

**ITT Partnership
Guidance for school-based trainers and University tutors:
Assessment of Teachers' Standards (ATS)**

This document summarises the processes used for the assessment of trainee's progress, achievement and final attainment in relation to the Teachers' Standards (TS) for Qualified Teacher Status (QTS) over the training period. It is applicable for trainees on our BA, PGCE and School Direct programmes for Primary and Secondary phases.

Assessing trainee progress and achievement

Trainee progress is assessed through reviewing the impact of the trainees' teaching on pupil progress and learning over time, which, in turn, informs trainees' ongoing achievement and final attainment. Assessments are informed by evidenced, professional judgements which are accurate and rigorous. The quality of teaching is judged in terms of attainment in relation to the relevant TS and not on individual lessons. From the outset, trainees are assessed against the TS in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. This does therefore mean that at the end of a first practice, for example, in Year 1 of a BA programme, trainees are very likely to be assessed as emerging Grade 3 whereas a PGCE trainee would be expected to reach Grade 3.

Who is responsible for assessment?

School-based mentors are responsible for making judgements about trainee progress throughout school-based training on a weekly basis. To do this they will draw upon feedback received from other teachers who observe and support the trainee. Trainees will also be required to engage with the TS and self-assess their achievement. In order to make more summative judgements of attainment at pre-identified points¹ during the year, the mentor and University tutor will collaborate to discuss and agree a grade for each TS. The final assessment decisions for each TS are the responsibility of the mentor and University tutor together. After moderation at University an overall final grade will be agreed by University ITT tutors.

Grading

The rationale for grading reflects the OFSTED criteria for judging the quality of outcomes for trainees as set out in the Initial Teacher Education Inspection Handbook (2015). The level descriptors used for grading trainees have been adopted as a practical guide to making assessment decisions and in order to establish accuracy and consistency of judgements across the partnership when discussing the quality of trainee outcomes. Grades are agreed between the mentor, University tutor and trainee for each TS. The level descriptors provide a shared language for discussing the progress and professional development of trainees. They facilitate the identification of short and longer term developmental target setting linked to the identification of trainees' individual training needs.

¹ The pre-identified points will vary according to the different programme models. However all programmes have interim and summative review points.

Expected outcomes and progress through training

Programme Outcomes

By the end of a training programme it is expected that all trainees will exceed the minimum level of practice required to achieve QTS, achieving at least Grade 2 and the majority will be Grade 1.

Progress through training programme:

At each pre-identified review point grades are agreed in relation to the TS. At a **first review point** which is likely to have occurred **mid-placement** or for School Direct trainees after the **first half-term of teaching**, it is expected that a significant number of trainees will have emerging grade 3 grades across some of the TS.

The profile of the trainee is expected to develop across the training programme as follows:

By the end of a first placement (or first term for School Direct) it is **anticipated** that trainees will be reaching or exceeding the minimum level of practice (Grade 3) expected in the majority of TS. A trainee assessed as Grade 3 in one or more of the TS will receive targeted advice and support to move their teaching to the level described by Grades 1 and 2. This is a likely outcome since trainees are at an early stage of their training. For some trainees, much of their teaching over time will be at Grade 2 or better and the pupils they teach make at least expected progress over time; however they will still need targeted advice and support to ensure greater consistency. For trainees on a three-year BA programme, at the end of the first placement they must be at least an **emerging** Grade 3 to pass. Reaching or exceeding the minimum level is an outcome more typical from the second placement in Year 2 of the programme. Where trainees are struggling to meet the minimum level of practice expected, the Cause for Concern process should be initiated.

During a second placement (or Term 2 for School Direct) it is **expected** that trainees will be meeting the minimum level required and demonstrating that they are exceeding the minimum level of practice in some TS. The expectation is therefore one of a trajectory towards becoming **at least** Grade 2. Where trainees are struggling to meet the minimum level of practice expected or demonstrate that they can be at least Grade 2 by the end of the programme, the Cause for Concern process would be initiated. For the majority of trainees at this point, much of their teaching over time will be at Grade 2, some is at Grade 1; the pupils they teach make expected progress over time. These trainees will need targeted support and advice to ensure greater consistency and to move their teaching to Grade 1. For trainees on a **BA programme**, at the end of Year 2 it is expected that they reach the minimum requirements of the TS at Grade 3, many will be at Grade 2 and some will be showing elements of Grade 1. Practice is further consolidated in a third placement in Year 3 where a significant number become Grade 1 trainees.

By the end of the training programme, all trainees will meet at least the minimum level of practice expected, in order to be recommended for QTS, and the majority will be Grade 1. In the **exception**, intensive and targeted support will be provided to move any Grade 3 trainees' teaching to at least Grade 2, including as appropriate extension of a placement or agreed targets to be taken into the NQT year which would be discussed with the employing school.

² For BA Year 1 school-based training a review of TS grades is completed in collaboration between the mentor and University tutor. At the end of BA Year 2 school-based training a summative report is also completed.

The Process

Formal weekly meeting: lesson observation, progress review, assessment and target setting: The quality of teaching is shown by the impact on pupil progress and learning, evidenced by observing pupils in lessons, pupil work books, trainee marking and trainee files. The trainee should collate weekly evidence including at least one formal weekly lesson observation with written feedback and reviews of pupil learning. Prior to the meeting the trainee will reflect on their weekly progress; at the meeting the mentor and trainee will use the TS level descriptors to support the identification of strengths and areas for development as appropriate to that week. These will be used to set and review short term targets on a weekly basis. A record of the meeting is kept by the trainee and shared with University tutors.

Interim review and moderation points: These will typically take place mid-point and/or towards the end of the placement with the University tutor. As part of his/her QA role the University tutor will have arranged a suitable time to visit and jointly observe the trainee teach and participate in a **mentor-led** post-lesson discussion with the trainee and mentor. For the purposes of mentor development, the University tutor may on occasion lead the feedback session. This is a collaborative process and will be used to agree interim grades against each TS and review Part Two of the Standards. The trainee will also have self-assessed their progress and provided supporting evidence in their files. Mentors will provide a progress report in agreement with University tutors and trainees.²

Final Review and moderation: Towards the end of the training programme there will be a further meeting between trainee, mentor and University tutor which will include joint lesson observation, scrutiny of trainees' files and discussion with the mentor. Final grading decisions will be agreed for each TS. The mentor will then be responsible for completing the final summative report which will identify final attainment for each TS, the impact on pupil progress and learning over time and a review of Part Two of the Standards. The report will inform completion of the transition profile for NQT induction.

At a moderation meeting University tutors will make a final decision on an overall grade for the trainee informed by the summative reports, evidence from the trainee's files and ATS profiles and the OFSTED criteria for assessing outcomes for trainees in the 'Initial Teacher Education inspection handbook' (March 2015). Borderline cases will be reviewed at a separate moderation panel chaired by the Head of ITT.

For the purposes of external moderation external examiners are involved at the end of the process to sample assessment judgements in relation to QTS through school visits, lesson observation and scrutiny of trainees' files.