

National Modern Languages SCITT

Assessment Policy

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

Version number:	1.3
Implementation date:	August 2017
Next review:	June 2022
Name and job title of author:	Katrin Sredzki-Seamer, Director of the National Modern Languages SCITT
Target audience:	Staff / Trainees / O.I.A.
Related documents:	NML SCITT Academic Misconduct, NML SCITT Academic Appeals Policy, NML SCITT Attendance and Absence Policy, NML SCITT Cause for Concern Policy, NML SCITT Fitness to Practise Policy



SCHOOL CENTRED INITIAL TEACHER TRAINING

Contents

1. Aims and Values.....	3
2. Roles and Responsibilities.....	3
2.1 Strategic Board	3
2.2 Assessment Board	3
2.3 Appeals Committee	4
2.4 Curriculum Committee	5
2.5 SCITT Director	5
2.6 Course Leader.....	6
2.7 Hub Leader	6
2.8 Senior Mentor Coordinator (SMC)	6
2.9 Subject Mentor.....	7
2.10 External Moderator	7
2.11 Internal Moderator.....	8
3. The Assessment Process.....	9
3.1 Assessment of Classroom Practice	10
3.2 Assessment of Day School (curriculum) and Pedagogical Development	10
3.3 Trainee Teachers Right to Repeat	10
3.4 Assessment Monitoring & Quality Assurance.....	10
3.5 Development and Training	11
4. Publishing policy	11

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 monitor the composition and work 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 (SMC) representative.

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:

- One member of The Strategic Board usually the SCITT Director;

- One member of the Hub Lead Teachers Committee usually the Course Leader (provided they have not previously made the original decision);
- One further member of the Hub Lead Teachers Committee such as another Hub Leader;
- 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 the NML SCITT Appeals and Disciplinary Procedures.

2.4 Curriculum Committee

Composition of the Curriculum Committee

- SCITT Director;
- Course Leader;
- Hub Lead Teachers;
- Representatives from professional associations the NML SCITT works in partnership with;
- Partner School Subject Mentors (selected on an annual basis to represent schools).

Any four members of the Curriculum Committee will constitute a quorum and meetings will be held up to three times a year.

The remit of the Curriculum 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 striving to meet the Ofsted criteria for outstanding;
- 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, SMC, 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 Lead Teacher

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 Internal Moderator and Course Leader as appropriate;
- attendance at the NML SCITT Assessment Board meetings.

2.8 Senior Mentor Coordinator

The **Senior Mentor Coordinator** 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 'Review Points' (RP) in good time according to the NML SCITT 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 the NML SCITT overall progress;

2.9 Subject Mentor

The **Subject Mentor** is responsible for:

- Setting up and reviewing the Trainee Teachers' teaching timetable in each phase;
- monitoring and reviewing Trainee Teachers' portfolio;
- completing review points in line with the SCITT calendar;
- reviewing the Individual Training Plan and CPD provision;
- providing formative feedback to Trainee Teachers as specified;
- liaising with the Course Leader over any aspect of the training programme;
- supporting the in-school research and practice as part of the Day School and PGCE programme.

2.10 External Moderator

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

- observing a sample of Trainee Teachers' teaching, with school-based mentors or SCITT QA leaders;
- discussion with school-based mentors about the sample of Trainee Teachers' progress and attainment, and mentor/programme support from the SCITT;
- scrutiny of a sample of Trainee Teachers' portfolios and, in the final phase, of evidence against the Teachers' Standards;
- discussion with focus groups of Trainee Teachers (and ECTs);
- discussion with Course Leader about assessment and internal moderation processes;
- production of a written report evaluating the accuracy of the NML SCITT's assessments of Trainee Teachers' attainment against the Teachers' Standards and recommendations for QTS; strengths, concerns and areas for development for our training provision and assessment processes; commentary about the Trainee Teacher 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 Internal Moderator

(The Internal Moderator is the title given to the SCITT colleague who reviews the consistency of the QA process across all hubs, reviews evidence of Trainee Teachers' progress towards QTS and moderates the recommendations for QTS made by Mentors, SMCs and QA leaders).

The role of the Internal 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 Teachers, 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 hub over a two-year period and carrying out a paired observation with the Hub Lead Teacher, Course Leader, Mentor or class teacher.

2.11.2 Assessment

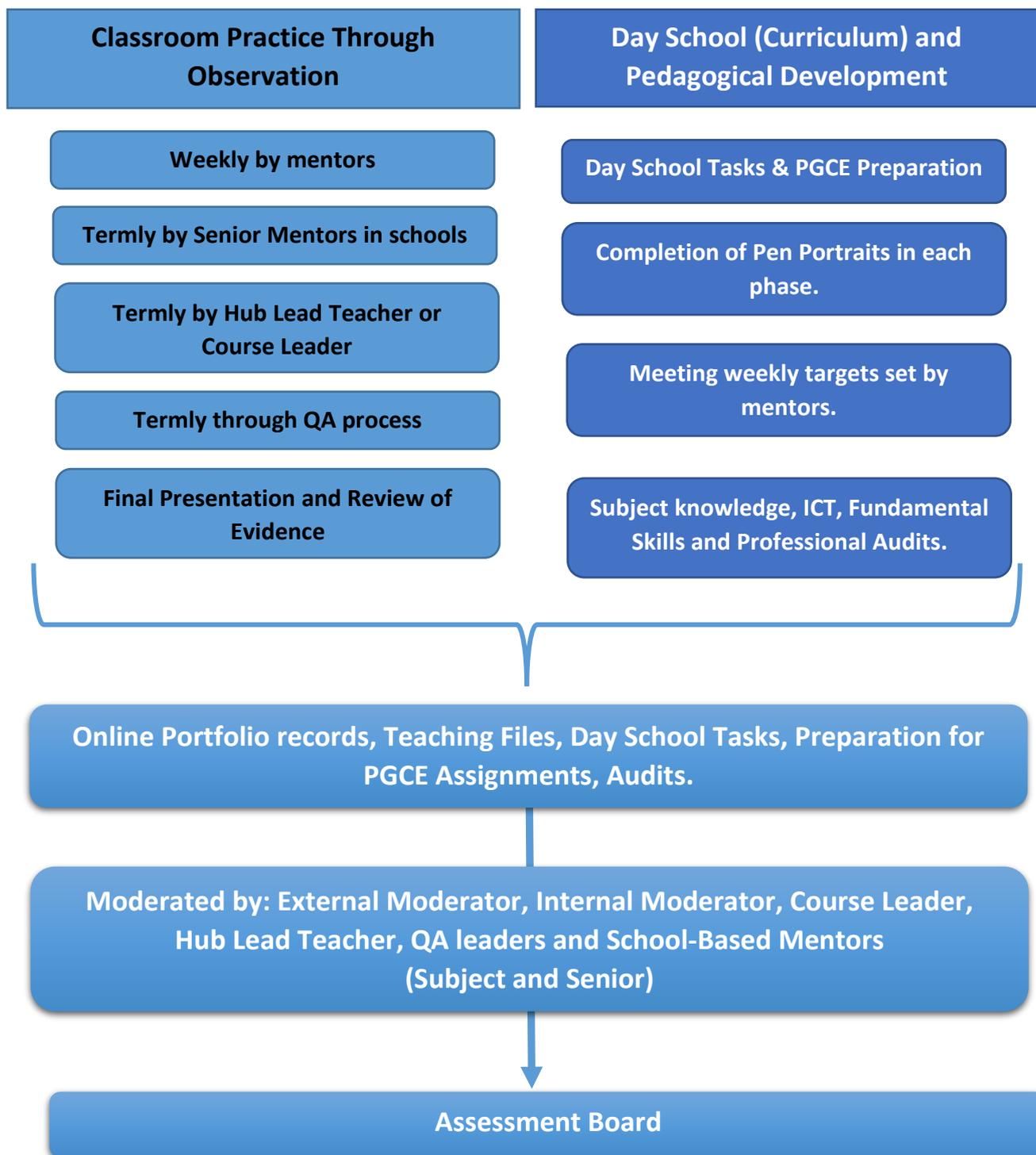
- Participating in appropriate meetings necessary for the effective assessment of Trainee Teachers, including the final Assessment Board.

2.11.3 Communication

- Liaising with the Course Leader, Hub Lead Teachers, SMCs and mentors to arrange quality assurance visits.
- Attending the Assessment Board meetings 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 their progress in relation to the NML SCITT descriptors. The assessment of Trainee Teachers is embedded in the Quality Assurance process which should be read in conjunction with this policy.

The Final Assessment Review will be completed by the QA Leader (this may be the Hub Lead Teacher, the Course Leader, the SCITT Director or another designated QA Leader), SMC and the Subject Mentor. They will form judgements based upon the evidence provided by the Trainee Teacher in the online portfolio including the mentor meeting records, formal lesson observation forms and his/her own observations. The Trainee Teacher will be asked to prepare a Final Presentation to review their progress against the Teachers' Standards, highlight their best evidence and outline their targets for induction. Guidance for the final assessment is provided at the training sessions and in the **SCITT Handbook**. The outcomes will be shared with the Trainee Teacher. The SCITT Director will retain responsibility for assessing overall progress of the Trainee 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 **'Cause for Concern Policy'**. 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 Practise"**, **"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 training sessions through a variety of means. The Course Leader and the Hub Lead Teacher will work with the PGCE tutors and 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 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 Committee as well as the internal and external moderators will review Trainee Teacher perceptions and the SCITT Director will present findings to the Strategic Board.
- The Hub lead Teachers' Committee will monitor the procedures, particularly those relating to internal moderation, as part of the QA cycle.
- Minutes of meetings of Committees and the Strategic Board will be available.

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 Hub Lead Teachers' Committee to address any issues arising from failure in policy or procedures and propose solutions.

Publishing policy

This policy is available through the SCITT website and our NML SCITT Intranet. A copy can also be request via our NML SCITT office.

Trainees who have exhausted the NML SCITT's internal procedures regarding assessment may bring their complaint to the Office of the Independent Adjudicator for Higher Education (OIAHE) within one calendar year of receiving a Completion of Procedures letter. The OIAHE's website (at www.oiahe.org.uk) contains full information, and the OIAHE can be contacted at: OIA, Second Floor, Abbey Gate, 57 – 75 Kings Road, Reading, RG1 3AB, tel: 0118 959 9813 email: enquiries@oiahe.org.uk. Anyone wishing to pursue a complaint through the OIAHE must complete a special Scheme Application Form, downloadable copies of which are available from the website.

Quality Assurance Monitoring and Evaluation Cycle

Quality Assurance in School	Governance	Quantitative Assessment	SCITT Improvement Plan	Strategic Board	Trust Reporting	
QA1 – trainees are observed, compliance checklist and targets moderated	Curriculum Board minutes - Autumn	Review Points 1 and 2 for full time and part time Y1; RP 5 & 6 for Part time Y2	Review September to December	The NML SCITT Strategic Board Meeting December	Chorus Trust Board Meeting December	Autumn Term
Autumn term – Pre-course& Familiarisation programme evaluation and End of Phase 1 evaluation from trainees	Hub Leaders’ Meeting minutes Autumn	PGCE progress reports from Sheffield Hallam University	December Checkpoint completed			
Mentor development day evaluations	Assessment Board Autumn term	Summary of Subject Knowledge, Professional Skills, ICT Audits	Agree January to April			
Internal moderator visits to hubs	Compliance checklist	Lesson observation feedback – target collation				
Designation Review of schools including risk assessments if necessary	Partnership tracker	QA visits – including joint observation & observation of feedback				
School self-evaluation reviews	QA tracker					
QA 1 review	Curriculum Board minutes - Spring	Review Point 3 for full time and part time Y1; RP7 for PT Y2	Review January to March	The NML SCITT Strategic Board Meeting March	Chorus Trust Board Meeting March	Spring Term
End of Phase 2 evaluation from trainees	Hub Leaders’ Meeting minutes - Spring	PGCE progress report from Sheffield Hallam University – module 1 outcomes	March checkpoint completed			
Mentor development day evaluations	Assessment Board – Spring term	Tracker – assessment of trainee progress with targets	Set April to July			
External & Internal moderator reports	Compliance checklist	Update on all Audits				
QA2 – full time trainees are observed, moderated judgements with internal moderator/Hub leader or mentor		Lesson observation feedback – target collation				
QA2 review	Curriculum Board - Summer	Review Point 4 FT and 8 PT Y2 to final outcomes	Review April to July	The NML SCITT Strategic Board Meeting June	Chorus Trust Board Meeting June	Summer Term
Day school evaluations included in end of course survey	Hub Leaders’ Meeting – Summer	Final PGCE outcomes	Set September to December next academic year			
Final visit and presentations for full time and part time Y2	Assessment Board makes recommendations for QTS	Induction development plan targets overview				
Celebration Event – end of course feedback as part of ECT survey						
Mentor end of year evaluations	Compliance checklist					
Part time Y1 trainees are observed	Internal moderation	RP 4 PT Y1				