

8A ASSESSMENT (Presentation and Portfolio version)

This alternative is only available for trainees placed in schools in the Blackburn and Leyland/Chorley clusters.

There is one major piece of work associated with the course.

8.1 Title:

Write a briefing paper for your subject department reviewing how your school (School A) addresses ONE of the following in the context of national and local policies and guidelines:

1. literacy across the curriculum;
2. numeracy across the curriculum;
3. citizenship;
4. the Personal, Spiritual, Moral, Social and Cultural curriculum;
5. learning support for EITHER gifted and talented students;
OR pupils with learning difficulties.
6. supporting students with different social, cultural, linguistic, religious and ethnic backgrounds (you may select appropriately from this group, based on advice from your professional mentor).

N.B. In answering No.5 and 6, there must be no reference to identifiable or individual cases.

8.2 General Requirement:

In order to complete the assignment each trainee will need to:

- attend the GPS programme in College and participate in that devised by the Professional Mentor in School A;
- be attached to a form and observe the work of that form tutor;
- examine the relevant national and local policy documents and the appropriate school policies;
- discuss the assignment with his/her Professional Mentor.

You should have decided which topic you will study by November 18th.

8.3 Specific Requirements:

The variety of strategies that schools adopt in relation to the areas covered by this question make precise specifications difficult. However, in general, the following will apply:

- The presentation will last for 10-15 minutes, and will be followed by a short period for questions. The audience will consist of the Professional Mentor and the other trainees in your school. In addition there may be a moderator from College, and the school may invite other guests to attend.
- The presentation shall refer to the national and local policies within which the school operates, as well as the school's approach to the issues covered.

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You should also consider (so far as you can) how other schools operate and how your school's approach compares. When appropriate, you may wish to refer to the whole school policies as well as the approach adopted by your subject department. There must also be evidence of use of the academic literature related to the subject you are discussing. Official documentation from government departments and agencies may be used, but does not constitute academic literature.

- The presentation should be supported by whatever materials are appropriate and are available in the school.
- In addition to being descriptive-assertive, the presentation must also be critical-reflective by providing evidence that trainees understand the thinking (reasoning, rationale, justification) that underpins and informs the school's approach to the issues discussed.
- The portfolio will not be assessed by your Professional Mentor. Its purpose is to provide evidence of the presentation for the benefit of a moderator and external examiners and must enable people not present at the presentation to follow and understand what you did. Your portfolio should therefore include
 1. the cover sheet completed by your professional mentor
 2. contents page
 3. a brief explanation of the sequence you chose to follow in giving your presentation (this is important to enable to reader of the portfolio to understand the content of the rest of the portfolio)
 4. copies of OHTs, powerpoint slides, or any other visual aids you used, in the right order. If you think it is necessary, you may wish to provide a résumé of the text you used to introduce the visual aid
 5. bibliography.

The portfolio will be examined in the moderating/external examiner reviewing process.

- The presentation of your portfolio and the accuracy of your use of English will form part of the assessment.
- School colleagues should not be mentioned by name in either the presentation or the portfolio.
- Prior to submission, the portfolio must be seen and signed by the Professional Mentor so that it can be checked for the accuracy and fairness of the description. Portfolios that do not have the Professional Mentor's signature will not be accepted. Any portfolio that is submitted after the submission date (see below) cannot be graded higher than an E.
- Professional Mentors may wish to retain a copy of your portfolio for the benefit of the school. Be prepared to make a second copy if requested.

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8.4 Submission:

- The portfolio which must be submitted to the Secondary ITE office at St. Martin's College by 20th February 2003 must be accompanied by the completed official front cover sheet incorporating the signature of the Professional Mentor, to indicate that the portfolio has been checked for accuracy and fairness of the description. Requests for extensions must be agreed with the GPS course co-ordinator in advance of the submission date. Such requests must be accompanied by a written statement from the Professional Mentor.

8.5 Criteria for Assessment - the assessment of the presentation:

- The criteria for assessment relates to the quality of the content of what you present and the presentation of the portfolio, not to the quality of the oral presentation itself. Your Professional Mentor will make a reference to this on the cover sheet, and you may wish to use this as part of the evidence base of the skills you have acquired in your Career Entry Profile completed at the end of the course.

The specific grade criteria can be found in Section 9 following.

8B ASSESSMENT (Essay version)

This version is for ALL trainees except those in the Blackburn and Leyland/Chorley clusters.

There is one major piece of written work associated with the course.

8.1 Title:

Write an essay reviewing how your school (School A) addresses ONE of the following in the context of national and local policies and guidelines:

1. literacy across the curriculum;
2. numeracy across the curriculum;
3. citizenship;
4. the Personal, Spiritual, Moral, Social and Cultural curriculum;
5. learning support for EITHER gifted and talented students;
OR pupils with learning difficulties
6. supporting students with different social, cultural, linguistic, religious and ethnic backgrounds. (You may select appropriately from this group, based on advice from your professional mentor).

N.B. In answering Nos. 5 and 6 there must be no reference to identifiable or individual cases.

8.2 General Requirement:

In order to write the assignment each trainee will need to:

- attend the GPS programme in College and participate in that devised by the Professional Mentor in School A;
- be attached to a form and observe the work of that form tutor;
- examine the relevant national and local policy documents and the appropriate school policies;
- discuss the assignment with his/her Professional Mentor.

You should have decided which topic you intend to study by 18th November.

8.3 Specific Requirements:

The variety of strategies that schools adopt in relation to the areas covered by this question make precise specifications difficult. However, in general, the following will apply:

- The length of the assignment, excluding appendices, must be at least 2000 words but not more than 2500.

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- The answer shall refer to the national and local policies within which the school operates, as well as the school's approach to the issues covered. You should also consider (so far as you can) how other schools operate and how your school's approach compares. When appropriate, you may wish to refer to the whole school policies as well as the approach adopted by your subject department. There must also be reference to the academic literature related to the subject you are discussing. Official documentation from government departments and agencies may be used but does not constitute academic literature.
- Copies of official documentation should only be included if they are essential and are specifically referred to in the text. They should be incorporated as appendices and are additional to the 2000 words word limit.
- In addition to being descriptive-assertive, the assignment must also be critical-reflective by providing evidence that trainees understand the thinking (reasoning, rationale, justification) that underpins and informs the school's approach to the issues discussed.
- The quality of presentation and accuracy of your use of English will be assessed.
- A bibliography must be included.
- School colleagues should not be mentioned by name.
- Prior to submission, the assignment must be seen and signed by the Professional Mentor so that it can be checked for the accuracy and fairness of the description. Assignments that do not have the Professional Mentor's signature will not be accepted. Any assignment that is submitted after the submission date (see below) cannot be graded higher than an E.

8.4 Submission:

The essay must be submitted with a completed official front cover sheet incorporating the signature of the Professional Mentor to indicate that the assignment has been checked for accuracy and fairness of the description.

The assignment must be submitted to the Secondary ITE office at St. Martin's College by 20th February 2003. Requests for extensions must be agreed with the GPS course co-ordinator in advance of the submission date. Such requests must be accompanied by a written statement from the Professional Mentor.

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9. GRADE CRITERIA: (for both alternative assignments)

- A A cohesive account of the national, school and, where appropriate, the subject connections with the issue being discussed, using a wide range of examples to back up the argument. Issues raised are informed by the arguments put forward in the academic literature. The presentation and language level is imaginative and appropriate. Use of language is exemplary.
- B A well-rounded piece but lacking the imaginative flair and pithy nature of an 'A' grade. Coverage is complete and examples may be relevant but less well described, language levels will be good but not as stylistically polished. Presentation and accuracy are good. The academic literature has been used effectively to inform the arguments.
- C A solid piece representing a full coverage of issues under discussion, using an adequate range of examples and using appropriate but less imaginative arguments. The language level is appropriate but could be more enticing. Presentation is good, accuracy of grammar and language sound. Academic literature has been consulted and is integrated acceptably.
- D Incomplete coverage of the issues at all the appropriate levels. Some examples are used but the overall arguments lack consistency and do not show an imaginative approach. Language levels vary with some use of words and phrases that are inappropriate. Academic argument is limited and not integrated well with the text.
- E Significantly incomplete coverage of the issues, indicating a lack of effort in researching the themes adequately. The argument is hindered by a mundane choice of relevant examples. Language levels are inconsistent. Official documentation has been used, but academic arguments have been largely neglected. Presentation and accuracy of language are acceptable only.
- F Coverage of the theme is incomplete. The arguments presented are unconvincing. Language levels are inappropriate. Presentation and accuracy of language are unacceptable as too many errors are made. There is little or no evidence of further reading and academic arguments are poorly integrated.