

BRADFORD BIRTH TO 19 SCITT
ASSESSMENT POLICY AND PROCEDURE

Date Approved:	31 st Jan 2023
Approved By:	SCITT Management Group
Review date:	Jan 2026
Publication:	This Policy and Procedure will be published on the SCITT Website. Trainees will be informed of their right to utilise this policy and process at their discretion.

Policy Statement

Robust assessment of trainees is vital to maintain high standards within the teaching profession. Our assessment methods are designed to manage trainee workload, encourage trainee talk, whilst ensuring trainees are assessed correctly showing trainees know, understand, and can apply our curriculum, and then ultimately meet the teacher standards.

Trainees are formatively assessed throughout the course. All trainees access 3 formative assessment points and 1 final summative assessment point.

Formative Assessment

At assessment points trainees are assessed against our assessment flight path and using a wide range of evidence as assessed as on track or off track.

Sources of Trainee Evidence

During induction trainees will receive clear guidance about how they will be assessed throughout the training year. The placement overview document gives a clear scaffold, ensuring trainees are supported to meet the assessment requirements.

Classroom Practice and Pupil Learning Projects (CPPLP) Trainees are required to complete 4 CPPLP, throughout the year. See Handbooks for project focuses. (Assessed by Course Leadership Team). Trainees receive both written and verbal feedback on the CCPLP's to support trainee development.

Professional Objectives Throughout the year, SCITT tutors will work closely with trainees' mentors to set professional objectives at the beginning of the course and then after every assessment point. Trainees will usually have 3 Professional Objective running concurrently. These objectives are specific to the trainee and aim to allow them to focus on their own professional journey. Trainees are expected to provide evidence against each objective to show they have been met.

SCITT Training CPD's Throughout training trainees are required to evaluate the impact of training has had / is having on their own practice.

Professional Development Activities Each week in school trainees will complete professional development activities to enhance their own practice. These activities can be found in the Placement Overview. These activities also help to scaffold the trainees' placement to ensure coverage of the learn how to statements of the ITT Core Content Framework.

Mentor Meetings Each week trainees must receive a weekly meeting with their mentor. Trainees are required to record their meeting and share with their tutor.

Lesson Observations During each placement trainees are required to observe expert colleagues, completing focused observations. The focus of these observations are outlined in the placement overview document. Trainees will be observed regularly as outlined in the placement overview by their mentor and by their tutor at assessment points.

Professional Learning Conversation at assessment point tutors will discuss the trainees' development of subject knowledge and subject pedagogy through scaffolding professional learning conversations.

Assessment	Assessed	Activities	Checking
1	Non-assessed	Well-being tutor visit	Trainee / Mentor Well-being
2	Assessed	Joint Observation, Professional Learning Conversation CPPLP 1 Professional Objectives	Trainees' knowledge, understanding and application of taught curriculum
3	Non-assessed	Well-being tutor visit	Trainee / Mentor Well-being
4	Assessed	CPPLP 2 SCITT Leadership Team Assessment	QA – Trainees' knowledge, understanding and application of taught curriculum
5	Assessed	Joint Observation, Professional Learning Conversation Professional Objectives	Trainees' knowledge, understanding and application of taught curriculum
6	Summative Assessment	Joint Observation, Professional Learning Conversation CPPLP 3 and 4 SCITT Leadership Team Assessment	Trainees' assessment against the teacher standards.

The Flight Path

Designed to support our delivery of the ITT CCF, our flight path is divided to know that and know how to competencies. The flight path matches our curriculum design and aims to show the expected journey trainees will take to ultimately meeting the teacher standards.

At the end of each assessment point trainees will be set professional objectives, giving clear personal targets for the trainee to continue to develop.

If a trainee is assessed off track, a support plan will be activated, giving a clear framework for trainee development. See support framework.

Summative Assessment

During the final summative assessment visit, using all the evidence sources listed in the formative assessment, lead mentors and tutors will work with mentors and trainee to provide a recommendation for the award of QTS. (NB Bradford Birth to 19 are the accredited provider and remain accountable for all assessment judgements and recommendations).

Recommendation 1 - The trainee has met the Teacher Standards I recommend them for the award of QTS, subject to moderation.

Recommendation 2 suggests that the trainee needs to quickly add to their portfolio of evidence, "At the date of assessment the trainee's progress was generally satisfactory but needs to provide further evidence to meet the following Standards. It is recommended that evidence of the following kind is uploaded:"

Recommendation 3, "At the date of assessment the assessor was concerned that the trainee may not be able to meet all the standards for QTS by July for the following reasons"

The tutor will also then discuss ECT targets for the trainee.

Assessment Committee

Rational – To ensure a system of checks and balances within our partnership, the assessment committee ensures that trainees in different settings are assessed accurately and reliably.

Role

After each formative assessment the assessment committee will sample at least 10% of trainee's sources of evidence (as listed above) to ensure trainees are assessed accurately and consistency. Membership of the assessment committee will be consist the Head of ITT, Course Leaders, Lead Mentors, and Partnership School leaders.

At final summative assessment the committee will ensure trainees are assessed accurately and consistency and will provide the formal academic board to support the recommendation of QTS.

Internal Moderation

Moderation of trainee assessments.

Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed accurately and reliably.

- All assessment grades are made after tutor visits and discussion with school mentors.
- Assessment grading discussed at tutor meetings (standing item).
- Assessment grading and trainee development discussed at mentor meetings.
- The tutor team will have at least one of their assessment meetings a **lead mentor**.
- Head of ITT, and course leaders will sample (using Tracker) 10% of all assessments.

External Moderation

External Examiners will make visits to selected Trainees during their placements. The External Moderators will provide written feedback which will be presented to the SCITT Committee / Management group.

An external examiner appointed by the SCITT committee will undertake a sample of individual interviews with a cross-section of Trainees during the course of the year as part of the QA process.

Our external moderation is provided by another accredited body and is appointed on 3 year cycles.

SCITT Management Committee

Once all assessment processes have been completed the recommendation for award of QTS the final award of QTS will be brought to the attention of the SCITT Management Committee. Once the SCITT management has approved the recommendation, The SCITT lead administrator will update the DFE portal stating the recommendation for each individual trainee. The Head of ITT will check all recommendations on DFE portal before submission.