

## **The NASBTT Training and Assessment Toolkit: a guide to accuracy in the assessment of trainees. At a Glance.**

The Toolkit is a resource to secure accuracy and consistency in assessing and tracking the quality of a trainee's teaching over time through their impact on pupil learning and progress. It can provide the basis for a shared understanding and common language for all members of an ITT partnership to discuss the progress of, and expectations for, trainees.

It was developed by a group of school based and HEI partnerships and through extensive national consultation through NASBTT and UCET. A third edition (2017) has been produced as a result of feedback from both HEI and school-centred providers. This ensures it remains fit for purpose.

The Toolkit provides a set of resources to support trainees, their tutors and mentors in identifying, evidencing and recording trainee progress and achievement and attainment against the Teachers' Standards. This includes staged aspirations and grading criteria.

### ***Over the past two years partnerships using the Toolkit have said it can help promote:***

- trainee's ability to evidence and articulate their progress through their impact on pupils' learning over time
- a shared understanding across the partnership of expectations for trainees
- effective tracking of trainees' progress against the Teachers' Standards
- the setting of learner focussed, developmental targets which support trainees' progress
- rigor, accuracy and consistency in evidence based holistic professional judgements
- assessments which reflect the quality of trainees' teaching overall and the interrelatedness of the Teachers' Standards

### ***Key considerations in assessing trainees as set out in the Toolkit:***

- Trainees should be assessed against the Teachers Standards in **full**, (as a whole) and *in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS (TS para. 6)*
- Assessment must be informed by the full range of evidence **beyond teaching observations**, making the best use of trainees' carefully collated evidence bundles
- How well trainees teach should be assessed by the **impact on pupils' progress and learning over time**: this needs to be embedded into all processes, including written/verbal feedback and partnership documentation
- Progress "over time" raises the significance of ensuring **well-timed review points** throughout training
- All grades, comments and targets should correlate based on the four point scale
- Part 2 of the Teachers' Standards should be judged as being of consistently high quality; safeguarding and knowledge of the Prevent Strategy need to be referenced
- Any trainee assessed as 'Requires improvement' (grade 3) overall meets the minimum expectations of the Teachers' Standards (i.e. the pass requirements for the award of QTS), and **should be recommended for QTS**;
- Robust evidence of accuracy: moderation and QA processes must be clearly articulated in partnership documentation.

The Toolkit has been written so that partnerships can adapt it, in line with the principles and key considerations, to suit the contexts in which they are working.

NASBTT welcomes feedback from the sector – please direct these to [office@nasbtt.org.uk](mailto:office@nasbtt.org.uk)