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**BA (Hons) Primary Education with QTS**

Progress Journal

School Based Training 2

Name:

**In order to complete your School Based Training successfully you must ensure that you have completed the following tasks:**

* **upload a copy of this booklet and your lesson observation feedback sheets to the Moodle submission point;**
* **hand a copy of Page 2 to the Education Partnership Office;**
* **keep a copy of the booklet in your PDP.**

**Please complete the above by Friday 27th April 2018 at 12:00.**

**School Based Training Record**

**BA QTS Year 2 2017/18**

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| **Trainee Name:** | | | | | | |
| **Name and Address of School:**  **Telephone Number: Email Address:** | | | | | | |
| **Head Teacher:** | | | | | | |
| **Class Teacher:** | | **Year Group Taught:** | | | | |
| **School Mentor(s):** | | | | | | |
| **University Tutor:** | | **Professional Development Tutor:** | | | | |
| **Please**  **partnership model** | **Lead School** | | **Associate**  **School** | | | **School Direct** |
| **Please indicate payment:** | **Monetary £** | | | | **iPad**  ***(if Leading Model only)*** | |
| **MPR Grade:** | **EPR Grade:** | | | **Phonics Grade:**  NT=Not Taught, D=Developing,  C=Confident | | |
| **Placement Start Date:** | | **Placement End Date:** | | | | |
| **School Stamp or Signature:**  **Signed:**  **Print Name: Role:**  **Date:** | | **School Stamp:** | | | | |

# Placement Register

Please keep this register daily for all days during which you are on School Based Training. Morning and afternoon attendance are to be shown as follows:

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| --- | --- | --- | --- | --- | --- | --- |
| Present: | / | M | T | W | T | F |
| Absent: | O | / \ | / \ | O O | / \ | / \ |

* Please blank out any days not scheduled for School Based Training.
* Absence must only be shown for scheduled School Based Training days which were not attended.
* **For trainees claiming expenses:** A copy of this register must be attached to your claim form.

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| Week beginning | M | T | W | T | F | Half days present | Half days absent | Reasons for Absence |
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| I confirm that this is an accurate record of the trainee’s attendance.  Signed: Class Teacher/School Mentor | | | | | | | | |

**Absence Reporting Procedure**

If you are absent from school for any reason, it is YOUR professional responsibility to:

1. Contact the Class Teacher to inform them of your absence as far in advance as possible and provide them with information regarding the lessons you plan to deliver that day.
2. Telephone school to report absence formally in accordance with school policy for staff.

***School Absence Reporting Procedure:***

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1. Email [TPabsences@bcu.ac.uk](mailto:TPabsences@bcu.ac.uk) by 08:30am at the very latest on each day of absence; stating your name, school, stage of course and reason for absence.
2. If you are on block placement, even if you are not expecting a visit, you should also inform your UT by an agreed means.
3. You must keep the school and university informed about continuing absence.

***You must make calls in person except in extreme circumstances.***

**Standard 3: Demonstrate good subject and curriculum knowledge.**

**Record of Subjects Taught**

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| **Subject** | **Observed – SBT1/SBT2** | **Taught – SBT1/SBT2** |
| ***English - Reading*** |  |  |
| ***English - Writing*** |  |  |
| ***Phonics*** |  |  |
| ***Mathematics*** |  |  |
| ***Science*** |  |  |
| ***Design and Technology*** |  |  |
| ***ICT*** |  |  |
| ***History*** |  |  |
| ***Geography*** |  |  |
| ***Art and Design*** |  |  |
| ***Music*** |  |  |
| ***Physical Education*** |  |  |
| ***PSHE/Citizenship*** |  |  |
| ***Modern Foreign Languages*** |  |  |
| ***Religious Education*** |  |  |
| **Please use these tables to identify subjects/areas of the curriculum that you taught during SBT1 prior to the beginning of your main teaching block. This will help you identify subjects/areas that it would be useful for you to teach during your block. At the end of your placement please update this as it will inform your BA3 placement.**  **Early Years Foundation Stage** | | |
| ***Personal, Social and Emotional Development*** |  |  |
| ***Communication and Language*** |  |  |
| ***Physical Development*** |  |  |
| ***Literacy*** |  |  |
| ***Mathematics*** |  |  |
| ***Expressive Arts and Design*** |  |  |
| ***Understanding the World*** |  |  |

Using this grid you can monitor the subject/curriculum areas that you have not had opportunity to observe or teach and can therefore be identified as targets for your placement.

**Birmingham City University Partnerships Initial Teacher Education Assessment Criteria**

**Assessing Trainees: important considerations**

1. *The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners*. (‘Initial teacher education inspection handbook’, March 2015, Paragraph 125)
2. When assessing the quality of primary and secondary trainees’ teaching over time, reference should be made *to the Teachers’ Standards in full* (‘Initial teacher education inspection handbook’, March 2015, Paragraph 126). The bulleted sub-headings in this toolkit should be used to:

* track progress against the Teachers’ Standards;
* determine areas for additional development;
* identify strengths which indicate excellent practice;
* enable the identification of aspects of, for example, outstanding practice for ‘Good’ (EMB) trainees and good practice for trainees with ‘Requires improvement’ (EST) in order to show that they are exceeding the minimum in aspects of the Teachers’ Standards

1. ‘The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’ (‘Teachers’ Standards’, Paragraph 6)
2. Trainees’ teaching over time should be assessed in relation to:

* the impact they have on the progress and learning over time of the pupils for which they are responsible;
* the context and content of their teaching, over sequences of lessons; **the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers’ Standards and not on individual lessons**.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils’ responses in lessons and in their work books, the quality and impact of trainees’ marking and feedback, trainees’ assessment and planning records and evidence of their own and their pupils’ progress and learning over time.

**Underline in PENCIL applicable statements during Weekly Professional Development Discussions.**

**At the Mid-Point Review, please highlight in ORANGE all applicable statements, use these to make a ‘Best Fit’ judgement to describe the trainee’s achievement at this stage and to set targets for the remainder of the placement.**

**At the End-Point Review (Summative Assessment Report), please highlight in GREEN all applicable statements, use these to make a ‘Best Fit’ judgement to describe the trainee’s achievement at the end of School Based Training 2 and set targets for the student to inform their final placement.**

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| **S1: Set high expectations which inspire, motivate and challenge learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| Establish a safe and stimulating environment for learners, rooted in mutual respect  Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching  Demonstrate consistently the positive attitudes, values and behaviour which are expected of learners | Is beginning to establish a safe and stimulating environment for pupils.  Is beginning to set goals for pupils of all backgrounds, abilities and dispositions.  Is beginning to demonstrate the positive attitudes, values and behaviour which are expected of pupils. | Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.  Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.  Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.  Sets goals that stretch, challenge and motivate pupils.  Uses strategies to support the learning and progress of underperforming groups.  Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.  Consistently sets goals that stretch, challenge and motivate pupils.  Uses effective strategies to support the learning and progress of underperforming groups.  Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. |

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| **S2: Promote good progress and outcomes by learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| Be accountable for learners’ attainment, progress and outcomes  Plan teaching to build on learners’ capabilities and prior knowledge  Guide learners to reflect on the progress they have made and their emerging needs  Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching  Encourage learners to take a responsible and conscientious attitude to their own work and study | Is beginning to take accountability for pupils’ attainment, progress and outcomes.  Is beginning to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and is beginning to plan teaching to build on these.  Is beginning to guide pupils to reflect on the progress they have made and their emerging needs.  Is beginning to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  Is beginning to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is able to take accountability for pupils’ attainment, progress and outcomes.  Is aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these.  Majority of pupils make at least expected progress.  Is able to guide pupils to reflect on the progress they have made and their emerging needs.  Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.  Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study | Is accountable for pupils’ attainment, progress and outcomes  Has a good understanding of the pupils’ capabilities and their prior knowledge.  Assesses pupils’ achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.  Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.  Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.  Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations. | Is consistently accountable for pupils’ attainment, progress and outcomes.  Has a detailed understanding of the pupils’ capabilities and their prior knowledge.  Demonstrates through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.  Majority of pupils make good, and some outstanding progress.  There is evidence of monitoring the gaps between disadvantaged and other pupils and some data to suggest these gaps are beginning to narrow.  Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.  Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.  Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study. |

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| **S3: Demonstrate good subject and curriculum knowledge** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners’ interest in the subject, and address misunderstandings  Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject  If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  If teaching \*early mathematics, demonstrate a clear understanding of appropriate teaching strategies  *\*The current ‘Initial teacher education inspection handbook’ frequently replaces ‘early’ with ‘primary’.* | Is developing knowledge of the relevant subject(s) and curriculum areas, is beginning to foster and maintain pupils’ interest in the subject, and with support addresses misunderstandings.  Is beginning to demonstrate understanding of developments in the subject and curriculum areas, and is beginning to promote the value of scholarship.  Is beginning to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.  Is beginning to, if teaching early reading, demonstrate an understanding of systematic synthetic phonics.  Is beginning to, if teaching primary mathematics, demonstrate an understanding of appropriate teaching strategies. | Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings.  Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.  Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.  Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.  Is able to, if teaching primary mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Teaches well, demonstrating good subject and curriculum knowledge and phase expertise.  Works within the current curriculum.  Much of the time demonstrates the ability to address misunderstandings and maintain pupils’ interest.  Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas.  Much of the time promotes the value of scholarship.  Demonstrates a good understanding of how to develop the reading, writing and communication skills of the pupils they teach.  Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject.  Trainee can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress.  Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.  Demonstrates a good understanding of strategies for the teaching of primary mathematics. Trainee can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress. | Consistently teaches exceptionally well, demonstrating: strong subject and curriculum knowledge and phase expertise.  Is confident to work within the current curriculum.  Demonstrates the ability to address misunderstandings and maintain pupils’ interest.  Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.  Consistently and effectively promotes the value of scholarship  Consistently demonstrates a thorough understanding of how to teach reading, writing, and communication skills effectively to enhance the progress of pupils they teach.  Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist.  Trainee can teach early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress.  Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.  Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of primary mathematics. Trainee can teach primary mathematics confidently and competently so that pupils make good or better than expected progress. |

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| **S4 Plan and teach well-structured lessons** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| Impart knowledge and develop understanding through effective use of lesson time  Promote a love of learning and learner’s intellectual curiosity  Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired  Reflect systematically on the effectiveness of lessons and approaches to teaching  Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Is beginning to impart knowledge and develop understanding through use of lesson time.  Is beginning to promote a love of learning and children’s intellectual curiosity.  Is beginning to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  Is beginning to reflect on the effectiveness of lessons and approaches to teaching.  Is beginning to contribute to the design and provision of the curriculum within the relevant subject area(s). | Is able to impart knowledge and develop understanding through effective use of lesson time.  Is able to promote a love of learning and children’s intellectual curiosity.  Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.  Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.  Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Much of the time imparts knowledge and develops understanding through using lesson time to good effect.  Much of the time promotes a love of learning and children’s intellectual curiosity.  Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.  Is systematically able to reflect in order to improve their practice.  Is able to judge the effectiveness of their lessons and impact on all groups of pupils.  Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.  Consistently and effectively promotes a love of learning and children’s intellectual curiosity.  Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.  Is systematically and critically reflective in analysing, evaluating and improving their practice.  Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.  Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s). |

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| **S5: Adapt teaching to respond to the strengths and needs of all learners** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| Know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively.  Have a secure understanding of how a range of factors can inhibit learners’ ability to learn, and how best to overcome these.  Demonstrate an awareness of the physical, social and intellectual development of learner, and know how to adapt teaching to support learners’ education at different stages of development.  Have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities;  Be able to use and evaluate distinctive teaching approaches to engage and support them. | Is beginning to differentiate appropriately.  Is beginning to develop an understanding of how a range of factors can inhibit pupils’ ability to learn, and how to overcome these.  Is beginning to demonstrate an awareness of the physical, social and intellectual development of children, and is beginning to know how to adapt teaching to support pupils’ education at different stages of development.  Is beginning to develop an understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities.    Is beginning to use and evaluate teaching approaches to engage and support them. | Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.  Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development.  Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities.  Is able to use and evaluate distinctive teaching approaches to engage and support them. | Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.  Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.  Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils’ education at different stages of development.  Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including FSM).  Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. | Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.  Understands the causes of low achievement; challenges and motivate pupils where attainment is low; uses effective strategies to support underperforming groups.  Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils’ education at different stages of development.  Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including FSM).  Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. |

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| **S6: Make accurate and productive use of assessment** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.  Make use of formative and summative assessment to secure learners’ progress.  Use relevant data to monitor progress, set targets, and plan subsequent lessons.  Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback. | Is beginning to know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.  Is beginning to make use of formative and summative assessment.  Is beginning to use relevant data to plan subsequent lessons.  Is beginning to give pupils feedback, both orally and through marking, and is beginning to encourage pupils to respond to the feedback. | Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.  Is able to make use of formative and summative assessment to secure pupils’ progress.  Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.  Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. | Assesses pupils’ achievement in the relevant subject and curriculum areas, including statutory assessment requirements.  Much of the time uses formative, continuous assessment and summative assessment to secure progress through a sequence of lessons over time.  Uses a range of relevant data including school progress data to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting.  Uses a range of methods to give pupils regular feedback and the opportunity to respond to it.  Accurate and regular marking and oral feedback contributes to pupil progress and learning over time | Accurately assesses achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements.  Consistently and effectively uses formative, continuous assessment and summative assessment to great effect to secure progress for all pupils, through a sequence of lessons over time.  Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.  Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.  Accurate and timely marking and oral feedback contributes to pupil progress and learning over time. |

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| **S7 Manage behaviour effectively to ensure a good and safe learning environment** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy  Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  Manage classes effectively, using approaches which are appropriate to learners’ needs in order to involve and motivate them  Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary. | Is beginning to use rules and routines for behaviour in classrooms, and is beginning to take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy.  Is beginning to have high expectations of behaviour.  Is beginning to establish a framework for discipline with a range of strategies.  Is beginning to manage classes using some strategies to involve and motivate pupils.  Is beginning to establish good relationships with pupils, and beginning to exercise appropriate authority and/or act decisively when necessary. | Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy.  Has high expectations of behaviour.  Establishes and maintains or applies the school’s framework for discipline, using a range of strategies.  Is able to manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.  Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary. | In accordance with the school’s behaviour policy:  -takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment;  -encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation;  -is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying.  Sustains high expectations of behaviour.  Establishes and maintains or applies the school’s framework for discipline, consistently and fairly using a range of strategies.  Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils’ needs.  Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary. | In accordance with the school’s behaviour policy:  -takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning;  -actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;  -can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying.  Consistently sustains high expectations of behaviour.  Establishes and maintains or applies the school’s framework for discipline consistently and fairly, using a wide range of effective strategies.  Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs.  Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary. |

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| **S8 Fulfil wider professional responsibilities** | | | | |
| **Standard Prompts** | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| Make a positive contribution to the wider life and ethos of the school  Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  Deploy support staff effectively  Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  Communicate effectively with parents with regard to learners’ achievements and well-being. | Is beginning to make a contribution to the wider life and ethos of the school.  Is beginning to develop professional relationships with colleagues.  Is beginning to know how and when to draw on advice and specialist support.  Is beginning to deploy support staff.  Is beginning to take responsibility for improving teaching through professional development.  Is beginning to respond to advice and feedback from colleagues.  Is beginning to communicate with parents with regard to pupils’ achievements and well-being. | Is able to make a positive contribution to the wider life and ethos of the school.  Is able to develop effective professional relationships with colleagues.  Knows how and when to draw on advice and specialist support.  Is able to deploy support staff effectively.  Is able to take responsibility for improving teaching through appropriate professional development.  Responds to advice and feedback from colleagues.  Is able to communicate effectively with parents with regard to pupils’ achievements and well-being. | Is proactive and makes a positive contribution to the wider life and ethos of the school.  Professional relationships with colleagues are good.  Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.  Deploys support staff effectively to support the learning of pupils.  Takes responsibility for improving their own teaching through professional development.    Respects and responds to the advice and guidance offered by colleagues.  Communicates effectively with parents and carers about pupils’ achievements and well-being. | Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.  Professional relationships with colleagues are consistently effective.  Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.  Consistently and effectively deploys support staff to maximise the learning of pupils.  Is consistently proactive in taking full responsibility for improving their own teaching through professional development.  Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.  Proactively and consistently communicates effectively with parents and carers about pupils’ achievements and well-being. |

**Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Teachers’ Standard:**  **Part Two descriptor** | | |  |  | | --- | --- | | **Scope** |  | | |  |  | | --- | --- | | **Key questions** |  | | **Consistently high standards** | **Cause for concern** |
| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: | * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | * Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? * Does the trainee develop appropriate professional relationships with colleagues and pupils? * Is the trainee able to safeguard pupils’ well-being, in accordance with statutory provisions? * Does the trainee understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?\* * Does the trainee understand the challenges of teaching in modern British schools? \* * Is the trainee aware of the Prevent strategy and its implications? \* * Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?\*      * Does the trainee understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media? |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teachers’ Standard:**  **Part Two descriptor** | **Scope** | **Key questions** | **Consistently high standards** | **Cause for concern** |
| Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.  Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | * The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. * The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. * The trainee is punctual for school, lessons, meetings, etc. * The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. * The trainee’s language and dress are highly professional and in line with school policy. * The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. * The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. * The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality. | * Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? * Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? * Does the trainee take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits? * Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document? * Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school’s policy if reporting a concern? |  |  |

\*Note: Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values. Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Mid-Point Review Meeting Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Part 1 Teachers’ Standards | EMG | EST | EMB | ENH |
| Standard 1 |  |  |  |  |
| Standard 2 |  |  |  |  |
| Standard 3 |  |  |  |  |
| 3 – Early Reading |  |  |  |  |
| 3 –Mathematics |  |  |  |  |
| Standard 4 |  |  |  |  |
| Standard 5 |  |  |  |  |
| Standard 6 |  |  |  |  |
| Standard 7 |  |  |  |  |
| Standard 8 |  |  |  |  |
| Overall Grade |  |  |  |  |
| Part 2 Teachers’ Standards | **Consistently High Standards** | | **Cause for Concern** | |
| Comment relating to PDP file. |  | | | |

When making a judgement for the **MPR Grade** consider the trainee’s overall performance to date and make a ‘best fit ‘judgement based upon performance against all of the standards as recorded in the Assessment Criteria.

Please review trainee’s progress and attainment against Part 2 of the Teachers’ Standards.

Trainees making satisfactory progress will be broadly demonstrating their understanding or application of the Standards at the **Establishing level.** Please identify targets and strategies for improvement with the trainee and complete the ‘Trainee Making Satisfactory or Good Progress’ grid on page 18.

Trainees whose progress **requires improvement** will not be demonstrating their understanding or application of the Standards at the **Establishing level** and/or **are not fully engaged or responding to advice and feedback.** Please identify targets and strategies for improvement with the trainee and complete the **Cause for Concern** form.

Please email a copy of the **Cause for Concern** to[**education.partnerships@bcu.ac.uk**](mailto:birminghamcityuniversityeducationpartnerships@bcu.ac.uk)

Trainee has taught phonics/guided reading YES NO

Trainee has shared ‘Teaching of Reading Booklet’ YES NO

If the answer is ‘NO’ to either of these, please incorporate within a Target.

Trainee Making Satisfactory or Good Progress

|  |  |  |
| --- | --- | --- |
| ***Teachers’ Standards*** | ***Target*** | ***Suggested Strategies and People Involved in Support*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Trainee:

School Mentor/University Tutor:

Class Teacher:

Date:

**Cause for Concern Form**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Trainee:** | | **School:** | | |  | **Date:** | **CFC No** |
| **Person Completing Form:** | | | **Role:** | | | **Signature** | |
| **University Tutor (UT):** | | | | **Professional Development Tutor (PDT):** | | | |
| **Please send a copy of the form completed after the initial Cause for Concern Meeting and also after the Review Meeting to** [**education.partnerships@bcu.ac.uk**](file:///\\staff\shares\storage_2gb\ID118110\Dave's%20Documents\DEPUTY\Partnership\SE3%202016_17\Booklets%20and%20guidance\education.partnerships@bcu.ac.uk) | | | | | | | |
| **Please use this section to clearly identify the issue(s) which give cause for concern in relation to the Teachers’ Standards.** | | | | | | | |
| **1 Set high**  **expectations which inspire, motivate and challenge pupils** | The trainee has not demonstrated satisfactory progress in:   * establishing a safe and stimulating environment for pupils; * setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; * demonstrating consistently the positive values, attitudes and behaviour which are expected of pupils. | | | | | | |
| **2 Promote good**  **progress and outcomes by pupils** | The trainee has not demonstrated satisfactory progress in:   * taking accountability for pupils’ attainment, progress and outcomes; * demonstrating an awareness of pupils’ capabilities and their prior knowledge and planning teaching to build on these; * guiding pupils to reflect on the progress they have made and their emerging needs; * demonstrating sufficient knowledge and understanding of how children learn and how this impacts on learning. | | | | | | |
| **3 Demonstrate good**  **subject and**  **curriculum knowledge** | The trainee has not demonstrated satisfactory progress in:   * demonstrating that they have secure subject knowledge across all subjects and areas taught; * fostering and maintaining pupils’ interest during lessons and learning activities; * addressing pupils’ misunderstandings and misconceptions; * encouraging pupils to take a conscientious attitude towards their own work; * demonstrating an understanding of and taking responsibility for promoting high standards of literacy and the correct use of Standard English; * demonstrating a clear understanding of systematic synthetic phonics if teaching early reading; * demonstrating a clear understanding of appropriate teaching strategies when teaching mathematics. | | | | | | |
| **4 Plan and teach well**  **structured lessons** | The trainee has not demonstrated satisfactory progress in:   * imparting knowledge and developing pupils’ understanding through effective use of lesson time; * promoting a love of learning and intellectual curiosity * setting homework and other planned out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; * reflecting systematically on the effectiveness of their lessons and approaches to teaching; * contributing to the design and provision of an engaging curriculum. | | | | | | |

|  |  |
| --- | --- |
| **5 Adapt teaching to**  **respond to the strengths and needs of all pupils** | The trainee has not demonstrated satisfactory progress in:   * differentiating appropriately in response to pupils’ needs; * demonstrating a clear understanding of the needs of the physical, social and intellectual development of pupils and supporting pupils’ education at different stages of development; * understanding the needs of pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities and using and evaluating distinctive teaching approaches to engage and support them. |
| **6 Make accurate and**  **productive use of assessment** | The trainee has not demonstrated satisfactory progress in:   * assessing relevant subject areas, including statutory assessment requirements; * using formative and summative assessment to secure pupils’ progress; * using relevant data to monitor progress, set targets, and plan subsequent lessons; * giving regular feedback, both orally and through accurate marking and encouraging pupils to respond to the feedback. |
| **7 Manage behaviour**  **effectively to ensure a good and safe**  **learning environment** | The trainee has not demonstrated satisfactory progress in:   * establishing clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behavior in classrooms and around the school, in accordance with the school’s behaviour policy; * managing classes effectively using a range of strategies * maintaining good relationships with children and exercising appropriate authority and/or acting decisively when necessary; |
| **8 Fulfil wider**  **professional responsibilities** | The trainee has not demonstrated satisfactory progress in:   * making a positive contribution to the wider life and ethos of the school; * deploying support staff effectively; * developing effective professional relationships with colleagues and know when to draw on advice and specialist support; * communicating effectively with parents with regard to pupils’ achievements and well-being. |
| **Part 2** |  |
| **Personal and**  **professional conduct** | During the School based Training to date the trainee has not demonstrated satisfactory progress in:   * upholding the high standards of the teaching profession, within and outside school; * developing appropriate professional relationships with colleagues and pupils; * safeguarding pupils’ well-being, in accordance with statutory provisions; * understanding that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values; * understanding the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions; * displaying high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality; * understanding and applying the range of policies that support school practice and acting on these in their planning, teaching and wider involvement in the life of the school; * taking appropriate responsibility for their own and pupils’ well-being; * consistently presenting themselves through their use of language and their dress in a professional manner in line with school policy; * showing a satisfactory awareness of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding; * judging when they may need advice and help in matters of Child Protection or confidentiality. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Teachers’ Standard number and agreed target** | **Strategies Identified to Support**  **Trainee** | **Person/s**  **Responsible for Support** | **Review of progress meeting**  (Satisfactory/Limited/  Unsatisfactory Progress) | **S** | **L** | **U** | **Further**  **CFC** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Signed: Date:  Trainee  Person completing form:  Role:  Agreed Review Date: | | | Signed: Date:  Trainee  Person completing form:  Role: | | | | |
|  | | |  | | | | |

Summary of Achievement and Progress: End Point Review Meeting

|  |  |  |  |
| --- | --- | --- | --- |
| Trainee: |  | Date of Report: |  |

**Please highlight the statements in the Assessment Criteria that best reflect the trainee’s attainment by the end of this School Experience and provide a “Best Fit” level.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part 1 Teachers’ Standards** | **EMG** | **EST** | **EMB** | **ENH** |
| Standard 1 |  |  |  |  |
| Standard 2 |  |  |  |  |
| Standard 3 |  |  |  |  |
| 3 – Early Reading |  |  |  |  |
| 3 –Mathematics |  |  |  |  |
| Standard 4 |  |  |  |  |
| Standard 5 |  |  |  |  |
| Standard 6 |  |  |  |  |
| Standard 7 |  |  |  |  |
| Standard 8 |  |  |  |  |
| Overall Grade |  |  |  |  |
| Part 2 Teacher’ Standards | Cause for Concern | | Consistently High Standards | |
| Comment relating to PDP file |  | | | |

***Pass/Fail (please delete as applicable)***

**As a minimum requirement to pass this placement, trainees must be confidently working within the Establishing level with some evidence of achievement at the Embedding level.**

*Please record detailed information of the trainee’s achievements and contributions. This will be used by Personal Tutors to inform support and development prior to the next School Based Training Experience. For each heading please identify key strengths and suggestions for development. It would be useful to draw on key phrases from the bullet points linked to each Standard to focus your comments.*

|  |
| --- |
| 1. Set high expectations which inspire, motivate and challenge pupils. |
| 1. Promote good progress and outcomes for pupils. |
| 1. Demonstrate good subject and curriculum knowledge. |
| 1. Plan and teach well-structured lessons. |
| 1. Adapt teaching to respond to strengths and needs of all pupils. |
| 1. Make accurate and productive use of assessment. |
| 1. Manage behaviour effectively to ensure a good and safe learning environment. |
| 1. Fulfil wider professional responsibilities. |
| Part Two: Personal and Professional Conduct. |

Agreed Targets, related to relevant Standards to contribute to the next placement and future professional development:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Related Standards*** | ***Targets for Trainee*** | ***Suggested Strategies and People Involved in Support*** | |
|  |  |  | |
|  |  |  | |
|  |  |  | |
|  |  |  | |
| **Date** | **Name** | **Signature** | **Trainee** |
| **Date** |  |  | ***Class Teacher*** |
| **Date** |  |  | **School Mentor (if applicable)** |
| **Date** |  |  | **University Tutor** |

**School of Education and Social Work**

**Placement Moderation Procedure for Information**

**Application**

This Placement Moderation Process is applicable to the following ITE programmes where the Teachers’ Standards (2012) are the means through which trainees are recommended for the award of Qualified Teacher Status:

* BA (Hons) Primary Education with QTS
* PGCE Primary and Early Years
* PGCE Secondary
* Assessment Only

**Context and Principles**

The following contextual factors and agreed principles have been considered in developing this revised procedure:

* ITE programmes have their own system of moderation at the end of placements.
* For consistency and standardisation purposes, it is desirable that ITE programmes forming part of the same Ofsted inspection are the same.
* It is important that school-based colleagues are made aware of the outcomes of moderation to support consistency across partnerships and their continuing professional development.
* Summative assessment of trainees’ achievements against the Standards is based on the process of formative feedback and monitoring currently in use across all programmes and is a feature of BCU’s ITE provision.
* The BCU placement assessment systems makes use of grades and sub-grades for purposes of: internal monitoring of trainees’ progress and attainment; measuring the value-added across a training programme; providing guidance and support for trainees’ transition from one placement to the next; providing guidance and support for intervention and where there is cause for concern.
* The text-based language of the formative feedback descriptors will continue to be used across all ITE programmes, based around the progress descriptors: Emerging, Establishing, Embedding, Enhancing.

**Procedure**

* School-based colleagues work with University-based tutors to complete the summative report at the end of each placement.
* The summative report identifies the trainee’s attainment against each of Teachers’ Standards 1 to 8, using the ‘E’ word descriptors Emerging, Establishing, Embedding, Enhancing.
* School-based colleagues and/or University-based tutors transfer the ‘E’ word descriptors onto the moderation sheet (see below).
* The supervising tutor (that is, the tutor who supervised the trainee’s on placement) will work with a moderating tutor.
* Based on the information provided by the school-based colleague in the summative report through the process of underlining/highlighting, the supervising and moderating tutors translate the ‘E’ word descriptor into the equivalent numerical grade for each Standard: Emerging = Grade 4; Establishing = Grade 3; Embedding = Grade 2; Enhancing = Grade 1
* To arrive at the sub-grade for each Standard, the supervising and moderating tutors will agree the extent to which a trainee’s attainment meets the descriptor (grade) awarded. This will be a professional judgement that takes into consideration the trainee and his or her placement context.
* As a broad guide, notwithstanding the need for professional judgement, where a trainee’s attainment is identified in the summative report as fully within the grade descriptor the sub-grade ‘A’ may be used; where a trainee’s attainment is two thirds within the grade descriptor the sub-grade ‘B’ may be used; where a trainee’s attainment is one third within the grade descriptor the sub-grade ‘C’ may be used.
* To calculate the final grade, tutors will convert the grades to a numerical value using the following values:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | 1A | 1B | 1C | 2A | 2B | 2C | 3A | 3B | 3C |
| Value | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

* The final moderated grade is determined by taking the mean average of the numerical values (adding all values together and dividing by 8) and converting the final score back to a grade using the same table above. Scores should be rounded to the nearest whole figure.
* In the case of final placements (PGCE School 2 placements, BA Primary Year 3 placement and AO End-point Review) if a trainee’s attainment against any Standard is Emerging / Grade 4, the trainee is deemed not to have met all Standards and cannot pass the placement.
* The moderation form will be signed by the supervising tutor and the moderating tutor
* Information about the moderated final grades will be communicated back to the placement school. Programme teams will develop the most appropriate system to manage this.

**Quality**

The procedure outlined here is the mechanism through which moderation takes place. Within this common procedure ensuring accurate judgements and consistency across the partnerships remains the responsibility of programme teams. Quality assurance requires this consistency. Quality enhancement will require that programme teams continued to work with school-based colleagues across partnerships to provide training and to constantly work toward consistency of assessment.

**School of Education and Social Work**



**Placement Moderation Form – Notes and Example**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainee’s Name:** | **xxxxxxxxxxxx** | **School:** | **xxxxxxxxxxxxxxxxx** |
|  | | | |
| **Programme:** | **PGCE Primary & Early Years with QTS** | **Placement:** | **1 2 3** |

**Record the ‘E’ word descriptor identified against each of the Teachers’ Standards into the top line of the table below and identify the trainee’s overall summative outcome.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Standard** **1** | **Standard 2** | | | **Standard 3** | | **Standard 4** | | | **Standard 5** | | **Standard 6** | **Standard 7** | | **Standard 8** | **Part 2 (Pass/fail)** | **Summative Outcome** | |
| **Summative Report Descriptors** | ENH | EMB | | | ENH | | EMB | | | ENH | | EST | ENH | | EMB | PASS | EMB | |
| Grades transferred from Progress Meeting 6 by moderating tutor. Based on the underlining/highlighting in the summative report and/or the formative feedback descriptors | | | | | | | | | | | | | | | | Best fit judgment | |
| The summative report descriptors above are moderated by University tutors to ensure consistency across the partnership. The moderation process is informed by the formative feedback guidance and Ofsted descriptors. Evidence is gathered from the PDP/SEPJ, records of weekly discussions, lesson observations and the trainee’s school experience file. Changes are not made to judgements against individual Standards but the moderation process may result in a final outcome which is different to the summative outcome given above. | | | | | | | | | | | | | | | | | | |
| **Sub-levelled Grades** | 1b (8) | | 2b (5) | | | 1c (7) | | 2b (5) | 1b (8) | | 3a (3) | | 1c (7) | 2a (6) | | PASS | | 2a (tot 49) |
| Completed by the supervising and moderating tutor. Based on **professional judgement** that takes into consideration the trainee and his or her placement context. Broad guide: fully within the grade descriptor = ‘A’; 2/3 within = ‘B’; 1/3 within = ‘C’. | | | | | | | | | | | | | | | | | **\*See note below** |
| **Moderated Grade** | |  | | Moderator’s comment | | |  | | |  | |  |  | |  |  |  | |
| 2a  In the above example a total numerical score of 49 is divided by 8 = 6.125 = 2a | |  | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Grade | 1A | 1B | 1C | 2A | 2B | 2C | 3A | 3B | 3C | | Value | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |   **\***Using the above grid, the sub-levelled grades are given a numerical value which are then totalled and divided by 8 (Standards) to arrive at the mean average (rounded to the nearest whole figure). The comments in this box should refer to any changes to the summative outcome. | | | | | | | | | | | | | | |

This is for information purposes only and is completed by a Moderation Panel in University.