We encourage colleagues to tailor this presentation to the needs of their partnership and trainees.
PURPOSE:

1. Principles of Assessment:
   - Key elements of assessing trainees using the Toolkit
   - Expectations for trainees across the year
   
   Slides 1.1 - 1.18

2. Evidence Bundles:
   - Evidencing trainee progress through their impact on pupil progress over time
   
   Slides 2.1 – 2.15
THE UNDERPINNING PRINCIPLES:

- a vision for the development of outstanding teachers which places the pupil at the heart of teacher education
- a framework for assessing the quality of trainees’ teaching starting with impact on pupils’ progress which, in turn, informs ongoing achievement and final attainment
- identification of the essential resources to support trainees and their tutors/mentors in recording and evidencing progress and setting appropriate long and short term targets
- assessments reflect the quality of trainees’ teaching overall and the interrelatedness of the Standards enabling pupil progress
- an unambiguous shared language for discussing the progress of, and expectations for, trainees
THE TOOLKIT:

- Can be used to ensure all trainees and training partners understand, and can explain how, accuracy in assessment is achieved and their individual roles in securing this.

- When used effectively, can impact on pupil and trainee progress and the quality of their teaching.
FOCUSING ON KEY ELEMENTS:

- The quality of trainees’ teaching should be judged by the impact on pupil progress and learning over time.

- The context and content of their teaching, through sequences of lessons; individual lessons should not be judged in isolation but the full range of evidence available should be assessed including marking.

- Assessment should reference the Teachers’ Standards in full including the bulleted subheadings:
  - To track progress against the Standards
  - Identify strengths
  - Determine areas for additional development

Demonstrate that any Grade 3s are clearly **EXCEEDING THE MINIMUM**
FOCUSING ON KEY ELEMENTS:

- Strengthened expectations for Part Two of the Standards: Fundamental British Values/teaching in modern Britain
- Precise developmental target setting
- Individual training and intervention
- Robust evidence of the accuracy of judgements
- Alignment of grades, targets, report comments, level of pupil progress
- Raised expectations
THE HEART OF THE SYSTEM:

1. Review and identify precise short and longer term targets.
2. Identify evidence of pupils' progress over time.
3. Map to Teachers' Standards grade descriptors to identify quality of teaching.
4. Identify strengths and areas for development for the trainee.
5. What difference has teaching made? Why?
TRACKING AND EVIDENCING TRAINEE PROGRESS:

- **‘Observations’**: evidence of pupil progress and learning over time, trainee strengths, areas for development impacting on pupil progress, all available evidence

- **Weekly meetings**: trainee presents evidence of pupil progress and learning over time, progress v targets, map new and revised targets and key strengths against Teachers’ Standards

- **Interim reviews**: evidence bundles, evidence of impact on groups of learners; review targets and progress against Teachers’ Standards overall

- **Summative reviews**: evidence bundles, impact on groups of learners; progress against the Teachers’ Standards; strengths and targets for next stage
IMPORTANCE OF ACCURACY IN ASSESSMENT

- For all trainees to achieve their potential and maximize their impact on pupils’ progress

- For parity of experience for trainees

- For inspection: Ofsted will judge the accuracy of the ITE partnership’s assessment of trainees’ teaching
‘ABSOLUTES’ IN ASSESSING TRAINEES

1. As a trainee rather than as a qualified teacher
2. Pupil progress and learning over time
3. Through sequences of lessons using all available evidence
4. Teachers’ Standards in full and sub headings
5. Holistic, professional judgements to secure ‘best fit’
6. All grades, comments and targets aligned
7. Exceed the minimum against the Teachers’ Standards in relevant age ranges and abilities
GRADING:

- Grade 1 = outstanding for a trainee teacher / pupil progress good or better over time

- Grade 2 = good for a trainee teacher / pupil progress as expected over time

- Grade 3 = requires improvement for a trainee teacher / pupil progress not always as expected

- Grade 4 = inadequate / pupils do not make adequate progress
ASSESSING TRAINEES:

- From the outset, trainees will be assessed against the Teachers’ Standards ‘in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS’ (Teachers’ Standards, Paragraph 6).

- A single set of criteria is used across the programme; it is expected that many trainees will, at the first review, ‘Require improvement’ as they are at the beginning of their training and teaching. Trainees need to understand the significant achievement involved in securing the minimum level of practice by their first review.
EXPECTATIONS: AT ANY STAGE OF TRAINING

To be a grade 1 trainee (Outstanding):

- pupil progress: good or better overtime
- trainees must demonstrate outstanding practice in the MAJORITY of Standards
- All other standards Grade 2
- Part 2 consistently high quality practice in personal and professional conduct
EXPECTATIONS: AT ANY STAGE OF TRAINING

To be a grade 2 trainee (Good):

- pupil progress and learning: expected overtime
- At least five standards good overall
- Trainees must demonstrate excellent practice in SOME standards (8 goods = good!)
- Any grade threes scrutinised
- Part 2 consistently high quality practice in personal and professional conduct
- Potential to be, for example, outstanding
EXPECTATIONS: AT ANY STAGE OF TRAINING

*Requiring improvement, grade 3*

- Pupil progress not always as expected
- Most standards grade three
- No standards assessed at grade 4
- Potential to be good or outstanding
EXPECTATIONS: AT ANY STAGE OF TRAINING

Inadequate Grade 4

- Trainees fail to meet the minimum level of practice expected of trainees as defined in the Teachers’ Standards by the end of their training.
- The quality of trainees’ teaching over time is weak and contributes to pupils/learners or groups of learners making inadequate progress.
EXPECTED PROGRAMME OUTCOMES

By the end of the programme, the expectation is that:

- all trainees awarded QTS should attain at least ‘Good’ (grade 2) and the majority will be ‘Outstanding’ (grade 1);

- any trainee whose attainment is judged as ‘Requires improvement’ (grade 3) will have exceeded the minimum expectation in aspects of several of the Teachers’ Standards
it is anticipated that all trainees will meet the minimum level of practice expected;

for any trainees struggling to meet the minimum level at this stage, the cause for concern process should be considered in order to secure progress towards good;

a significant number of trainees will ‘require improvement’ as their pupils do not always make expected progress. Tracking should indicate that they are on a trajectory to be at least good;

for some trainees, much of their teaching over time is good; some is outstanding; the pupils they teach make at least expected progress over time;

for a small number of trainees, teaching over time is outstanding and never less than consistently good; the pupils they teach make good or better than expected progress over time
TOOLKIT: ADDITIONAL RESOURCES AND GUIDANCE

- Tracking and evidencing trainees’ progress
- Accuracy in target setting
- Resources developed by Joint HEI SCITT development group facilitated by NASBTT
2. EVIDENCING & TRACKING TRAINEE PROGRESS

Currently, this process can be

- cumbersome - masses of evidence collected against each TS and sub-heading
- confused as to purpose, expectations and intended impact on trainees’ teaching and progress
- focused on ‘getting’ individual Teachers’ Standards
TRACKING AND EVIDENCING TRAINEE PROGRESS:

The Challenge: assessing the quality of trainees’ teaching through their impact on pupils’ progress over time and against the Teachers’ Standards

A Solution: identifying and analysing of evidence of trainee progress to demonstrate:

- impact on progress of groups of learners over time
- which aspects of teaching, linked to the Teachers’ Standards, are securing this impact?
- which aspects of teaching, linked to the Teachers’ Standards, need strengthening to enhance impact?

Always emphasising it is the impact of the strengths across the Teachers’ Standards overall which secure pupil progress
INTERRELATIONSHIP OF TEACHERS’ STANDARDS AND PUPIL PROGRESS

Teaching Impact on Pupil progress

- Subject knowledge
- Plan and teach well
- Respond to needs
- Use of assessment
- Manage behaviour
- Wider professional responsibilities
- Personal and professional conduct
- Promote progress
- High expectations
PUPIL PROGRESS: REFINING THE EMPHASIS

- Ensure assessment criteria and monitoring of practice takes great account of the impact of teaching on pupils’ progress and that all individuals and groups of learners make good or better progress over time.
- Ensure trainees continually assess pupils’ learning and match their teaching to pupils’ different starting points building on what they already know (prior knowledge).
- Ensure target setting and feedback focuses on the impact of trainees’ teaching on pupils’ progress and secures accurate assessment against the Teachers’ Standards.
Pupil progress and learning over time

Quality of trainee’s teaching within each standard

Quality of trainee’s teaching overall

2.6
EVIDENCE BUNDLES

A collection of evidence from a sequence of lessons is analysed to identify

1. evidence of pupil progress and learning;
2. evidence of the impact of the trainees’ teaching;
3. which aspects of the trainees’ teaching are most likely have impacted on this learning or otherwise.

This analysis should then be used to evidence of trainees’ progress against the Teachers’ Standards 2.7
EVIDENCE BUNDLES

They can be used to demonstrate:

- progress made by pupils over time
- quality of trainee’s teaching overall
- how trainees’ skills against each Standard has enabled them to impact on pupil progress
- how strong their teaching is in each standard
- areas for developmental targets specifically linked to pupil progress
EVIDENCE BUNDLES CAN ALSO . . .

Provide evidence of the impact of trainees’ teaching

- on specific groups of pupils: disadvantaged, most able, age ranges and abilities
- within subjects, eg PE, phonics and early reading, mathematics, specialism
- against priority areas: use of assessment, impact of marking and questioning, behaviour, ability to check progress
EVIDENCE BUNDLES: THE PROCESS

- Trainee, with mentor, identifies sequence (or sequences) of lessons
- Pull together a ‘bundle’ of evidence: assessments, marking, learning plans, observations, evaluations, photographs, weekly review forms...
- ‘Bundle’ analysed and annotated to highlight:
  - evidence of progress and learning of different groups
  - evidence of impact of trainees’ teaching on this learning; what worked, even better if . . .
  - link to Teachers’ Standards and if relevant part 2
- Trainee writes analytic commentary, referenced to bundle, of their progress against each Teachers’ Standard since their previous review; including impact of training. The bundle may be virtual with evidence within trainee files etc.
IN PRACTICE

✓ Pupil progress is a focus for discussion in taught sessions: developing language for discussing progress and evidence of progress for trainees and pupils; modelling of evidence bundle building and analysis

✓ The weekly mentor meeting draws on evidence from across the week: trainee provides evidence of pupil progress for appraisal – mentors need training to do this

✓ Increased focus on groups of pupils’ progress

✓ The Teachers’ Standards, grade descriptors and targets are reviewed in the light of the progress made by pupils

✓ Progress against the standards is tracked back from the impact of teaching on pupil progress and learning overtime

✓ Building evidence bundles needs to be modeled through centre and school based training
WHAT TRAINEES SHOULD DO

1. Agree what they are going to teach and why through a sequence of lessons
2. Identify what the pupils’ starting points are in relation to what is to be taught - individuals, groups and whole class
3. Set out success criteria for pupils’ learning
4. Find out how groups and individuals work best e.g. what are they interested in and excited by?
5. Plan a sequence of lessons building on the information they have gathered
6. Make assessments and respond to pupils’ needs within each lesson and over the sequence of lessons
7. Identify evidence of progress made by pupils
8. Identify evidence of what they did to support this within lessons and throughout the sequence of lessons
SECURING EVIDENCE OF PRIOR LEARNING

- Discussing with teachers and TAs
- Looking at books to identify individual needs and the needs of particular groups e.g. EAL, SEND, PP and potential misconceptions and barriers to learning
- Drawing on pupil tracking data and analysis
- Using observations, guided observations of class and groups
- Discussion with pupils
- Discussion with parents and carers, in particular Early Years and primary
- Using formative assessment through planned questioning
STARTER ACTIVITY

Discuss a sequence of lessons taught by your trainee,

1. Did all groups of pupils make expected progress?
2. What made the difference? Positive / negative?
3. What is the evidence of this?
4. Key areas of strength for the trainee – Teachers’ standards
5. Key areas for development – Teachers’ Standards
6. Achievement at this point: RI, good, outstanding?
7. Next steps for the trainee
NASBTT wishes to acknowledge the significant development work undertaken by Bea Noble-Rogers (working with a range of providers) which underpins this presentation and the concept of evidence bundles.