

- No grading or progress descriptors (on anything) in any form (numerical or otherwise). This was agreed with Partnership (accelerated by CoVid but already part of Partnership Action Plan);
- Sustained process of building Partnership **trust**, in expectations and professional judgements;
- Dialogue not portfolios; improve not prove;
- No evidence files or bundles – evidence exists in many forms, generated by their experiences;
- Partnership website contains all LJMU Partnership processes and paperwork : <http://itt-placement.com/>
- [J.E.Rowe@ljmu.ac.uk](mailto:J.E.Rowe@ljmu.ac.uk)

- Ongoing completion of ITT Tracker by student teachers (all programmes);
- Combination of short reflective evaluations of progress and audit sections for capturing evidence (signposting not duplicating);
- Use of One Drive and regular review by Liaison Tutors;
- Weekly meetings and Lesson Analysis Forms focus on coaching conversations, targets and actions;
- 5 review forms completed by mentors over 3 phases;.
- Phase 3 reviews evaluate progress towards QTS (at least meeting minimum benchmark);
- Triangulation process to confirm QTS (professional viva)

## Minimum benchmark expectations:

**Guidance for Standard S1: Set high expectations which inspire, motivate and challenge pupils**

**In order to demonstrate this standard, we expect trainees to show that they (at a level appropriate for the end of training) can:** establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**In order to be recommended for QTS we expect that teachers in training are able to** encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences, they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate 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

- No “sub standards”;

Expectations still high – intrinsic not extrinsic motivation.

# Changes due to Covid

- PG programmes have a Home School model – students have almost all remained in Home School
- **Impact - PG End of Phase 2F survey (427 responses).**
- 98 % of trainees stated that they felt ‘well supported by their mentor’ and 99 % that they felt ‘well supported by their LT’.
- 98.5% of them also felt that they had continued to make progress towards the Teachers’ Standards during lockdown.
- 50 % of secondary PGs and 90% of Primary Trainees were in school over lockdown
- 95% of Secondary PGs and 60% of primary trainees taught remotely

# Term 3

- Hope for more consistent experience but focus on gaining experiences and evidencing the Standards (not days in school);
- Triangulations will be on-line (PG process being agreed but has already taken place for Year 3s);
- Adequate Progress being interpreted as at least meeting minimum expectations in each standard & part 2;
- Option for additional further triangulation of any borderline trainees who don't (quite) meet expectations, and where Covid considered the reason – externals and strategic school partners to be involved.
- Can adequate progress be confirmed if almost all (but not all) standards are met at benchmark level?