Training and Assessment Toolkit Review Meeting
Thursday, 21st September 2017

Context:

• The NASBTT Training and Assessment Toolkit was developed and published in March 2015 (with a second edition following in March 2016).

• The Toolkit has been utilised by many ITT partnerships and provided a framework for securing greater consistency and accuracy – as such it has also featured as the basis of assessment in a significant number of partnerships undergoing ITT inspection.

• Members of the original working party responsible for the development of the Toolkit agreed to meet together to review its appropriateness and continuing relevance – based on our knowledge and understanding of how it has been applied by the sector.

The purpose of the review:

• To share knowledge and experience of how the Toolkit has impacted on provision and outcomes for trainees; how it has been perceived during inspections; how it has been interpreted and adapted to meet the needs of different partnership contexts.

• To revisit and ‘test’ the guidance sections that preface the Toolkit – are these as clear and helpful as originally intended? Are they still relevant?

• To revisit and ‘test’ the grading rationale (section 2) focusing, particularly, on the continuing relevance and helpfulness of the statements about pupil progress.

• To review the guidance provided for Part Two of the Teachers’ Standards and discuss how this is being used in practice by ITT partnerships.

• To review and amend, as necessary, the supplementary guidance on trainee evidence bundles – showing impact on pupil progress.

Key findings:

• All available evidence indicates that the Toolkit is well regarded by the ITT partnerships which have utilised it.

• There is significant evidence that the Toolkit has impacted positively on promoting consistency of assessment and accuracy of judgements across partnerships.

• The assessment criteria matrix is standing up well in application – especially when partnerships have contextualised or adapted the Toolkit to their own contexts and ensured appropriate levels of understanding underpin the judgements that are being made (holistically) across the partnership.
Next steps:

- Preparation of partnership case studies to demonstrate the positive impact of the Toolkit on:
  
a) trainees’ abilities to identify and articulate the progress they are making and the areas they need to develop further – linked to pupil progress and referencing the Teachers’ Standards;
  
b) the impact on the work of tutors and school-based trainers in supporting trainees’ progress;
  
c) the way a large provider has adapted and applied the key elements of the toolkit to promote consistency across the whole partnership.
  
- Preparation of a third edition which offers improved guidance in terms of the vision for ITT and how to ensure holistic assessment of trainees’ progress linked to the impact they have on pupil progress over time.*

- Preparation of updated and streamlined guidance in relation to developing evidence bundles which demonstrate impact on pupil progress and reference the Teachers’ Standards.

* Important Note: The third edition of the Training and Assessment Toolkit will not feature any changes to the assessment criteria but will include streamlined and updated guidance which reflects current priorities and best practice.

Timeline:

- NASBTT Training and Assessment Toolkit (3rd edition) – target publication date: Friday, 1st December 2017

- Publication of partnership Toolkit ‘impact’ case studies: Friday, 1st December 2017

If you need more information or wish to contribute in any way about this strand of NASBTT’s work please email:

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