

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 developed their understanding of the curriculum across the year and then 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 understanding of the curriculum;
- 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 to deepen trainees' understanding of aspects of the curriculum. 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 is produced. 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
- Assignment Guidance- secondary
- University of Hull Handbook- primary
- University of Hull Handbook- secondary

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 the five strands of the RCTTP curriculum. Weekly 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 and which 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

- Informal lesson observation proforma

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 in termly Progress Review Meetings 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
- Partnership Tutor Visit Forms

Progress Review

The Progress Review is an ongoing, self-assessment and reflection tool. Trainees use it to track their developing knowledge and understanding of the key aspects of learning related to the curriculum through the training year. At the end of each term, trainees will meet with their Subject Mentor and Partnership Tutor to discuss, moderate and agree the Progress Review in a Progress Review Meeting.

The Progress Review will then be used by trainees to set targets for the following term (with the support of their Course Leader) and the trainee will continue to track their knowledge and understanding through the following term, repeating the process outlined above.

Linked documents:

- Progress Review
- Progress Review Guidance

Standards Review

This document is a tracking document which informs the summative assessment and award of QTS. It is completed at two points throughout the year.

Review Point 1 (on track). On return to the host school following the second placement, the Subject Mentor will meet with the Trainee in a Mentor Meeting and review the trainee's progress against the Teachers' Standards. This is a check that the trainee is on track to meeting the Teachers' Standards by the end of the training year. The Review will draw on evidence from the Autumn and Spring Progress Reviews.

Review Point 2. Within the Summer Progress Review Meeting, the summative judgement will be made by the Mentor and Partnership Tutor as to whether the trainee has met the Teachers' Standards.

Linked documents:

- Standards Review

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

A sample of trainees receive a Moderation Visit either by the RCTTP External Examiner or Internal Moderator. The External Examiner 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 of the curriculum 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.

In addition to the moderation role, the External Examiner will review additional aspects of the programme including: self evaluation and improvement planning; course documentation; policies and procedures.

Linked documents:

- Record of Moderation Visit

Concern Procedures including the Progress Support Plan

Where a trainee fails to make the expected progress, Mentors, Partnership Tutors and the Course Leader and/or Programme Manager, will follow the RCTTP Concern Procedures. 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)

