



Assessment Handbook
2025 - 2026



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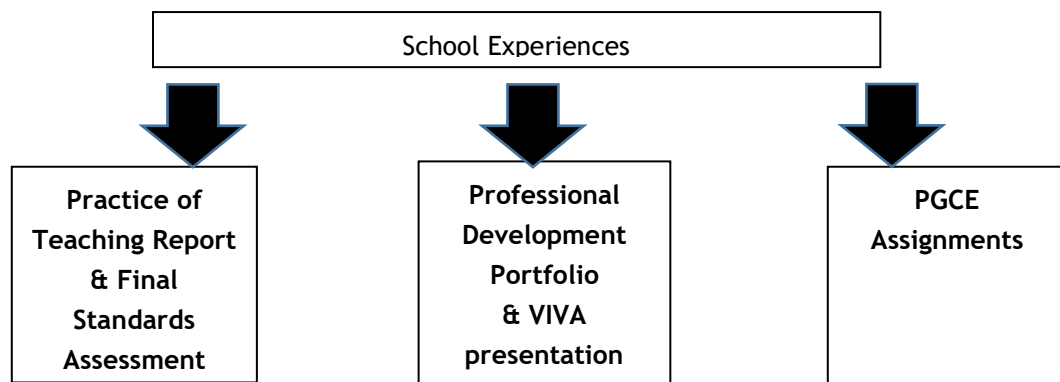
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Scheme of Assessment

The assessment grid on the next page describes how the various units are assessed and then describes the assessment regulations relating to the award. None of the units in the QTS or PGCE programme are assessed through examination. However, course assessment has been designed to comply with all the criteria controlling all ITT courses so that training teachers can be awarded Qualified Teacher Status and recommended for the PGCE with M (Master's) level credits. It meets the requirements of the University of Reading PGCE course, which validates the award of PGCE. Please refer to the University's documentation for specific details of the academic assignments. This handbook does not attempt to address matters relating to the academic assignments in any detail.

The decision to award QTS and recommend a training teacher for PGCE depends on the successful completion of a number of elements.

Overview of course assessment (QTS & PGCE)



In addition to the elements above, training teachers must have a minimum of 90% attendance throughout the course, and to have spent at least 120 days in school.

The final award of PGCE and QTS is on a PASS/FAIL basis. **There is no division into classes or honours, and no grades will appear on any certificates.**

QTS is assessed through the Practice of Teaching Reports, which are linked to the Progress Tracker and the e-portfolio containing Centre-based activities including case studies and associated Subject Tasks. The assessment then culminates in the VIVA presentation.

Coursework

Through the course, trainees are regularly set centre-based activities and subject specific tasks on Mosaic to help consolidate their learning and demonstrate their understanding of key teaching concepts and how to bring theory into practice. Feedback is given on these and if trainees do not meet the required expectations they will be asked to resubmit. If the standard is still not met by the end of the course, it could mean that QTS is not achieved. Additionally, if a number of key Mosaic tasks are not completed by week commencing 22nd June you will not be put forward to the Awards Board Group to confirm your QTS and will need to wait for the Extraordinary Awards Group Meeting (assuming all the Mosaic tasks are completed.)

Assessment Grid

This grid should be read alongside the more detailed University of Reading Assignment Handbook

Assessment Unit	UoR Module Code & Credits	Detail	Assessed By
Assignment 1 (Module code and title: EDMPRT The Reflective Teacher)	EDMPRT 20 credits Level 7	4000-word assignment	Assessed by University of Reading Academic Link Tutors
Assignment 2 (Module code and title: EDMPIP Investigating Practice)	EDMPIP 40 credits Level 7	7000-word assignment	Assessed by University of Reading Academic Link Tutors

Moderation of QTS assessment

Internal Moderation Activity	BBTTP staff Responsibility	Timeline
Joint observation of trainee's teaching (full or part of lesson)	Lead Mentor / Hub Lead	1 x Placement 1 1 x Placement 2
	Professional Tutor	1 x Placement 1 1 x Placement 2
	Lead Subject Tutor	1 x Placement 2
Review and signing off of trainee's progress via Mosaic	Professional Tutor	Checkpoint 2 Checkpoint 3 Summative Report
Internal Moderation Board Sample Moderation	ITT Director Hub Director Lead Mentors QA Leads	3 x per academic year following submission of Review Points on Mosaic Final Assessment Period
In the event of Professional Practice misconduct, as required	All parties	Where deemed appropriate depending on the nature of the professional misconduct

Week & Date		QTS	Written PGCE Assignments
1	01/09	Centre-based training (CBT)	
2	08/09	Safeguarding & Prevent & ITaP AT	Assignment 1 Introduction (Friday 12 th)
3	15/09	ITaP: BfL	
4	22/09	CBT & Placement 1 induction	
5	29/09	End of school induction	Assignment 1 Session 2 (Friday)
6	06/10		
7	13/10		Assignment 1 Session 3 (Friday pm)
	20/10	Progress Checkpoint 1	
8	27/10	HALF TERM - Formative submission of literature review	
9	03/11		
10	10/11		Assignment 1 Session 4 (Friday)
11	17/11	LST Moderation Visit 1 start this week	
12	24/11		PGCE group tutorials
13	01/12	LST Moderation Visit 1 completed this week	
14	08/12	Progress Checkpoint 2 due	
15	15/12	ITaP: Modelling	Assignment 1 due
	22/12	CHRISTMAS HOLIDAY	
	29/12	CHRISTMAS HOLIDAY	
16	05/01	Centre-based Training	
17	12/01	ITaP: Adaptive Teaching	
18	19/01	Placement 2 Induction	
19	26/01		Assignment 2 Introduction (Friday)
20	02/02		PGCE tutorials as needed
21	09/02		
	16/02	HALF TERM	Formative Assignment Submission
22	23/02		
23	02/03		Assignment 2 Session 2 (Friday)
24	09/03	LST visits start	
25	16/03		
26	23/03	Progress Checkpoint 3 due	
	30/03	EASTER HOLIDAY	
	06/04	EASTER HOLIDAY	
27	13/04		
28	20/04		
29	27/04		Assignment 2 Session 3 (Friday)
30	04/05		
31	11/05		PGCE group tutorials as required during week
32	18/05		
	25/05	HALF TERM	Assignment 2 due (Wednesday)
33	01/06		
34	08/06	Summative report and ECT targets	
35	15/06	VIVA presentations. LST & External Moderator & External Examiner Visits to be completed	
36	22/06	VIVA presentations	
37	29/06	ECT Transition	

Assessment of PGCE Written Assignments

Assignments are assessed by the University of Reading according to the information provided by the University in their handbook, which will be made available to trainees.

Studying towards the PGCE and towards becoming a teacher

The University of Reading PGCE secondary programme supports the view that learning to teach is, in part, ‘an apprenticeship of observation’ (Lortie, 1975) and that reflecting on, and with, colleagues on their practice can enhance your own teaching. The PGCE assignments bring together evidence-based research and classroom practice.

They deepen trainees’ knowledge and understanding of their own teaching. They allow trainees to reflect on their practice and that of others through discussion, reading and observation, helping them become the best teacher they can be. The expected reading explains the evidence behind the recommended approaches and develops the ability to critique more skilfully. The assignment process helps to embed those skills of reflection into trainees’ practice so they remain a lifelong reflective teacher, always endeavouring to prepare and provide the best lessons for their learners.

The two assignments provide an invaluable opportunity for trainees to cover all aspects of the Core Content Framework. For example, a key aspect of ‘The Reflective Teacher’ (EDMPRT) is to observe and work with expert colleagues and deconstruct these observed approaches to teaching and learning. The two titles suggested for EDMPRT enable trainees to consider Dialogic teaching or Behaviour Management in depth and also with a subject specific focus. Both assignments enable trainees to demonstrate their understanding of the ‘learn that’ statements in many areas of the ITTECF whilst reflecting upon the best available educational research which is both generic and subject specific.

Each of these focused study opportunities will be supported by university based input, enabling trainees to:

- *Develop knowledge and understanding of material relevant to children, teaching, learning and schooling, and education, from research/ theory/ policy and practice*
- *Extend your disposition to, and application of, learning and study, which embraces skills of analysis and reflection, preparing you for varied practice environments and changing policy and practice*
- *Secure scholarly engagement with the study of education; assessed through Masters level credit*

General advice regarding writing assignments on the PGCE

The University handbook provides details of the two assignments you are required to successfully complete to be awarded a PGCE, and some programme specific guidance about submission and word count. In addition, you should read advice about the detail of drafting and submitting assignments in Assignment Guidance Handbook. Marking of assignments will be in accordance with the University’s Moderation of Assessed Work Policy.

Supporting writing at Masters Level (Level 7)

As part of your introduction to the programme, you will be given guidance to support your thinking and writing at level 7. In addition, further support will be available from tutors. Students are encouraged to engage positively with the processes of developing thinking and writing about their new profession, for example using generic study guides, material from Blackboard and through the active use of feedback from previous assignments.

Word Count

Assignments are given a word count, which is matched to the assignment design and to the expectations set out in the PGCE Assignment Guidance. Please follow the requirements carefully. There is a word limit, but the University feels you self-penalise if you go over or are under by a large amount.

Ethical Considerations

Anonymity

Make sure that schools, teachers and pupils cannot be identified from your assignment. Ensure you have removed or covered all names in any school documents or Ofsted reports that you include.

Pictures

You should not include pictures of teachers, pupils or the school in your assignments.

Observations and recording

For Assignment 1 EDMPT you should only make written observations. As a University of Reading student, you do NOT have permission to make video or audio recordings in school, regardless of school policy, or the willingness of teachers or pupils to support.

Assignment submission and resubmission

It is vital training teachers meet all deadlines for coursework, as timelines for work to be assessed and moderated must be adhered to in order for the Awards Group (Board of Examiners) to meet at the end of the course. Moreover, the ability to meet deadlines is an important competence that training teachers need to demonstrate during this year. Schools often ask us to comment on this aspect of a training teacher's work when we write references. Trainee teachers must, therefore, submit adequately prepared coursework assignments in each of the units by the deadline dates. **The deadlines for the individual assignments are shown on the calendar above; the University will advise exact dates.** Details concerning late submissions, non-submissions and resubmissions are specified in the University documentation.

Assignment Submission: information on submission including deadlines will be provided at the introduction to each assignment and throughout the teaching of the module. Submission will be electronically via Blackboard Turnitin.

Late submission: Late submissions of coursework will only be allowed in exceptional circumstances in accordance with the University regulations.

Late submissions of assignments, for which there are no exceptional circumstances which have been agreed by the School Director of Academic Tutoring at the IoE, University of Reading, will come under the UoR policy for online submission protocols. Trainee teachers who think they may need to submit late MUST talk to their university tutor in advance of the submission deadline.

Non-submission: If a trainee teacher fails to submit, then they are able to resit the assignment following the resit policy and guidance from the IoE, University of Reading.

Resubmission: If a trainee teacher is advised that their work has been graded as a fail, then the trainee teacher will be given an opportunity to resubmit their work with a further deadline agreed. **They must then resubmit the work by the new deadline in accordance with the resubmission timeline.**

Exceptional circumstances: For personal, medical or mental health reasons individuals may feel it necessary to make aware of circumstances that have arisen that may make it impossible for them to meet assignment deadlines. In such circumstances the trainee teacher must make a request to the SCITT Partnership Office, and to the School Director of Academic Tutoring at the IoE, University of Reading, in line with the University's procedures. Where appropriate, claims for exceptional circumstances must be supported with a relevant doctor's certificate or further evidence. The link below shows information regarding the exceptional circumstances procedures:

<https://www.reading.ac.uk/essentials/The-Important-Stuff/Rules-and-regulations/Exceptional-Circumstances>

If there are any issues which emerge, students are encouraged to seek advice in a timely manner from their University academic tutor or from the UoR SCITT lead, Mark Aitchison:

mark.aitchison@reading.ac.uk

Further information can also be found at the link below:

<https://www.reading.ac.uk/essentials/The-Important-Stuff>

Marking and Feedback

For assignment 1, training teachers will be given formative feedback for each coursework unit within the deadline for the University's marking of assignments.

The purposes of the feedback is to:

- provide feedback to enable training teachers to improve their assessed work as the course progresses;
- allow training teachers the opportunity of *improving* if assessed tasks are deemed as unsatisfactory within the duration of the course

The grades are confirmed by moderation procedures. Please note that as described on page 2, the QTS and PGCE is awarded on a PASS/FAIL basis and that the grades are not reported, although for each assignment there will be a % mark awarded. The pass mark for L7 is 50%.

Keeping copies and electronic back-up

Trainee teachers are expected to submit copies of each assignment in line with University requirements (see their guidance) and make a **copy of all assignments** before they are handed in for marking. An electronic copy should also be uploaded into the e-portfolio. Deadline dates and times must be adhered to. If for some reason, such as illness, individuals believe they will miss the deadline, they must inform the SCITT Partnership Office and the University. **Please note that University regulations must be met at all times.**

We also advise that all work created electronically is backed-up regularly so that excuses such as 'my hard drive crashed' etc are redundant. Trainee teachers are responsible for their work however they choose to generate it.

Use of Unfair Means, Cheating and Plagiarism

There are various forms of academic dishonesty but in the training teacher's context it means presenting work for assessment which is not your own. Plagiarism as a form of cheating takes place when the training teacher 'borrows' or copies information, data or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher. If carried out knowingly, cheating and plagiarism have the objective of deceiving examiners, and this threatens the integrity of the assessment procedures and the value of the award.

In addition to the use of quotation marks when quoting from original sources and secondary material, full reference (using the **APA 7 system**) for both quotes and paraphrases or summaries of published material must be given. This includes the relevant URL for Web-based material.

Any training teacher found to have copied passages from published works without acknowledgement, or from other training teachers' work, would be regarded as cheating and will be penalised. The Awards Group (Board of Examiners) will determine the nature and severity of the penalty, but this may mean failure with no provision for reassessment or retrieval of that failure.

All assignments will be submitted using Turnitin which then undergoes an electronic plagiarism test.

Use of AI

The University provides clear guidelines around what is acceptable use of AI. You are expected to follow these carefully and there is a declaration to sign prior to submitting your assignment.

Advice on Writing Assignments

Writing an assignment may be quite a daunting task as it may be some years since training teachers have had to do an extended piece of writing. The following points may be useful in approaching the assignments. **Appendix A Optional annotated bibliography grid** in the PGCE Assignment Guidance may also be helpful.

1. Read around the theme, recording and collating notes from articles or books and PSP/subject sessions.
2. Plan the assignment, stating what is intended to look at in terms of literature and evidence of practice. Consider what the outcome of the assignment is intended to be.
3. With limited words available the assignment needs to be clear and precise. State clearly, in your introduction, the content and your aims and how you intend to achieve your objectives.
4. Discuss progress/problems with your University link tutors.
5. The assignment should be word-processed. Drafting of written work is important whether on paper or on a computer screen. The style of writing should be objective and formal.
6. Take care over effective layout and presentation, clear concise expression, accurate spelling and punctuation. Follow the instructions in the assignment brief.
7. Ensure that conclusions and recommendations relate to the findings from the literature, from research and from practice observed or undertaken.
8. State any references used in a bibliography after the text of the assignment but before any appendices, alphabetically, using the APA 7 system of referencing.
9. Submit an electronic copy to any University system as instructed - try and avoid leaving it until the final deadline in case of system disruption.
10. Meet the deadline (otherwise there will be penalties in line with University regulations).

Please refer to the University of Reading's guidance on the production and submission of assignments. All queries relating to PGCE assignments should be directed to the University.

Assessment for QTS (Practice of Teaching and your ePortfolio)

Your progress is checked formally at 3 points throughout the year (see Assessment Calendar on page 4), and summative assessment against the Teachers' Standards takes place at the end of the programme during the final half-term.

The training teacher is supervised by Subject and Professional Tutors in the school and is visited and observed by the Lead Subject Tutor. Assessment is through the development of the professional development portfolio (referred to as the PDP), and an evaluation of the training teacher's classroom teaching through weekly formal lesson observations. At each progress checkpoint, progress against expectations linked to 5 curriculum areas is recorded using a "RAG" rating. Brief comments are made and targets are set. Professional learning conversations (PLCs) take place at the end of each term, which also provide evidence of progress.

Progress Checkpoint 1 (Week 8)

Progress Checkpoint 1 takes place during Week 8, just before half-term (w/c 28th October). Trainees and school-based tutors will discuss progress to date and start the process of completing the progress tracker using a "RAG" system, as follows:

Green	Has met or exceeded the expectations in the description
Amber	Is making progress but has not yet met the expectations in the description
Red	Has made little/no progress towards meeting the expectations in the description
White	Has had no opportunity so far to work towards meeting the expectations

Subject Tutors, Lead Subject Tutors and Professional Tutors will make a brief comment on the progress tracker under the headings. Any "causes for concern" (CFCs) raised at this point will be addressed through a "rapid action plan" (RAP) which will be reviewed during November.

Progress Checkpoint 2 (Week 15)

Progress Checkpoint 2 will take place by Week 15 (w/c 15th December). This takes a similar form to checkpoint 1, but will use the descriptions for checkpoint 2. The targets, which are set on the tracker should arise from the RAG rating, or the comments made in the report. Additionally, the checkpoint will indicate PASS or FAIL, and may identify a CAUSE FOR CONCERN or PROGRESS CONCERN related to expectations of trainees at this point in their training. The Progress Tracker will provide essential information for the main school in planning training opportunities and focusing targets linked to progress.

Progress Checkpoint 3 (Week 26)

This takes place by Week 26 (w/c 23rd March) towards the end of the Spring Term. The checkpoint follows the same process as before. Targets are used to inform the action plans for the final term. This report will identify "gaps" which need to be addressed during the final term or through the enhancement week at the end of the training programme. A decision may be made at this point, as to whether a training teacher who has a failing profile should continue with the course, or a "CfC" is likely to need to extend their practice into July. The tracking sheet will be updated by tutors with written comments and targets.

Final Assessment of Teaching and Summative Report (Week 34)

This takes place by the start of Week 34 (w/c 8th June) and follows the final Moderation visit of the Lead Subject Tutor / Lead Mentor. The summative report is a formal written final assessment report which focuses on the Teachers' Standards. The targets in the report should relate to the targets for the ECT Induction Year, which will have been discussed with training teachers during the Summer Term. The Summative Report is a summative document insofar as the assessment, and comments at this point determine whether the school affirms that they support a recommendation for QTS. At this end-point in the training, the QTS is assessed as **PASS / FAIL** only. Assessment of teaching will be judgemental in terms of the training teacher's overall competence, understanding and professional practice. The Tutor Handbook gives guidance to ensure the accuracy of assessment, including criteria for establishing a final pass/fail judgement. As mentioned earlier, although a holistic approach is taken, training teachers must demonstrate that they have achieved all of the Part One Teacher Standards, and consistently shown the Professional Characteristics in Part Two during their practice.

VIVA presentations

During weeks 35 & 36 each trainee will deliver an assessed 20-minute presentation (or VIVA) followed by 10 minutes of Q&A which is a celebration of how trainees have demonstrated competency in the Teaching Standards. Further information on the format of the presentations will be given at a central training session (see page 27). The assessment criteria for the VIVA are the Teachers' Standards.

E-portfolio

The e-portfolio will be scrutinised to ensure that the trainee has met all expectations regarding demonstrating their understanding of the ITTECF. The mix of activities trainees are expected to complete should enable them to demonstrate competency across the standards by the end of the course. It is the trainee's responsibility to keep up to date with activities set.

Progression and Achievement

In order to be recommended for QTS, training teachers must complete the course successfully and be eligible for the award of PGCE. However, in exceptional circumstances and following a formal request and with the agreement of the SCITT Director, a training teacher may be permitted to complete a "QTS Only Route". For these training teachers only, successful assessment of their teaching, portfolio and VIVA will lead to recommendation for QTS but not the award of the PGCE.

Final summative assessment of teaching is made against the Standards. The award is on a PASS/FAIL basis. Schools and tutors produce reports with summative judgements against the Standards.

The final Assessment of Teaching Report will be completed and submitted by June 12th at the very latest. Failure to submit by this date will mean that there is insufficient evidence for consideration by the Awards Group which meets during this week.

A training teacher who is judged to be performing at the "minimum QTS" level, (or below), at the time of their final moderation visit or External Assessment, will be required to extend their teaching practice into July. They will be re-assessed by the school and by a further external visit in order to confirm that they have progressed sufficiently to pass at a secure level. **This is not an optional extension and training teachers should note that they should not make any arrangements which would mean that they would be unable to complete such an extension if it is required.**

Focused Support and Intervention Policy

At times, issues may arise of a pastoral or personal nature, which have an impact on the trainee's progress in schools. This policy provides a formal way of addressing the areas for development with a view to providing positive support for the trainee. This process should be triggered as soon as possible in order for the trainee to respond to the concerns and make progress against the Standards for Qualified Teacher Status.

A trainee may need additional support if they are not meeting the necessary curriculum benchmarks for their course and/or expected standards of attendance, punctuality or professional conduct.

Instigation

There are a range of factors that may result in a mentor / Professional Tutor / Lead Subject Tutor (LST) / Lead Mentor or Hub Lead deciding that the trainee needs additional support process and or intervention. These may include:

- Mentor indication via the weekly progress check on Mosaic
- Evidence from formal lesson observations
- Attendance register
- Conversations at LST sessions
- Concerns raised around professionalism by the Professional Tutor
- Failure to meet successive Mosaic deadlines
- Repetitive failure to submit focused lesson plans 24 hours in advance of the lesson
- Insufficient progress at the Progress Checkpoint Reviews

If the trainee would like to self-refer, then they should speak to the SCITT Director.

If it was felt that the trainee is not making progress due to the quality of mentoring, the Lead Mentor will work with the mentor and Professional Tutor to investigate the issues and provide support.

Support

Failure to make progress identified by any of the previously mentioned stakeholders, as well as by the Hub Lead will result in some form of support plan following the flow diagram on the next page.

Interruption of Support Plan

If the trainee experiences sickness or needs to take personal leave, any of the levels of the support plan cannot be extended for more than 5 working days.

Stage 3 Interventions

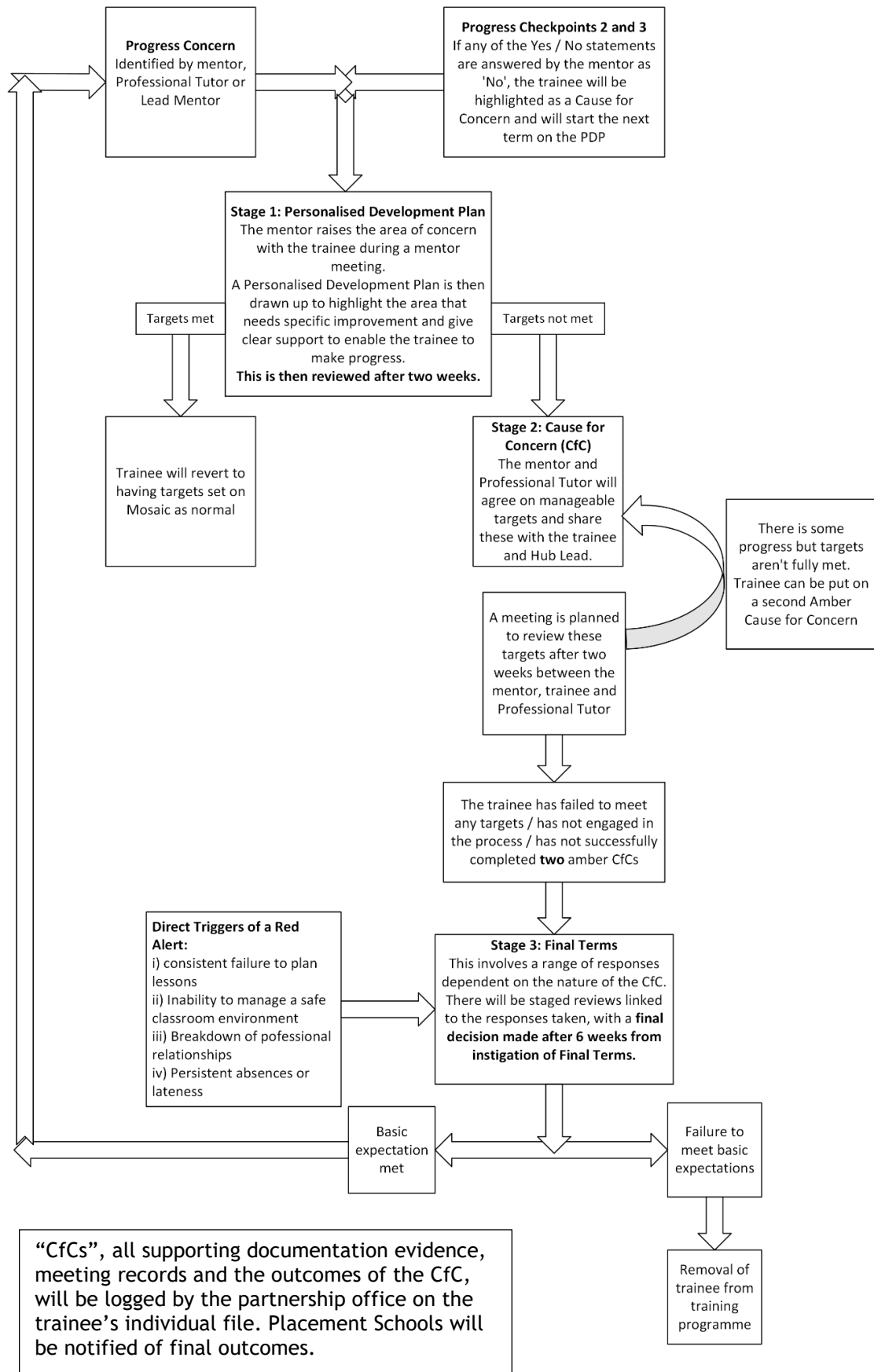
Trainees who reach Stage 3: Final Terms will be closely overseen by their Hub Lead and staged review meetings will be held with them. The trainee will receive at least two of the following interventions as part of the Stage 3 support process, although they should not expect to receive all of the interventions:

- Visit by a LST / LM/ QA lead or External Moderator
- Individual coaching with someone outside of their placement school
- Rapid Action Plan (RAP)
- Transfer to an alternative placement

Being on Stage 3 may mean that the trainee must extend their training at the end of the training programme in order to meet the QTS requirements.

If the evidence clearly shows by the penultimate staged review that the trainee is unlikely to meet the basic expectations by the final meeting, they will be issued with a Formal Warning.

Support and Intervention Stages



TRAINEE EXPECTATIONS AT PROGRESS CHECKPOINT 1 (October half term) “Beginning”

Aspect	Expectations
A. Behaviour Management & High Expectations	Observes ways in which colleagues provide experiences which are engaging and capture the interest of pupils. Able to engage individuals and small groups of pupils or lead short activities to support learning. Trainees observe ways in which incidents of low-level disruption are dealt with
	Builds relationship with pupils. Is aware of policies in school to ensure safety of pupils and as a result, pupils feel safe
	Trainees identify and observe the ways in which colleagues foster an environment where pupils feel safe, where all contributions are valued, and pupils see the importance of learning from mistakes
	Identify and observe ways in which colleagues provide stretch and challenge for all pupils. With support, can identify those who are underperforming
	Able to identify and attempt to replicate colleagues' expectations of attitudes, values and behaviours
	Able to identify and observe how colleagues implement the school's behaviour policy. Trainee follows these expectations and routines
	Is aware of school policies that promote equality for all. Trainees know who key staff are within the school should they need to report incidents of bullying, including cyber-bullying, and prejudice-based bullying
	Has read and understood the school's behaviour policy. Has observed the ways in which different teachers apply the rules, sanctions and rewards consistently, considering strategies unique to teachers' persona (size, voice, personality, humour etc.). Trainees recognise that individualised approaches remain consistent with policy
	Is aware of the strategies used by mentor/class teacher to manage the class. Trainee is starting to use these strategies themselves
B. Pedagogy and classroom practice	Can explain how another teacher has broken complex concepts into smaller steps
	Is beginning to gain an awareness of how pupils learn and the place of working memory / long term memory in the learning process. Observes colleagues using strategies to support this
	Is aware of the misconceptions that pupils may have. Observes the way in which colleagues use misconceptions as a learning tool and addresses these to support the learning process
	Can identify where teachers use explanation, modelling, examples in the lessons observed and trainee has trialled these strategies
	Observes the way in which colleagues ask questions in a variety of ways
	Plans lessons with support from mentor/class teacher and is able to teach from others' plans
	Can deliver a whole lesson (to a group or whole class as appropriate). Is aware of shared resources used, and where to source these, to support high quality teaching (e.g. textbooks, schemes of work, manipulatives) without adding unnecessary workload
	Speaks with clarity, confidence and uses Standard English correctly when speaking to pupils, colleagues and parents
	Is able to plan and deliver short activities with a group / class. Observed and talked about strategies used to help meet pupils' needs. Knows who to speak to in order to best support the learners in the class, e.g. SENDCO. Observes the ways in which teaching assistants and other adults are used within the classroom and around the school
	Is aware of homelearning / homework in the school
Is aware of the varying needs within a class and is able to identify a range of methods to provide additional support to pupils. Trainee has an awareness of the impact these strategies have on pupils' progress	

C. Subject & curriculum knowledge	Where appropriate, observes the ways in which colleagues structure the curriculum so that pupils are able to demonstrate mastery of a subject. Reflects upon how teachers develop and use essential concepts, knowledge, skills and principles of the subject being taught to help pupils
	Subject knowledge development is sufficient to identify misunderstandings
	Is able to identify areas of subject knowledge that need development in order to deliver a lesson
	Is aware of the resources and materials that colleagues use to help design a well-sequenced series of lessons that maintain pupils' interest
	Has some subject-specific, curriculum and phase knowledge. Is aware of areas for development
	Spoken English and use of vocabulary in lessons is of a good standard and modelled well. Trainee recognises their role in developing and promoting high standards of literacy
	Has some understanding of the requirements of the curriculum for the subject/phase they are teaching
D. Assessment	Is familiar with the assessment, feedback and marking policy in the placement school and is aware of the statutory assessment requirements for the phase which they are working in
	When observing, trainee can identify intended learning outcomes for a lesson and is aware of the importance of these in helping them to assess (e.g. measurable, success criteria, age related expectation, progression)
	Has read, understood and follows school's marking and feedback policy / marking criteria. Observes this in practice and has had opportunities to work alongside colleagues to learn how to give feedback/mark pupils' work. Is aware of ways in which workload is considered in the policy (e.g. by using abbreviations and codes in written feedback, prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking)
	Observes the way in which colleagues check for prior knowledge, identify and address misconceptions, which informs their planning to meet the needs of learners
	Observes the ways in which colleagues gauge the level of understanding of pupils in lessons through the use of questioning
	Is aware of strategies for assessment (e.g. formative and summative) and can comment on their purpose and effectiveness in checking pupils' progress over time
E. Professional behaviours	Observes the way in which teaching assistants and any other adults are effectively deployed in school to support pupils' learning
	Builds professional relationships with colleagues, knowing how and when to draw on advice and specialist support
	Is aware of the kinds of events that take place throughout a year which contribute to the school's sense of community. E.g. has looked at the school's yearly diary, read newsletters, websites etc.
	Attends appropriate CPD including whole staff, phase or department CPD sessions, training days, year group meetings, observing lessons, meeting subject leads or SENDCO. Is aware of the range of CPD opportunities available to them through their placement school and wider networks. Understands their role in developing their own professional development through personal study
	Observes the ways in which the school interacts with parents, carers and the wider community to form positive relationships. E.g. speaking with parents formally and informally, attending open evening, curriculum workshops, parents evening meetings

Part Two - Professional Behaviours	Is able to reflect on the lessons they have observed with specific focus, e.g. behaviour management strategies. Demonstrates an ability to be reflective when working with individuals and small groups, considering the impact their teaching has had on pupil progress. Beginning to link research to the practice they see in school
	<p>Is able to take feedback in a professional manner. Will ask questions to ensure that they understand</p> <p>Good attendance and punctuality. The trainee is punctual for school, lessons, central training, meetings etc. The trainee always informs school and the provider in a timely fashion for any non-attendance involving their teaching obligations or other professional meetings and responsibilities in line with school and provider policies</p> <p>The trainee is aware of their responsibilities in relation to safeguarding. They are able to judge when they may need advice and help in matters of child protection or confidentiality. Trainee has attended training and has read and understood the safeguarding policies and knows who to contact with any safeguarding concerns. Has a clear understanding of what sorts of behaviour, disclosures and incidents to report</p> <p>Trainee behaves in a positive manner and has an understanding of, and acts within, the statutory frameworks which set out their professional duties and responsibilities</p> <p>The trainee's language, dress and conduct are highly professional and in line with school policy. E.g. they are mindful of where they hold conversations and with whom, maintain confidentiality, and ensure that their manner reflects their status as a professional, observing proper boundaries, including on social media</p> <p>Is aware of the ways in which the well-being of all staff and pupils is supported. Trainee takes responsibility for managing their own workload, health and well-being, protecting time for rest and recovery, and being aware of the sources of support available</p> <p>In line with school policy, shows an understanding towards diversity and respect for the rights of others. Does not undermine fundamental British Values (democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs). Personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law (training undertaken e.g. Prevent Strategy)</p> <p>All documents are up to date and all agreed deadlines are met in relation to central training, academic assignments and school practice, considering the impact on the workload of others.</p>

TRAINEE EXPECTATIONS AT PROGRESS CHECKPOINT 2 (Christmas) “Developing”

Aspect	Expectations
A. Behaviour Management & High Expectations	Is able to engage pupils in lessons and can manage pupils' behaviour, with some support. Understands reasons behind low level disruption, their role in mitigating against this and starts to try to address disruption in lessons
	Relationships with pupils demonstrate mutual respect and trust. Trainee is aware of and takes responsibility for the safety (physical and pastoral) of pupils and generally, pupils needs are met
	Creates a positive learning environment where pupils are encouraged to contribute in lessons, ask questions and feel safe to do so. Pupils know that mistakes are part of the learning process (but the trainee might not be yet able to utilise all these opportunities to develop learning). Trainee models effort and perseverance
	Trainee seeks to provide opportunities for stretch and challenge. Using some strategies, with guidance, to support the learning of underperforming pupils
	Trainee communicates their expectations of pupils. Trainee models high expectations of attitudes, values and behaviour
	With support, trainee is able to apply and reinforce rules and routines in line with school's behaviour policy
	Able to identify and respond to incidents of bullying, including cyber-bullying, and prejudice-based bullying, in line with school's policy. This may be by reporting it to a colleague and discussing procedures they use
	Trainee uses their voice and body language appropriately to begin to establish classroom presence. Follows established rules, sanctions and rewards, acknowledging and praising pupil effort
	Gives manageable, specific and sequential instructions which pupils generally follow and as a result, pupils are clear of what is expected of them
	B. Pedagogy and classroom practice
Helps learners understand the context of the lesson (big picture). Can make links between concepts in cognitive science and observed strategies in colleagues' teaching. Has planned and delivered lessons to incorporate ways in which they can support pupils to transfer knowledge from working memory to long term without cognitive overload	
When planning, is generally able to identify and foresee pupils' misconceptions	
Explanations, models & worked examples demonstrate sufficient subject knowledge (occasional guidance may be required)	
Includes a range of types of questions in class discussions	
Plans single lessons independently, with an understanding of pupils' starting points. Shares plans in a timely manner prior to delivery and adapts following feedback	
Is able to deliver lessons on a regular basis and has considered the impact on pupils' progress. Is generally able to identify and use high quality resources, adapting these where needed, in order to meet the needs of pupils and avoid unnecessary workload. Resources are ready and organised for lessons	
Models correct use of vocabulary and good oracy skills in front of a class to support learning	
The pace of lesson is structured and managed, to keep to time. Trainee considers how transitions might be managed	
Tries suggested strategies and provides scaffolds (with guidance) to meet learners' needs. Works closely with the SENDCO, special education professionals and the DSL under supervision of expert colleagues. Begins to plan for teaching assistants and other adults	

	<p>Contributes to home learning / homework for pupils. With support, is able to set homework and plan home learning activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>Identifies pupils who need new content further broken down. Plans lessons which take account of prior learning & individual needs (some guidance may be needed) and practises a range of strategies to support all learners</p>
C. Subject & curriculum knowledge	<p>Have an awareness of the essential concepts, knowledge, skills and principles of the subject/s being taught</p> <p>Trainee is able to anticipate pupils' misconceptions. Some examples of misconceptions are included in subject audits</p> <p>Subject knowledge allows trainee to teach some lessons without colleague interjection</p> <p>Is using resources and materials aligned with the school curriculum (e.g. hands-on resources, textbooks or shared resources designed by colleagues that carefully sequence content) in order to foster pupils' interest in the subject</p> <p>Is developing broader subject, curriculum and phase knowledge, and beginning to understand what progression looks like within these</p> <p>Trainee models high-quality oracy and recognises that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary)</p> <p>Has a clear end goal in mind for their lessons, e.g. knows what the outcomes will look like, meeting the requirements of curriculum. Can identify key milestones and learning points in a lesson</p>
D. Assessment	<p>With support, knows, understands and contributes to assessment of the relevant subject and curriculum areas, including statutory assessment requirements and whole school assessment policy</p> <p>When planning, can identify with support, appropriate intended learning outcomes for a lesson, use these to ensure tasks are well-matched to the pupils and make judgements about what extent they have been met by pupils</p> <p>With support, gives pupils feedback, both orally and through accurate marking, and encourages pupils to respond to feedback. Starting to plan lessons to include opportunities for feedback in order to check pupil progress using different strategies</p> <p>With support, can identify possible misconceptions that may arise and plans opportunities to check for and address these misconceptions. Monitors pupil learning during lessons, including checking for misconceptions</p> <p>With support, can use a range of questions to assess pupils' understanding</p> <p>With support is generally able to make use of formative and summative assessment to secure progress. In discussion with colleagues can begin to draw conclusions about what pupils have learned by looking at performance over time</p>
E. Professional behaviours	<p>With support, is able to plan for the deployment of any additional adults in the classroom for the benefit of pupils. Talks to any additional adults about plans prior to a lesson</p> <p>Is developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support, and how to offer help to others. E.g. Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks)</p> <p>Is able to make a positive contribution to the wider life of the school. E.g. by attending events alongside mentor/class teacher</p> <p>With support is able to identify gaps in their own skill set and takes responsibility for improving teaching and practice, through appropriate professional development. Is learning to extend their own subject knowledge as part of the lesson preparation process. Listens to advice and feedback from colleagues and acts on this in subsequent lessons. Attends all CPD as required by the programme</p>

	Communicates with parents and carers in a professional manner, under the guidance of colleagues, to support pupils' education and to deliver key messages
Part Two - Professional Behaviours	With support (e.g. through targeted questioning and discussion with colleagues), trainee is able to reflect on decisions made when teaching. They consider the quality of the learning and progress made, identifying strengths and weaknesses of their lessons. They use some research to inform their practice
	Feedback is listened to and acted upon. Seeks support when needed
	Good attendance and punctuality. The trainee is punctual for school, lessons, central training, meetings etc. The trainee always informs school and the provider in a timely fashion for any non-attendance involving their teaching obligations or other professional meetings and responsibilities in line with school and provider policies
	The trainee has a good awareness of their responsibilities in relation to safeguarding. They are able to judge when they may need advice and help in matters of child protection or confidentiality. Trainee has attended training and has read and understood the safeguarding policies and knows who to contact with any safeguarding concerns. Has a clear understanding of what sorts of behaviour, disclosures and incidents to report
	Trainee has professional regard for and is supportive of the ethos of the school in which they teach. They treat pupils and colleagues with dignity, and is starting to build relationships with mutual respect
	The trainee reads, understands and follows / applies school policies at all times
	The trainee's language, dress and conduct are highly professional and in line with school policy. E.g. they are mindful of where they hold conversations and with whom, maintain confidentiality, and ensure that their manner reflects their status as a professional, observing proper boundaries, including on social media
	Is aware of the ways in which the well-being of all staff and pupils is supported. Trainee takes responsibility for managing their own workload, health and well-being, protecting time for rest and recovery, and being aware of the sources of support available
	In line with school policy, shows an understanding towards diversity and respect for the rights of others. Does not undermine fundamental British Values (democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs). Personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law (training undertaken e.g. Prevent Strategy)
	All documents are up to date and all agreed deadlines are met in relation to central training, academic assignments and school practice, considering the impact on the workload of others

TRAINEE EXPECTATIONS AT PROGRESS CHECKPOINT 3 (Easter) “Embedding”

Aspect	Expectations
A. Behaviour Management & High Expectations	Most pupils are interested, motivated and engaged. They work well in trainee's lessons and generally behave in line with school policy. In most cases, trainees address incidents of low level disruption quickly and appropriately. Trainees are mindful of pupils' well-being
	Effective relationships with all pupils demonstrate mutual respect and trust. Provides a safe learning environment which benefits pupils and generally, most pupils' needs are met
	Creates a positive learning environment where most pupils willingly contribute, ask questions and mistakes are used as opportunities to reinforce learning. Pupils are encouraged to 'have a go' and persevere
	Expectations of all pupils are high and pupils are stretched and challenged. Trainee uses some strategies to support the learning and progress of underperforming pupils
	Expectations are established. Trainee demonstrates and models the positive attitudes, values and behaviour and communicates this to pupils
	Takes greater responsibility for ensuring rules and routines are used and in line with the school's behaviour policy - pupils know what to expect
	Understands and is willing to address incidents of bullying with support, including cyber-bullying, and prejudice-based bullying, in line with school's policy
	Has developed a classroom presence and awareness of the whole class. Is able to use strategies to apply rules, sanctions and rewards fairly in line with policy, including through positive reinforcement. Appropriate and timely praise is used to emphasise progress being made
	Routines are well established, transitions within and between lessons are efficiently managed for most of the time and trainee is confident to reinforce expectations
	B. Pedagogy and classroom practice
Established purposeful strategies within lessons so that pupils learn well. E.g. practice/retrieval/examples/modelling/scaffolds/guides/metacognitive strategies/questioning/adapt teaching in a responsive way/understand pupil difference	
Exposes potential pitfalls and explains how to avoid them. Is able to correct pupil misconceptions most of the time, in a timely manner	
Explanations are well structured, and modelled. Can provide numerous examples to support with understanding of new concepts for most pupils. Trainee narrates thought process when modelling to make explicit how experts think	
Includes a range of types of questions in class discussions to clarify learning and extend and challenge most pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Reframes questions to provide greater scaffolding or greater stretch for most pupils	
Plans sequences of lessons independently, building on pupils' starting points, evaluating their effectiveness and adapting as necessary (planning weekly, contributing to medium term plans). Trainees plan to use a variety of strategies e.g. exposition, repetition, practice and retrieval of critical knowledge and skills	
Plans and delivers lessons on a daily basis and takes responsibility for units of work / sequences of lessons (occasional guidance may be required) that positively impacts the learning and progress of most pupils. Makes use of, and contributes to, well-designed resources (e.g. schemes of work), to meet individual needs without creating additional workload	
Develop strategies to build pupils' vocabulary that supports their learning	

	<p>Lessons are generally appropriately paced and structured in response to most pupils' needs, delivered in a timely manner, with well managed transitions</p> <p>Designs lessons and adapts teaching within lessons to meet most of the learners' needs. A range of strategies is evident, e.g. provides scaffolds, pre-teaching, paired / group working. Makes use of teaching assistants, and other adults, to have impact on pupils' learning and progress</p> <p>Home learning / homework is planned to support most pupils' progress. Much of the time plans differentiated homework / home learning activities that consolidate and extends existing knowledge and understanding</p> <p>Can explain the strategies used to provide additional support to individual pupils. Sequences of lessons are carefully designed to match the needs of most pupils so that they can meet expected outcomes</p>
C. Subject & curriculum knowledge	<p>Knows the essential concepts, knowledge, skills and principles of the subject/s being taught. When introducing new content, draws explicit links to concepts taught in previous units and year groups to support pupils developing schemas. Provides tasks which allows most pupils to secure knowledge and understanding</p> <p>Is aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts</p> <p>Subject knowledge allows trainee to be able to confidently teach the majority of lessons with accuracy in the delivery of content</p> <p>Works with colleagues to make a collection of resources (e.g. images, powerful analogies, illustrations, examples, explanations and demonstrations) to help them deliver a sequence of lessons which fosters and maintains most pupils' interest in the subject</p> <p>Has a more secure understanding of the developments across the subject, curriculum and phase. Trainee is able to continue to address gaps through independent study and this is reflected in their subject audits, CPD logs, reflections and lesson plans</p> <p>Supports most pupils to improve articulation and ability to communicate using a variety of strategies. E.g. Modelling, teaching unfamiliar vocabulary explicitly or planning for pupils to be repeatedly exposed to key vocabulary</p> <p>Takes on responsibilities for planning a series of lessons (with guidance from mentor/class teacher). Has a clear end goal in mind for sequences of lessons and can identify key milestones and learning points in a sequence of work</p>
D. Assessment	<p>With some support can assess pupils' achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements and whole school assessment policy e.g. end of unit tests</p> <p>Can, with some support, identify appropriate intended learning outcomes and judge to what extent learning outcomes have been met by pupils. Can provide evidence to support judgements about the development of individual pupil's progress over time With support can plan next steps in learning for pupils. Can make changes to lessons (within and between lessons)</p> <p>Gives pupils regular timely feedback, both orally and through accurate marking, and encouraging pupils to respond to feedback. Chooses appropriate forms of feedback so that useful data is collected about pupils' learning (e.g. using verbal feedback during lessons). This helps the trainee to make informed decisions about pupils' next steps, set targets and plan subsequent lessons</p> <p>Uses assessments to check for prior knowledge and pre-existing misconceptions and uses this to inform planning. During lessons, can independently monitor pupils' work and checks for misconceptions</p> <p>Carefully planned questions elicit regular responses from most learners and informs next steps. Trainees encourage pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding</p> <p>Much of the time makes use of formative, continuous and summative assessment to secure expected/good progress through a sequence of lessons over time. Draws conclusions about what pupils have learned by looking at patterns of performance over time, in discussion with colleagues</p>

E. Professional behaviours	<p>With some support is able to plan for the effective deployment of any additional adults for the benefit of pupils, including a good awareness of any intervention groups. Communicates plans to additional adults in a timely way so that they are prepared prior to a lesson and follows up post lesson to check outcomes</p> <p>Has developed effective professional relationships with colleagues, drawing on advice and support appropriately and contributing positively to the wider school culture. A feeling of shared responsibility is established (e.g. by supporting colleagues with their pastoral responsibilities, clubs, parents' evening, duties).</p> <p>Is supportive of, and attends, many whole school events in the wider school community e.g. fundraising events, book fairs, school trips. They may be making contributions to community events / community links where appropriate</p> <p>Independently takes responsibility for improving their teaching through appropriate professional development. Responds to advice and feedback from colleagues. Strengthens pedagogical and subject knowledge by participating in wider networks (e.g. year group team, department, across schools). Attends all CPD as required by the programme and in school placement as appropriate</p> <p>Engages and has formed positive relationships when communicating with parents and carers about the education and well-being of their pupils</p>
Part Two - Professional Behaviours	<p>Trainee is able to independently reflect on decisions made when teaching and suggest alternative strategies or approaches. They reflect on the quality of the learning and progress made, recognising the strengths and weaknesses and can identify next steps for improvement. Trainee engages with research and uses evidence to influence practice</p> <p>Seeks challenge and feedback in different ways and acts on suggestions, noticing their impact on pupils' progress. Notices when they need support and makes appropriate decisions about how to address issues</p> <p>Good attendance and punctuality. The trainee is punctual for school, lessons, central training, meetings etc. The trainee always informs school and the provider in a timely fashion for any non-attendance involving their teaching obligations or other professional responsibilities in line with policies</p> <p>The trainee has a good awareness of their responsibilities in relation to safeguarding. They are able to judge when they may need advice and help in matters of child protection or confidentiality. Trainee has attended training and has read and understood safeguarding policies and knows who to contact with any safeguarding concerns. Has a clear understanding of what sorts of behaviour, disclosures and incidents to report. Trainee is confident in identifying key indicators of a safeguarding concern</p> <p>Trainee is a positive role model to pupils and interacts with colleagues, parents and other stakeholders in a positive and professional manner. They have a professional regard towards the policies and practices of the school and maintains high standards in their own conduct</p> <p>The trainee reads, understands and follows / applies school policies at all times</p> <p>The trainee's language, dress and conduct are highly professional and in line with school policy. E.g. they are mindful of where they hold conversations and with whom, maintain confidentiality, and ensure that their manner reflects their status as a professional, observing proper boundaries, including on social media</p> <p>Is aware of the ways in which the well-being of staff and pupils is supported. Trainee takes responsibility for managing own workload, health and well-being, protecting time for rest and recovery, and being aware of support available</p> <p>In line with school policy, shows an understanding towards diversity and respect for the rights of others. Does not undermine fundamental British Values. Personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law (training undertaken e.g. Prevent Strategy)</p> <p>All documents are up to date and all agreed deadlines are met in relation to central training, academic assignments and school practice, considering the impact on the workload of others</p>

TRAINEE EXPECTATIONS AT SUMMATIVE REPORT (end of course) “Mastery”

Aspect	Expectations
TS1 Set High expectations which inspire, motivate and challenge pupils	1. Has the trainee established a safe and stimulating environment for pupils, rooted in mutual respect?
	2. Does the trainee set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions?
	3. Does the trainee demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils?
TS2 Promote good progress and outcomes by pupils	1. Is the trainee accountable for the progress, attainment & outcomes of the pupils they have taught?
	2. Is the trainee aware of pupils’ capabilities and prior knowledge and do they use this
	3. Does the trainee guide pupils to reflect on the progress that they have made and their emerging needs?
	4. Has the trainee demonstrated knowledge and understanding of how pupils learn and how these impacts on their teaching?
	5. Does the trainee encourage pupils to take a responsible and conscientious attitude to their work & study?
TS3 Demonstrate good subject and curriculum knowledge	1. Does the trainee have a secure knowledge of their subject and its curriculum areas, <ul style="list-style-type: none"> ▫ do they foster & maintain pupils’ interest in the subject, ▫ and address misconceptions?
	2. Does the trainee demonstrate a critical understanding of developments in the subject and curriculum areas, & promote the value of scholarship?
	3. Does the trainee demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher’s specialist subject?
TS4 Plan and teach well-structured lessons	1. Does the trainee impart knowledge & develop understanding through effective use of lesson time?
	2. Does the trainee promote a love of learning & pupils’ intellectual curiosity?
	3. Does the trainee set homework and plan other out-of-class activities to consolidate & extend the knowledge and understanding pupils have acquired?
	4. Does the trainee reflect systematically on the effectiveness of lessons & approaches to teaching?
	5. Has the trainee contributed to the design & provision of an engaging curriculum within their subject?
TS5 Adapt teaching to respond to the strengths and needs of all pupils	1. Does the trainee know when & how to adapt appropriately, and do they use approaches which enable pupils to be taught effectively?
	2. Does the trainee have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, & how best to overcome these?
	3. Does the trainee demonstrate an awareness of the physical, social & intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development?
	4. Does the trainee have a clear understanding of the needs of all pupils, including: <ul style="list-style-type: none"> ▫ those with SEND ▫ those of high ability ▫ those with EAL ▫ those who are PP and are they able to use & evaluate distinctive teaching approaches to engage and support these pupils?
TS6 Make accurate and productive use of assessment	1. Does the trainee know & understand how to assess in their subject, including statutory assessment requirements?
	2. Does the trainee make use of formative & summative assessment to secure pupils’ progress?
	3. Does the trainee use relevant data to monitor progress, set targets, & plan subsequent lessons?
	4. Does the trainee give pupils regular feedback (verbal & written) & encourage pupils to respond to the feedback?

<p>TS7 Manage behaviour effectively to ensure a good and safe learning environment</p>	<ol style="list-style-type: none"> 1. Does the trainee have clear rules & routines for behaviour in classrooms, & take responsibility for promoting good behaviour both in classrooms & around the school in accordance with the school's behaviour policy? 2. Does the trainee have high expectations of behaviour, & establish a framework for discipline with a range of strategies using praise, rewards, and sanctions consistently & fairly? 3. Does the trainee manage classes effectively, using approaches which are appropriate to pupils' needs to involve & motivate them? 4. Does the trainee maintain good relationships with pupils, exercise appropriate authority, & act decisively when necessary?
<p>TS8 Fulfil wider professional responsibilities</p>	<ol style="list-style-type: none"> 1. Has the trainee made a positive contribution to the wider life & ethos of the school? 2. Has the trainee developed effective professional relationships with colleagues, & do they know how & when to draw on advice & specialist support? 3. Does the trainee know how to deploy support staff effectively? 4. Has the trainee taken responsibility for improving teaching through appropriate professional development, & do they respond to advice & feedback from colleagues? 5. Does the trainee communicate effectively with parents regarding pupils' achievements & well-being?
<p>Part two - teachers uphold public trust in the profession & maintain high standards of ethics & behaviour within & outside school.</p>	<ol style="list-style-type: none"> 1. Does the trainee have a commitment to upholding the high standards of the teaching profession, within & outside school? 2. Does the trainee develop appropriate professional relationships with colleagues & pupils? 3. Is the trainee able to safeguard pupils' wellbeing, in accordance with KCSIE? 4. Does the trainee understand that schools are required to develop pupils' wider understanding of social & cultural diversity, tolerance for others & respect for different faiths & beliefs, in line with the maintenance of Fundamental British Values? 5. Does the trainee understand the challenges of teaching in modern British schools? (SMSC, Fundamental British Values etc.) 6. Is the trainee aware of the Prevent Strategy & its implications? 7. Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs & the impact these could have on pupils & their subsequent actions? 8. Does the trainee understand & adhere to the school's & provider's VLE/internet safety policy, including the safe & responsible use of social media?
<p>Part two - teachers must have proper & professional regard to the ethos, policies & practices of the school in which they teach, & maintain high standards in their own attendance & punctuality</p>	<ol style="list-style-type: none"> 1. Does the trainee display high standards of personal & professional behaviour, inside & outside school, including attendance & punctuality at all times? 2. Does the trainee understand & apply the range of policies that support school practice & act on these in their planning, teaching & wider involvement in the life of the school? 3. Does the trainee take appropriate responsibility for their own & pupils' well-being in the classroom & during off-site visits & activities? 4. Are the trainee's language and dress highly professional and in line with school policy? 5. Does the trainee always inform colleagues of reasons for any non-attendance, including for meetings, in line with school policy?
<p>Part two - teachers must have an understanding of, & always act within, the statutory frameworks which set out their professional duties & responsibilities</p>	<ol style="list-style-type: none"> 1. Is the trainee able to articulate, & abide by the roles & responsibilities of the teacher, in relation to statutory frameworks? 2. Is the trainee aware of their responsibilities in relation to equality legislation, duties and safeguarding? (School Teachers Pay & Conditions document.) 3. Is the trainee able to judge when they need advice & help in matters of Child Protection or confidentiality?

Quality Assurance

As part of the process of ensuring that training teachers receive appropriate training and opportunities for completing their teacher training programme, both the BBTTP Partnership and the University of Reading have to be assured that the programme, in all its constituent parts, in association with the different groups of people who contribute to this, work towards this end. This process, called quality assurance (QA), is thus essentially one of monitoring in order to be assured that the quality of the programme is adequate for its purpose. In order for this to be objectively determined, BBTTP has a QA Lead whose sole role is to visit placement schools, meet with trainees and observe centre-based training sessions and Lead Subject sessions in order to assure consistency and equality of provision for all trainees. These checks and visits occur throughout the year.

Towards the end of the course, an external perspective is sought on the main monitoring, evaluation and assessment procedures through the use of External Moderators, these are people who have worked in other SCITT partnerships. For trainees this means that for both practice of teaching and coursework, the two components of assessment, a sample of trainees and their work is 'examined', not with a view to determining the outcome of pass or fail (this is decided in principle by the tutors involved) but with a view to identifying, through looking at their work, whether the outcomes are satisfactory and appropriate and how well the course components and processes have supported the trainees in the completion of their training. One of the expectations of External Moderators is that they bring their own experience to this process to ensure that the programme is providing a comparable experience for trainees to other similar programmes, in this case QTS with PGCE courses. Thus, in this part of the QA process the focus is **not** on the trainees *per se*, they are not being examined, rather it is the support, monitoring and assessment provided by the course that is under scrutiny, as portrayed by the outcomes and work of those training in the sample.

However, there is an element of work that is seen as part of the moderation/ external examining sample where decisions are made by the External Moderators. This applies to any trainee whose practice of teaching progress or coursework is at risk or borderline, in these instances the trainee becomes part of this sample. Thus, External Moderators will look at the relevant work or teaching, again with a view to looking at the procedures carried out, but with an additional role in these cases to make a decision concerning whether or not the trainee has made satisfactory progress to pass the course.

If you are selected as part of the sample to be visited by the External Moderator, you will be contacted during Weeks 31-32. Moderation visits will also be notified in advance.

Interviews

The External Moderator will see a sample of trainees during their visit. This group of trainees will be informed that they will be required for Interviews during Week 35. The purpose of these interviews is for the External Moderators to carry out their quality assurance functions.

Viva presentations

A sample of VIVA presentations will be moderated by External Moderators. Professional Tutors from partnership schools are also involved in QA of the Viva presentations.

PGCE

The University of Reading will have its own arrangements for External Examination of the PGCE element, and it is possible that a sample of assignments will be scrutinised by the University's External Examiner.

The Awards Group

The Awards Group is comprised of 5 Head teachers and or their representatives who represent schools within the BBTTP partnership. Their role is to examine a sample of trainees who have been put forward for the award of QTS. The group will look at the trainee considered to be the best and the trainee considered to be the weakest as well as a trainee in the middle. In addition, any trainees that are considered borderline will have all their evidence scrutinised. If they agree

with the judgements made on the sample trainees with regards to their teaching quality they will recommend trainees for QTS.

Re-examinations

Failing Practice of Teaching and Re-examination

Individuals whose “Fail” grade is confirmed by the final Awards Group (Board of Examiners) of the course will not be awarded the PGCE or QTS, but may be granted a right of re-examination conditional upon a minimum period of 6 or 12 continuous weeks of further teaching experience in a *maintained* school in England or Wales. The school must cover key stages appropriate to the course and should cater for a suitable range of pupil ability. **It is the responsibility of the trainee to find a school that is an appropriate setting for the further placement.**

Approval must be sought from the Partnership (via the SCITT Director) of the suitability of a school for this re-examination purpose *in advance of the commencement of the placement.* **Re-examinees may also be required by the host school to pay a fee.**

Failing Mosaic Assignments (QTS requirement)

As with assignments for the PGCE, plagiarism is not acceptable for Mosaic assignments. Models are provided for some of the weightier Mosaic assignments, these should not be copied at all, but simply used as a guide as to how to structure your work. Different assignments allow for different amounts of collaboration with peers and also different amounts of AI usage (see appendix 2 p28). **There is an expectation that all lesson observations, lesson reflections and reflections as part of ITaPs are done with no use of AI at all.** If your assignment doesn't meet minimum expectations, you will be asked to resubmit it. Similarly, if you regularly fail to meet deadlines you could be asked to extend into the ‘Extension of Teaching’ weeks at the end of the course.

Failing PGCE Assignments

As described on pages 5-8, trainees will have received feedback on their written assignments and offered the opportunity for re-submission if an individual assignment is deemed unsatisfactory. Please consult the regulations from the University of Reading for details of the re-submission procedure.

Extraordinary Awards Group meetings

There are provisions for extraordinary meetings of the Awards Group (Board of Examiners) in order to receive recommendations for trainees who, for whatever reason, have not been considered for the award of QTS at the Awards Group meeting held on the final day of the course, for example due to absence which has required the extension of teaching practice into the end of Term. The Awards Group held at the end of the course will set a time and date for any extraordinary meeting. If there is only one trainee being reviewed this meeting will be comprised of the SCITT Director and a senior representative from the Partnership.

APPENDIX 1: VIVA PRESENTATIONS - advice and guidance

The VIVA presentation will focus on the teachers' standards and enable trainees to display their best evidence and allow them to discuss their case study classes. Each presentation will include the opportunity for questions from the assessment panel. A sample of assessed presentations across a range of subjects will be moderated by an external moderator.

Presentations will take place in week 35 and 36 according to a published schedule. The assessment panel will consist of the Lead Subject Tutor / subject specialist, a SCITT leader (e.g. Director, Hub Lead, Lead Mentor) and will be moderated by a third independent person, who may be an external moderator or a professional tutor from a partnership school unknown to the trainee.

Each presentation will last approximately 30 minutes, and it is expected that it will include:

- a) A 10-minute section considering their "case study" class and specifically a teaching episode of a unit of work (at least 4 lessons); the purpose of this is to demonstrate how teaching has had an impact on pupil learning and progress, and the trainee's attainment and competence in the standards. The case study classes may be drawn from either school placement.
- b) A 10-minute section enabling candidates to "showcase" their best evidence related to the standards. Evidence can again be drawn from either or both school placements. Trainees will select examples of evidence. It is not expected that all standards will be discussed extensively in the given time.
- c) A 10-minute Q&A session based on questions from the assessment panel.

Trainees will be able to use a PowerPoint presentation and to refer to evidence from their e-portfolio. The assessment criteria for the presentation will be the teachers' standards. Presentation skills, in themselves, will not be assessed. However if your presentation skills are poor you are unlikely to convey the information needed to demonstrate achievement of QTS. The assessment panel will complete an assessment proforma, which summarises trainee attainment. This will also identify strengths and any areas for further trainee development.

Assessments may be recorded for purposes of moderation. In the unlikely event that the panel judge that the trainee has not met the standards in their presentation, there will be an opportunity to re-sit the presentation, before the Awards Group meeting at the start of July.

Instructions for the presentation

The PowerPoint should be no more than 20 slides long. The slides should contain **screenshots of evidence** gathered that you wish to refer to as you discuss the learning that has taken place during your teaching phases.

The first part of the presentation should be centred on **ONE case study** which should include the following:

- Data showing the start and end that you can discuss and identify what you did to enable progress to take place (or if progress didn't take place, a reflection on why not and what you would do next time.) TS1,2,6
- An overview slide of 4-5 lessons to demonstrate you understand how lessons are not stand alone but are linked to consolidate, review, and build in order to move students' understanding forward. (N.B. This should NOT simply be a discussion of what you did in the classroom. It needs to be centred on how you reviewed learning, where the misconceptions were, how you adjusted lesson - both in lesson and in readiness for the next one - to help students make the best progress. Also how you differentiated and how this showed high expectations for all) TS1, 2, 4, 5, 6

- How you planned for good behaviour and managed the class / individuals. TS1,7

The **second part** of your presentation should be used to demonstrate how you have met some of the other standards not specifically covered in the case study, particularly TS3 and 8. However, you can also demonstrate some other standards to with evidence NOT related to your case study. You should aim to cover between 3-5 standards overall (you do not have time to cover all 8).

The evidence should come from **BOTH placements**, so that you can discuss the areas of teaching that you found more challenging at first and how you overcame them as the year progressed.

Overall, check that your presentation will demonstrate you have fulfilled the requirements of the standards you have discussed via being reflective about your practise. No one is perfect at the end of the training year, but you must be reflective, otherwise you will not progress.

You should also refer to pedagogy or reading that you have done and how this has helped you develop your teaching. Make sure you link this to your observations and practise (just like you would in your PGCE assignments) and use proper referencing.

APPENDIX 2 - AI ASSESSMENT SCALE

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale