



School of Education

Education Greenwich

Assessing Trainee Progress

Research
Teaching
Enterprise
Scholarship



The curriculum and Assessing Trainee Progress

The CCF

- The Core Content Framework is the minimum entitlement for all trainees which our curriculum builds from

The curriculum

- The curriculum delivered in university and settings.
- Builds on prior knowledge, understanding and practice.
- Supports revisiting areas trainees have for development.
- Knowing why we teach, what we teach, in the order we teach it
- *supporting documents: moodle, teaching material, curriculum journeys, cross phase curriculum principles*

Development through the Curriculum document

- The documentation of the taught curriculum (what trainees will know and understand) and how trainees will apply this to practice (what trainees can do)
- The curriculum embedded in the Core Content Framework
- Trainees will use this tool to track their development through the curriculum and it will inform pedagogical conversations and assessment with the mentor
- *supporting documentation: development through the curriculum.*

Assessing progress

- Assessing trainees progress under the curriculum themes
- Progress is assessed academically and also in practice is tracked through trainees development through the curriculum and assessed using the assessment documentation.
- professional behaviours
- curriculum
- pedagogy and adapting teaching
- assessment
- managing behaviour and welfare
- *supporting documentation : Assessing trainee progress*

The ITE curriculum is centred around the five themes that the CCF outlines which includes the minimum entitlement of the CCF, what is taught in university and whilst on practice:

Professional Behaviours (PB)

Managing Behaviour and

Welfare(PW)

Pedagogy and Adaptive Teaching (P)

Assessment (A)

Curriculum Subject Knowledge (C)

2 key documents (and a toolkit)

- Development through the curriculum
- Assessing trainee progress
- Mentor Toolkit

Development through the curriculum

	ITE Curriculum content <i>Trainees will know and understand...</i>	Application of Knowledge, Skills & Behaviours <i>Trainees will learn how to (can do):</i>	Highlight and indicate where evidence can be found. Add any notes and comments to support evidence of sufficient progress being made (trainee and mentor)
PEDAGOGY			
<u>Planning _____ for Learning – Inclusive Practice S5.3</u> TS5	<ul style="list-style-type: none"> the development of inclusive practice through history. 	<ul style="list-style-type: none"> adapt provision in order to ensure children's on-going progress and success. 	
S5.1, S5.2, S5.3 TS 1 and 5	<ul style="list-style-type: none"> the teaching styles and approaches which teachers can adopt to support the learning needs of all children, including those who are More Able across the curriculum 	<ul style="list-style-type: none"> Set suitable learning intentions. adopt teaching styles which respond to all children's needs, including those who are More Able, in order to overcome potential barriers to learning. 	
	<ul style="list-style-type: none"> the importance of early identification of Special Educational Needs the importance of assessment in the identification process. <p>the importance of working in partnership.</p>	<ul style="list-style-type: none"> Become familiar with some of the indicators of <u>SENs</u>. Discuss with the SENCo at their placement school the needs of children in the class 	

Assessing Trainee Progress

Phase 1/Placement 1

They demonstrate and model professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.

They demonstrate enthusiasm for working with children and young people and for teaching and learning.

They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional.

1 Professional Behaviours

Trainee/ Mentor/tutor assessment of progress

Making sufficient progress ☐

Not making sufficient progress, in need of additional support ☐

Area's for development

Together these allow the trainees to demonstrate progress across the five themes and within this:

Know and understand:

- Understand the what and why of teaching and learning – this is the theory, most of which will have been taught at university.

Can do:

- This is the application in placement.

Summative Assessment of the Programme and QTS recommendation

This comes at the end of the final placement through an Assessment Review Panel, who will look at evidence and progress across the programme. All placements and assessments will need to be passed – it will take the form of a viva with personal tutors, mentor and trainees

Louise Atkins- l.atkins@gre.ac.uk Head of Initial Teacher Training