Case Study: Promoting and Tracking Trainees’ Impact on Pupil Learning and Progress

Provider: North East Partnership SCITT (Secondary and Primary PE)

Lead Contact: Helen Ostell – Programme Leader
Email: helen.ostell@ntlp.org.uk

Context: The North East Partnership is a well-established SCITT in the North East of England. It is a single-subject SCITT specialising in primary and secondary Physical Education and has been graded as outstanding by Ofsted in its last 3 inspections.

The Work:

In April - May 2015, in line with the recommendations set out in the Carter Review and with recent changes to the Ofsted framework for both schools and ITT providers, the partnership began to review how it assessed trainee teachers and began to focus more closely on the impact of trainees’ teaching on pupil progress and learning over time.

During the second part of their final placement selected trainees piloted the idea of collecting a ‘bundle of evidence’ to clearly show the impact of their teaching on pupil progress and learning over time. Feedback from the trainees who were part of the pilot was very positive and all commented that they found the tasks made them much more conscious of including progress checks in their teaching, and perhaps more significantly, recording evidence of this progress.

The concept of collating ‘bundles of evidence’ has now become a part of the assessment process for the 2015-16 cohort. The information below is an outline of the information that is shared with the trainees and their School Based Tutors prior to first placement. There will be an expectation that by the end of the year each trainee will have a bundle of evidence linked to a practical PE class and a theory PE class.
**Bundle of Evidence**

**Introduction**

The overall quality of trainees’ teaching will be judged by the impact they have on pupil progress and learning over time. This will be as a result of the skills and knowledge trainees have and how they use the Teachers’ Standards in their teaching. A lack of skill in any standard can result in limited progress for pupils.

**Task**

Produce a bundle of evidence for one class that you teach (can be either theory or practical). You will be expected to present this bundle of evidence to your School Based Tutor at your weekly meetings where you will discuss what progress has occurred over the week, specific to your selected class and then across all other classes. You will be expected to annotate your bundle and highlight key evidence which demonstrates that progress has taken place. These annotations should be linked to appropriate Teachers’ Standards and the standard and substandard written next to the evidence.

In preparation for your link tutor assessment complete a review of your bundle of evidence and produce a 5 minute presentation to show how pupils have made progress in a practical or theory lesson. You should support your presentation with video clips showing pupil progress in addition to presenting a range of evidence from the list below.

**Practical**

For a practical class you are teaching, show evidence of pupil progress over the unit of work. Produce a file containing the following information (where available) to provide evidence to support pupil progress.

- Pupil data (prior to activity to show starting point e.g. previous activity level)
- Baseline assessment tasks undertaken at start of activity and results to determine starting points
- Schemes of work and unit plans
- Lesson plans and resources
- Lesson evaluations and formal observations
- Grouping plans
- Self and peer assessments undertaken
- Target setting sheets e.g. I can … To improve I need to ….
- Mid-point / final assessments
- Visual or electronic evidence – e.g. Photographs of pupils’ placement on traffic lights / level descriptors at points during a lesson to show progress through a skill or of knowledge /
video clips of lessons or parts of lessons to show individuals at start, middle and end of unit of work

**Theory**

For a theory class you are teaching, show evidence of pupil progress over the time you are teaching them (book/work scrutiny). Produce a file containing the following information (where available) to provide evidence to support pupil progress.

- Pupil data – target grade and current grade
- Schemes of work and unit plans
- Lesson plans and resources
- Lesson evaluations and formal observations
- Seating plans
- Work produced in lessons (worksheets, notes, exam questions, mark schemes)
- Self and peer assessed work (feedback)
- Homework
- Teacher marking (in line with school / department policy)
- Work acted on by pupils showing improvements (clearly identified)
- Exams/end of unit tests and results

**Where Next?**

These ‘bundles’ will form part of trainees’ Masters level action research projects which will be linked to monitoring and measuring student progress and learning.

**Examples submitted for this case study:**

- [Formal Observation Sheet](#)
- [Weekly Tutorial Sheet](#)