

Assessment Procedures

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 year
- Provide clear information about assessment.

Your progress and performance against the **standards for the award of QTS** (See Appendix 1) are assessed throughout the course, both formally and informally, in college and in school. In addition to this you will have to take and pass externally assessed **skills tests. These tests are computerised and you must register for them at St. Martin's. You are advised to complete them as soon as possible and in any event not later than one month before the end of the course.**

The internal assessment essentially covers 6 areas:

- 1. A subject audit**
- 2. ICT portfolio**
- 3. Tri-partite reviews**
- 4. Written Assignments**
- 5. Observation of your teaching**
- 6. Professional Development (P.D.) forms**

Your progress in each of these areas is tracked by your tutors, mentors and by you (by means of two tracking documents - one for each school placement).

1. Subject Audit

Subject knowledge can be a problem with science students - you are required to teach a balanced science curriculum and yet most of you will have studied a degree with a fairly narrow focus. You may have successfully completed a GCSE in Science but it may have been some time since and you need to understand the subject at a rather higher level if you are to teach it well. We ask you to complete a subject audit on day 1 of the course - this is based on the various areas of the Science National Curriculum. This serves two purposes - it makes you think about areas of science you may not have considered for some time and gets you reading the National Curriculum . The problem with this first

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audit is that we are asking you to tell us which areas of science you are not familiar with - unfortunately you often do not know exactly what you do not know! Thus we ask you to repeat this subject audit at the end of the first term when you have been through our compulsory balanced science method sessions. The result of this second audit determines which subject modules we put on in the spring and summer term.

Also, for the second time this year, there are 9 institutions across the country who are providing **subject enhancement courses** - the work on these courses is not designed to show you how to teach the subject (the pedagogy) but it is designed to improve your own understanding of the subject. **We are fortunate to have been one of the 9 institutions chosen to deliver these courses. Our provision is very flexible and provides 3 possible routes that can be followed - the details of this are in Appendix 10**

2. ICT Portfolio

You have to be able to demonstrate that you are working at least at level 8 of the IT National Curriculum. To this end you will have a number of support sessions on your own personal IT skills and you must provide a portfolio of evidence at the end of the course - this also involves evidence for **the use of ICT** in your teaching subject. The details of what is needed in this portfolio are in Appendix 7

3. Written Assignments

The written assignment is an essential feature in the assessment of trainees and makes an important contribution to the development of the teaching Standards and a reflective attitude towards teaching.

The science department sets four assignments with a combined wordage of 12,000 words. The assignments focus on a number of different areas but we hope that you find that they are all very useful to your teaching. **The details of the assignments are to be found in Appendix 2** together with a descriptor of what a good and weak assignment will contain. The general criteria for marking these assignments are also provided in the same Appendix. We will also discuss the assignments in tutorials some weeks before the handing in date.

Briefly the first assignment focuses on progression of science ideas/concepts through the key stages and pupils common misconceptions. This is the most theoretical of the assignments and requires a good deal of reading on your part. In many ways it is a difficult assignment to start with. However, we feel it is justified at this early stage because this is when you have most time and opportunity to carry out the reading. We will give you plenty of advice on this assignment.

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The second assignment focuses on lesson planning, differentiation and assessment. **It is** very practical and based on what you will have done in school.

The third assignment is also school based and involves the preparation of a scheme of work and **the incorporation of ICT in one of the lessons within the scheme.**

The final assignment is a teaching aid that you must produce and present to tutors and fellow students.

This is obviously a major part of your assessment and you will be observed many times and by a lot of different people during your PGCE course. In the autumn term we expect your subject mentor/class teacher to sit in on most of the classes that you teach and to provide feedback for every observation. If all is going well then you can expect observation to be less frequent as the course evolves but we do expect each **class to be observed at least once every two weeks even in the block** placement. You will have a training log for each school placement and you must give this to the class teacher whenever you are being observed. You should complete the top section for each lesson (class and focus of lesson) and provide your class teacher with your lesson plan. The class teacher should provide written feedback in the log (it may be only very brief notes) and highlight targets for the future.

In addition, your college tutor will observe you teach once before Christmas and once in the mini block in school 'A' and then again once before week 6 in school 'B' and again before you complete your block placement. During this visit your tutor will want a copy of your lesson plan and any classwork/homework sheets and will also want to look at your Teaching practice file, your training log and your mark book. (Please ensure that you have all **of these with you**).

The school will provide at least 5 formal lesson observations during the two placements - these are for your college file and can be photocopied from the training

5. Tri-partite Reviews

These will take place twice during your teaching practice - towards the end of your 'A' placement and then in week 5, 6 or 7 of your 'B' placement. It is a formal review by the subject mentor, college tutor and trainee of the trainee's progress against the Qualifying to teach standards:

- Professional Values and Practice
- Knowledge and Understanding
- Teaching:
 - Planning, Expectations and Targets
 - Monitoring and Assessment
 - Teaching and Class Management

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The discussion between you, your mentor and your tutor informs the completion of the appropriate professional development form (P.D. form) and your preparation for this review acts as your self evaluation.

The process for the review is as follows:

1. Your mentor looks at the evidence (training log, tracking document, teaching files, feedback from other teachers)
2. You complete the Tri-partite review pro-forma after discussion with your mentor
3. At the review meeting your tutor will act as chair and make notes of the discussion but you should lead the discussion (use your tracking document)- your mentor will add comments. Everyone receives notes from the meeting at the end.
4. Your mentor completes the PD form highlighting clear targets for the next phase of your training. Your draft tri-partite review pro-forma is attached to the PD form as the self-evaluation section.

A copy of the tri-partite review pro-forma is included in your Tracking Document

Gathering Evidence

We live in an evidence based society - it is no longer sufficient to be just doing a good job, you must be seen to be doing a good job. What people cannot see you must provide evidence that you have achieved. It is essential therefore that you keep careful records of all that you do and achieve during the course. So, what records must you keep?

- **Teaching practice file This** is your 'bible' - you cannot function as a teacher without it. It must be well organised - use dividers for different classes (you will use a different file for each class in your B placement). It must include:
 - your schemes of work
 - detailed lesson plans (and notes if separate), lesson evaluations,
 - seating plans,
 - mark lists(these may be in a separate mark book),
 - resources you have used/produced,
 - safety notes
- **Training Log** This provides a record of lessons in which you have been observed and targets that have been set - you have one for each placement.
- **Tracking Document** This is your own record of your progress against the standards and will refer to evidence in your other sources.
- **Portfolio of Professional Development This is really the** name given to the accumulated written evidence and records of evidence used to support the award of QTS - it should include - your observation booklet, the tracking document, your PD. forms, Tn-partite review pro-forma, formal observations from tutors and

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mentors and your written assignments. It will also incorporate your ITC portfolio.

Career Entry Profile

If you are successful in your PGCE year then you will be deemed to be at least competent in each of the Standards. You will of course be stronger in some areas of your teaching than you are in others and your C.E.P. is an on-going training document which we complete with you in the final week of the course using all of the evidence available to us. It seeks to highlight the areas of real strength and other areas which need to be developed further and helps the school to which you are appointed devise an action plan for you in your first year of teaching (your Newly Qualified Teacher year - N.Q.T. year). This document must be completed before you can be awarded QTS.

N.B.

So many things to complete and keep records of - you really do need to be well organised. You will save yourself a great deal of time in the long run (preparation and resources are always useful in the future). If you find yourself struggling to complete any of these items please do come and talk to us about it -don't just let things drift hoping that they will go away or that we will overlook them - they will not and we will not.

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