



**SOUTHEND  
TEACHER TRAINING  
PARTNERSHIP LTD.**

**INDUCTION DAY 2010**

**TRAINING AND ASSESSMENT PROCESS**

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# The Training Year

- The Core Programme-how and what.
- The Baseline Needs Analyses
- The Individual Induction/Training Plan
- The portfolio of evidence
- The learning Journey file
- The teaching file
- Tutor Groups



## Who will help you?

- Your School based Trainer [Mentor]
- Your school's ITT Co-ordinator
- Your Tutor Assessor
- The Programme Managers
- Staff at STTP /nb use the vle



# SCHEDULE

- **Initial visit** within the first half term. [\[visit 1\]](#)
- **Term 1 assessment** second half of term, and follow up if necessary. [\[visit 2\]](#)
- **Term 1 Tutorial**
- **Term 2 monitoring visit** similar to initial visit. [\[visit 3\]](#)
- **Term 2 Tutorial**
- **Term 2 assessment** when in 2<sup>nd</sup> school, and follow up if necessary. [\[visit 4\]](#)
- **Term 3 Tutorial**
- **Term 3 monitoring visit** [\[visit 5\]](#)
  
- **Final assessment**, and award of QTS Grade.



# THE INITIAL VISIT [1]

[Meet with SbT, Trainee, ITT Co-ordinator.  
Refers to Partnership agreement.]

- Employment contract/disclosures?
- CRB
- Progress to date **CHECK AGE RANGES,**  
**nb teach in ALL of them**
- Documentation received
- Mentor/Trainee relationship
- Entitlement .....the Partnership Agreement
- Subject coach



## THE INITIAL VISIT [2]

- Initial needs analyses/ subject audits
- Training plan
- Skills test
- Reflective journal Q7
- Tasks
- 2<sup>nd</sup> school
- Subject knowledge Q14/22
- Standards tracker
- Any problems?



## INITIAL VISIT [3]

- Supernumary
- Vle
- Access to web based resources
- Entitlement
- Dedicated work space
- Protected weekly meetings
- School induction plan [see STTP proforma]
- Create Learning Journey file



# The Reflective Journal Q7

## Higher Order thinking skills

- Should contain reflections of
  - Core Training
  - School based Training
  - Visits
  - Incidents
  - Lesson observations
  - Discussions etc. etc.

**AND MUST SHOW IMPACT AND EVIDENCE  
OF IMPACT WHERE POSSIBLE**

Further information will be given at the first tutorial.



# Term 1 tutorial

- To meet need
- To focus on reflective practice
- To discuss evidence and impact
- To examine the Ofsted criteria



# TERM 1 ASSESSMENT

- After first half term
- Evidence of school based assessments
- Evidence of weekly Mentor meetings, action points arising from them, and success of implementation
- Watch one lesson [joint observation]
- Discuss progress with mentor [SbT] **AND GRADES**
- Review Training Plan
- See Standards Tracker, Reflective Journal, Skills test results if taken, portfolio to date.
- Discuss arrangements for 2<sup>nd</sup> school/key stage experiences
- Discuss visits and tasks.
- Establish any areas for development and the actions necessary
- Cause for concern



# THE 4 GRADED AREAS

- Files
  - Teaching
  - Noticeable characteristics
  - Responses
- 
- 1 [outstanding] 2 [Good] 3 [Satisfactory]  
4 [Inadequate – cause for concern]



## TERM 2 VISIT

- Similar to Term 1, to check progress.
- Focus on arrangements for 2<sup>nd</sup> school experience.
- Focus on the action plan arising from Term 1 assessment.
- If necessary, focus on any areas that required the follow up visit.



# TERM 2 TUTORIAL

- To meet need
- To focus on how to make satisfactory lessons good [Ofsted grading]
- To examine quality of evidence in the Portfolios



# TERM 2 ASSESSMENT

- In 2<sup>nd</sup> school AND in a different age group.
- Evidence of school based assessments
- Evidence of weekly Mentor meetings, action points arising from them, and success of implementation
- Watch one lesson [joint observation]
- Discuss progress with mentor
- Review Training Plan
- See Standards Tracker, Reflective Journal, Skills test results if taken, portfolio to date.
- Discuss balance of key stage evidence and any gaps to fill.
- Review the tasks.
- Establish any areas for development and the actions necessary
  - Further detailed guidance will be given later in the term.



# TERM 3 TUTORIAL.

- Preparation for the questions that might be asked at Final Assessment.
- How to move up a grade!



## **TERM 3 VISIT 5**

- To make sure everything is ready for Final Assessment.
- To examine the files and in particular the Portfolio.



# PORTFOLIO CHECK

- The Portfolio forms the main body of evidence for achieving QTS.
- It should be reviewed regularly and plotted on the Standards Tracker.
- Evidence should be relevant and personal. E.g. a complete policy document is NOT evidence.
- At Visit 5 the Portfolio must be nearly ready for checking. A report detailing areas for improvement will be given. This will also be made available to the Final Assessor.
- Separate very detailed guidance for the Portfolio will be dealt with on September 15<sup>th</sup>.



# THE FINAL ASSESSMENT

- The assessor will not have been involved with the Trainee during the year.
- One whole day.
- 2 lessons seen. [not joint]
- All evidence scrutinised.
- Grades given in the 4 areas.
- Interviews with Trainee, Mentor and/or ITT Co-ordinator.
- Final decision as to pass and grade is made.
- Further detailed guidance will be given later in the year.



**AND SO** .....

- GOOD LUCK!!
- WE ARE ALL HERE TO HELP YOU!!