



Southend SCITT Assessment Policy

Southend SCITT is committed to promoting and practicing equality of opportunity, valuing diversity and eliminating harassment and discrimination. We aim to be an inclusive organisation which welcomes and treats both staff and students fairly and equally regardless of age, gender, sexual orientation, disability, race, ethnic origin or nationality in line with the Equality Act 2010.

Aims:

Assessment of trainees at Southend SCITT will run continuously throughout the one year programme. It will be conducted in a number of different ways, both formative and summative. Please see below:

- Subject Knowledge Audits and needs analysis
- Weekly Mentor Meetings
- Lesson Observations
- Half termly mentor reviews
- Reflective Learning Journal completed weekly
- Evidence drops linked to the Teachers' Standards
- Assessed visits
- Presentations
- Academic Learning through, i.e. 3 Assignments CCCU (PGCE)

Procedures:

Each area of assessment is completed to ensure:

- Trainees are making progress towards meeting the Teachers' Standards
- Trainees have effective weekly/termly targets
- Trainees record their attainment and progress at key points during the year
- Trainees have set SMART targets to ensure development
- Trainees record their subject knowledge attainment and progress at key points during the year
- Trainees gain their PGCE qualification alongside their QTS
- Trainees meet the Teachers' Standards around professionalism

The Learning Journal

Weekly SMART targets should be recorded clearly and linked to the Teacher Standards, these should be broken down into a clear list of actions. At least one Subject knowledge SMART target should be set each week. These targets should be reviewed weekly and the review should refer to the impact on the pupils and upon the development of the trainee as a teacher. The reflection should clearly refer to evidence and not simply imply progress. Each week there should be a statement from the

mentor giving guidance, and the documentation must be signed off by both mentor and trainee.

Evidence Drops

There are three 'general' evidence drops that are to be done in line with the formal reviews, which act not only as a continuous means of assessing the trainee, but also as a means of identifying how the trainee's skills, evidenced against the Teachers' standards, have enabled them to impact on pupil progress; how strong their teaching is in relation to each of the Teachers' Standards; and to support target setting for further development.

Evidence drops should be formed in relation to the clear criteria produced for each, which demonstrate the trainee's impact on pupil progress; they will be assessed to identify the following:

- Evidence of pupil progress and learning
- Evidence of the impact of the trainees' teaching (evidence for 1 & 2 may be from the same source but it is important to recognise that they are different things)
- Which aspects of the trainees' teaching are most likely to have impacted on this learning or otherwise.

This assessment should then be used to evidence trainees' progress against the Teachers' Standards.

This approach demonstrates :

- Pupil progress & learning over time
- Quality of trainee's teaching within each standard
- Quality of trainee's teaching overall

The evidence drops are submitted for assessment by the SCITT Director and Programme Manager. Trainees are provided with a feedback sheet which highlights strengths and actions for improvement against the teachers' standards.

In addition to these three 'general' evidence drops there is also a Subject Knowledge Evidence Drop (SKED) which takes the form of a presentation to the Curriculum studies lead during curriculum studies. It should include :

- A copy of the presentation
- A Bibliography
- Appropriate lesson plans demonstrating understanding of the application of the subject area to the year group
- Appropriate resources relating to the application of the subject area to the year group
- It is also possible to add the identification of any conceptual changes that would be needed if the subject was being delivered at a different key stage.

(Further details of each evidence drop and the success criteria can be found in the SCITT handbook).

Reviews

There are 5 key reviews throughout the year:

Interim Review (Review 1)– completed by October half term

Review 2 – completed by end of autumn term (Dec)

Review 3 – completed by February half term (**second placement**)

Review 3 – completed by end of Spring term (March / April)

Review 5 – completed by May half term

These reviews are done by the trainee's mentor and discussed with the trainees. Trainee self-reviews, 'evidence drops' and subject knowledge audits and needs analyses inform these reviews. The accompanying evidence drops will be submitted to the SCITT Director and Programme Manager for scrutiny after the mentor has checked them.

Mentors are required to grade the trainee for each standard as per the grading guidance on the Southend SCITT Review Form.

The SCITT keeps a spreadsheet of review grades and lesson observation grades which is RAG rated. These are routinely shared and discussed with the Strategy Group.

Subject Audit and needs analysis

This is completed at interview and will be used at the induction meeting to give the Subject Lead and mentor an awareness of the range of knowledge that the trainee has. It is then reviewed at each review point in liaison with the mentor and the subject lead tutor to facilitate appropriate and relevant subject knowledge targets to be set.

Visits

There are 5 key visits throughout the year, two of which are compliance visits. These will be conducted by SCITT personnel including the SCITT Director, the SCITT Central Programme Manager, Subject Lead Tutors, ITT Co-ordinators and CCCU link and will include a lesson observation.

The aim is that trainees should be visited **at least** once by a subject specialist. Two **different Key Stages** must be observed over the three assessed visits. For the purpose of these assessed visits KS3 is regarded as being Years 7-9 and KS4 Years 10-11.

Visit 1 - Compliance Visit: This is done by the **end of October** by the SCITT Director. The SCITT Director meets with the trainee and mentor separately to allow for frank and open discussions to take place. It is a check to see how the trainee is settling into placement.

Visit 2: is to be completed by the **end of the autumn term**. This will be carried out by the SCITT Director, Programme Manager, ITT Co-ordinators and/or Subject Lead Tutors. The purpose of this visit is twofold; not only does it serve as an assessment of the trainee, but it acts as a QA of the mentor. The format is a joint observation of the trainee with the mentor and then observing the mentor provide feedback after a discussion between the assessor and mentor.

Visit 3 – Compliance visit: This is done whilst the trainees are in B placement and takes the same format at compliance visit 1.

Visit 4: April – same as visit 2 but no joint observation with mentor. A different Key Stage must be observed from visit 2.

Visit 5: Final assessment – June. Observe two lessons each from different Key Stages. One lesson will be an hour and the other 30 mins. Feedback to trainee for approx. 20 minutes per lesson. Assessor engages trainee in a learning dialogue around 2 questions related to teaching and learning. A recommendation for a final grade for QTS is then made using a best fit model in line with the NASBTT criteria and taking into consideration all the formative assessment. The recommendation is ratified at the QTS examination board in July.

Examination Board

PGCE Assignments

The completion of the PGCE can lead to two possible awards:

- Professional Graduate Certificate in Education is awarded to trainees who pass all assignments at Level 6 (Higher Education) and up to 20 credits at Level 7 (Masters)
- Postgraduate Certificate in Education (PGCE) is awarded to trainees who pass all assignments at Level 6 (Higher Education) and at least 40 credits at Level 7 (Masters)

Module Title		Credit Rating	Submission Form
Professional Policy and Practice in Education		Level 6/7 20 credits	Critical Review Assignment (4000 words)
Practitioner Research in Education		Level 6/7 20 credits	Practitioner Research Assignment (4000 words)
Subject Pedagogy		Level 6/7 20 credits	Portfolio (2000 words) plus Presentation (2000 words equivalent)
Qualified Teacher Status	0 credits	Continuous assessment against the Teachers' Standards	

All assignments must adhere to the following Canterbury Christ Church University regulations

Ethical Considerations	If an assignment requires you to refer to a specific pupil and your placement school - these must not be named within the assignment and appendices. Any reference to names must be obscured. You must adhere to CCCU guidelines for ethical clearance – you will be given assignment specific guidance in each assignment briefing.
Plagiarism and Referencing	You will be expected to use the Harvard system of referencing. Please find guidance on CCCU's website: https://www.canterbury.ac.uk/library/docs/harvard.pdf
Support Available	Student Services offer support for academic writing https://learn.canterbury.ac.uk/webapps/portal/frameset.jsp?tab_group=courses&url=%2Fwebapps%2Fblackboard%2Fexecute%2FcourseMain%3Fcourse_id%3D_1271_1
Contact for Queries	Katie-ann.kennedy@canterbury.ac.uk

Additional Support

From time to time some trainees will experience difficulties during their training. Whilst most are easily resolved some require more focussed and planned strategic support. For specific guidance related to additional support required for the following please refer to the relevant section of the SCITT handbook :

- Additional support for academic work
- Additional support for teaching
- Additional pastoral support
- Changes to placements
- absenteeism

Cause for Concern

In any term the action planning (cause for concern) process can be activated, either by the school or by the SCITT Team in order to provide additional; support. Where there is a concern it should be logged on the 'Raising a Concern' Form and sent to the SCITT Director and HR Administrator. For further information regarding the cause for concern procedures please refer to the relevant section of the SCITT handbook.

Reviewed March 2019 PMB
Ratified Steering group : 02-04-19