

## **Ashton on Mersey SCITT**

### **Assessment Policy**

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#### **Aims:**

Assessment of trainees at Ashton on Mersey SCITT will run continuously throughout the one year programme. It will be conducted in a number of different ways, please see below:

- Subject Knowledge Audits
- Weekly Mentor Meetings
- Lesson Observations
- Mid and End of Placement review points
- Academic Learning through the University of Chester
- Professionalism

#### **Procedures**

Each area of assessment is completed to ensure:

- Trainees are making progress towards meeting the Teacher Standards
- Trainees have effective weekly/termly targets
- Trainees record their attainment and progress at key points during the year
- Trainees have effective targets for development
- Trainees record their subject knowledge attainment and progress at key points during the year
- Trainees gain their PGCE qualification alongside their QTS
- Trainees meet the Teacher Standards around professionalism

The Course Leader will hold mentor and link tutor workshops each term. The purpose of the workshops is:

- To review previous terms process and procedures for assessing trainees
- To offer CPD training around coaching and mentoring
- To share good practice and update all processes and procedures in light of any developmental changes
- To ensure key messages are shared across the partnership
- To galvanize the partnership

#### **Make a Difference:**

All of our trainee teacher utilise our 'Made a Difference' process to maximise their progress completed three weeks in advance of the trainee's end of placement review. Trainee teachers work with mentors to identify two or three areas of the Teacher Standards they would need to work on to 'Make a Difference' to their overall grading. This allows for a proactive approach to drive progress and ensure that trainees have gained sufficient practical experience to teach all aspects confidently and competently by the end of their training.

**Additional Support:**

Additional support packages are available for trainees who are not making expected progress during their ITE programme. The intention of these intervention strategies is to support trainee development and progress.

**Early Alert:**

If a concern is raised around a trainee's progress or attainment the first step would be to complete the 'Early Alert' paperwork. This document is completed jointly with the trainee teacher, course leader and often with additional involvement from a mentor or link tutor if the trainee teacher is currently on placement. The purpose of the form is to quickly identify the causes for concern/areas for development and introduce SMART targets which will allow for focused improvement. The areas for development are identified with reference to the Teacher Standards. SMART targets are then developed and agreed with a clear focus and timescale attached. The trainee teacher (with support from their course leader/mentor/link tutor) will action these targets, they will then be reviewed by the course leader after the agreed timescale.

**Remediation:**

If our early alert strategy doesn't lead to suitable improvements trainee teachers may be placed on remediation. This document is once again completed by the trainee teacher/course leader with involvement from mentors and link tutors. In addition to the identification and setting off targets this document also has a clear action plan which is completed in advance of the remediation process. This is a week by week guide as to roles and responsibilities within the remediation progress. The action plan outlines what the trainee teacher, mentor, link tutor and course leader will do each week to ensure suitable development is made. If after the set time period the targets have not been set the trainee teacher is at serious risk of failing the course. The Director of SCITT will complete an additional period of remediation which if not successful could lead to the trainee teacher being asked to complete an additional term to ensure targets are met or to leave the programme completely.