AWARD OF QTS – HOW OUR TRAINEES ARE ASSESSED

PRIMARY PGCE ASSESSMENT FRAMEWORK

By the end of the programme, all trainees are required to meet the Teachers' Standards in order to complete the programme and be recommended for the award of QTS. During the programme, there are several ways in which progress towards meeting the summative assessment requirements are monitored. Our formative assessment strands (A-E) and vocabulary, moving to summative assessment (Teachers' Standard 1-8):

Core are of CCF	Alignment with section of CCF	Alignment with Teachers' standards
A. Behaviour management	S1 High expectations S7 Managing behaviour	S1 Set high expectations which inspire, motivate and challenge pupils S7 Manage behaviour effectively to ensure a good and safe learning environment
B. Pedagogy	S2 How pupils learn S4 Classroom practice S5 adaptive teaching	S2 Promote good progress and outcomes by pupils S4 Plan and teach well structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils
C. Curriculum	S3 curriculum	S3 Demonstrate good subject and curriculum knowledge
D. Assessment	S6 assessment	S6 Make accurate and productive use of assessment
E. Professional behaviours	S8 professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal conduct

EVIDENCE THAT WILL CONTRIBUTE TOWARDS THE FINAL SUMMATIVE ASSESSMENT

Trainee Portfolio	Evidence includes: ⓘ Trainee completes weekly school experience log of teaching, wider school involvement and expert mentor support, including setting clear targets to support their professional development. ⓘ Trainee and mentor highlight the 'Professional development formative framework' during interim and final review points - 3 reviews per long block (see section below for more detail). ⓘ Trainee engages in regular professional discussions with their university tutor/alliance lead, to understand their progress, strengths and target areas using the Trainee Portfolio as a starting point for coaching, mentoring and teaching.	University tutor/alliance lead monitor and discuss with trainee during online meetings and tutorials
Professional development formative framework grid (Trainee Portfolio)	Trainees and mentors hold regular professional discussion and highlight the learning based in the formative framework including: ⓘ Where the trainee is achieving statements within each of the 5 strands, ⓘ Where gaps in knowledge, experience or understanding are found the expert mentor will facilitate and support these being developed through education and training ⓘ The expert mentor will provide formative feedback about how the trainee can improve their practice and make progress towards the next stage. This will include target setting by mentor and UT The mentor/UT will raise any concerns about the trainee and their progress during their school based education and training and agree	Mentors' and university tutors' assessments and assessment decisions are guided by the Professional Development Formative Framework (see handbook)

	actions/support to prevent them being at risk of not meeting the Teachers' Standards by the end of the programme.	Trainees submit completed Trainee Portfolio at the end of the programme.
Regular mentor feedback and support	Mentors meet with the trainee each week to discuss a specific lesson observation and to summarise, verbally and in writing, general progress since the previous week (**Appendix D**). The mentor will also complete the 2 interim review points and the final review summary, in Block 1 and 2, to summarise trainee progress, strengths and next steps. This will indicate if the trainee is on track to meet the placement expectations. (**see Appendix F and Appendix G**) Feedback from mentors may include: ⓘ file and Trainee Portfolio checks ⓘ regular support and feedback about lesson planning ⓘ trainee engagement with the wider role of a teacher ⓘ provide opportunities to discuss lessons taught by the trainee, to show strengths and target areas ⓘ discuss how previous targets have been addressed and pupil progress generally in trainee lessons. ⓘ review of targets and new targets set as a result of monitoring ⓘ use of the 'Professional development formative framework' to outline trainee progress and next steps ⓘ a log of any cause for concerns and agreed actions identified to address these promptly	Mentor provides regular feedback (oral and/or written) and support
University tutor monitoring (Core trainees – 3 contact points with UT per long placement. SD trainees – 2 contacts with alliance lead (this may be online and/or face-to-face)	A university tutor (UT) or alliance lead will: ⓘ check the completion of the Trainee Portfolio ⓘ moderate targets and ensure that progress, feedback and formative assessment is on track ⓘ provide bespoke support to the trainee and/or mentor, as required, to ensure that the Teachers' Standards will be met by the end of the programme ⓘ review of targets and new targets set to maximise progress, as a result of monitoring ⓘ log of any cause for concerns and agreed actions or create a support plan, if required, to address these	Core trainees – UT give notes following the online meetings for trainees SD trainees – the nominated alliance lead/QA visitor completes these forms (at least one visit)
External and internal moderation (External examiners, buddy visits and QA processes	A robust QA programme ensures consistency of expectations and support across our University Partnership ITT Curriculum (our curriculum). Internal moderation ensures that trainees have consistency of expectations, support and feedback in order to allow trainees to progress towards the end of programme assessment requirements. External moderation allows feedback across all aspects of our ITT curriculum, including assignment feedback, provision in school experience placements and across our taught course aspects. This ensures that trainees have the best opportunities to make good progress and meet the end of programme assessment requirements.	Internal QA processes provide staff and trainee feedback to impact on clarity of their own learning and progress towards completing the ITT curriculum and meeting the end of programme assessment requirements

| End of programme summative judgement | Summary and evaluation of the progress, as outlined by the activities above, to reach a final outcome at the end of the programme.

University tutor or School Direct lead to consider if the trainee has sufficiently evidenced each of the Teachers' Standards by the end of the programme. All assessments are subject to ratification at the final exam board. | Trainees submit completed Trainee Portfolio at the end of the programme.

Tutor and mentor
Exam board ratification |