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

<table>
<thead>
<tr>
<th>Provider:</th>
<th>University of Greenwich (Primary Partnership)</th>
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<td>Lead Contact:</td>
<td>Michael Green – Principal Lecturer – Primary Partnership &amp; School Direct Lead</td>
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<td>Context:</td>
<td>The University of Greenwich’s Faculty of Education and Health is located at Avery Hill Campus in South East London. The Primary Partnership spans across London (including Greenwich, Bromley, Bexley and Southwark), Kent, Essex and Medway. A number of routes into teaching are offered: a three year undergraduate route, the PGCE and School Direct.</td>
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The Work:

The Primary Partnership at the University of Greenwich recognises that when evaluating the quality of a student teacher’s teaching in relation to their impact on pupil learning and progress it should be evidence-based, drawing on evidence from a range of sources that might include:

- Lesson observations
- Talking to the student teacher
- Student planning and evaluations
- Talking to pupils
- Marking / feedback
- Work scrutiny
- Tracking and assessment records

Over the last year a number of Partnership Development Events have been held to develop our work concerning tracking and promoting our student teachers’ impact on pupil learning and progress. Below are some of the actions taken to support the Partnership’s work on this area:

Arising from our Partnership Development Events in 2014/15, a number of ‘Sharing Good Practice Across the Partnership’ guides were produced focussing on:

- Undertaking an effective learning conversation after a lesson observation
- Providing high quality feedback and targets to support student progress
- Undertaking an effective interim progress review meeting

Embedded within these good practice guides was the importance of evaluating the quality of teaching through the lens of the impact on pupil learning and progress over time. Evaluations from our partnership survey in 2014/15 indicate that 93% of respondents across the partnership found these documents useful in relation to their professional development to support student teachers.
Documentation has been reviewed with our partnership to ensure a more explicit focus on pupil learning and progress. This has been embedded within our Teachers’ Standards: Ensuring Student Progress booklet and our Partnership Handbook. As one headteacher from our review group commented ‘It is also great to see that there is greater emphasis on pupil progress over time.’

Surveys have been undertaken with school partners to capture the impact that our student teachers are having on pupil learning and progress. Analysis of survey data last year identified that key areas which contributed to the learning and progress of the children were:

- The student’s well planned lessons which promote progression
- The student’s use of assessment information
- The student’s subject knowledge

In 2015/16 a number of other actions have been taken to further develop this aspect of the partnership work:

To further support consistency across the partnership in relation to providing high quality targets and effective feedback two vidcasts have been produced as part of our commitment to mentor development and the use of digital technology to support:

- Providing effective written feedback to student teachers:  
  https://youtu.be/fGrE8EiAHMc
- Providing high quality targets to support student teacher progress:  
  https://youtu.be/3ILY64W12pM

The vidcasts promote clarity for all mentors and tutors working across the partnership. They also reference specific documentation to be found in partnership handbooks and guidance and serve as a default location of the essential information required by mentors and tutors. Feedback so far has been very positive. A more formal evaluation of these will be undertaken.

To support our tracking of student teacher progress, on each school experience an interim progress review meeting is conducted between the mentor and student teacher. The purpose of this meeting is to formally review progress towards the Teachers’ Standards, including Part Two. The outcomes of this meeting are formally recorded on the ‘Primary Partnership Student Teacher Interim Progress Report’. Student teachers receive an ‘interim’ (i.e. current) grade and a ‘predicted’ (i.e. potential) grade against each of the Teachers’ Standards. This then informs a personalised set of targets and school based training to support the student in their progress and development. This data is also analysed at a cohort level to inform individualised support and taught provision. Student survey data for 2014/15 indicates that this process is one which students find extremely helpful - 91% of students commented on how this process supported their development. To further strengthen consistency across the partnership in relation to the target setting process; further guidance has been produced to exemplify the completion of targeted intervention plans and interim progress report.

In 2014/15 the partnership introduced electronic portfolios as a means of both tracking student teacher progress and also enabling students to evaluate their progress and collate evidence against the Teachers’ Standards. Following an evaluation of this, further clarity has been provided in relation to how student teachers can evidence the impact they are having on pupil learning and progress through the use of ‘evidence bundles’. The guidance provides details as to how evidence bundles can be collated (in this context, for each Teachers’ Standard) with exemplification of suitable evidence sources and the need for students to produce a reflective commentary to demonstrate their understanding of their progress in relation to ensuring effective pupil learning and progress.
In our most recent Partnership Development event (November 2015), the partnership looked at pupil voice. We recognise that pupils can often provide perceptive insights into teaching and their own learning and progress. Work is currently being undertaken on how to best capture this. Additionally the partnership is looking at the use of a work scrutiny as another means to support mentors, tutors and student teachers to evaluate the impact that the student teacher is having on pupil learning and progress over time. These meetings are highly evaluated by our school partners. As one mentor commented ‘great to share ideas and go back to school with more suggested ways to help the student’s progress’.

**Where next?**

- Formal evaluation of the use of vidcasts to support both mentor development and ensure consistency across the partnership.
- Embedding the use of evidence bundles
- Development work from most recent Partnership Development meeting through a school working group

**Examples submitted for this case study:**

- [Evidence bundles guidance](#)
- [Guidance on Targeted Intervention Plans / TIPS](#)
- [Teachers’ Standards: Ensuring Student Progress booklet](#)
- [Vidcast One](#)
- [Vidcast Two](#)