

 Assessment Policy and Procedures

1. RCTTP Assessment Policy and Procedures

This Assessment Policy and Procedures outline the expectations and roles and responsibilities of everyone involved within the Partnership so that each individual knows what is expected of them.

The policy and procedures are made available to all members of the Partnership through the RCTTP website. A hard copy of the policy is available, with relevant appendices, in the centrally held policy file.

Our Assessment Procedures are designed to ensure that RCTTP can judge accurately and reliably whether trainees have met all of the Teachers’ Standards by the end of their training year and can therefore be recommended for the award of Qualified Teacher Status (QTS). Whilst this is the key purpose, through its assessment procedures RCTTP also aims to:

* model good practice through the provision of clear, well designed assessment activities with detailed and transparent success criteria;
* encourage high expectations;
* engage in both formative and summative assessment;
* provide a variety of methods through which trainees can demonstrate their achievement of the Teachers’ Standards;
* engage trainees in high levels of reflective thinking;
* inform trainees of their progress and what they need to do to improve;
* inform the work of Partnership Staff;
* celebrate success and achievement.

 2. Roles and responsibilities

 Roles and responsibilities of all Partnership Staff are detailed within the Assessment Procedures section of this document.

 3. Complaints Procedure

 If anyone in the Partnership feels that this policy is not being followed then they should raise the matter with the Programme Manager who will facilitate the appropriate action under the RCTTP complaints procedure.

4. Quality Assurance of Assessment Procedures

Quality assurance of the RCTTP assessment procedures are detailed within the Quality Assurance Policy and Procedures document.

Linked Policies:

* Quality Assurance Policy
* RCTTP Roles and Responsibilities



Assessment Procedures

Assignments

The relevant Course Leader and/or Programme Manager writes each assignment with regard to the Teachers’ Standards. Assignments are designed to build on and develop the knowledge, understanding and skills acquired in training. Each assignment requires the application of theory to professional practice in school through action research and/or collaborative work with colleagues and pupils.

Detailed assignment criteria including submission dates and the standards addressed is produced, given to trainees and their mentors and posted on the RCTTP website. Reminders regarding deadline dates are also provided for mentors and trainees in the tutorial logbook (secondary) or term timetable (primary). Assignments are assessed by the appropriate Course Leader.

Details of the internal assignments set by RCTTP can be found within the Assignment Guidance document (primary and secondary)

In addition to RCTTP internal assignments, further assignments are set as part of the PGCE, which is accredited by The University of Hull. These assignments are marked at level 7. Details of PGCE assignments can be found in the University of Hull Handbooks (primary and secondary) and on the University’s CANVAS site.

Linked Guidance:

* Assignment Guidance- primary (Appendix 12a)
* Assignment Guidance- secondary (Appendix 12b)
* University of Hull Handbook- primary (Appendix 12c)
* University of Hull Handbook- secondary (Appendix 12d)

Observation of Teaching

Formal and informal observation of teaching starts in the second half of the Autumn term and continues through the training year. Informal observation provides trainees with frequent, brief, ongoing feedback on their teaching whilst scheduled formal observations provide detailed feedback related to each of the Teachers’ Standards. A minimum of 20 formal observations are required across the training year. Formal and informal observations are completed using a proforma which is common to the primary and secondary programme. Designed by Course Leaders to evidence the Teachers’ Standards and make use of the UCET NASBTT guidance materials, the proforma was trialled in school by primary Mentors, secondary Subject Mentors and secondary Professional Mentors. The proforma is continually adapted in response to feedback from the Partnership.

All mentors working as part of the Partnership receive training on lesson observation and use of the lesson observation proforma. A record is kept of attendance at training. Anyone unable to attend the training will be trained individually. The Course Leader and Partnership Tutors complete joint observations with school colleagues at several points through the training year to ensure standardisation of observation and judgements.

Linked documents:

* Formal lesson observation proforma (Appendix 13a)
* Informal lesson observation proforma (Appendix 13b)

Partnership Tutor Visits

Each trainee is assigned a Partnership Tutor. Partnership Tutors are Expert Colleagues through their previous experience as Mentors for the Programme. The Partnership Tutor visits their trainee(s) through the year to participate in mentor meetings, complete joint lesson observations with mentors, discuss progress with mentors and the trainee and complete documentation checks as required. Any concerns are then fed back to the relevant Course Leader. Further visits will be carried out as required. The Partnership Tutor therefore acts to support the trainee, the mentors in the school and also carries out a QA role for the partnership.

Linked documents:

* Partnership Tutor Guidance (Appendix 14a)
* Partnership Tutor Visit Forms (Appendix 14b)

Progress Review

The Progress Review (Appendix 11) is an ongoing document within which trainee’s self-assess their progress against the Teachers’ Standards. At designated points in the training year, trainees meet with their Subject Mentor and Partnership Tutor or Course Leader to discuss and agree the Progress Review in a Progress Review Meeting. Once agreed, the Progress Review will be submitted to RCTTP. The Progress Review is used by trainees to set targets (with the support of their Partnership Tutor) and the trainee will continue to assess their progress using the Progress Review throughout the Training Year.

Linked documents:

* Progress Review (Appendix 15a)
* Progress Review Guidance (15b)

Moderation

The final stage in the assessment process is Moderation.

The aims of Moderation are to:

* moderate the judgements made by RCTTP (schools, Course Leaders and Partnership Tutors)
* quality assurance of the central training programme and central support;
* quality assurance of School based training and School based support;
* to celebrate success

All trainees receive a Moderation Visit either by an External or Internal Moderator.

An External Moderator will have not been involved with the Programme, or individual trainees, during the current academic year. They will have experience of working within Initial Teacher Training either with RCTTP or another Provider(s).

An Internal Moderator will have had involvement with the Programme during the current academic year but will only visit trainees that they have not supported in any other capacity.

Prior to the Moderation Visit, Moderators attend a meeting to ensure a standardised approach is adopted. The Programme Manager and Course Leader will determine the activities to be carried out to best suit the aims of moderation as shown in the Record of Moderation Visit.

The Moderation Visit involves:

* A formal lesson observation
* Discussion with the mentor (at Secondary this includes separate discussion with the Subject and Professional Mentors)
* Discussion with the trainee around a list of points to assess their understanding of specific areas e.g. SEND, assessing learning and progress.

Whilst checking and moderating the judgements made by the Partnership, the visit also enables schools to feedback their thoughts and experiences of the programme and is a vital part of the Partnership’s Quality Assurance procedures.

Linked documents:

* Record of Moderation Visit (Appendix 16)

Concern Procedures including the Progress Support Plan

Where a trainee fails to make the progress expected towards achieving the Teachers’ Standards, Mentors, Partnership Tutors and the Course Leader and/or Programme Manager, will follow the RCTTP Concern Procedures (Appendix 4). The procedures are designed to bring the trainee back on track to meeting expectations and include the drawing up of an individual Progress Support Plan designed to assist the trainee in developing their practice.

Linked documents:

* Concern Procedures (including the Progress Support Plan)