



# YORKSHIRE WOLDS TEACHER TRAINING

## Assessment Policy

### Version 1.5

<p><b>Important:</b> 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>	<p>Alison Fletcher Director of Yorkshire Wolds Teacher Training (YWTT)</p>
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<p><b>Related Documents:</b></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 develop the next generation of great teachers, ethical school leaders and advocates for the teaching profession who will ensure our schools and young people thrive.

Our **core purpose** is simply to develop great new teachers. We do this by exemplifying excellent practice and through observation, mentoring, coaching, practice, reflection and sharing with peers. We will equip our trainees with a wide range of teaching and learning strategies and support them to motivate and inspire young people.

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 whether or not trainees meet the Teachers' Standards at the end of their training course.

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 Sheffield Hallam University.

### **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 Lead Mentor** is responsible for:

- The moderation of judgements where there is unresolved disagreement in judgement between the YWTT subject lead and the subject mentor

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

- providing supportive and developmental feedback to trainees
- the moderation of feedback by subject/phase mentor
- the moderation of judgements made by the subject/phase mentor
- the assessment of trainee progress portfolios throughout the ITT programme
- the completion of progress portfolio reports

The **YWTT Tutors** are responsible for:

- providing supportive and developmental feedback to trainees within their tutor group
- the moderation of the final evidence portfolios for trainees in other tutor groups
- the completion of the final evidence portfolio report for trainees in other tutor groups

The **Partnership School Subject Mentor** is responsible for:

- providing supportive and developmental feedback to trainees
- completion of progress portfolio documentation

The **Partnership School 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 **Partnership School Primary Mentor** is responsible for:

- providing supportive and developmental feedback to trainees
- completion of progress portfolio documentation

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 PROCESSES**

##### **Formative Assessment**

Formative assessment of trainees at YWTT runs continuously throughout the programme. The information gained is used by partners to personalise the trainee's training programme and maximise progress.

Formative assessment will be conducted in a number of ways which include:

- Weekly mentor meetings
- Weekly learning journal
- Weekly lesson observations
- Progress portfolios
- Subject Knowledge & Subject Pedagogy Development document
- Professionalism

### Summative assessment

YWTT will make accurate and rigorous final summative assessment for the award of QTS in relation to the Teachers' Standards. This will be conducted by a member of the YWTT team who has not been involved in the formative assessment of the trainee in question.

Summative assessment will include:

- Review of final evidence portfolios and supporting documentation

The assessment process is detailed in the table below, dates are given in the YWTT handbook.

Meeting / Visit / Event	Actions & Documentation	
Progress Portfolio 1	Progress Portfolio 1 Report	<b>Ongoing formative assessment of progress through weekly learning journals and lesson observation throughout programme underpins trainee development</b>
Joint Lesson observation	Lesson observation reports	
Mentor Report Diversity Placement	Mentor Report	
Progress Portfolio 2	Progress Portfolio 2 Report	
Joint Lesson observation remote learning	Lesson observation reports	
Progress Portfolio 3	Progress Portfolio 3 Report	
Joint Lesson observation	Lesson observation reports	
Progress Portfolio 4	Progress Portfolio 4 Report	
Mentor Report Main Placement	Mentor Report	<b>Summative Assessment</b>
<b>Evidence Portfolio</b>	<b>Evidence Portfolio Report</b>	

## 6. INTERNAL MODERATION PROCESSES

In order to ensure accuracy and reliability, YWTT has clear and robust assessment and moderation arrangements in place.

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

- At all Progress Portfolio points the Progress Portfolio Report is completed by the Primary or Subject Mentor and moderated by the YWTT Subject / Phase lead.
- Lesson observations are conducted by the Subject / Primary mentor and moderated by the YWTT Subject / Phase 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 / phase lead and a member of the YWTT leadership team.
- Moderation of progress portfolios takes place in partnership meetings, attended by YWTT subject / phase lead leads, YWTT tutors, professional, primary 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.
- Observation of the teaching of trainees in a designated sample.
- Discussion with YWTT staff of all the evidence available on whether individual trainees have achieved the Teacher Standards.
- 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 QTS awarding panel
- Producing a report that includes an evaluation of the strengths and areas for development of YWTT, clearly linked to the ITT criteria and the ITE Ofsted framework, 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 weekly learning journal, progress portfolios, the YWTT curriculum, ITT Core Content Framework, 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
  - This should relate to specific aspects of the trainee's teaching and may be characterised by a lack of expected progress by the pupils.
- 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 / Primary Mentor & YWTT tutor meet to complete Stage 1 Action Plan
- YWTT tutor visits to support and monitor progress
- Trainee, Professional / Primary Mentor & YWTT tutor meet to review progress after 2 weeks

### **Stage 2 Action Plan**

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

### **Stage 3 Action Plan**

- Trainee, Professional / Primary 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 / Primary 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.