

National Modern Languages SCITT

Assessment Policy

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1. Aims and Values

The National Modern Languages SCITT is 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 training provider. Our aim is to ensure that our written tasks support Trainee Teachers' progress towards achieving the Teachers' Standards for Qualified Teacher Status and support our institutional objective of developing reflective practitioners who are highly effective classroom teachers. 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.

2. Roles and Responsibilities

The following roles, committees, and boards have specific responsibility for assessment. Their full remit can be seen in the partnership agreement schedules but are reproduced here for ease of reference.

2.1 Strategic Board

Our Strategic Board is responsible for the following aspects of assessment:

- 2.1.1 to monitor and evaluate the arrangements for **Quality Assurance** in order:
- to oversee the quality assurance mechanisms of the partnership and receive reports on the standards achieved in different aspects of the programme;
 - to oversee academic standards and arrange regular reviews of all aspects of the programme in conjunction with the various examining validating and accrediting bodies;
 - to approve the appointment of internal and External Moderators;
 - to appoint an Assessment Board;
 - to appoint an Appeals Committee;
 - to oversee the early termination of Trainee Teachers training, if necessary, in accordance with written procedures.
- 2.1.2 to appoint and monitor the Composition of the **Assessment Board**.

2.2 Assessment Board

The Assessment Board will constitute:

- Accounting Officer.
- SCITT Director.
- Course Leader.
- A Hub Lead Teacher or Senior Mentor Coordinator representative.
- External Moderator (final assessment board only).

Any four members of the Assessment Board will constitute a quorum and meetings will be held at the end of each term.

Conflict of Interest

All members of the Assessment Board are to declare any conflict of interest in relation to the consideration of the assessment outcomes of a particular Trainee Teacher or set of Trainee Teachers. If any such conflict of interest is declared, the Board member concerned will be required to leave the meeting while that Trainee Teacher's assessment outcomes are determined.

The remit of the Assessment Board

It shall be the duty of the Assessment Board:

- to meet at the end of each term to consider the progress, achievement and individual targets for each Trainee Teacher against the evidence requested to be submitted;
- to determine whether a Trainee Teacher has complied with the requirements of the Course and its assessment as defined in the Assessment Regulations by clearly documenting the evidence submitted and assessment decisions are recorded and documented accurately and systematically;
- to determine the action to be taken when a Trainee Teacher has failed to complete all parts of the Course or fails to comply with the requirements of the Course and its assessment and to report recommendations to the Strategic Board;
- to make recommendations to the relevant Course committee(s) on any matter concerned with the Course;
- to make recommendations for the award of recommendation for QTS to individual Trainee Teachers and nominating Trainee Teachers to the validating body for the relevant academic award at the end of each year;
- to action such matters as may be referred to it by the Strategic Board;
- to communicate the Assessment Board's decision to Trainee Teachers individually, accurately and quickly to promote learning and facilitates improvement;
- to report to Hub Leaders and mentors on the quality of Trainee Teachers;
- to evaluate the maintenance and development of academic and assessment standards;
- to review quality assurance mechanisms of assessment to inform self-evaluation leading to improvement planning and report areas of improvement to the Strategic Board.
- To convene a 'special cases' subcommittee to consider a trainee teacher's right to repeat the course at what time and for how long.

2.3 Appeals Committee

Composition of the Appeals Committee

An Appeals Committee will be constituted by the Strategic Board and five members will constitute a quorum including:

- a member of the Strategic Board;

- a member of the Management Board;
- a member of the Curriculum and Trainee Teacher Matters Board;
- two others who have not been involved in previous decisions.

Remit of the Appeals Committee

It shall be the duty of the Appeals Committee:

- to follow the guidelines of TNMLS Appeals and Disciplinary Procedures.

2.4 Curriculum and Trainee Teacher Related Matters Committee

Composition of the Curriculum and Trainee Teacher Related Matters Committee

- SCITT Director.
- Course Leader.
- Hub Lead Teacher.
- Partner School Subject Mentors (selected on an annual basis to represent schools).

Any four members of the Curriculum and Trainee Teacher Related Matters Committee will constitute a quorum and meetings will be held three times a year.

The remit of the Curriculum and Trainee Teacher Related Matters Committee in relation to assessment will be:

- to ensure that the intellectual, educational and training aims of the course are met, and Trainee Teachers' subject knowledge and pedagogy are continually challenged;
- to fulfil the statutory and academic provision as required by the relevant governmental agencies;
- to contribute towards the improvement plan through implementing, monitoring, evaluating and developing the quality of the course;
- to ensure the adequacy and appropriateness of assessment arrangements relating to Trainee Teacher progress and achievement;
- to ensure all Trainee Teacher matters, either referred or initiated through improvements, are considered and clearly communicated.

2.5 SCITT Director

The full role of the **SCITT Director** can be seen in the partnership agreement Schedule 10. However, the following has specific reference to assessment:

- to give strategic vision and leadership to the partnership in attaining an outstanding Ofsted status;
- to ensure that all recruitment and selection processes adhere to statutory requirements and statutory guidance around Safer Recruitment;
- to ensure the Course structure is developed, monitored and reviewed appropriately being mindful of Department for Education Statutory ITT criteria;

- to ensure that all documentation, policy, procedure, Trainee Teacher assessment, monitoring and evaluation are in place in readiness for Ofsted.

2.6 Course Leader

The **Course Leader** is responsible for the following aspects of assessment:

- setting the SCITT assessment calendar each year and communicating this to the Hub Lead Teacher, Senior Mentor Coordinators, School based subject mentors, HEI colleagues and Trainee Teachers;
- ensuring that all assessment procedures are documented and available on Pebble Pad in a timely fashion;
- ensuring that Hub Lead Teachers and School Based Mentors complete the appropriate assessment of Trainee Teachers at each data collection point;
- managing the assessment and moderation procedures for Trainee Teachers' school-based work;
- reviewing of Trainee Teachers' progress on a monthly basis and monitoring the progress of Trainee Teachers in addressing any weaknesses;
- attending the Assessment Board meeting as calendared;
- reviewing evidence of Trainee Teachers' progress towards QTS and making assessment recommendations to the assessment board, based on Hub Lead Teachers' and mentors' recommendations.

2.7 Hub Leader

The **Hub Lead Teacher** is responsible for:

- observing each Trainee Teacher for a minimum of once each term including second experience Trainee Teachers. In the case of a Trainee Teacher with significant weaknesses, observations may be much more regular, complementing those of the Course Moderator and Course Leader as appropriate;
- attendance at TNMLS assessment board meetings.

2.8 Senior Mentor

The **Senior Mentor** is responsible for:

- observing each Trainee Teacher for a minimum of once each term including second experience Trainee Teachers. In the case of a Trainee Teacher with significant weaknesses, observations may be much more regular, complementing those of the Subject Mentor and Course Leader as appropriate;
- ensuring that subject mentors complete all 'Assessment Points' (AP) in good time according to the TNMLS calendar published each academic year;
- looking at the overall grades for the Trainee Teachers in their school to ensure that each cohort of Trainee Teachers make progress in line with TNMLS overall progress;

2.9 Subject Mentor

The **Subject Mentor** is responsible for:

- monitoring and reviewing Trainee Teachers' files;
- design of the subject assignments;
- providing formative feedback to Trainee Teachers as specified;
- liaising with the Course Leader over any aspect of the training programme;
- design and delivery of the pedagogy programme.

2.10 External Moderator

The responsibilities of the **external moderator** (as required in C3.4 ITT Criteria, Feb 2017) include:

- observing a sample of trainees teaching, with school-based mentors or SCITT tutors/programme leaders;
- discussion with school-based mentors about the sample of trainees' progress and attainment, and mentor/programme support from the SCITT;
- scrutiny of a sample of trainees' evidence against the Teachers' Standards;
- discussion with focus group of trainees (and NQTs in future years);
- discussion with course leader about assessment and internal moderation processes;
- production of a written report evaluating the accuracy of our assessments of trainees' attainment against the Teachers' Standards and for QTS; strengths, concerns and areas for development for our training provision and assessment processes; commentary about the trainee cohort and their achievements; and recommendations.

The duties will take 4-6 days and we will pay a daily rate (£300 per day according to number of days of attendance required in each academic year), including travel/hospitality expenses. We aim to appoint external moderator for a minimum tenure of two academic years but reserve the right of the moderator and the SCITT to amend this agreement.

2.11 Course Moderator

(The Course Moderator is the title given to the SCITT colleague who reviews evidence of Trainee Teachers' progress towards QTS and make assessment recommendations, based on mentors' recommendations).

The role of the Course Moderator is to review the progress made by Trainee Teachers against the Teachers' Standards and ensure that the training programmes are appropriate to the needs of training teachers. They support the mentors and Trainee Teacher, monitoring and advising on their progress.

Main responsibilities will include:

2.11.1 Monitoring and Quality Assurance

- Quality assuring the standards of observations and the standards achieved by Trainee Teachers by making at least one moderation visit per Trainee Teacher and carrying out a paired observation with the Hub Lead Teacher, Course Leader, Mentor or class teacher.

2.11.2 Assessment

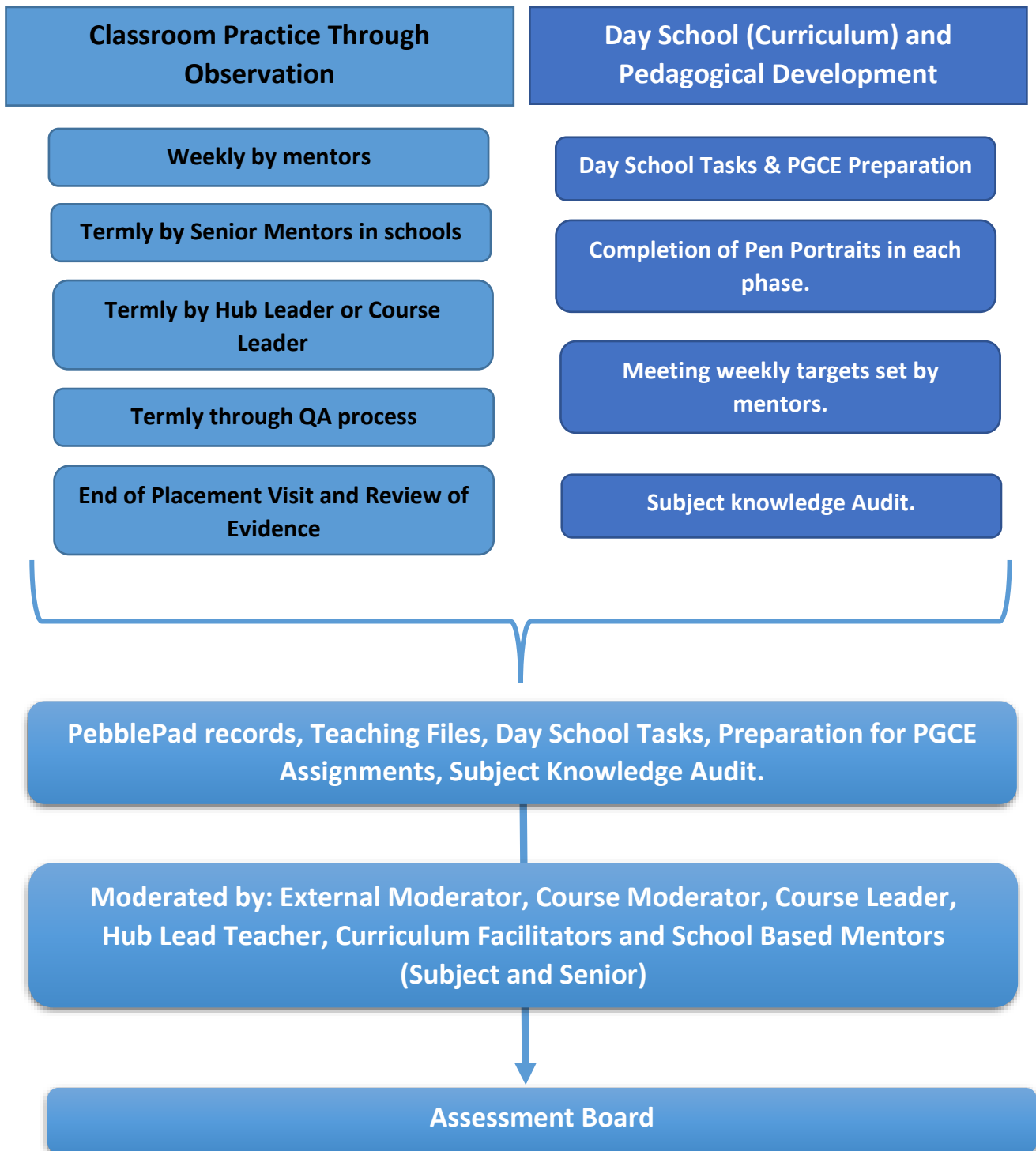
- Participating in appropriate meetings necessary for the effective assessment of Trainee Teachers, including the final exam board

2.11.3 Communication

- Liaising with the Course Leader, Hub Lead Teachers, Senior Mentor Coordinators and mentors to arrange quality assurance visits.
- Attending the Assessment Board meeting as calendared and appropriate.
- Liaising with the Course Leader as required.
- Liaising with the SCITT Director as required and appropriate.

3. The Assessment Process

The diagram below summarises how Trainee Teachers will be assessed and how those assessments are moderated to ensure that judgements made are accurate and fair.



3.1 Assessment of Classroom Practice

Coordination of weekly subject mentor meetings and lesson observation feedback will be the responsibility of the Subject Mentor within the placement school. This information will be used to give formative feedback to the Trainee Teacher on progress towards the Teachers' Standards for QTS. The assessment of Trainee Teachers is embedded in the Quality Assurance process which should be read in conjunction with this policy.

The End of Placement Review will be completed by the Course Leader (in large hubs this will be the Hub Lead Teacher with support from the Course Leader), Senior Mentor Coordinator and the Subject Mentor. The Course Leader will form judgements based upon the evidence provided by the Trainee Teacher including the subject mentor meeting record, lesson observation feedback forms and his/her own observations. Guidance for completion of the reviews is provided at the training sessions and in the SCITT Handbook. The reports will be shared with the Trainee Teacher. The SCITT Director will retain responsibility for assessing overall progress of the Associate Teacher on the teaching placement based upon all the evidence presented.

If a Trainee Teacher's performance is identified as being a "cause for concern" reference should be made to the policy "Cause for Concern". Equally, if a trainee teacher's performance is deemed to be unsafe for any reason, the SCITT Director will refer to the appropriate policy which includes "Fitness to Practice", "Fitness to Study" or "Code of Conduct".

3.2 Assessment of Day School (curriculum) and Pedagogical Development

The facilitation team (Course Leader, Hub Lead Teacher and specialist teacher trainers will assess the progress of trainees in the sessions through a variety of means. This includes formative marking of day school tasks and PGCE preparation where appropriate. The Course Leader and the Hub Lead Teacher will work with the QA team to ensure that developments in pedagogy can be noted and recorded in classroom practice.

3.3 Trainee Teachers Right to Repeat

Trainee teachers may be awarded the right to repeat a section of the course (classroom practice or day school) where they have not met the Teachers' Standards at the career appropriate level. This decision will be taken by the 'Special Cases' sub-committee of the Assessment Board and communicated to the Trainee Teacher within five working days of the board.

The circumstances for repeating a section of the course will be varied and each case will be taken on its merit. A case will only be brought to the Assessment Board when it is deemed that the Trainee Teacher has suffered from extenuating circumstances which have affected their ability to meet the teachers' standards, for example bereavement or illness. The case will be presented to the Assessment Board by the Course Leader. The final decision will rest with the assessment board and will be final. A trainee teacher does have the right to appeal this decision.

In the case of repeating a section of the course, an administrative charge will be made to cover the cost of repeated section of the course.

3.4 Assessment Monitoring & Quality Assurance

The National Modern Languages SCITT will monitor the implementation of the policy as follows:

- The Strategic Board will monitor implementation of the policy through a yearly report from SCITT Director.
- The Curriculum & Trainee Related Matters Committee will survey Associate Teacher perceptions and the SCITT Director will present findings to the Strategic Board. Minutes of the Curriculum & Trainee Related Matters Committee and the Strategic Board will be available.
- The Management Committee will monitor the procedures, particularly those relating to internal moderation, as part of the QA cycle.

3.5 Development and Training

Hub Lead Teachers and Subject Mentors will attend training on the procedures for supporting Trainee Teacher progress. Assessment criteria for placement reports will be discussed and agreed at the annual training for Subject Mentors.

Outcomes from moderation will be documented and presented to the Assessment Board.

The Strategic Board will direct the Management Board to address any issues arising from failure in policy or procedures and propose solutions.

4. Publishing policy

This policy will be available through the SCITT website and our documentation. A copy is available from the SCITT office.

Appendix A: Quality Assurance Monitoring and Evaluation Cycle 2019/20

Quality Assurance in School	Governance	Quantitative Assessment	SEF	SCITT Improvement Plan	Strategic Board	Trust Reporting
Autumn Term						
QA1 – trainees are observed, compliance checklist and targets moderated	Curriculum Board minutes - Autumn	Assessment Point 1 to 3 progress against Teacher’s Standards	September to December	Review September to December	The NML SCITT Strategic Board Meeting January	Chorus Trust Board Meeting January
Autumn term Day School evaluations from trainees	Hub Leader Meeting minutes Autumn	PGCE progress from Sheffield Hallam University				
Mentor training sessions evaluations	Assessment Board Autumn term	Summary of Subject Knowledge Audit				
Internal moderator visits to hubs	Compliance checklist	Lesson observation feedback – target collation				
Self- Evaluation Document for schools including risk assessments if necessary.				Agree January to April		
Spring Term						
	Curriculum Board minutes - Spring	Assessment Point 4 progress against Teacher’s Standards	January to April	Review January to April	The NML SCITT Strategic Board Meeting April	Chorus Trust Board Meeting April
Spring term Day School Evaluations	Hub Leader Meeting minutes - Spring	PGCE progress from Sheffield Hallam University – module 1 outcomes				
Mentor training sessions evaluations	Assessment Board – Spring term	Tracker – assessment of trainee progress with targets				
External & Internal moderator reports	Compliance checklist	Update on Subject Knowledge Audit				
		Lesson observation feedback – target collation		Set May to July		
Summer Term						
QA2 – trainees are observed, moderated judgements with internal moderator/Hub leader or mentor	Curriculum Board - Summer	Assessment Point 5 to final outcomes	End of course to inform improvement planning for next academic year	Review May to July	The NML SCITT Strategic Board Meeting June	Chorus Trust Board Meeting June
Day school evaluations	Hub Leader Meeting – Summer	Final PGCE outcomes				
Celebration Event – end of course feedback to mirror NQT survey data	Assessment Board makes ecommendations for QTS	NQT development plan targets overview				
Mentor training evaluations (welcome event)	Compliance checklist					
External moderator’s final report						
QA3 Final Sign Off of trainee progress		Assessment Point 7 – final grades				

