

ITE Approach to: Formative Assessment of Professional Practice

How are ITE students assessed?

Edge Hill University adopts a holistic approach to the monitoring and assessment of trainees whilst on professional practice. This takes place within a variety of contexts:

- Trainee reflection and analysis/evaluation
- Personal tutoring processes
- Within taught university sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions
- Mentor meetings and the completion of [Weekly Development Summary \(WDS\) form](#)
- Link tutor (LT) visits
- Key assessment points (e.g., [Interim and End of Placement Progress Reports](#))
- [Additional support for trainee at risk \(Cause for concern\)](#) procedures as appropriate

How are the Teachers' Standards used?

Assessment against the [Teachers' Standards](#) only takes place as a summative assessment at the end of the programme of ITE, through a review of key sources of evidence within the Professional Reflective Viva. This final judgement as to whether a trainee has met the Teachers' Standards is a holistic one, which takes into account engagement and response to all elements of the programme of ITE i.e., in both university and settings/schools.

The EHU [ITE curriculum \(Pillars\)](#) has been designed to cover all aspects of both the Teachers' Standards and [ITT Core Content Framework](#) as a minimum entitlement, and so the focus of the trainees' attention should be upon this, rather than the Teachers' Standards per se. During the placement, mentors need to consider how well a trainee is mastering the components of the ITE curriculum and assess the accumulation of knowledge over time.

How is evidence of progress gathered?

Evidence takes a variety of forms, ranging from informal reflections within trainee notebooks to more formal observations of practice by more experienced school colleagues and mentors. Expectations vary; this is dependent upon the stage at which a trainee is at on their programme of ITE e.g., within the **introductory**, **developmental** and **consolidation** phases.

Language that focuses on support and varying trajectories is used rather than grades, numbers or set phrases. We aim to stretch and challenge. Trainees need a clear understanding of the situation if they are not making expected progress.

Participation in university-led learning and teaching activities offers evidence of the impact of teaching and formative opportunities and identifies any need to return to a given curriculum content.

How is the Weekly Development Summary used as a tool to support formative assessment?

ITT Core Content areas are grouped on the WDS to facilitate tailored feedback and target setting. This document is key to supporting the formative assessment process. The areas are as follows:

- ✓ High expectations and managing behaviour
- ✓ How pupils learn, classroom practice and adaptive teaching
- ✓ Subject knowledge and curriculum
- ✓ Assessment
- ✓ Professional behaviours

It is not expected that there would be content in all five of the sections every week. Rather, there should be a focus on the particular aspects of the ITE curriculum that are being covered at that stage in the programme. Some individual sections may be completed in detail whilst others are only touched upon lightly in any given week. Expectations should become increasingly demanding and complex as a trainee progresses through the different stages of the programme and placement. For each programme, the EHU/partnership Curriculum Communication Documentation will outline the content covered in university and the expectations for follow up activities whilst on professional practice. The areas identified should also be reviewed in the context of the [EHU ITE Pillars](#). By the end of a placement content should be evident for all five areas.

The WDS form captures previous targets and records the progress against these. Targets may be 'closed off' or carried forward as appropriate. Following the weekly meeting Future targets should be identified for the week ahead. Normally there will be no more than three new targets prioritised per week, to enable a trainee to focus on achieving these and collating the associated evidence needed in preparation for the next weekly meeting.

During the weekly meetings, mentors should refer to the EHU ITE programme curriculum sequencing documents and assess what students know against curriculum intent scheduled for that point in their development as a teacher. Dialogue between trainee and school-based mentors is key. The weekly meeting and records on the WDS should capture the trainees' knowledge, reflections, and development as a teacher, rather than be a list of activities that have been undertaken during the week. For this purpose, following, there are a series of prompts provided for colleagues/school-based mentors leading the meeting.

High Expectations and Managing Behaviour

- How has the trainee's understanding of managing behaviour grown this week?
- What knowledge and understanding of the issues have they gained through their academic reading?
- Is the trainee able to identify any particularly effective practice/ineffective practice they have seen/carried out during the past week? What was it? Why did it work/not work?
- Can the student talk about the school policy being put into practice? – How well does it work? Are there exceptions? Does it reach all children? – If not, what adaptations might need to be made and why?
- Within the past week which examples can be provided the trainee to illustrate positive or negative attitudes to learning and behaviour...and what are the implications of this for next week? What will they try out in the future/next week?
- What went wrong for them and how would they adapt their practice to learn from the experience?

How Pupils Learn, Classroom Practice and Adaptive Teaching

- Is the trainee able to articulate what worked well this week and why? What did not work and what might be done to counteract this in the future?
- How have sessions/lessons been designed to fit into the broader curriculum intent?
- Is the trainee able to provide any specific examples of successful interventions, good resources, good use of TAs/other adults etc. and explain their reasoning?
- In what ways have aspects of learning been broken down into manageable chunks for the pupils – when have things needed to be broken down and why?
- Can the trainee explain how any one session/lesson fits into a broader sequence of learning? What are the key component parts that have been covered... where will things go next?
- What has been the impact of a session upon the pupils/students, what are the future implications of this?
- Have any adaptations been made to cater for the needs of groups? and/or subgroups of learners? What were these adaptations? Were they effective? Why? Why not?
- Has the trainee had the opportunity to work with and understand the role of outside agencies in supporting children with additional needs?

Subject Knowledge and Curriculum

- Review the curriculum communication documentation to check all required tasks allocated to a week have been completed.
- Which aspects of the EHU ITE pillars have been covered this week?
- What has been the impact of any learning taking place in the university? - How have independent learning, seminars, lectures, workshops, assessments contributed to the knowledge and understanding about an area/subject?
- If the trainee were to repeat the same lesson/session on another occasion, what would they alter based on the knowledge gained within the first delivery of the session?
- What has been noticed about pupils'/students' physical and mental health during the week?
- What steps have been taken to support the well-being of the trainee/pupils/students?

- How well is workload managed e.g., planning – what steps are being taken to reduce workload? What are the key priorities to focus upon in the coming week?
- Has the trainee liaised with those in the setting school with responsibilities for the co-ordination of curriculum areas?

Assessment

- For any session/lesson, has the trainee ensured that pupils/students have learnt what they needed to – earlier in the session/lesson and/or the lesson sequence? Were they aware of what had already taken place earlier in the year?
- How are what pupils have been learning creating readiness for future learning?
- Does the trainee understand the school systems and processes and are they able to articulate this?
- Has the trainee provided feedback to all stakeholders e.g., staff, pupils/students, parents? What are the implications of this?
- Does the trainee understand formal assessment processes and related implications, e.g., public exams, profiling, phonics screening, SATs, GCSEs, BTECs, 'A' Levels?

Professional Behaviours

- In what ways has the trainee contributed to the wider life of the school?
- Can the trainee talk about/provide examples of effective collaboration with colleagues?
- How does the trainee work with others in the school/deploy support staff?
- How does the trainee respond to advice and feedback from more experienced colleagues?
- When has the trainee communicated effectively with parents/carers in relation to children's achievements and well-being?
- What evidence is there for strong relationships with staff and pupils/students?
- Does the trainee have a good grasp of safeguarding issues and procedures? Has this knowledge been tested?
- Has the trainee been involved with any professional development to improve teaching outside of their programme of ITE?
- Is attendance and punctuality good?
- What evidence is there that the trainee has promoted equal opportunities?