

ASSESSMENT POLICY

Assessing a trainee against the Standards is one of the most important tasks that a subject mentor undertakes. Any professional assessment system must be sufficiently flexible to be able to capitalise on teachers' and tutors' strengths and breadth of experience. It must also be sufficiently robust to ensure that all aspects of assessment of the trainees meet with the requirements of circular 02/02. The circular states: (para R2.2) "All providers must ensure that trainee teachers' achievement against the required Standards is regularly and accurately assessed, and confirm that all trainee teachers have been assessed against and have met all the Standards before being recommended for the award of Qualified Teacher Status". The Subject Mentor is not alone in making these judgements. The trainee is assessed by:

- Subject Mentors and contributory departmental colleagues in Schools
- The Professional Mentors in Schools
- The College tutors

Sources of Evidence

Evidence to support the assessment of trainees against the standards may be located in a number of places and be related to a number of different activities. The location of evidence can be classified as follows:

- a) An **A**udit of the trainee's subject knowledge
(*e.g. the trainee's GTTR form; trainee's work on a subject audit pack*)
- b) **O**bservation of the trainee in the classroom and around the school
(*e.g. formal classroom observations; mentor's mental note of trainee's handling of an incident in a corridor*)
- c) The trainee's teaching **F**ile
(*e.g. lesson plans and evaluations; records of pupil assessments*)
- d) **W**ritten assignments, seminar presentations
(*e.g. essay evaluating implications for teaching of different learning theories; seminar presentation on gender differences in pupil performance*)
- e) Individual discussions with mentors and tutors
(*e.g. in mentor time or personal tutorials*)
- f) **E**xamples of other evidence beyond a) – e) above
(*e.g. evidence of ability to provide constructive feedback found in pupils' exercise books; membership of subject association showing trainee takes responsibility for their professional development*)

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- g) Tripartite Reviews
- h) The portfolio of Professional Development, Tracking Portfolio, ICT Portfolio, Reflective Diaries, Reviews etc.

The table below shows, for each standard, the main sources of evidence for the achievement of that standard. The code refers to the letter underlined in the list above.

Main Sources of Evidence

Professional Values and Practice	Code	Knowledge and Understanding	Code	Teaching	Code
1.1	O, I	2.1	A,P,T	3.1	O,W,P,T
1.2	O,I	2.1c	F,W,I,E,P,T	3.2	O,F,W,I,E,P,T
1.3	O,I,P	2.1d	F,W,I,E,P,T	3.3	All Codes
1.4	I,E	2.2	F,W,I,E,P,T		
1.5	E	2.3	F,W,I,P,T		
1.6	E	2.4	W,P,T		
1.7	O,E,P	2.5	A,F,O,W, E,P,T		
1.8	O,E	2.6	O,W,P,T		
		2.7	O,P,T		
		2.8	E,P,T		

The assessment scheme must incorporate evidence from all of these sources in any judgements that are being made. It must also provide formative feedback and target setting in order to follow recognised good practice and also meet the requirements set out in circular 02/02.

Professional Assessment Structure

The assessment structure reflects the responsibility of the partnership to:

- provide opportunities for trainees to demonstrate attainment;
- provide regular feedback on progress;
- provide regular opportunities to discuss progress;
- set clear and achievable targets at key points in the course;
- provide clear information about assessment.

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Professional Development Forms

PD forms fulfil several roles. They are ultimately used to record and communicate information about Trainees' achievements at key points during the training process. However they also play several other important roles and consideration of these roles has shaped the way that the PD forms have been designed and the process used for completing them.

In addition to providing information about the assessment of Trainees' achievements, PD forms can be used by Subject Mentors as a way of providing structure and focus for the school based element of training. They can be used as a tool for 'agenda setting', identifying the key skills that Trainees need to be developing during different stages of their training. (For example, completing PD forms 'in draft', say, two weeks before they are due to be returned to College can help identify key skills that still need to be worked on thus providing a structure and focus for observations and Subject Mentor sessions in the remaining weeks of the placement.)

As well as providing an 'agenda' for school based training, PD forms can also help to clarify for Trainees the skills and knowledge they are expected to acquire and demonstrate at each stage of the course. This is helpful both in encouraging Trainees to work purposefully towards these targets and in developing Trainees' habits and skills of self evaluation. **PD forms for the PGCE course and the Secondary Undergraduate course can be found in Appendices B and E respectively.**

Written Assignments

All subjects will address the core themes of:

- The nature of the subject
- Differentiation
- Assessment

within the assignments. However, each subject will address these themes in different ways. The assignments are set by college tutors in consultation with subject mentors and relate to the standards and the work carried out at school. It is therefore important that subject mentors are familiar with these assignments so that necessary opportunities and support can be provided in school. Information about subject-specific assignments can be found in the handbook for each subject.

Tracking Trainees' Progress

Trainees' progress will be tracked against the standards. In doing so, however, the following criteria will be met. The tracking system will:

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- feed into each of the professional development (PD) forms in terms of the 'selection' of standards assessed (e.g. trainees should be focusing on and being monitored against those groups of standards which are thought to be appropriate at a particular stage in the training);
- inform the PD 'assessment' system.
- as a consequence of the progressive nature of the PD forms in terms of standards addressed, reflect this progression;
- refer to the 'sources of evidence' referred to above;
- involve all parties (mentors, college tutors, trainees) in its implementation.

The Tripartite Review

These will take place towards the end of each Block Placement. These consist of a discussion between the trainee, the subject mentor and the college tutor which is designed to summarise progress and set targets which the subject mentor will subsequently incorporate into the relevant PD forms and Career Entry Profile.

1. The tripartite pro-forma is sent to schools by the subject tutor to be completed in advance, in draft form, by the trainee and subject mentor independently of each other. The pro-forma comes in either a mini or maxi version depending upon the subject.
2. At the tripartite meeting, which will usually follow a joint lesson observation by the subject mentor and college tutor, the college tutor will take the Chair, the trainee will lead the discussion, and the subject mentor will note the agreed statements on his/her copy of the pro-forma.
3. After the meeting the subject mentor will use his/her annotated copy to help write the PD form, and the trainee's copy will be attached as evidence of his/her thinking.
4. Both the subject mentor and trainee must sign (or agree not to sign) PD forms.

The Portfolio of Professional Development

Subject areas will be responsible for how trainees maintain these. However, the minimum content of 'primary' evidence is:

- the trainee's progress tracking system;
- the PD forms;
- ICT Portfolio.

In addition to this, subjects may choose to include examples of the following 'secondary evidence' which has informed the 'primary evidence' referred to above:

- Teaching File: examples of lesson plans, self-evaluations, schemes of work, records of pupil assessment; resources, pupils' work;

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- Written Assignments;
- Formal Lesson Observation Booklets;
- Reflective Diaries/Observation Booklets;
- Other Evidence deemed appropriate - e.g. weekly reviews etc.

Each trainee must maintain and submit to the external examiners towards the end of the course a portfolio which provides all the primary evidence referred to above, plus examples of secondary evidence of achievement of the Standards. Mentors will be asked to help monitor the creation of the portfolio and provide advice and support in doing this. Without a portfolio with the required evidence, QTS cannot be awarded. Detailed guidance relating to the specific arrangements in each subject can be found in the subject handbook.

Literacy, Numeracy and ICT Skills

Trainees must be competent in these areas. Monitoring takes place from the initial interview onwards and trainees who have been identified by College tutors as having difficulty in this area will have been directed to appropriate support services. Any subject mentor who has a concern about a trainees' literacy, numeracy or ICT skills should contact the subject co-ordinator/leader for their course as soon as possible. During the course all trainees will take the skills tests in these three areas.

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