



Wessex Schools Training Partnership

## Assessment Policy

June 2021

Claire Porter October 2021 – review June 2022

### Introduction

This policy aims to lay out how all trainees will be assessed throughout their programme of study. It will not include any assessment completed by the HEI partner. It will detail all aspects of the assessment towards QTS.

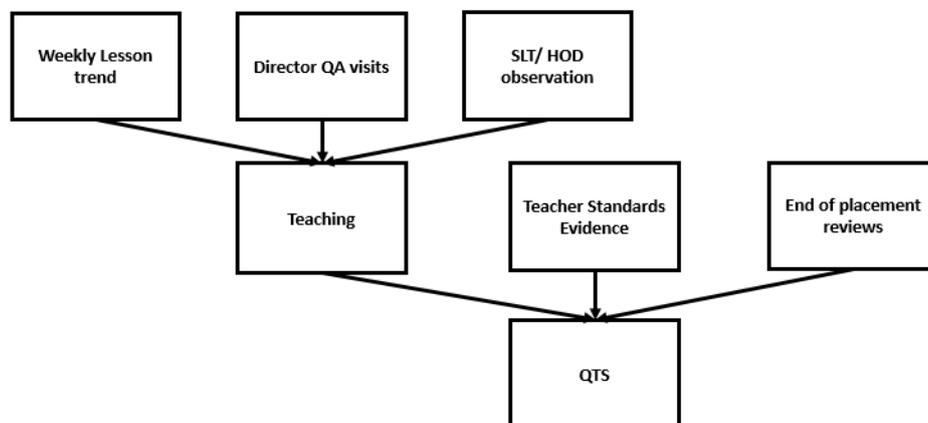
### Assessment methods

- Subject Knowledge audits
- Weekly mentor meetings with overall trend judgement (see below)
- Lesson observations
- End of placement mentor reviews
- Teaching standards evidence
- Director lesson observations
- SLT/ Experienced HOD lesson observations
- Viva presentation

### Procedures

Each area of assessment is completed to ensure;

- Trainees are making progress towards meeting the Teachers' Standards
- Trainees have effective weekly areas of focus
- Trainees record their attainment and progress at key points during the year
- Trainees ensure their own development and reflect on their progress
- Trainees Subject knowledge development is recorded
- Trainees meet the Teachers' Standards around professionalism.



## Teacher Standards' Evidence submission

Across the training course, Trainees should collect evidence of effective practice across all of the Teachers' Standards.

Trainees should ensure that this evidence is collected from both placement schools and demonstrates clear reflection of the impact this evidence has had on the students being taught. The most effective examples of this consider the impact of the training course content on current and future practice and reflect on their use of this moving forward. Examples of effective evidence can be found in the WSTP office.

It is our experience that if left to the end of the course, evidence submissions can create a huge workload. With this in mind, the WSTP ask all trainees to submit evidence in January, April and then finally in June.

In January the evidence will receive a mark sheet detailing the standard of the evidence and offering guidance for future evidence collection.

## Lesson assessment

Throughout the course each trainee will meet weekly with their mentor. This meeting has many aims, however, one of the most important is for the mentor and the trainee to discuss the next week's lesson focus. This should be a clear target for the trainee to work on, and clear criteria needs to be set. If the mentor is struggling for techniques to address a particular aspect of teaching the WSTP have a support package for this.

Alongside the mentor focus the trainee will also have a WSTP prescribed Making Every Lesson Count focus. During each MELC focus time frame each trainee should dedicate at least one lesson a week to developing this technique in the short placement, and two lessons during the long placement. If the trainee or mentor are struggling to know how to develop these techniques, they should use the MELC support cards offered by the WSTP.

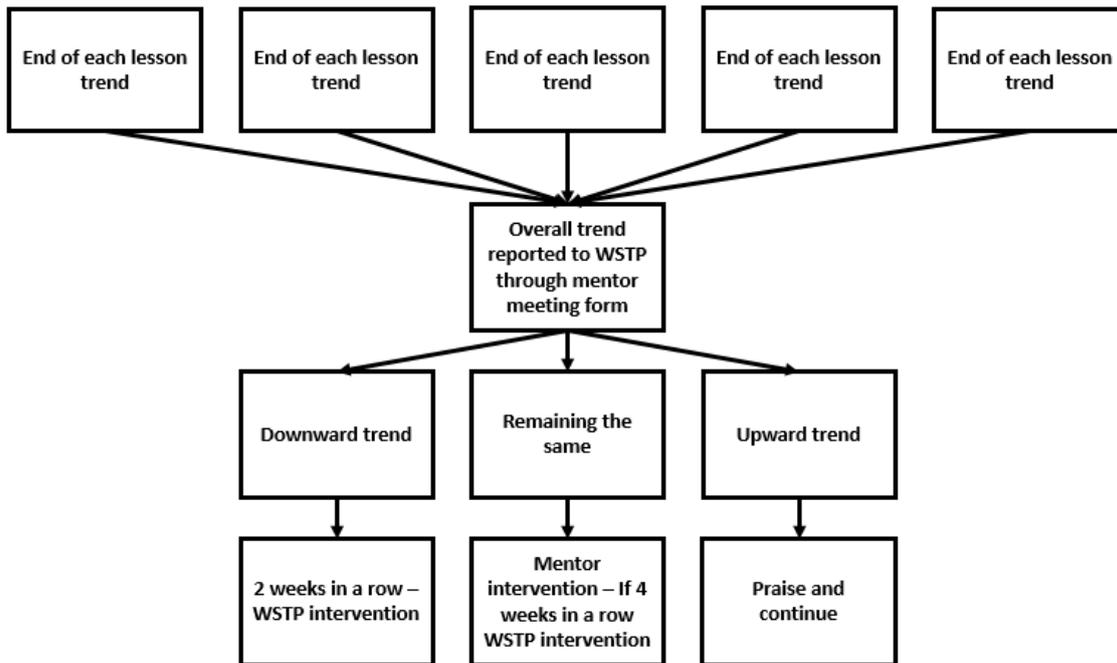
During each lesson, the observer will always be asked to comment on the trainee's behaviour management and planning of the lesson.

All of these factors will then be considered when the observer is asked if the current lesson is demonstrating;

- Reduced effectiveness
- Maintained effectiveness
- Increased effectiveness
- Significantly increased effectiveness

This judgement should relate to the above assessment.

During the weekly mentor meeting the mentor and trainee should then collate the week's lessons and provide the WSTP with an overall grade using the above criteria. See diagram below.



### SLT/HOD Observation

During the long placement each trainee will be observed by either a member of the school’s SLT or an experienced Head of Department (not their subject). The aim of this lesson observation is to give the trainee an experience of the job interview process as well as quality assurance for the WSTP. The SLT/HOD will complete a lesson observation, and during the feedback give an opinion on the trainee’s performance. This is aimed to replicate the trainees experience of an interview process.

### End of placement review

At the end of each placement the mentor will be asked to complete a google form that assesses the trainees overall performance.

### Short placement

The aim of the short placement review is to assess the trainee performance, but also offer the trainee clarity on the focus points for their teaching during their long placement.

The mentor will be asked to give a Red Amber Green Gold rating for the trainee in any teaching standards that have been either highlighted by the WSTP as focus areas, or worked on throughout the placement in the mentor targets.

The mentor will also be asked to assess the success of embedding the MELC foci during the placement.

Any end of placement reviews including any RED ratings will result in a monitoring report.

The monitoring report is described below.

### Long placement (End of phase 4)

The aim of the long placement review (end of phase 4) is to assess the trainee performance in numerous areas, including MELC, mentor targets and the general professionalism. Following this the trainee will be set targets in order to allow them to develop their teaching.

Any end of placement reviews including any RED ratings will result in a monitoring report. The monitoring report is described below.

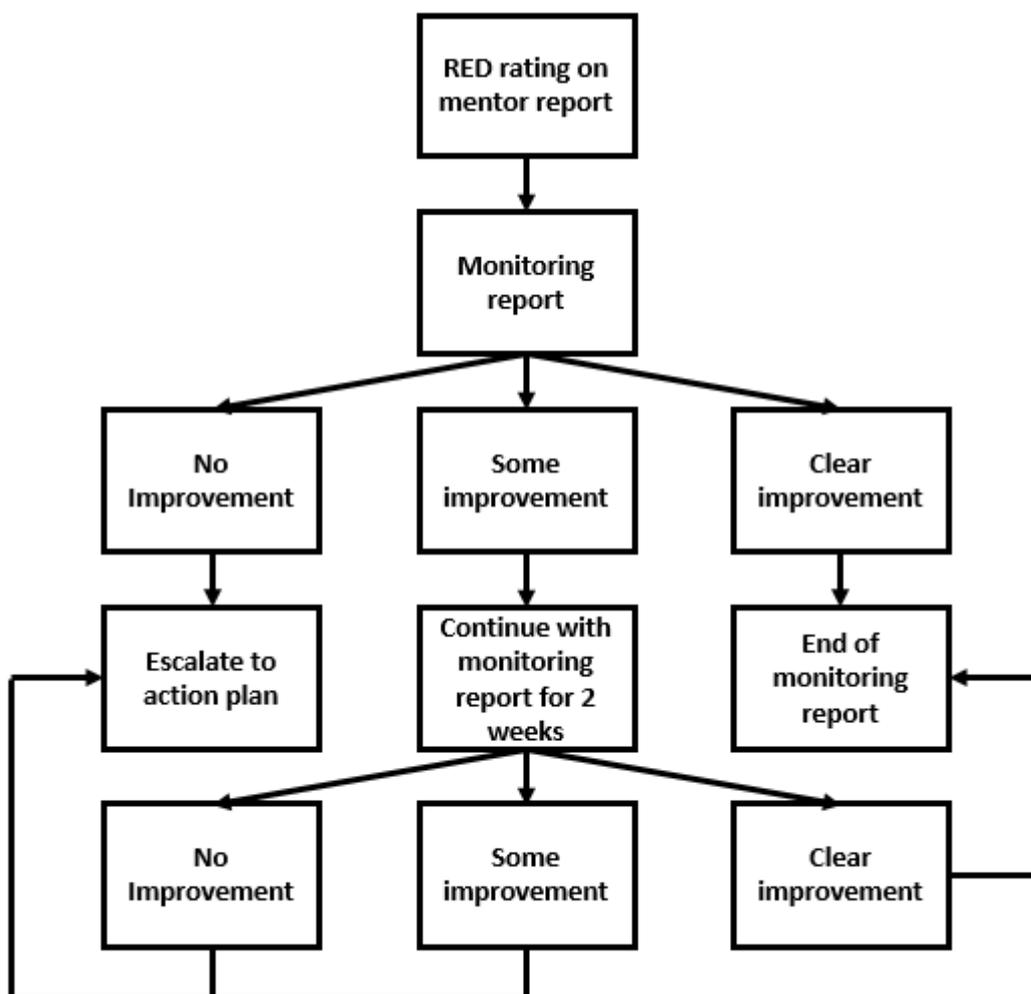
### Monitoring report

Any trainee receiving a RED rating on any review will be placed on a monitoring report.

This document will result in a meeting with the Director to discuss their progress and the areas that they are struggling to demonstrate the expected level of performance for the stage of the course.

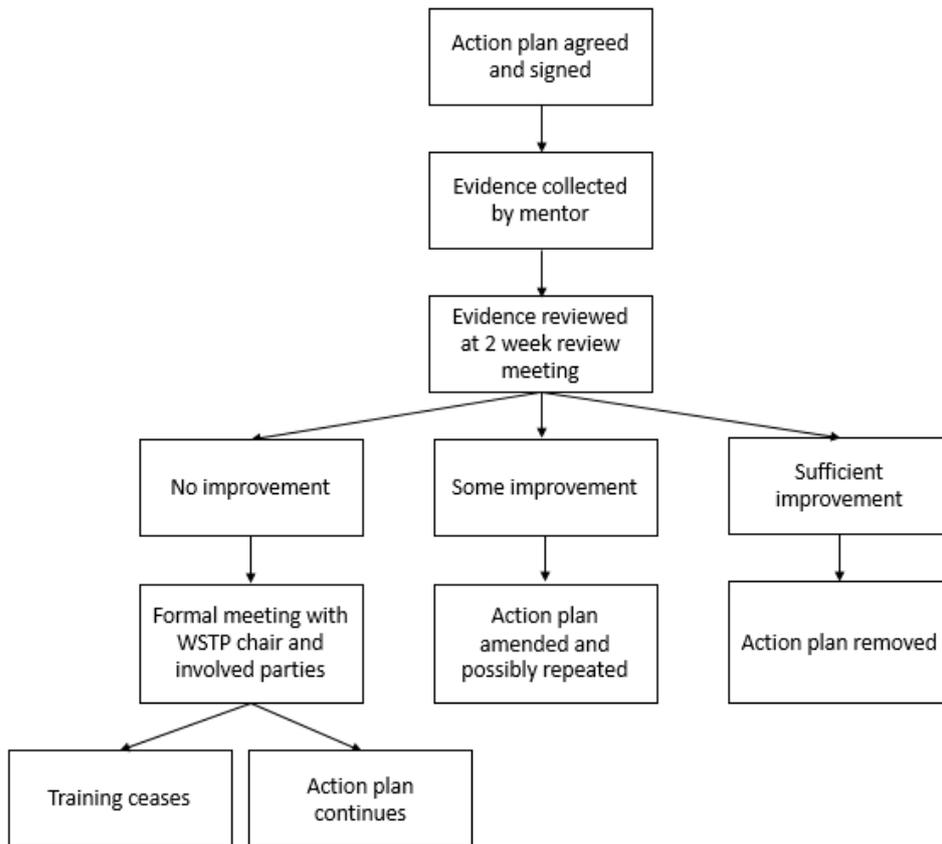
The monitoring report will set out all areas that need immediate attention from the mentor and the trainee moving forward.

Clear targets will be set using the WSTP support programme and the trainee will be expected to improve this area of their teaching. The WSTP and mentor will set a realistic timeframe to assess the trainees success against these targets and the below process will be followed.



### Action Plan

Any trainee who fails to improve on a monitoring report will be escalated to an Action plan. This will involve setting clear targets that must be achieved for the trainee to progress. The Action plan will follow the below process;



Following the outcome of a formal meeting the trainee may wish to appeal. This will be completed according to the appeals policy.