



YORKSHIRE WOLDS TEACHER TRAINING

Assessment Policy

Version 1.1

<p>Important: This document can only be considered valid when viewed on the YWTT portal. 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.</p>	
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<p>Target Audience:</p>	<p>YWTT Trainees</p>
<p>Related Documents:</p>	<p>YWTT Cause for Concern Procedure YWTT Disciplinary Policy YWTT Trainee Code of Conduct</p>

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POLICY STATEMENT

Our vision is to *inspire* each other and our students so each of us *aspires* to reach a potential which is not limited but is given wings by creativity and a shared sense of purpose.

Our core purpose is to prepare trainees to become highly effective teachers with a love of learning who will continue to develop their skills throughout their career, through exposure to excellent practice, observation, mentoring, coaching, practice, reflection and sharing with peers. Our trainees will be enthusiastic and passionate practitioners and will find innovative and creative ways to communicate with learners and enable them to make excellent progress. We will seek to equip our trainees with a wide range of teaching and learning strategies as well as the inter-personal skills required to motivate and inspire students.

Yorkshire Wolds Teacher Training is committed to developing its trainees into excellent teachers through a creative, effective and rigorous programme underpinned by supportive and highly experienced teacher educators. Our aim is to create models of outstanding practice across the partnership and to meet the needs of our partner institutions as well as training the school leaders of the future.

1. PURPOSE

YWTT is committed to ensuring that trainee teachers are assessed fairly against clear and transparent criteria in all aspects of the training. Trainees can only be recommended for the award of QTS if they meet all the Teachers' Standards. Therefore, the assessment of trainees must be accurate and reliable in establishing, consistently over time, whether or not trainees meet the Teachers' Standards.

In order to ensure accuracy and reliability YWTT has clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

YWTT has a responsibility to provide honest and constructive feedback in our role as a training provider. Our aim is to ensure that our programme develops highly effective classroom practitioners. In assessing our trainees throughout the programme, we recognise that individuals develop at different rates and therefore our feedback must be supportive and developmental as well as clear and specific.

This policy describes the Assessment Policy and procedure for YWTT trainees during the initial teacher training programme leading to the award of QTS and PGCE in conjunction with the University of Hull.

2. SCOPE

This Policy applies to trainees who are enrolled with Yorkshire Wolds Teacher Training.

3. ROLES AND RESPONSIBILITIES

The **YWTT Executive Board** is responsible for ensuring this policy is applied fairly and consistently across the organisation.

The **Director of YWTT** is responsible for:

- ensuring trainees are treated fairly and consistently across the organisation
- ensuring this policy is implemented fairly and consistently
- ensuring that internal assessment judgements are moderated appropriately

The **YWTT Subject Leads** are responsible for:

- providing supportive and developmental feedback to trainees
- the moderation of feedback by subject mentor
- the moderation of judgements made by the subject mentor

The **YWTT Tutors** are responsible for:

- providing supportive and developmental feedback to trainees
- the completion of the final assessment document

The **Subject Mentor** is responsible for:

- providing supportive and developmental feedback to trainees
- completion of interim and summative review documentation

The **Professional Mentor** is responsible for:

- providing supportive and developmental feedback to trainees
- the moderation of feedback by subject mentor
- the moderation of judgements made by the subject mentor

The **External Moderator** is responsible for:

- ensuring the judgements made by YWTT are robust and accurate
- ensuring that YWTT judgements are consistent with standards across other ITT providers.

The **YWTT Assessment Committee** is responsible for:

- providing challenge and rigor to the YWTT assessment process
- scrutinising judgements made by YWTT about the progress and competence of trainees.
- Making final recommendations to the DfE for the award of QTS

4. EQUALITY AND DIVERSITY

YWTT is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines, adhering to current legislation eg. the Equality Act 2010.
- Delivering high quality teacher training that meets the diverse needs of its trainee population, ensuring that no individual or group is disadvantaged.

5. ASSESSMENT PROCESS

Assessment of trainees at YWTT will run continuously throughout the programme. It will be conducted in a number of ways which include:

- Subject Knowledge Development document
- Weekly mentor meetings
- Weekly learning journal
- Lesson observations
- Interim and Summative reviews which include review of evidence portfolios
- Professionalism
- Final assessment which includes review of evidence portfolios
- Academic learning through Hull University PGCE assignments

The assessment process is detailed in the table below, dates for each cohort are given in the YWTT programme document.

Meeting / Visit / Event	Actions & Documentation
YWTT Subject Lead joint lesson observation with subject mentor	Formal lesson observation forms completed by YWTT Subject Lead and subject mentor Moderation of lesson feedback & learning conversation with trainee.
Interim Review 1 Trainee, subject mentor & professional mentor meeting	Interim review 1 document completed including shade & grade, with specific targets
Summative Review 1 YWTT Subject Lead visit. Trainee, YWTT Subject Lead & Subject Mentor meeting	Summative review 1 document completed Review evidence portfolio 1, specific discussion on progress against interim review targets and safeguarding scenario 1
YWTT Subject Lead joint lesson observation with subject mentor	Formal lesson observation forms completed by YWTT Subject Lead and subject mentor Moderation of lesson feedback & learning conversation with trainee.
Interim Review 2 Trainee, subject mentor & professional mentor meeting	Interim review 2 document completed including shade & grade, with specific targets
Summative Review 2 YWTT Subject Lead visit. Trainee, YWTT Subject Lead & Subject Mentor meeting	Summative review 2 document completed Review evidence portfolio 2 & 3 specific discussion on progress against interim review targets and safeguarding scenario 2
SL joint lesson observation with subject mentor	Formal lesson observation forms completed by YWTT Subject Lead and subject mentor Moderation of lesson feedback & learning conversation with trainee.
Interim Review 3 Trainee, subject mentor & professional mentor meeting	Complete interim review 3 document including shade & grade, with specific targets
Summative Review 3 YWTT Subject Lead visit. Trainee, YWTT Subject Lead & Subject Mentor meeting	Summative review 2 document completed Review evidence portfolio 4 & 5 specific discussion on progress against interim review targets and safeguarding scenario 3
Final Assessment YWTT Tutor visit Trainee, YWTT tutor & Subject Mentor meeting	Final Assessment document completed Review evidence portfolio 4 & 5
External Moderation visit includes Joint lesson observations Observation of training sessions Trainee Interviews Celebration event	Completion of External Moderation report

Celebration Event Delegates include; Partnership school headteachers Professional & subject mentors Primary host teachers YWTT tutors & subject leads Hull University tutors External moderator	Trainees present evidence showing the impact of their teaching on the progress and learning of the pupils for whom they have been responsible
YWTT Assessment Committee	Completion of recommendation for QTS form

6. INTERNAL MODERATION PROCESSES

In order to ensure accuracy and reliability, YWTT has clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

At each stage of the process, two staff with relevant experience are involved in assessment of the trainee.

- Interim reviews are conducted by the subject mentor and moderated by the professional mentor in the partnership school.
- Summative reviews are conducted by the subject mentor and moderated by the YWTT subject lead
- Lesson observations are conducted by the subject mentor and moderated by the YWTT subject lead

YWTT standardisation processes ensure that YWTT subject leads make consistent assessments:

- Joint lesson observation and feedback of trainee by Director of YWTT and each member of the YWTT leadership team.
- Joint lesson observation and feedback of trainees undertaken by each YWTT subject lead and a member of the YWTT leadership team.
- Moderation of evidence portfolios takes place in partnership meetings, attended by YWTT subject leads, YWTT tutors, professional and subject mentors and primary host teachers.

7. EXTERNAL MODERATION PROCESSES

YWTT will employ a suitably qualified External Moderator to ensure consistency of standards within YWTT and to ensure standards of YWTT are consistent with the standards of other ITT partnerships. The external moderator will have no direct involvement with the work of YWTT and will offer an external perspective on the attainment of other providers' trainees being assessed for the award of QTS, to verify the accuracy of YWTT assessments.

The external moderator's duties may include:

- Detailed scrutiny of a sample of YWTT trainees, including a representative cross section of trainees together with all trainees that YWTT regard as being on the pass/fail borderline or possible failures
- Observation of the teaching of all trainees in a designated sample, such as those assessed as being borderline satisfactory to good, or borderline good to outstanding
- Discussion with YWTT staff of all the evidence available on whether individual trainees have achieved the Teacher Standards and at what level
- Discussion with trainees on their progress and the YWTT programme

- Scrutiny of the YWTT internal moderation arrangements, drawing on some of the evidence gained from the activities above.
- Attendance at the YWTT
- Producing a report that includes an evaluation of the strengths and weaknesses of YWTT, clearly linked to the Teachers' Standards and ITT criteria and including an evaluation of the accuracy of the assessment of trainees' attainment against the Teachers' Standards.

8. ADDITIONAL SUPPORT AND CAUSE FOR CONCERN PROCEDURE

Trainee teachers will have a number of challenges throughout their training and will use the Teachers' Standards, the support of professional colleagues (subject mentor, professional mentor, YWTT tutor, YWTT subject lead, YWTT lead mentor and Director of YWTT) as well as their peers to reflect upon these challenges and overcome them.

A 'Cause for Concern' is intended to be a developmental and supportive process and can be raised at any stage of the programme. The cause for concern procedure will be instigated when:

- A trainee does not make the expected progress
 - This could include for example, a situation where a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching
- A trainee struggles to meet the Teachers' Standards in the context of ITT (part 1)
 - This should relate to specific aspects of the trainee's teaching and may be characterised by a lack of expected progress by the pupils as identified against the Teachers' Standards
- A trainee fails to demonstrate high standards of personal and professional conduct
 - Specific concerns should be indicated which refer to the descriptors as set out in the YWTT trainee code of conduct and the Teacher Standards part 2: Personal and Professional conduct

If a concern is raised the cause for concern procedure should be followed:

Support Plan

- Trainee, Subject Mentor & Professional Mentor meet to agree actions to support trainee
- Support plan completed and sent to YWTT lead mentor by professional mentor
- Trainee, Subject Mentor & Professional Mentor meet to review progress after 2 weeks

Stage 1 Action Plan

- Trainee, Professional Mentor & YWTT tutor meet to complete Stage 1 Action Plan
- YWTT tutor visits to support and monitor progress
- Trainee, Professional Mentor & YWTT tutor meet to review progress after 2 weeks

Stage 2 Action Plan

- Trainee, Professional Mentor, YWTT tutor & YWTT Lead Mentor meet to complete Stage 2 Action Plan
- YWTT Lead mentor visits to support and monitor progress
- Trainee, Professional Mentor, YWTT tutor & YWTT Lead Mentor meet to review progress after 2 weeks

Stage 3 Action Plan

- Trainee, Professional Mentor, YWTT Lead Mentor & Director of YWTT meet to complete Stage 3 Action Plan
- Director of YWTT visits to support and monitor progress
- Trainee, Professional Mentor, YWTT Lead Mentor & Director of YWTT meet to review progress after 2 weeks

Where good progress is made toward targets at each stage, then the trainee will move down the stages to the end of the procedure.

Where a lack of progress towards targets is evident a trainee will move up the stages of the process. Failure to address targets in the Stage 3 Action Plan will result in dismissal from the course. Certain behaviours may result in immediate dismissal such as the termination of placements at two different schools or serious breaches of the YWTT Trainee Code of Conduct

9. MONITORING COMPLIANCE WITH AND EFFECTIVENESS OF THE POLICY

Effectiveness and compliance of this Policy will be monitored on an annual basis.

10. REVIEW

This policy will be reviewed within one year of the implementation date.