

Assessment and Moderation Policy

Last reviewed: January 2025

Next review date: January 2026

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 apprentices (on the Post Graduate Teacher Apprenticeship – PGTA) are assessed in accordance with the apprenticeship standard guidelines and funding rules, including an initial skills scan and an end-point assessment.
- 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. Formative assessment

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	Lead Mentor, External Moderator
Formal observations	3 times per week (1 time for apprentices)	Mentor, Professional Tutor or other qualified teacher in the school.	Lead Mentor, External Moderator
Review Points	Termly	Mentor and Professional Tutor	Lead Mentor, External Moderator
Lead Mentor Visits	Termly	Lead Mentor	External Moderator
Projects: <ul style="list-style-type: none"> ▪ SEND project (CA3) ▪ Phonics and reading project (primary) (CA6) ▪ How children learn in the subject domain (secondary) (CA2) ▪ Sequenced Planning (CA1 – 6) 	Termly	Lead Mentor	External Moderator
Subject knowledge development and audits	Ongoing	Mentor and Secondary Subject Tutors	Lead Mentor
Mid-term review	October	Mentor	Lead Mentor
Second placement review	February	Second Placement Mentor	Lead Mentor

3. Summative

3.1 Assessment of Prior Learning (PGTA Only)

At interview, apprentices will complete an assessment of prior learning. This comprises a check of previous qualifications (GCSE entry requirements, previous apprenticeships and prior qualifications achieved) followed by a skills scan against the Knowledge, Skills and Behaviours (KSB - Teachers' Standards) for the standard. The assessment of prior learning asks apprentices to evaluate their prior learning and experience against the occupation competence of the apprenticeship standard, by rating their prior learning and experience on a scale from 0-5 against each of the Teachers' Standards. Where an apprentice candidate has some experience or knowledge of the KSBs, they will have to demonstrate examples and evidence. The employer is required to support the apprentice to make sure the assessment of prior learning and experience is accurate. agree or disagree with the score, before the TFSCITT Lead Mentor has the final say in the score for each statement.

Score	Milestone	Detail
0	Zero	Previous study or experience has focused on other matters.
1	Aware	Understands the relevance, purpose and impact of the knowledge / skill in the role.
2	Beginner	Developed applied knowledge through workplace opportunities.
3	Intermediate	Developed applied knowledge / skills, building upon specialist peer review.
4	Specialist practitioner	Can critically deploy the applied knowledge or skill to develop own professional practice in the workplace.
5	Highly proficient and EPA ready	Consistently impactful practice, leading and driving performance in self and others.

An apprentice candidate who scores 0-2 will require full delivery plan of the apprenticeship.

Where scores of 3-4 are given, there may be considerations given to the delivery of the apprenticeship, such as the amount of time the apprentices will be given to lead teach their class(es) independently. However, the core training provided by the TFSCITT is unlikely to be affected and the funding and duration of the apprenticeship is unlikely to be affected.

A candidate who scores a 5, is demonstrating significant relevant and transferable KSBs and would require a reduction in duration, funding and content of the apprenticeship. As the PGTA is already at the minimum length of apprenticeship (12 months), it would be unlikely that the apprenticeship is the correct route for this candidate and they should consider the Assessment Only route instead.

The outcomes of the Assessment of Prior Learning, including agreed adaptations to the delivery, content and price of the apprenticeship, are recorded on the apprentice's Training Plan.

3.2 Recommendation for award of QTS

The final, summative QTS assessment is made against the Teachers' Standards by the Tommy Flowers SCITT staff in June.

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 Lead Mentor 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 (and the monthly Individualised Learner Record [ILR] submission for apprentices).

3.3 PGCE assignments

For trainees and apprentices who opt to take the PGCE, the modules are summatively assessed as follows:

Assignment	Summatively assessed by	Reviewed/moderated by
SEND presentation (TE6717)	Lead Mentors	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.

3.4 End Point Assessment (PGTA only)

Following the award of QTS and meeting all the requirements for Gateway (including Level 2 Maths/English; completion of the 12-month apprenticeship training course and demonstrating occupational competence), the apprentice will have a summative End-Point Assessment (EPA). This will occur in the first three months after meeting the Gateway requirements. The EPA is conducted by an independent assessor from the appointed End Point Assessment Organisation (EPAO), listed on the apprentice’s Training Plan. The employer and TFSCITT must send a representative to contribute to the assessment, however the final grading (fail, pass, distinction) is the sole discretion of the independent assessor. The EPA leads to the award of the Post Graduate Teacher Apprenticeship certificate.

4. Assessment Procedures

4.1 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 as well as learning from observations of other expert colleagues (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 Lead Mentor visits.

4.2 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 reviewed by Lead Mentors. Feedback is provided through comments saved on the documentation, emails, face-to-face conversations and through Lead Mentor visits.

4.3 Formal Observations

Each tuition-fee trainee receives a formal observation three times per week and apprentices receive a minimum of one weekly observation. 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.

4.4 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 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.

4.5 Progress Reviews (PGTA only)

Apprentices are required to have progress reviews at least four times per year and at least once every 12 weeks. They must be a three-way discussion involving the TFSCITT, employer and apprentice. However, they can be face-to-face, virtual or via email. All must be signed by all three parties.

The progress reviews include the Lead Mentor visits and Review Points (as with tuition-fee trainees), but will include additional checks against the agreed training plan, a review of the planned off-the-job training and to agree any changes to the training plan or actions for the next review.

Progress Review	Date	Involves apprentice?	Involves employer?	Involves provider?
Lead Mentor Visit 1	Oct-Nov	Face-to-face	Face-to-face	Face-to-face
Review Point 1	December	Face-to-face	Face-to-face	Electronically
Lead Mentor Visit 2	Feb-Mar	Face-to-face	Face-to-face	Face-to-face
Review Point 2	March	Face-to-face	Face-to-face	Electronically
Lead Mentor Visit 3	May	Face-to-face	Face-to-face	Face-to-face
Final Review	June	Face-to-face	Face-to-face	Face-to-face

4.6 Quality Assurance Checks

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

4.7 Lead Mentor Visits

Termly, the Partnership Manager or Lead Mentor 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 Lead Mentor 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 Lead Mentor visits are saved in the Quality Assurance section of the trainees' files.

4.8 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.

5. Moderation

5.1 Moderation Meetings

The Tommy Flowers SCITT Partnership Managers and Lead Mentors hold weekly team meetings (except during the window of Lead Mentor Visits). A recurring agenda item is 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 Lead Mentor so that outcomes can be moderated. TFSCITT Partnership Managers and Lead Mentors 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 three-step actions set out in the Handbook will be followed, starting with a Support Plan.

Initially, the Partnership Manager or Lead Mentor 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, the *Cause for Concern* procedure set out in the Handbook is followed, which may lead to a trainee being asked to leave the course. 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 may be extended to a maximum of one additional term at the discretion of the Exec Board.