

# Assessment and Moderation Policy

**Adopted:** January 2023

**Review date:** January 2024

## 1. Objectives

- To ensure that formative assessment throughout the course is based upon the Tommy Flowers SCITT Curriculum.
- To ensure trainees' understanding and implementation of the Tommy Flowers SCITT Curriculum is monitored throughout the programme.
- To ensure trainees receive regular feedback so they know their areas of strength and areas for development
- To ensure that accurate summative judgements against the Teachers' Standards are made at the end of the course.
- To ensure that appropriate, supportive action is taken as soon as possible if trainees are not making satisfactory progress.
- To use assessments to inform the Tommy Flowers SCITT's self-evaluation and improvement planning.

## 2. Types of assessment

### 2.1 Formative

Trainee teachers will receive regular formative assessment throughout the course based upon the Tommy Flowers SCITT Curriculum. Formative assessment takes place through the following:

Type of formative assessment	Frequency	Formatively assessed by	Reviewed/moderated by
Mentor meetings and tasks	Weekly	Mentor	TFSCITT staff, External Moderator
Formal observations	3 times per week	Mentor, Professional Tutor or other qualified teacher in the school.	TFSCITT staff, External Moderator
Review Points	Termly	Mentor and Professional Tutor	TFSCITT staff, External Moderator
Link Tutor Visits	Termly	TFSCITT staff	External Moderator
Projects: <ul style="list-style-type: none"> <li>▪ SEND project (CA3)</li> <li>▪ Phonics project (primary) (CA6)</li> <li>▪ How children learn in the subject domain (secondary) (CA2)</li> <li>▪ Sequenced Learning (CA1 – 6)</li> </ul>	Termly	TFSCITT staff	External Moderator
Subject knowledge development and audits	Ongoing	Mentor and Secondary Subject Tutors	TFSCITT staff
Mid-term review	October	Mentor	TFSCITT staff
Second placement review	February	Second Placement Mentor	TFSCITT staff

**2.2 Summative:** The final, summative QTS assessment is made against the Teachers' Standards by the Tommy Flowers SCITT staff in June. The External Moderator reviews and moderates the decisions before ratification of all outcomes by the Exec Board.

All PGCE modules are summatively assessed as follows:

Assignment	Summatively assessed by	Reviewed/moderated by
SEND presentation (TE6717)	TFSCITT staff	TFSCITT staff cross moderate
TE7097 assignment	Northumbria University	Northumbria University internal moderation; TFSCITT staff; Northumbria University External moderator
TE7096 assignment		

For further detail on the marking of PGCE modules, please refer to Northumbria University's assessment policies.

### 3. Assessment Procedures

#### 3.1 Weekly Mentor Meetings

Each mentor meeting has a 'theme for the week' that explicitly links the core training received through the Tommy Flowers SCITT with in-school mentoring. The mentor meeting discussion allows the trainee and mentor to

- jointly review progress against the previous week's target (CA1-6),
- reflect on the trainee's development and self-identified challenges (CA5),
- discuss wellbeing, workload and professional attitudes (CA5)
- check the trainee's understanding of the theme for the week and develop that further by applying it to the placement school, often through the use of tasks (CA1-6).
- set a new target and action plan for review the following week (CA1-6). In order to make sure targets align with the sequence of the TFSCITT curriculum, mentors use the School Mentoring Framework as guidance for target setting.

Mentor meetings are saved on One Drive for review by Tommy Flowers SCITT staff. Feedback is provided to all trainees and mentors each term through comments saved on the documentation, emails, face-to-face conversations and through Link Tutor visits.

#### 3.2 Professional Development Tasks and Projects

Trainees are set tasks to complete during their Professional Development Time (PDT) that relates to recent core training, upcoming training, their next mentor meeting 'theme for the week', a project or PGCE assignment. These tasks ensure there is coherence between the TFSCITT curriculum delivered in core training and on placement and helps ensure key principles of the curriculum are embedded within placements. They also help ensure the coverage of the 'learn how to' statements as part of the Core Content Framework.

Projects build upon smaller weekly tasks, including observations of experts, interviews of experts, independent research and subject knowledge development, teaching sequences and collaboration with mentors and experts.

Both PDT tasks and projects are saved on One Drive for review by TFSCITT staff. Feedback is provided through comments saved on the documentation, emails, face-to-face conversations and through Link Tutor visits.

#### 3.3 Formal Observations

Each trainee receives a formal observation three times per week. The majority are completed by the mentor, but any qualified teacher in the department or school can complete the observations and a variety of expert colleagues are encouraged to observe, including subject leaders. For primary trainees, at least one observation per week must be a core subject and at least one must be a foundation subject.

Observations identify strengths against the trainee's current target and focus area (CA1-6), record reference to strengths and areas for development in the trainee's subject knowledge (CA6) and set a new target that should be granular and have the highest leverage for the trainee at that stage of the course. In order to make sure targets align with the sequence of the TFSCITT curriculum, mentors use the School Mentoring Framework as guidance for target setting.

All observations are saved in the trainee's Teaching File for review by TFSCITT staff and the External Moderator.

### **3.4 Review Points**

Each term, the mentor leads a Professional Learning Conversation about each of the six Curriculum Areas. Mentors are provided with staged expectations of curriculum progression at each point to review the Trainee against. The conversations are targeted on the areas of the curriculum that the Trainee is currently developing.

Mentors record the strengths of the trainees in each of the Curriculum Areas and their next areas for development. They also record whether the training is meeting the staged expectations for that point in the year. The review point is moderated and agreed by the Professional Tutor and saved to One Drive for review and moderation by the TFSCITT staff.

The Mid-Point Review is an early (October) check of trainees' start to the course, focusing in particular on the professional aspects of the curriculum. The Second Placement Review concludes the second placement and acts as a handover document to the main placement mentor, recognising the progress made against the curriculum by the trainee and their next areas for development.

### **3.5 One Drive and QA Checks**

TFSCITT staff review the quality of supporting material placed in trainees One Drive files and give both written and verbal feedback. This includes mentor meetings, planning, projects and subject knowledge development. TFSCITT staff maintain a QA log of these checks and the feedback provided to trainees and mentors.

### **3.6 Link Tutor Visits**

Termly, the Partnership Manager or Link Tutor visits the placement to quality assure the placement opportunities and experiences, quality assure the mentoring and to formatively assess the trainee's progress. A joint observation is carried out with the mentor and the feedback from the mentor/class teacher is moderated.

The Link Tutor visit includes a Professional Learning Conversation (PLC) about each of the six Curriculum Areas to check whether the trainee is learning more and remembering more of the TFSCITT curriculum. A review of the trainee's One Drive folder, projects, recent mentor meetings and targets from recent reviews takes place. Records of Link Tutor visits are saved in the Quality Assurance section of One Drive.

### **3.7 Steering Committee Meetings**

At each Steering Committee Meeting, Professional Tutors are asked to feedback on the progress of the trainees at their school. Professional Tutors meet regularly with their trainees and observe at least termly. Furthermore, they meet with mentors to check that provision is in line with the Handbook and Service Level Agreement.

## **4. Summative Final Assessment**

The TFSCITT curriculum goes beyond the minimum expectations required to meet the Teachers' Standards. By meeting the TFSCITT curriculum expectations at the Final Assessment point, trainees will also have met the Teachers' Standards to at least a minimum level and will be awarded QTS. This decision is made by the TFSCITT staff in the final moderation meeting before being moderated by the External Moderator and ratified by the Executive Board's Assessment Meeting. TFSCITT staff use the full extent of formative assessment across the year, including a final Link Tutor visit and final Review Point from the Mentor/Professional Tutor. Where a Trainee has not completely met all aspects of the TFSCITT's curriculum expectations, the TFSCITT staff will judge whether the Trainee has still met the Teachers' Standards at a minimum level.

Trainees are not graded. QTS is awarded on a pass/fail basis. The Executive Assessment Board meet to ratify final outcomes and they are recorded on the Government's Register Trainee Teachers portal.

## **5. Moderation**

### **5.1 Moderation Meetings**

Half-termly, the Tommy Flowers SCITT Partnership Managers and Link Tutors meet to moderate the progress of trainees and make recommendations for the improvement of outcomes for individual trainees and for the development of the course as a whole. The actions from moderation meetings are tied directly to the TFSCITT's Self-Evaluation Document and Improvement Plan.

### **5.2 Moderation Visits**

Across the year, each trainee is observed by both the Partnership Manager and the Link Tutor so that outcomes can be moderated. TFSCITT Partnership Managers and Link Tutors complete a joint visit each year (including across phases) to share good practice, identify differences in approach (by the TFSCITT member of staff, mentor, school or trainee) and to moderate outcomes. The results of these moderation visits feed into the half-termly moderation visits.

### **5.3 External Moderation**

The Tommy Flowers SCITT appoints an External Examiner to submit a written report annually. The report should be submitted within one month following the Assessment Board. The report should focus on the assessments just concluded and should be linked with the aims and outcomes for QTS.

The External Moderator will observe a sample of primary and secondary trainees and their mentors giving feedback, meet with trainees to discuss their training year, meet with mentors and professional tutors to discuss their roles, meet with the SCITT management including the Accounting Officer to discuss changes made to the course and potential developments, review the supporting material files for a wider sample of trainees.

The External Moderator must confirm whether the recommendations for QTS are accurate and share examples of good practice within the SCITT and recommendations for further improvement. The report is factored into the SCITT's self-evaluation and improvement plans.

### **5.4 Monitoring Records**

All aspects of monitoring are stored on central QA Logs in order to monitor the progress of trainees and the areas for development. This data is used to inform the Moderation Meetings (5.1), informs Subject Studies and Professional Studies training and is used to make targeted interventions or alterations as needed. They also inform the SCITT's self-evaluation and improvement plans.

## 6. Support for Struggling Trainees

Where a Trainee is identified (by the Mentor, Professional Tutor, TFSCITT staff or themselves) as not making sufficient progress with their understanding and implementation of the TFSCITT curriculum, or is struggling to manage professional aspects of the role such as time-management, the four-step actions set out in the Handbook will be followed, starting with a Support Plan.

Initially, the Partnership Manager or Link Tutor will meet the Trainee to identify areas where support is required. They may also hold discussions with the Trainee's Mentor to ascertain the support required. A bespoke approach is taken according to each individual trainee's needs to include:

- A review of the Trainee's workload and teaching commitments
- A review of mentoring and opportunities within the placement school
- An additional Quality Assurance Visit
- Additional, bespoke tutorials, meetings with expert colleagues, observations of expert colleagues
- Providing the Trainee with self-study materials to make relevant improvements
- Organising a series of observations of expert colleagues and mentor or professional tutor accompanying the Trainee on these observations to identify good practice
- Additional observations of the Trainee with targeted supportive feedback and granular targets to be set with clear time frames for when these targets should be achieved
- Planning collaboratively with their Mentor or Subject Tutors and rehearsing in low stakes environments
- Where required, the SCITT provides access to counselling services within our partnership or seeks external support from external agencies to support the Trainee.

The Support Plan is reviewed fortnightly. Where progress is not subsequently being made, there is a three-stage process to include a *Cause for Concern* and *At Risk* procedure set out in the Handbook. At each stage, all parties are informed of the measures put in place. If a trainee commits a serious breach of the Code of Conduct or there is a safeguarding concern, immediate action is taken in line with the Safeguarding Policy.

### 6.1 Option to extend

Where a trainee has not yet made sufficient progress to meet the Teachers Standards' by the time of the Summative Assessment in June, the Partnership Manager and placement school will review the likelihood that an extension to the course will allow the trainee to subsequently meet the Teachers' Standards and be awarded QTS. The Exec Board will meet to agree an extension. In the majority of cases, an extension will be until the end of the academic year (July) but can be extended to a maximum of one additional term.