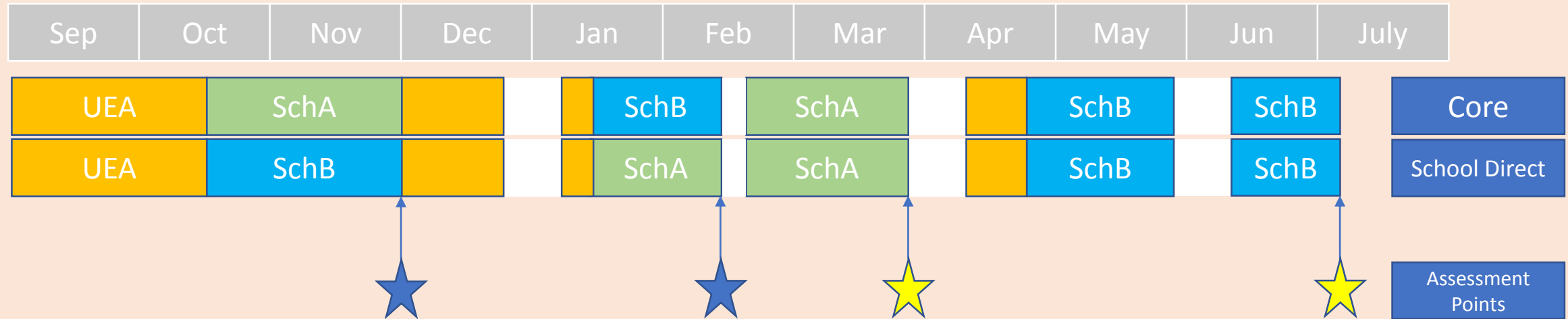


# To boldly go forth...

A UEA Primary PGCE response to assessment

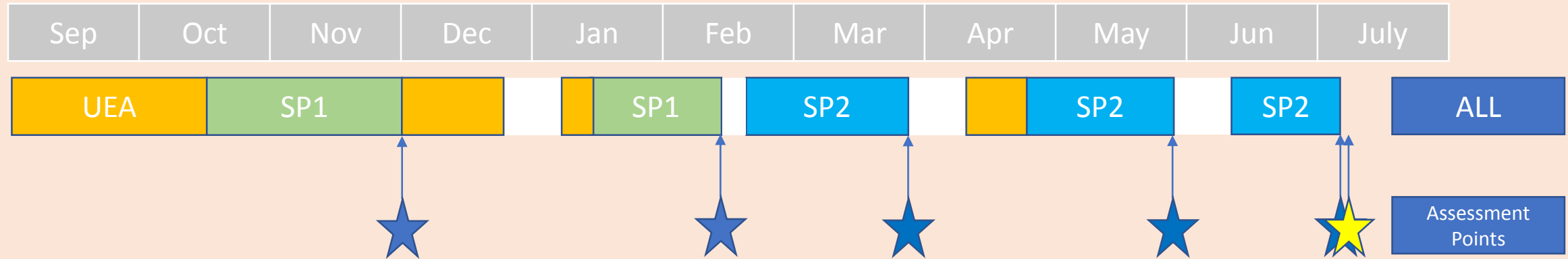
Martin Smith / Sarah Brownsword

# A historical context



- Core School A was often a paired placement.
- School A and School B were structured to ensure coverage across age range specialisms.
- School Direct (non-salaried) numbers decreasing.
- SD outcomes (drop out and outcomes) slightly stronger.
- 4 Assessment points (Formative Assessment Points FAP1 and FAP2, Summative Assessment Points SAP1 and SAP2)
- Teaching load ramped up steadily. 80% for last 5 weeks.
- Grading phased out over the last 3 years.

# A leap of faith



- Significant changes to placement pattern
- Less paired placements
- No difference between SD and Core
- Less transitions
- 5 Formative Assessment Points, 1 Summative Assessment Point

# Guiding principles for the creation of Formative Assessment Points.

- Helpful
- Professional
- Supportive
- Representative
- Flexible
- Manageable
- Transparent
- Informed

<b>Expectations at this stage in the trainee's training</b> (these statements are indicative of the expectations we have for our trainees at this point in the placement, it may be that they are exceeding these, and comments of this nature can be included at the end of the document)	Meeting expectations at this point and are "on track"
<b>Aspect 1: Behaviour Management</b>	
speaks to children in an appropriate manner; respectful, with clear boundaries and high expectations	
follows the school behaviour policy and expectations when working with small groups	
models the classroom rules and routines; using rewards and sanctions appropriately.	
<b>Aspect 2: Pedagogy</b>	
works with shared planning to take children through each step of a new process with clear modelling of expectations	
indicates on shared plans an awareness of how to adapt lessons for individuals and groups	
reflects after lessons upon the impact of adaptations upon children's engagement and progress.	
<b>Aspect 3: Curriculum</b>	
is suitably prepared and confident in the delivery of the content	
recognises where taught lessons fit with the longer-term curriculum that the <a href="#">school works</a> to	
discusses, when planning, likely misconceptions and shares ways in which to address these on planning documents	
<b>Aspect 4: Assessment</b>	
makes relevant assessment notes when working with small groups to feedback to the class teacher	
follows school policy with regards to marking and feedback	
identifies children achieving above and below expectations during taught lessons and considers responses.	
<b>Aspect 5: Professional Behaviours</b>	
has read and follows key policies especially regarding safeguarding	
attends school CPD opportunities	
accepts feedback in a positive manner, demonstrating a capacity for progress.	
<b>Aspect 6: Personal and Professional Conduct</b>	
arrives in good time, prepared for the day's work	
builds positive relationships with colleagues through engaging in conversations both within and outside of the classroom	
upholds the expectations of the teaching profession.	



[Mentor / Teaching Practice Supervisor / PD Tutor / Trainee] Where any aspects identified above are not “on track” – please comment on ways in which the trainee may be further supported prior to the next formative assessment point.

---

---

---

---

---

---

---

---

---

---

[Mentor] Please add in the below box any areas of strength with regards to the above aspects or notable professional conduct. Identifying how this may be developed further in the future is of benefit to the trainee. Information of this nature will support us in writing references.

---

---

---

---

---

---

---

---

---

---

# How do things move forwards?

1

Aspect 1: Behaviour Management	
speaks to children in an appropriate manner; respectful, with clear boundaries and high expectations	
follows the school behaviour policy and expectations when working with small groups	
models the classroom rules and routines; using rewards and sanctions appropriately.	

4

Aspect 1: Behaviour Management	
incorporates class rules and routines into their teaching	
recognises and shares with the children, good examples of expected behaviour and effort	
proactively engages with parents and carers to highlight children's successes	

5

Aspect 1: Behaviour Management	
is aware of the impact of different learning environments upon behaviour and adapts delivery accordingly	
builds children's self-esteem through positive reinforcement and praising effort	
proactively engages parents and carers in sharing successes and supporting improvements where appropriate	

# Thoughts / Worries / Expected teething issues

- C4C process
- Communications with mentors (and them with us)
- Experienced Mentors
- Wording Obscurities
- Wording Confusion
  
- Thoughts?