

## Ofsted ITT Handbook June 2014: the changes at a glance

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Key questions:

Are you prepared? How do you know? Can you prove it? What do you need to do?

### 1. *Two stage inspection*

- From June 2014 all ITE inspections will be two-stage
- Stage 1 summer term trainees. Improvement points. Three days
- Stage 2 autumn term NQTs. Improvement plan check. Three days
- Two days' notice

### 2. *The Driver*

**The quality of your training will be judged by the impact of trainees' teaching on pupils' progress**

### 3. *Increased emphasis on working with and impacting on the quality of NQTs' teaching*

Through

- the two tier inspection
- emphasis on the impact of training on the quality of NQTs' teaching
- accuracy of information and effective liaison with employers re the quality of NQTs teaching – Ofsted will check references /training plans/targets
- secure feedback from employers about the quality of NQTs' teaching and use of this to inform improvement planning (para 144)
- ongoing support for NQTs esp. any G3

### 4. *Outcomes for trainees: new weighting*

- Attainment: **all** trainees become good or better teachers
- To be outstanding:
  - trainees must demonstrate excellent practice in the MAJORITY rather than some standards
  - pupil progress good over time
  - excellent practice in personal and professional conduct (added)
  - much of their teaching OVER TIME is outstanding (added overtime)
- How well trainees teach: the key to judging the quality of trainees' teaching over time is the impact on pupils' progress
- Completion rates – (G1) consistently high / well above sector
- Employment rates – (G1) consistently high / well above sector

### 5. *Quality of trainees' teaching over time*

Trainees' teaching should be assessed in relation to (Handbook para 49/50/125)

- the context and content of their teaching and over sequences of lessons. It should **not** be judged on individual lessons

- the full range of evidence, including: pupils' responses in lessons and from their work books; **the quality and impact of marking**, and
  - how the impact of training is evaluated in terms of pupils' progress
- Inspectors will

- track back for evidence of trainees' progress and the impact of interventions esp. for any RI
- consider 'aspects' of Standards and the Sub headings.

#### 6. *Working with the Teachers' Standards*

Not new but being applied. When assessing the quality of trainees' teaching, over time, reference should be made to the Teachers' Standards in full. (Para 126).

Subheadings should be used to

- track progress against the standard
- determine areas for additional development
- identify strengths
- enable the identification of aspects of, for example, good practice for Requires Improvement trainees - showing they are demonstrating aspects of Standards above G3 and thus exceeding the minimum expectation

#### 7. *Achieving The Teachers' Standards and pupil progress*

The starting point is evidence of pupils' progress

- What evidence is there of this - overtime?
- How has the teaching impacted?
- What does this indicate re areas of strength and areas for development for the trainee?
- Identification of short and longer term and precision in targets to improve the quality of trainees' teaching and the impact they have on pupils' learning
- What does this evidence of pupil progress overall indicate in terms of course development and improvement?

#### 8. *Quality of training*

- Range of placements: teach in schools in challenging circumstance / RI
- Behaviour management: bullying /low level behaviour issues
- Unseen Children: addressing causes of low achievement
- Assessment: incl. examinations / continuous assessment
- Current and new curricular

Extending the Teachers' Standards?

#### 9. *Leadership and management*

- Accurate data on trainee performance
- Base actions on a deep accurate understanding of local, regional and national needs: system wide leadership of ITE / school improvement
- Schools in challenging circumstance strongly engaged in the partnership
- Trainees are well prepared for employment & induction
- Engagement and liaison with employers to ensure effective continuum ITT>induction>CPD
- Take responsibility for trainees' safe use of technology and social media
- Compliance to ITT Criteria (March 2014)
- Schools involved at all levels now incl. review, evaluation & development

