

Brunel University London
Initial Teacher Education Partnership

***Mentor and PCM Development:
Moderation and Assessment***

14.00-15.45pm Halsbury 201

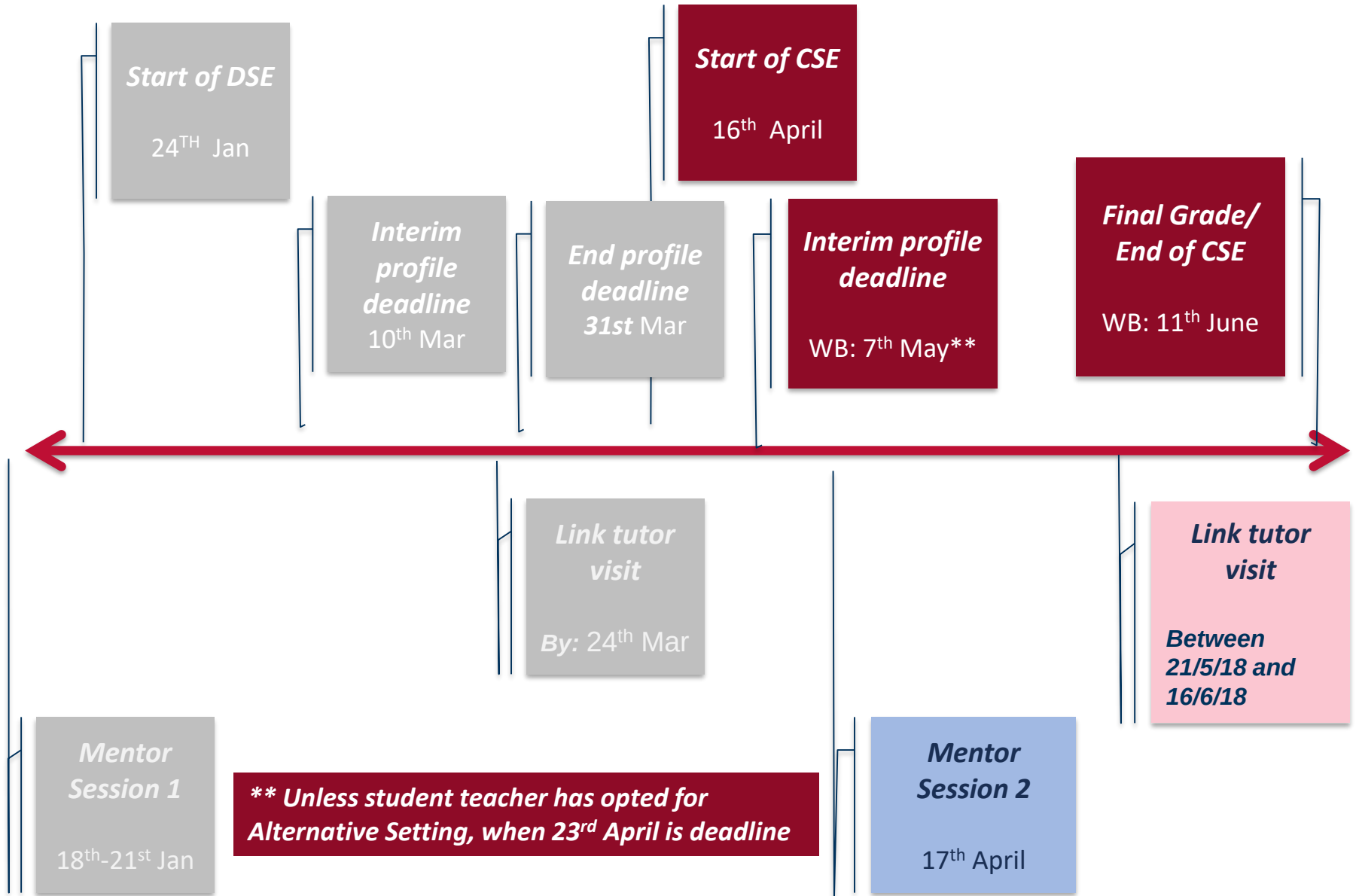
Consolidation School Experience (CSE) 2018



This session will aim to:

- Provide an overview of CSE and processes that need to be in place to help support Student Teachers during their final phase
- Consider target setting and professional learning activities that will support Student Teachers in 'getting to Good' or 'getting to Outstanding'
- Discuss evidence against the Teachers' Standards as detailed in the end of placement profile assessment
- Discuss and agree SMART targets to be included in the NQT Transition plan to support the Student Teacher in the first post.

Timeline for CSE



Guidance on Link Tutor visits in DSE & CSE

Visit 1

Agenda:

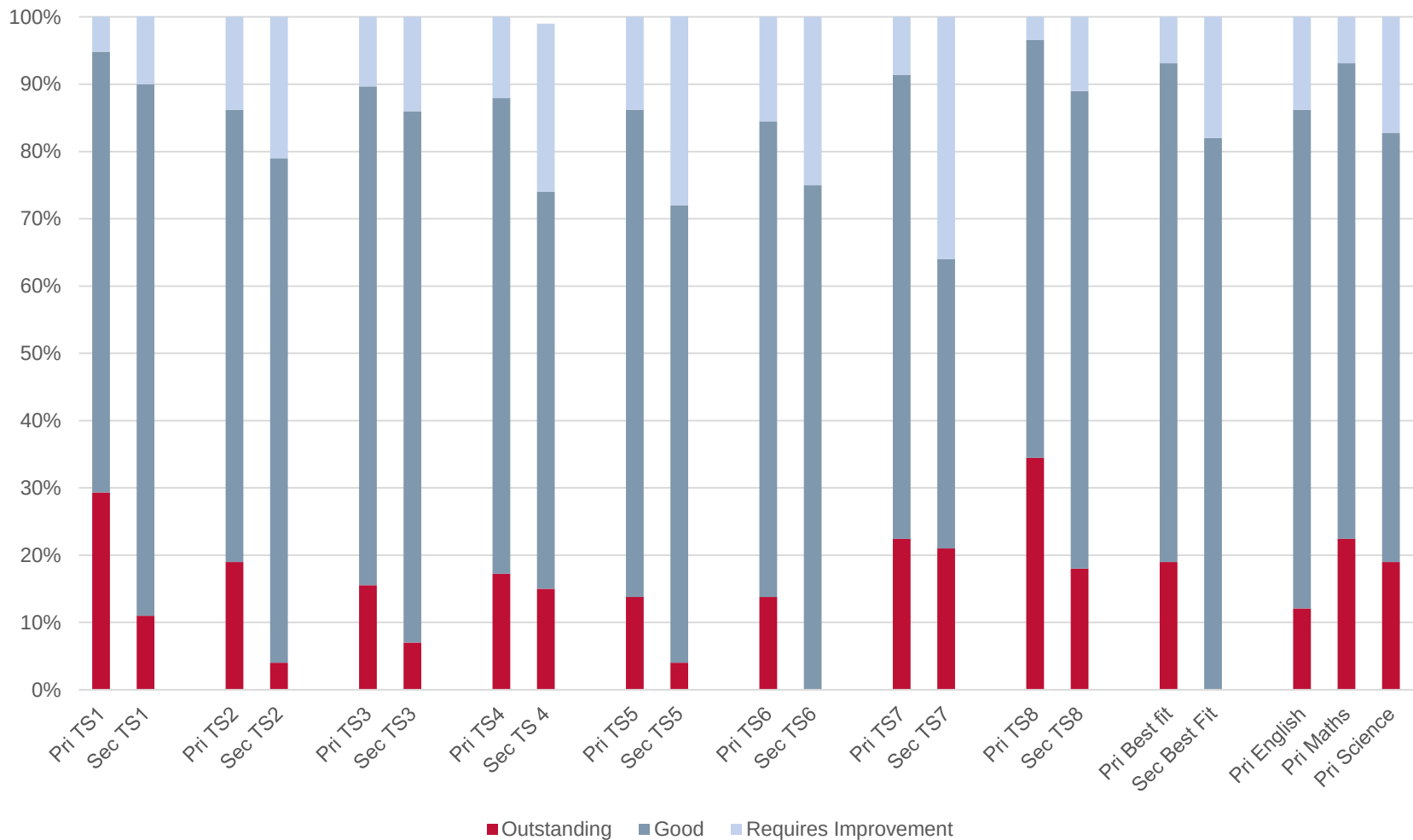
- Meet and greet student teacher, Mentor and PCM in school with responsibility for ITE.
- Facilitate a collaborative discussion on how the Student Teachers' Professional Learning Action Plan (PLAP) has been used to design the in-school professional learning programme for DSE. Together with mentor, observe teaching then mentor's feedback to student.

Visit 2

Agenda:

- Discuss the evidence against the Teachers Standards' sub-headings for each Standard area detailed in the Pebblepad Profile.
- Monitor files.
- **Discuss and moderate the final agreed grade** for the Student Teacher in relation to this evidence. This may be done remotely if not ready to review by final visit.
- Discuss and agree SMART targets to be included in the NQT Transition Profile as the student enters first post.

Primary and Secondary DSE grades



NB We are still awaiting complete profiles for about a third of student teachers!

Activity 1: Identifying successful support mechanisms

1. Why do you think student teachers are currently most successful on TS1, TS4 (sec), TS7 and TS8?
2. How have you supported student teachers with these Teachers' Standards?

Activity 2: Identifying possible support mechanisms

1. Why do you think student teachers are currently least successful on TS2, TS5 and TS6?
2. What can we do to support student teachers?

Possible reasons for student teachers' progress:

- Feedback from Mentors (focused on specific targets)-written & verbal
- Students observing best practice
- Students reflecting on best practice, their own practice & their professional development
- Effective target setting- appropriate targets
- Professional Learning Activities (PLAs) on areas for development

Assessing Student Teachers: key features

‘The Standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training should assess trainees against the Standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’

(Teachers’ Standards Para 6)

Assessment Process

Interim phase

- Mentor and Student Teacher review evidence of progress associated to each WPLR and highlight on the grade descriptors to identify interim grades which reflect this body of evidence. Interim Profile completed and submitted on Pebblepad.

End of phase

- Mentor and Student Teacher review evidence of progress associated to each WPLR and highlight on the grade descriptors to identify grades which reflect this body of evidence. End of phase Profile completed and submitted on Pebblepad.
- Student self assessment making reference to specific evidence
- Mentor comment with rationale
- Grade is collaboratively agreed
- *Link tutor moderates the agreed grade against the evidence* (on Link Tutor Visit 2)
- SMART Targets set for NQT Transition/ Induction plan

NQT Transition Plan

- Draws on targets from end of phase Profile

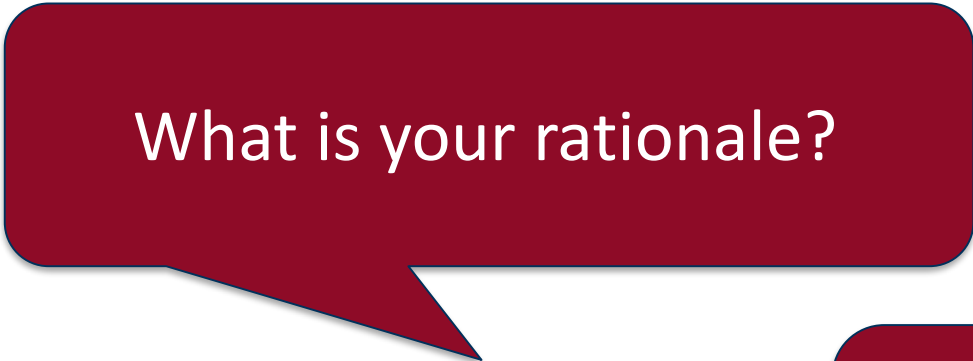
Working with the Teachers' Standards

When assessing the quality of student teachers' teaching, over time, reference should be made to the Teachers' Standards in full

Subheadings should be used:

- **to track progress against the Standard**
- **determine areas for additional development**
- **identify strengths**
- **enable the identification of aspects of, for example, good practice for Requires Improvement trainees - showing they are demonstrating aspects of Standards above the minimum**

Activity 3: Look at the level descriptors for TS2. Discuss how well your student teacher is meeting them.



What is your rationale?



Where would any supporting evidence be found?

Evidence of Pupil Progress

- Pupil progress is the focus of discussion: after each observation, at each weekly meeting and each review point
- It will be assessed and inform overall achievement and attainment and the grades for each Standard. It will inform target setting.

Some examples of evidence:

From Pupils:

- Responses, feedback
- Changes in behaviour for learning, including collaborative working, engagement
- Work over time, book scrutiny

From Student Teachers:

- Assessments: formal, continuous, summative tests, base-line testing, examinations, pupil tracking and targets, assessment and progress records
- Marking for impact on learning and progress
- Differentiation in planning, annotated examples of pupils' work

Essential documentation

- **Record of progress and assessment**
 - Teachers' standards and grade descriptors
- **Individual Portfolio of Professional Development (for primary this is on PebblePad)**
- **School experience files**
 - Teaching and Learning
 - Monitoring, Assessment, Recording, Reporting and Accountability (MARRA)
 - PLAs

Grading Rationale

Outstanding (O)	Good (G)	Requires Improvement (RI)	Inadequate (I)
• Demonstrates excellent practice in the majority of the TS and all related to their personal and professional conduct. • Much of the quality of teaching over time is outstanding and never less than consistently good. • Overall outstanding, minimum 4 Standards graded Outstanding overall, features of outstanding practice in other Standards No grade Requires Improvement (RI) or Inadequate (I) Excellent practice in part two regarding personal and professional conduct.	• Exceeds minimum level of practice as defined in the TS. • Demonstrates excellent practice in some of the TS and all related to personal and professional conduct. • Much of the quality of teaching over time is good, some is outstanding. • Overall good much of teaching is good over time, there are features of outstanding practice in some TS • Any RIs would need to have Good features, • No Inadequate for any TS. • Excellent practice in part two re personal and professional conduct.	• Meets the minimum level of practice as defined in the TS. Teaching requires improvement as it is not yet good. • Overall RI, mostly RIs and no Is • Student Teacher can be judged above minimum if they have evidenced features of good practice in aspects of TS and no Is • May be identified as a Cause for Concern BUT this is subject to expectations for progress and attainment detailed in handbook for each phase of the course and determined on individualized basis.	• Failed to meet the minimum level of practice as defined in the TS. • Quality of teaching over time is weak such that it contributes to pupils/ learners or groups of pupils/learners making inadequate progress.

Activity 4: Consider NQT Transition plan requirements

Work with a colleague to review the headings on the transition plan and identify one Teachers' Standard that you are aware is likely to be a focus in the beginning of the first post.

Consider:

- What could the NQTs do to prepare in relation to each of the areas?
- What could the Mentor/Induction tutor do to support the NQT's progress in this area?

Requires improvement/Inadequate

What are the next steps if this is where you assess your student teacher to be?

Support and Intervention Process

Stage 1: Activating Initial Support and Intervention

- Concerns discussed with student teacher and documented (WPLR)

Stage 2: Reviewing Stage 1 Support and Intervention

- Review targets and all informed of outcome:
 - targets met – S&I concluded
 - targets not met – proceed to stage 3

Stage 3: Setting up Support and Intervention agreement and Action Plan

- Joint meeting – recorded on WPLR and relevant paperwork completed:
 - part A – S&I agreement
 - part B – Action plan

Stage 4: Review of Support and Intervention Action Plan

- Formal review of targets and outcome agreed:
 - sufficient progress – S&I ends
 - partial progress – revise targets and support (new review data agreed)
 - insufficient progress – student fails and placement terminated – proceed to Stage 5

Stage 5: Next steps for unsuccessful Support and Intervention

- Student formally informed of termination of placement

Unsatisfactory progress

If you are concerned that your student teacher is not making satisfactory progress towards meeting any of the Teachers' Standards you must initiate the 'support and intervention' process by alerting the link tutor without delay. This must be done if students are meeting any of the standards below the 'minimum' level. (This can include section 2 of the Teachers' Standards relating to personal and professional conduct).

The link tutor will discuss whether an action plan should be put in place to support the student.

If student teachers have additional days to make up due to absence* (in order to meet the required number of days to be awarded QTS) they can do so on:

Weeks beginning 18th June (3 days), 25th June, 2nd July.....

*** Absence from school due to interviews/ school visits does not need to be made up as it counts towards professional development**

Guidance on lines of communication

- ***If issues in relation to Student Teacher's progress against the Teachers' Standards arise:***

1. Mentor
2. Member of staff in charge of ITE in the school/ PCM
3. Link Tutor

- ***If Issues in relation to Student Teacher's academic progress and health and well-being arise:***

1. Partnership Manager
2. Personal Tutor



Contacts and Website



[@EducationBrunel](#)



<http://www.brunel.ac.uk/cbass/education/initial-teacher-education-partnership>



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