

Training and Assessment Policy

Policy Title	Training and Assessment Policy		
Author / Reviewer	BASCITT Programme Director/ Governance Lead		
Board/Committee	BASCITT Executive Board		
Signed by Oliver Parker (Chair of BASCITT Executive Board)			
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Aims and Values.

Basingstoke Alliance SCITT (BASCITT) is committed to providing a structured course that is designed to give trainee teachers the necessary learning opportunities and support to enable them meet the Teaching Standards and be awarded Qualified Teacher Status.

We are committed to ensuring that trainee teachers are assessed fairly against clear and transparent criteria in all aspects of the training. We have a responsibility to provide honest and constructive feedback in our role as a training provider.

We are committed to ensuring that trainees receive their entitlement to the Initial Teacher Training Core Content framework (ITT CCF).

- Formative assessment from class teachers, notably the mentors, is an ongoing process captured in the trainees' Professional Development Record (PDR).
- Further formative feedback and quality assurance of school-based formative feedback is provided weekly by the Programme Director.
- Further formative and summative assessment is provided during moderation visits by Subject Board Tutors (SBTs), SCITT Co-ordinators (SCITTCos) and either the Programme Director or Assistant Programme Director. This is summarised in the flow chart on page 3.
- Summative assessment against the Teaching Standards only occurs at mid-point through the course (met, working towards, not met) and at the end of the course. See flowchart on page 3.

In assessing trainee teachers through observation, we recognise that they develop at different rates and, therefore, our feedback must be clear and specific, as well as being supportive and developmental. Formative assessment in the PDR is based around 'The Impact Cycle' of identifying goals from the ITTCCF, practising those goals, and then granular feedback around the goals. The trainees then evaluate before deciding, with their mentor, their new goal. This formative feedback happens, depending on the length of partnership school lessons (45 minutes up to 100 minutes) up to five times per week.

Leadership and Management

BASCITT Executive Board is responsible for:

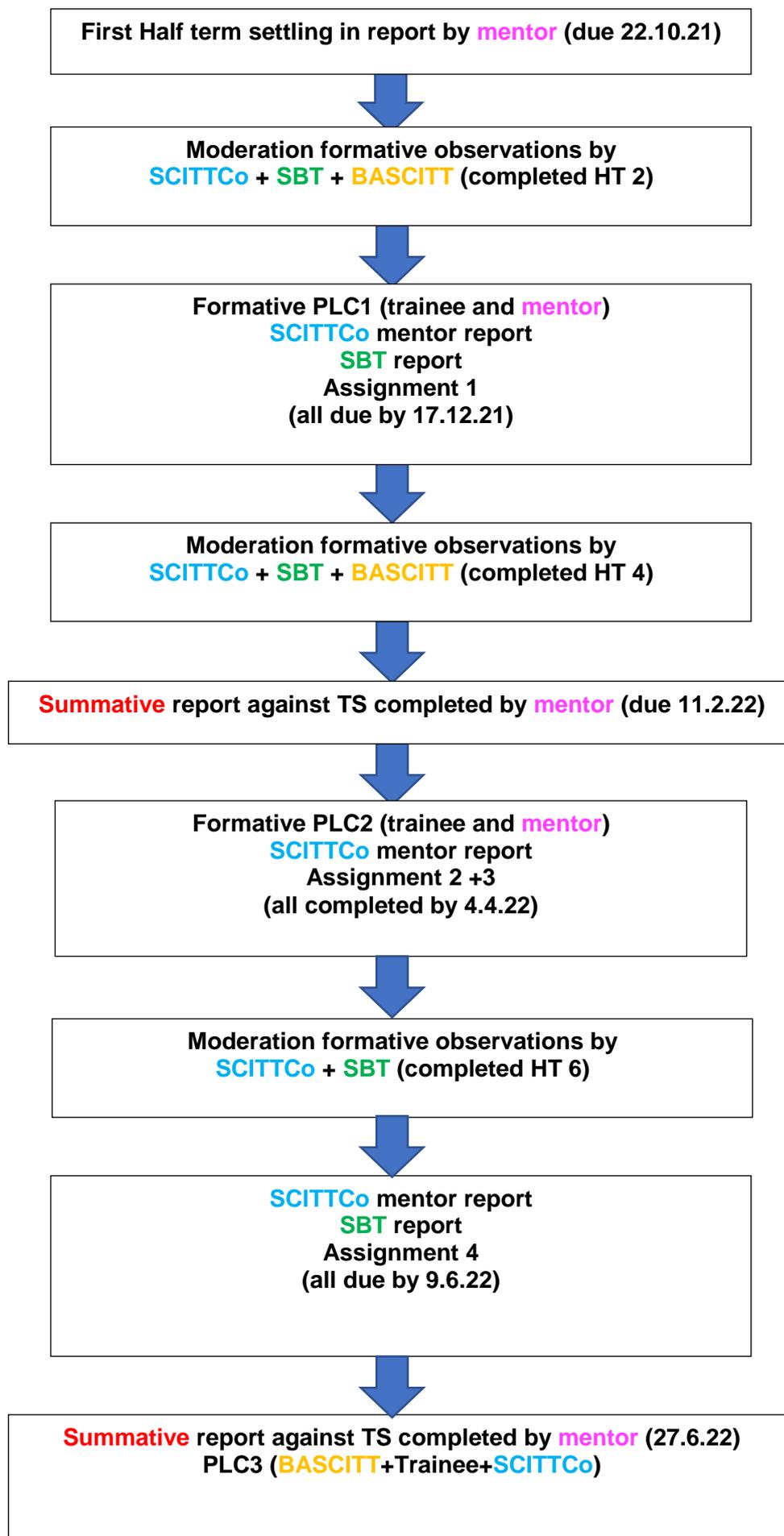
- Monitoring and evaluating the quality of provision from the BASCITT Committee group.
- Ensuring quality and consistency of assessment.
- Reviewing the roles and responsibilities of all the partnership schools each year.
- Approval of assignment grades.
- Monitoring the quality of school and centre-based training.
- Ensuring the policy is working in practice.

The BASCITT Programme Director is responsible for:

- Design and delivery of the central training professional themes programme.
- Monitoring and evaluating the effectiveness of the training programme and its delivery.
- Ensuring all evaluation forms completed by trainees are acted on after scrutinization.
- Ensuring all evaluation forms completed by Subject Board Tutors, Mentors and SCITTCos are acted on after scrutinization.
- Updating course material
- Providing on-going training for Subject Board Tutors, Mentors and SCITTCos at cluster meetings, and flexibly when necessary.
- Undertaking moderation visits to schools.
- Ensuring effective internal moderation of trainees in school via their PDRs.
- Ensuring effective assessment of assignments.
- Weekly tracking of the progress of trainees via the PDRs.
- Reporting their findings to the Executive Board.

Subject Board Tutors are responsible for:

- Design and delivery of the subject programme at central training.
- Design and assessment of school-based tasks.
- Assessment of assignment.
- Monitoring the PDRs, with particular respect to subject knowledge acquisition.
- Liaising with the BASCITT Programme Director over any aspect of the training programme.
- Providing formative feedback to trainee teachers as specified.
- Undertaking moderation visits to schools in order to monitor progress of trainees and the training they receive.
- Producing two reports (December and June) on trainee teacher progress.



Assessment of classroom practice

The moderation visit proforma can be viewed [here](#). These are conducted by the SBT, SCITTCO and Programme Director as detailed in the flowchart above.

An example PDR can be viewed [here](#). The goal tracker tab has formative assessment from class teachers plus formative weekly comments from the Programme Director.

All reports (moderation, SBT, SCITTCO) take into account all evidence across the trainee settings.

There is no grading of lesson observations and no final summative grading. To determine whether a trainee has achieved QTS, their final summative assessment will be based on all evidence collated over the year, with best practice evidence hyperlinked into the trainees' PDRs. They will then be assessed as having 'met', 'not met' or 'working towards' each teaching standard.

The BASCITT Programme Director will retain the responsibility for assessment of trainee progress based on the evidence presented. For final award of QTS, after completion of all aspects of the course, and after External Moderation, trainees final and overall judgement will be considered by the Assessment Panel.

Assignments

There are four formally assessed assignments based on professional themes and subject study. Each assignment has a maximum word count of 2500 maximum (excluding the appendices). The assignments are designed to support the trainee's development as a reflective practitioner and demonstrate impact on pupil outcomes. The assignments provide evidence to meet the Teachers Standards.

Subject board tutors grade the assignments using the assessment matrix which incorporates the NASBTT descriptors. Subject board tutors then internally moderate each other's in assigned groups of two or three. Each assignment will be graded outstanding, good, satisfactory or inadequate. All assignments must be passed. There is no credit rating. Assignments contribute towards the evidence for the Teachers Standards. For each assignment, one assignment of each grading is sent to our External Moderator for moderation.

If a trainee fails an assignment, then they will have to rewrite that particular assignment and resubmit it on the agreed date with the BASCITT Programme Director or Subject Board Tutor. If an assignment is failed for the second time, then the BASCITT Management team will decide on an alternative assignment to assess the trainee in the identified area for development.

Assignments	Term
Effective teaching and learning	Term 1
Cognitive science informed pedagogies	Term 1
Closing the gap agenda	Term 2
Assessment	Term 3
Ethical considerations	If an assignment requires reference to a specific pupil and school these must not be named within the assignment or appendices. Assignment specific guidance alongside the assessment matrix provides the framework for each assignment.
Referencing	Referencing is expected to be made using the Harvard system. http://www.citethisforme.com/harvard-referencing

Professional Learning Conversations (PLCs)

As detailed in the flowchart, there are three PLCs, one at the end of each term. The first two are formative and third is a summation of the course. All PLCs use NASBTT questions and are based around the five areas of Behaviour, Curriculum, Pedagogy, Assessment and Professional Behaviours. All three are further opportunities for trainees to reflectively assess their strengths and areas for development.

The final PLC is an end of course assessment conducted by the BASCITT Programme Director or the BASCITT Assistant Programme Director with the trainee and a representative from the Placement School (usually the SCITTCO).

Furthermore, the External Moderator also takes part in a selection of final PLCs. The trainees have to demonstrate that they have sufficient and robust evidence to support each of the standards and can articulate this through their verbal response and examples of evidence (collated in their PDRs). This is final part of moderation process to secure accuracy in the assessment process. All PLCs will be recorded and available to view by the Programme Director and trainee.

The PLCs will also include the trainee presenting a draft copy of their Career Entry and Development Profile.

Procedures

Cluster meetings of Mentors and SCITTCos will take place regularly throughout the year.

BASCITT Subject Board Tutors meet half termly to discuss progress, share good practice and update programmes of study in light of any new initiatives and further development of good practice. They also meet with the mentors to ensure coherency and consistency.

SCITTCo's meet termly to discuss progress; share good practice and update programmes of study in light of any new initiatives and further development of good practice.

The External Moderator will make visits to selected trainees during their block practices and discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have achieved the standards for QTS, and at what level.

The External Moderator will also review the quality of the programme ensuring that it is compliant and value for money.

Cause for concern

In any term the cause for concern process can be activated by the school in conjunction with the BASCITT Programme Director in order to provide additional support. For further information regarding the cause for concern process please refer to the relevant section in the Programme Handbook.

Monitoring

All data from evaluation forms will be analysed and acted upon and be formative for the Self-Evaluation Document and thus the SCITT Improvement Plan.

The BASCITT Programme Director & Subject Board Tutors will complete a placement visit form each time they visit a school. Feedback from these visits will be shared at the Management and Executive Board meetings.

Course material will be reviewed continuously throughout the year and updated annually.

Training and Development

Headteachers of the Alliance schools will be informed of the procedures related to this policy. All relevant staff such as mentors, subject tutors, SCITTCo's will attend training on the procedures for supporting Associate Teacher progress. Assessment criteria for placement reports will be discussed and agreed at the annual training for Mentors and SCITTCo.