

NASBTT Training and Assessment Toolkit: Evidence Bundles for Tracking Progress – Supporting Guidance

The quality of trainees' teaching should be judged against the Teachers' Standards in full through evidence of their impact on the learning and progress of pupils over time.

Evidence Bundles support trainees, their tutors and mentors in identifying:

- how the trainee's skills against each of the Teachers' Standards have enabled them to impact on pupil progress;
- how strong their teaching is in relation to each of the Teachers' Standards, the quality of their teaching overall and can also support accurate learner-focused target setting.

1. Key considerations in evidencing, tracking and assessing trainee progress

- Assessment must be informed by the full range of evidence **beyond observation of teaching and individual lessons**.
- How well trainees teach should be judged by the **impact on pupils' progress and learning over time**.
- Assessment should be the result of **triangulated, moderated professional judgments** using all available evidence against the Teachers' Standards and avoiding reliance on a numerical system.

2. The interrelationship of the Teachers' Standards and impact on pupil progress over time

- The overall quality of trainees' teaching will be judged by the impact they have on pupil progress and learning over time.
 - The impact on pupils' learning and progress is dependent upon the skills and knowledge trainees demonstrate as they teach with reference to the Teachers' Standards.
 - A lack of skill in any Standard can result in limited progress for pupils. For example, a trainee with poor differentiation (TS5) is unlikely to be able to set appropriate expectations for all pupils (TS1).
 - It is the identification of the difference the trainee's teaching makes to pupils' learning, referenced to particular Standards, that should drive the targets set for the trainee.
 - Part 2 of the Standards is included in the diagram below. This does **not** suggest that collecting evidence for Part 2 of the Teachers' Standards will be undertaken in the same way as for Part 1, but performance relating to Part 2 will, clearly, underpin the quality of teaching overall.
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- Trainees need to become adept at identifying and analysing the evidence of the progress of their pupils and the impact of their teaching overall, and use this as a basis for identifying their strengths, areas for development and targets against the Teachers' Standards.

- Progress towards achieving the targets will be shown through pupils' progress and learning over time using the full range of appropriate evidence – this is presented in the form of Evidence Bundles.

Evidence Bundles are essentially:

3. Developing Evidence Bundles

An example of the process:

- The trainee, with the mentor, identifies a sequence (or sequences) of lessons which can be used to evidence pupil progress over time and through this the quality of the trainee's teaching.
- Starting points and prior learning of all pupils are identified.
- Intended learning outcomes for the class and individuals are agreed.
- The trainee, with support as appropriate, plans for the learning outcomes and teaches the sequence of lessons.
- As he/she teaches, the trainee identifies evidence of pupils' progress, considers how his/her teaching is impacting on this and how to amend teaching to better support the pupils' learning needs. This evidence of progress and impact is presented for discussion at weekly meetings and cumulatively becomes the Evidence Bundle.
- One (or more, bearing in mind workload implications) Evidence Bundle(s) can be created for **each review point**, to demonstrate progress from the previous review point.
- The evidence bundles may be 'virtual' with the trainee annotating and cross-referencing evidence in his/her existing files.
- Each Evidence Bundle is analysed and annotated to:
 - identify evidence of the progress and learning of different groups;
 - identify evidence of the impact of the trainees' teaching;
 - highlight what has enabled the impact linked to the Teachers' Standards, including Part 2 as relevant;
 - indicate evidence of progress against each of the Teachers' Standards, including Part 2 as relevant.
- The trainee then writes:
 - a review of the progress made by pupils *and* groups of pupils linked to the collated evidence;
 - an evaluation of how effective this evidence suggests their teaching is and why, referencing each of the Teachers' Standard (as appropriate);
 - an analysis of his/her personal progress since his/her previous review; including the impact of his/her training.

Step by step from the trainees' perspective, working with the mentor or class teacher as appropriate:

1. Agree what is going to be taught and why through a sequence of lessons.
2. Identify pupils' starting points/prior learning in relation to what is to be taught in order to identify specific needs relating to, for example, pupils with English as an additional language, pupils with SEND, the most able and any pupils who may have difficulty in accessing the curriculum, together with potential misconceptions and barriers to learning using some or all of the following:
 - discussions with teachers and TAs;
 - book and work scrutiny;
 - drawing on tracking data and analysis;

- using observations/guided observations of the class, groups and individuals;
 - discussions with pupils;
 - discussions with parents and carers, in particular in Early Years and primary;
 - using formative assessment through planned questioning.
3. Set out success criteria for pupils' learning outcomes: what they will learn and how they will know they have done so.
 4. Find out how groups and individuals work best.
 5. Plan for pupils' learning over the sequence of lessons building on the information he/she has gathered and evaluated to enable pupils to achieve the learning outcomes.
 6. Make assessments and respond to pupils' needs within each lesson and over the sequence of lessons, annotating and amending plans in response to pupils' needs - this forms a crucial part of the evidence.
 7. Identify evidence of progress made by pupils.
 8. Identify evidence of what he/she did to support progress within lessons and throughout the sequence of lessons,
 9. In preparation for weekly meetings and review points trainees should consider the following:

Did all the pupils learn and make progress over time? (individuals, groups and whole class)

- How do you know (evidence: marking, progress from starting points, overcoming misconceptions etc.)?

What did you do to make that difference?

- Identify specific strengths in your teaching.
- What have you learnt from this (analysis)?
- Link to the Teachers' Standards and progress against targets.

What could have gone better?

- Identify specific areas for development.
- What have you learnt from this (analysis)?
- Link to the Teachers' Standards.

What have you learnt about your teaching? What have you learned about progress against your targets?

What does this suggest to you about how you are meeting each Standard and the Teachers' Standards overall?

4. What could be in an Evidence Bundle?

- Pupil data (prior to activity to show starting point, e.g. previous activity level – this needs to reflect skills, knowledge and understanding related to the intended learning outcomes);
- pupil progress over time;
- self and peer assessments undertaken by pupils;
- annotated samples of pupils' work, including homework;
- trainee marking and annotations to highlight impact, and how this was acted on by pupils showing improvements;
- visual or electronic evidence, e.g. video clips of lessons or parts of lessons to show individuals at the start, middle and end of a sequence of work;
- exams/tests;
- comments about each pupil's progress, outcomes, behaviour and effort;
- weekly meetings reports and interim reviews;
- lesson plans, formal observations and lesson evaluations which relate to progress.

5. What the process can look like overall

- Building Evidence Bundles needs to be modelled through both central and school-based training.
- Pupil progress needs to be a focus in centrally taught sessions where trainees:
 - learn to develop the language for discussing progress and evidence of progress – both for their learners and for themselves;
 - access to and analysis of successful models of Evidence Bundle building.
- The weekly mentor meetings draw on evidence from across the week; the trainee presents evidence of pupil progress for discussion (mentors are likely to require training to do this). This will promote:
 - a consistent focus on pupils' progress;
 - the cross-referencing of trainees' progress against the Teachers' Standards to the impact of their teaching on pupils' progress and learning over time;
 - the regular review of targets in the light of the pupils' progress and next steps identified.
- Interim and summative reviews of Evidence Bundles demonstrating:
 - progress for groups of learners and individuals;
 - strengths and areas for development for the trainee;
 - progress against the Teachers' Standards and grade descriptors, and targets are reviewed in the light of the progress made by pupils.

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