

**Four Cs  
Multi-Academy Trust**



## **ASSESSMENT POLICY**

## **Teach East Assessment Policy**

### **1.0 Rationale**

- 1.1 Teach East is committed to ensuring that trainee teachers are assessed fairly against clear and transparent criteria in all aspects of the training. We have a responsibility to provide honest and constructive feedback in our role as training provider. Our aim is to ensure that our written tasks support trainee teachers' progress towards achieving the Teachers' Standards for Qualified Teacher Status and also support our institutional objective of developing reflective practitioners who are highly effective classroom teachers.
- 1.2 In assessing trainees through observation, we recognise that they develop at different rates and, therefore, our feedback must be clear and specific, as well as being supportive and developmental. The assessing of trainees must provide opportunities for formative assessment, providing trainees with information about how they are progressed and the next steps they need to take to improve.
- 1.3 We are committed to reducing unnecessary workload of trainees and seek to reduce the need for duplication of evidence. Our aim is to provide trainees the time to focus on the development of their teaching practice without the burden of administrative tasks. Any assessment that is carried out must be able to clearly demonstrate how it enhances the trainee's ability to support pupil progress in the classroom.

### **2.0 Important considerations**

- 2.1 The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners (Initial Teacher Education Inspection Handbook (ITEIH) Paragraph 125).
- 2.2 When assessing the quality of primary and secondary trainees' teaching over time, reference should be made to the Teachers' Standards in full (ITEIH, Paragraph 126). The bulleted sub-headings should be used to: track progress against the Teachers' Standards;\* determine areas for additional development;\* identify strengths which indicate excellent practice;\* enable the identification of aspects of, for example, outstanding practice for 'Good' (grade 2) trainees and good practice for trainees with 'Requires improvement' (grade 3) in order to show that they are exceeding the minimum in aspects of the Teachers' Standards. (\* ITEIH, Paragraph 129, paraphrased.)
- 2.3 The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. (Teachers' Standards, Paragraph 6)

- 2.4 Trainees' teaching over time should be assessed holistically focusing on: the impact they have on the progress and learning over time of the pupils for which they are responsible; the context and content of their teaching, over sequences of lessons; the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers' Standards and not on individual lessons. When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own and their pupils' progress and learning over time.
- 2.5 Assessment must be informed by evidence, professional judgements which are accurate and rigorous. Judgements need to be based on the quality of the trainees' teaching overall and reflect their impact on pupil progress and learning over time.
- 2.6 It is essential that all grades, comments (regarding trainee and pupil progress and learning) and targets are aligned with the grade descriptors for the grade being awarded.
- 2.7 All trainees must be prepared in accordance with C2.2 of the 'ITT criteria supporting advice', June 2015: "Training must enable trainees to acquire the knowledge and skills they need to teach within the phase [and full ability range] for which they are training. Typically, primary training will take place across the 3-7, 5-11, or 7-11 age ranges. For middle, training typically will take place across the 7-14 age range, and for secondary, training typically will take place across the 11-16, 11-18, or 14-19 age ranges, depending on the subject(s) of training. No training programme should cover fewer than four school years. Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This might include enhanced experiences in other age ranges."

### **3.0 Roles and Responsibilities**

#### **3.1 Executive Board**

- Ensuring quality and consistency of assessment
- Ensuring that the policy is working in practice
- Directing the business of the working groups to ensure quality

#### **3.2 Directors**

- The assessment of trainee teachers
- Design of the school based tasks
- Design and delivery of the pedagogy programme
- Production of the guidance for trainee teachers contained within the documentation
- Ensuring effective internal moderation of assessed work

#### **3.3 Subject Leads/ Link Tutors**

- Monitoring and reviewing trainees' evidence bundles
- Design of the subject assignments
- Providing formative feedback to trainee teachers as specified
- Liaising with the Head of Programme over any aspect of the training programme

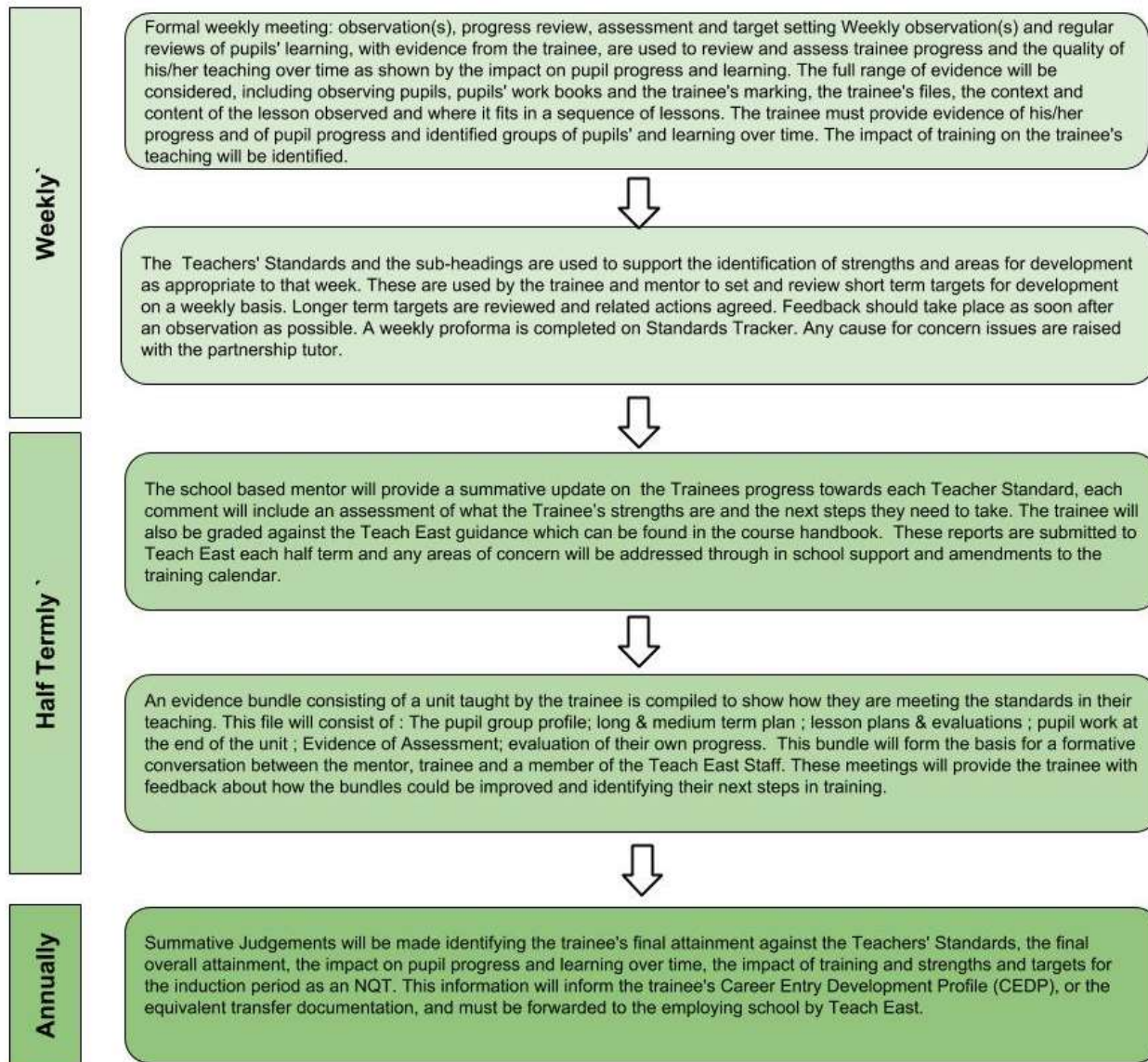
3.4

School Based Mentors

- Observing trainees' practice and providing regular formative feedback
- Supporting trainees in identifying where they are meeting the standards
- Monitoring trainees' Teaching file
- Supporting trainees' reflections in weekly meeting

4.0

The assessment overview



## **5.0 Evidence informed judgements**

Individual lesson observations or evidence of marking does not provide a holistic view of the impact the trainee has had, they act as snapshots in time and do not reflect the complex and varied role of a Teacher. Judgements on trainee progress and achievement take account of a wide range of evidence, the ultimate aim is to gain a clear understanding of the impact trainees have on pupil progress over time. Here are the defining features of each of these pieces of evidence and how they will be used to inform the partnerships assessment.

## **6.0 Lesson Observations**

- Occur daily
- Formally recorded weekly
- Provide continuous feedback to trainee
- Demonstrate how the trainee is developing their practice and implementing targets

## **7.0 Reflective Meetings**

- Occur weekly
- Summarise weekly achievements
- Consider areas for development and set SMART targets
- Provide trainees with time to reflect on their practice
- Allows mentor provide insight into school implications of centre based training

## **8.0 Evidence Bundles**

- Collated each half term
- Summarise progress of trainee over time
- Allow trainees to demonstrate their impact on pupil progress
- Provide link tutor with opportunity to discuss and assess trainees' progress

## **9.0 Evaluation of Bundle**

- Completed with each bundle
- Explain trainee understanding of how the evidence meets the standards
- Provide opportunity to demonstrate how wider reading has impacted their practice

## **10.0 Half Termly Reports**

- Completed each half term
- Summative judgement of trainees' at that point in the year.
- Inform the partnership of trends across the partnership and allows them to adapt the training accordingly

## **11.0 Summative Reports**

- Provide a final judgement on trainees' ability to demonstrate they have met the Teachers Standards

## 12.0 Evidence Bundles and Evaluations

Teach East are clear that the gathering of evidence should not become an administrative task, removed from their day to day practice. Teach East are also keen to reduced unnecessary workload for trainees in line with DFE guidance which states “The collection of evidence should be proportionate and not increase workload for teachers (for example, teachers should not be asked to produce written evidence against each of the teacher standards)” (DFE September 2017).

### 12.1 Evidence Bundles

Each half term trainees will be required to select a bundle of evidence from unit of work which demonstrates how they have met the Teachers Standards. This bundle will consist of pupil data, long term plans, lesson plans, lesson evaluations, pupil work and any assessment which has been carried out. Teach East recognises that trainee experience and confidence develops significantly through the year, that is why the expectation of each half term’s bundle reflects their current stage of development (See Table Below)

Half Term 1	In this half term trainees are not expected to teach and plan whole units, therefore the evidence bundle should be a unit that may be predominantly planned and taught by the mentor or another qualified teacher. Trainees should evidence how they have supported the teacher in this unit and how this unit demonstrates the Teachers Standards.
Half term 2	In this half term the trainees pick one class or one subject and focus on the tracking that the teacher does and how this affects the planning. Trainees need to understand how the information they have gathered about pupils, prior attainment, personalities, SEN will impact their planning.
Half Term 3	This will be the same as half term two although as they are in their contrasting placement trainees will need to explore the differences in assessment systems and the differences in the makeup of the class and how this will impact their planning.
Half term 4 / 5	These final two bundles can be created at any point in the final term, they should be in slightly more in depth and focus on the changes that the trainee made during the teaching unit based on their ongoing assessment.

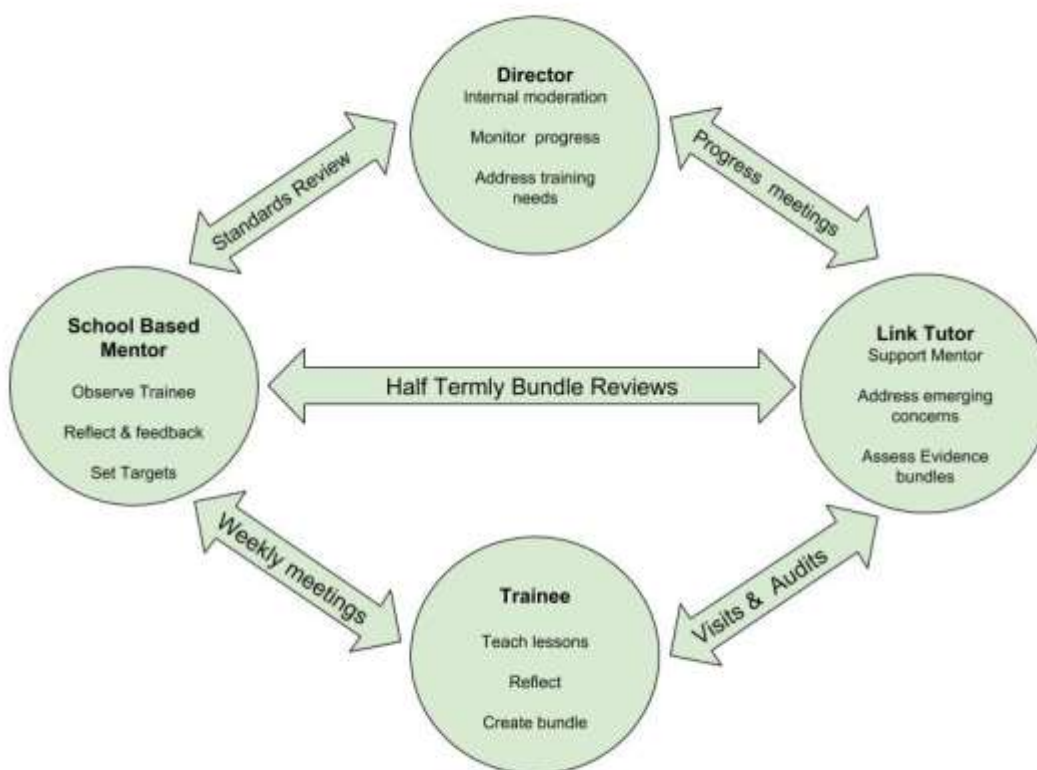
## 13.0 Evaluation and Reflection

Teach East recognises the importance for trainees to be able to explain the rationale behind their practice, this reflective and evaluative skill is key for trainees to master as it will enable them to continue to develop their Teaching beyond their training year. Therefore, evidence bundles will be supported by a short evaluative piece of writing which provides trainees with an opportunity to explain how reflection, evaluation and wider research have informed their teaching. Trainees will be guided in this writing with a selection of questions, designed to prompt evaluative discussion against all of the 8 Teachers Standards. (See following table)

	Question	TS	Trainee prompts
What	What did I want to learn in this unit?	TS1 TS7 TS3	Before you taught the unit what were your expectations of pupils? What did you want the pupils to know or be able to do by the end of your teaching sequence?
	What did I do in preparation to teach it?	TS3 TS4 TS6	Before you taught the sessions what information did you need? How did your knowledge of the pupils inform your planning? Did you have to research subject specific knowledge or concepts prior to teaching? Did you research the most effective ways to teach this?
	What were the barriers to learning in this unit?	TS7 TS5	What difficulties did pupils have? Were any of these difficulties a result of a particular need? Was behaviour management an issue?
How	How did I tailor the learning to support _____?	TS5 TS2	Here you will need to identify one group of learners, this could be More able, reluctant boys, pupils with English as an additional language , or any other identifiable group that demonstrated a particular need. Did you adapt resources? Was there support put in place? How did you help them to meet your expectations?
	How did my plans change/ evolve over the course of the unit?	TS5 TS2 TS6	What amendments did you need to make to your teaching based on your ongoing assessment? Did you need to repeat any lessons? Did you notice a misconception? Did a group surpass your expectations?
	What were the pupil outcomes and how did I support these?	TS2 TS6 TS4	Look back at the answer to the first question. Did you achieve what you wanted to? If not, why was this and how will you address it? If so , what are the learners next steps?
What next	What did I learn from this unit?	TS8	Think about your reflective meetings and lesson evaluations. How has your teaching changed? What have you learnt about teaching and learning?
	What will I do next?	TS8	What are your key takeaways from this unit? What are you going to implement in your teaching next half term to ensure you make progress?

## 14.0 Monitoring and Moderation

In order to assure accuracy and consistency of judgments Teach East will implement a rigorous and thorough review of each trainee's progress at various points throughout the year. The diagram below outlines how the roles of Director, Link Tutor or Subject Lead: School Based Mentor work with the trainee to ensure that all judgements are monitored across the year.





## **15.0 Internal Moderation**

### **15.1 Overall Objective**

Internal moderations will be carried out termly by link tutors, Quality assurers and Teach East Directors. They will observe lessons; scrutinise the evidence bundles; observation files and quality assurance forms provided to ensure consistent judgements are made across the partnership.

### **15.2 Role**

- To moderate the accuracy of assessment procedures employed by Teach East Mentors and Link Tutors
- To review and reflect upon the effectiveness of the assessment procedures employed by Teach East
- To make recommendations and suggest improvements to mentor training to improve the accuracy of judgements

### **15.3 Specific Responsibilities**

- To review a minimum of 20% of trainees' evidence bundles
- To moderate the overall assessment procedures and to report on the consistency and fairness of judgements made

## **16.0 External Moderation**

### **16.1 Overall Objective**

An External Moderator will be appointed by the Directors. He/she will jointly observe a range of trainees with the SCITT leadership and/or SCITT mentors/SLEs, scrutinise files and written tasks and report to the Directors. The overall objective of the External Moderator is to ensure that the trainees who are recommended for the award of Qualified Teacher Status have reached the required standards.

### **16.2 Role**

To moderate the fairness of assessment procedures employed by Teach East

- To review and reflect upon the effectiveness of the assessment procedures employed by Teach East
- To make recommendations and suggest improvements to the assessment procedures

### **16.3 Specific Responsibilities**

To observe a minimum of 20% of trainees' teaching on placement and report on the quality of the teaching against the Teachers' Standards for Qualified Teacher Status.

- To review the teaching and evidence bundles of those trainees observed and report on the quality of the evidence contained therein
- To moderate the overall assessment procedures and to report on the consistency and fairness of judgements made
- To report to the Head of Programme on the effectiveness of the assessment procedures in place
- Where appropriate, make recommendations to the Directors on the assessment procedures
- To complete the standard report form issued by Teach East and submit it to the Directors by the agreed deadline