils, pupils' work books and the trainee's marking, the trainee's files, the context and content of the lesson observed and where it fits in a sequence of lessons. The trainee must provide evidence of his/her progress and of pupil progress and learning over time. The impact of training on the trainee's teaching will be identified.
 |
| * Grade descriptors for the Teachers' Standards and the sub-headings are used to support the identification of strengths and areas for development as appropriate to that week. These are used by the trainee and mentor to set and review short term targets for development on a weekly basis. Longer term targets are reviewed and related actions agreed.
* Feedback should take place as soon after an observation as possible. Target and strengths are recorded and review in the trainee handbook.
* Any cause for concern issues are raised with the subject leader or SCITT manager.
 |

|  |
| --- |
| Half-termly – mid-term review |
| * Half-termly/mid-point in the placement, or equivalent, replacing the weekly meeting. Joint observation of and meeting with the trainee by the mentor and SCITT tutor.
* Interim grades against each Standard are agreed and longer term targets are reviewed and agreed. The trainee and mentor assess and completes a mid-point review based on trainee evidence of his/her progress against the Teachers' Standards and of pupil progress and learning over time.
* Review of Part Two of the Standards
 |

|  |
| --- |
| Termly – summative reports |
| * At the end of each placement, a report is written by the mentor, in agreement with the SCITT tutor and trainee. The trainee's progress using the grade descriptors for the Teachers' Standards is agreed, as is the trainee's achievement against each of the Standards and overall, and including assignments. Key aspects of the trainee's achievement are identified: the impact of this on pupil progress and learning over time; the impact of training on this. Longer term targets are agreed.
* Review of Part Two of the Standards.
 |

1. School Induction Checklist

|  |  |
| --- | --- |
| ☐ | Make contact with trainees prior to placement to coordinate expectations: time to attend, dress code, identification etc |
| ☐ | Introduction to the school: context, roll, context, ethos, expectations, structure |
| ☐ | Tour of the school including key areas: staff facilities, reprographics, contacts |
| ☐ | Introduce to subject mentors |
| ☐ | Induct into school network/ICT systems |
| ☐ | Organise tutor/form group observations |
| ☐ | Organise opportunities to shadow/track pupils for a day (or more) |
| ☐ | Plan a timetable of teaching and teaching related activities |
| **Ensure trainees are made aware of the following key points** |
| ☐ | Timings of the school day |
| ☐ | School calendar for the duration of the placement |
| ☐ | Safeguarding procedures |
| ☐ | Health and safety procedures |
| ☐ | Homework procedures |
| ☐ | Rewards and sanctions policies |
| ☐ | School behaviour code/systems |
| ☐ | School marking and assessment policies |
| ☐ | Role of form tutors/pastoral teams |
| ☐ | SEN, EAL, PP, equal opportunities policies and systems |
| ☐ | Quality assure trainees’ timetables eg periods, breadth, timetabled meetings |
| ☐ | Organise professional studies meetings |
| ☐ | Introduction to key support staff |

1. School ITE Handbook

The following are suggested contents of an ITE induction handbook. This list is not in any way exhaustive and the SCITT team are glad to receive suggestions and share examples of good practice. We advise Mentors make use of existing school documentation to create their handbook.

* School context
	+ Map of school
	+ Aims of the school
	+ Ethos of the school
	+ History of the school
	+ Roll and makeup of the school
* Initial Teacher Education at the School
	+ Contacts of key personnel
	+ Expectations of trainees
	+ Timings of the day
	+ Calendar of the term
	+ List of professional studies topics
* School Lists
	+ Staff lists
	+ Contact details
	+ School organisational charts
	+ Support staff details
* Behaviour Management
	+ Expectations of pupils
	+ School behaviour flowchart/systems
	+ Expectations of staff (eg de-escalation procedures)
	+ Rewards and sanctions policies
	+ School uniform policies
* Pastoral systems
	+ Tutor groups information including year leaders
	+ Arrangements for PSHE and citizenship
	+ Support for SEN/EAL pupils and G&T pupils
	+ Child protection policies
* In-school training and development
	+ Professional studies training
	+ School INSET training information
	+ Opportunities/key staff for extra-curricular involvement
* Policies
	+ Indications of other key school policies