



Embrace
SCITT



Assessment

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Person(s) Responsible for Review:	Head of SCITT & Operational Leadership Group
Approved by:	Strategic Leadership Group
Adoption date:	September 2024
Signed on behalf of the Strategic Leadership Group:	

Louise Parrish

Deputy CEO & Strategic Leadership Group

Scope

The Trust has overall responsibility for the effective operation of this policy. The Strategic Leadership Group is responsible for approving this policy and monitoring its effectiveness. The Strategic Leadership Group is responsible for ensuring that Trainees are treated fairly and consistently in the application of this policy and procedure.

The Strategic Leadership Group has delegated day-to-day responsibility for operating the policy to the Head of SCITT. The Head of SCITT has specific responsibility to ensure the fair application of this policy and that procedures are followed.

Introduction

Assessment and feedback is essential to ensure our Trainees can;

- Improve their practice and pedagogy;
- Improve outcomes for children and young people;
- Understand and demonstrate professionalism;
- Become critically reflective practitioners;
- Make sufficient progress and evidence achievement of the National Teacher Standards for the award of Qualified Teacher Status (QTS).

Our assessment is built on key principles:

- Aspirational – it should stretch and challenge Trainees to extend their learning to become critically reflective and self-improving practitioners.
- Developmental – it should build Trainees' confidence and competence in teaching and learning. It should provide clarity of expectation and understanding of improvement.
- Holistic – it should look at the progress that Trainees are making holistically, not only as classroom practitioners but as teaching professionals.
- Measurable – Trainees and Mentors should be able to clearly and accurately measure the frequency and demonstration of key competencies.
- Research Informed – it should be underpinned by the most recent and available research.
- Well-sequenced – it should build over time, linking directly to the taught curriculum.
- Progress towards Qualified Teacher Status – the competencies should build to ensure that, following formative assessment and support, Trainees can be assessed summatively for QTS.

Defining 'Mastery'

Mastery in the journey toward Qualified Teacher Status (QTS) refers to a trainee teacher's sustained ability to demonstrate the knowledge, skills, and professional behaviours required to meet the Teachers' Standards at a level appropriate for entry into the teaching profession. It signifies not only the trainee's capability to teach effectively but also their capacity for continual reflection, adaptation, and improvement within diverse classroom contexts.

Formative Assessment

Embrace SCITT has identified a number of formative approaches to assessing Trainees' progress during their journey to QTS:

	Focus	Led by	Frequency
Lesson Observations	Mentors observe a short period of teaching; identifying good practice and priorities for improvement.	School-Based Mentor	Weekly
Lead Mentor Observations	Quality Assurance activity to support the school-based mentor in moderating their assessment, advice and guidance	Lead Mentor	Minimum once each phase
Weekly Target Review / Setting Meetings	Monitoring progress towards PEERS and SMART targets and the impact this is having on pupil learning	School-Based Mentor and Trainee/Apprentice	Weekly

	Focus	Led by	Frequency
Subject Knowledge	Identifying priorities and monitoring progress to improving subject knowledge within the chosen subject and/or phase.	Trainee	Fortnightly minimum
Interim and End of Phase Reviews	Identifying a level of Mastery of the agreed Skills identified at the specific training phase.	School-Based Mentor Trainee/Apprentice Lead Mentor	Twice / year

Trainees not on track or not meeting standards

Where a Trainee or Apprentice is not on track to achieve the required standards required of the programme, we employ the Capability Policy to challenge progress within the four curriculum drivers. The Disciplinary Policy is used to respond to concerns related to Part 2 of the National Teacher Standards – Personal & Professional Conduct.

Summative Assessment

Our Trainees collate evidence of curriculum mastery over the duration of the programme. In the final term, Trainees record on a Powerpoint how they have demonstrated the end of phase expectations and the National Teacher Standards. This is read in conjunction with their end of phase reports.

Recommendation for QTS is made once the SCITT Leaders are satisfied that Trainees have demonstrated all of these skills consistently, considering their general progress in weekly meetings and lesson observations alongside their final assessment submissions.

Evidence examples

We do not provide a definitive list of example evidence for submission, however, evidence may include naturally developed materials from the training period, including:

- Lesson or Sequence of Lesson planning
- Assessment
- Lesson observations
- Target setting
- Attendance at Parents Evenings or other school events
- Progress Reviews
- Subject Knowledge Audit
- Weekly meetings
- Reflections
- PGCE Assignments
- Pupil work
- Observations of others

Awarding Qualified Teacher Status (QTS)

Our end of year assessment ensures you are able to demonstrate your journey from being a brand new Trainee Teacher to being a Qualified Teacher. Trainees articulate their journey from the first term through to the final stages of their training, reflecting on the impact of their training on their practice as a teacher.

Trainees and Apprentices are asked four simple questions - reflecting on your journey in the four curriculum drivers which have been mapped to the National Teacher Standards.

Assessment Board

The Assessment Board meets as required to review the evidence submissions for the award of QTS. The Board is made up of a minimum of three people, including:

- The Head of SCITT
- Programme Leaders
- Lead Mentors
- Strategic Leadership Group Members
- School-Based Mentors (by invitation)
- Headteachers of Partner Schools (by invitation)

Once the Assessment Board is satisfied that the submission meets the requirements of the programme and the National Teacher Standards, the Board will recommend Qualified Teacher Status. The Head of SCITT submits this to the Accounting Officer for consideration to agreement.

Once the Accounting Officer has agreed the award of QTS, we update the Department for Education 'Register' platform. This automatically generates the QTS certificate.

A minimum of 10% of the cohort will be moderated.

Appeals

See the Appeals Policy