



Gloucestershire Initial Teacher Education Partnership

Assessment for QTS Policy



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Assessment for QTS Policy

The full information for assessment of GITEP trainees for Qualified Teacher Status (QTS) is outlined in the GITEP Assessment Handbook which is available on TEAMS.

Key Considerations

- When considering the award of QTS, trainees must be assessed against and must meet the Teachers' Standards in full at the end of the programme.
- The Teachers' Standards should not be used for the purposes of formative assessment, nor should they be introduced prematurely as a summative assessment tool. Similarly, the ITT Core Content Framework is not designed to be used as an assessment tool.
- Formative assessment of trainees, supported by the target setting process, is mapped to the GITEP SCITT intent and the training curriculum for the Explore, Embed and Enhance stages of the programme.
- The GITEP SCITT Assessment Framework is designed to ensure that trainees make progress in the five core areas of the CCF and supports them to master the components of the ITE curriculum.
- The impact of trainees' teaching on improving outcomes for pupils is embedded throughout all formative and summative assessment processes.
- Summative assessment, at the end of the Enhance stage, incorporates the Teachers' Standards to support the final judgement for the award of QTS.
- Trainee performance against Part Two of the Teachers' Standards should be judged throughout the programme as being of consistently high quality.
- Any trainee who is not on track to meet the Teachers' Standards by the end of the programme and/or is not making sufficient progress against the GITEP SCITT Assessment Framework for the relevant stage of the programme should be considered as a cause for concern as early as possible and immediate intervention should be agreed, as set out in the GITEP Trainee Support Policy.
- It is essential that all those involved in the assessment process - trainees, Subject Mentors, Professional Leads, Subject Leads, and Course Leaders – fully understand and can explain how the assessment guidance and criteria are applied to ensure accuracy and consistency.



QTS Assessment Process

Weekly

Observation of trainee's teaching

From October half term onwards two observations per week covering a range of classes across the placement followed by a reflective feedback conversation identifying areas of strength and areas for development informing agreed SMART targets.

Subject Mentor meeting

Structured reflective conversation drawing on all available evidence to review progress against previous week's targets; review of impact on pupil outcomes; reflect on links made between Subject Pathway, School-based Professional Studies, theory, reading and teaching practice and set SMART targets for the week ahead.

Periodic

Moderation by Professional Lead and Subject Lead

One joint lesson observation with Professional Lead and Subject Mentor each placement and two school visits from the Subject Lead during the year to observe the Subject Mentor. Subject Knowledge Audit is reviewed each term and the Trainee Teaching File and Trainee Logbook are reviewed each half-term.

Formal assessment points

Evidence Bundles

One during the induction period and one for each of the Explore, Embed and Enhance phases. These comprise a Professional Learning Conversation about the progress of one class with the school Professional Lead structured around the 5 strands of the GITEP SCITT Assessment Framework, supported by a written summary and evidence from the Teaching File. This reviews the learning of the trainee against the ITT curriculum and how this has been applied in practice.

End of Placement Reports

One report is completed with Subject Mentor and Professional Lead at the end of each School Placement. Reports are moderated by the Subject Lead and Lead Mentor. Trainee knowledge and application is assessed against the 5 strands of the GITEP SCITT Assessment Framework at the relevant stage of Explore, Embed or Enhance, and there is an evaluation of the trainee's performance against Part Two of the Teachers' Standards. The reports are designed to assess progress towards mastery of the ITT curriculum and evaluate whether the trainee is on track to meet the Teachers' Standards by the end of the programme. The report also identifies strengths and targets for the next stage of the programme.



Final summative report

The final End of Placement Report at the end of the third school placement identifies whether the trainee has met the Teachers' Standards. Progress towards mastery of the ITT curriculum is identified, including the trainee's impact on improving outcomes for pupils. Strengths and targets are agreed for the first year as an Early Career teacher. External moderation is completed to confirm recommendation for QTS.

QTS assignments

Those trainees not completing the PGCE are required to complete three assignments aligned with the GITEP curriculum to assess their learning and their understanding of its application to their practice. These are set and marked by the Course Director, second marked by a Lead Mentor and moderated by an external marker.

The assessment framework

To evaluate mastery of the ITT curriculum and impact on pupil outcomes, the GITEP Assessment Framework incorporates the overarching GITEP SCITT Intent and the 5 core areas of the ITT Core Content Framework. It is designed to be congruent with the learning from the Explore, Embed and Enhance stages of the curriculum. The Teachers' Standards are incorporated into the criteria for the end of the Enhance stage in bold, and into the final summative assessment, so that trainees can be recommended for QTS.

GITEP SCITT intent

- Partnership and community
- Subject knowledge and expertise
- Evidence-informed and reflective practice
- Pupil progress and outcomes
- Well-being and support

The five curriculum strands

- Pedagogy – How pupils learn; Classroom practice; Adaptive teaching and inclusion
- Assessment – Assessment and feedback
- Curriculum – Curriculum and subject knowledge
- Behaviour – High expectations; Behaviour management
- Professional behaviours – Professional behaviours and wider contribution



The assessment framework contains clear details of what trainee performance looks like for each of these curriculum strands at each phase of the course – explore, embed and enhance – so GITEP staff and partners can identify trainee progress and agree targets across the course.

Information and training

Trainees are provided with an overview of the assessment process during their induction and in the September central professional studies sessions. The full assessment framework is also available on TEAMS.

Training on the use of the assessment framework is provided to all new Professional Leads, Subject Leads and Subject Mentors. Additional training resources, including exemplar materials and the full assessment framework are available on TEAMS.

Feedback

Throughout the course, feedback is immediate or as soon as practical to ensure trainees are aware of their progress and are able to access support where needed. See the Trainee Support Policy for full details. GITEP works on the basis of 'no surprises' so when trainees receive completed Lesson Evidence Forms, Bundle Reports, or End of Placement Reports they should already be fully aware of the content.

Resubmissions, late submissions and mitigating factors

Where course leaders deem it appropriate, trainees will have opportunities to resubmit their Evidence Bundles or submit them late. See the Trainee Support Policy for full details. Where trainees are not making the required progress to meet the Teachers' Standards by the end of the course, additional support may be put in place. See the Trainee Support Policy for full details.



Moderation

Assessment	Assessed by	Moderated by
Lesson observations	Subject Mentor	Professional Lead and Subject Lead
Weekly mentoring	Subject Mentor	Subject Lead and Lead Mentor
Evidence bundles	Professional Lead	Lead Mentor
End of placement reports	Subject Mentor	Professional Lead and Subject Lead
QTS assignments		Lead mentor and external marker

Links to other policies

Trainee Support Policy

Document history

Review Date	Significant Amendments	Made by	Approved by	Approval Date	Next review
Created: June 2023		KLF	Partnership Board		June 2024