

Academic Assessment Handbook

Assignments
Evidence Bundles

Primary PGCE

Name:

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Key Dates

Thursday 14th September 2023	Assignment 1 & Evidence Portfolios Introductory Session
Friday 24th September 2023	Assignment / Portfolio Touch Point (Q&A)
Thursday 12th October 2023	Assignment 1 Preparation Session
w/c 27th November 2023	Evidence Portfolio 1 presented to School-Based Mentors
Friday 1st December 2023	Assignment 1 Writing Support (Critical Analysis and Referencing)
Friday 5th January 2024 5pm	Assignment 1 hand in via Turnitin on Blackboard *(Marks will be released 20 working days after the submission date)*
w/c 22nd January 2024	Evidence Portfolio 2 presented to School-Based Mentors
w/c 29th January 2023	Evidence Portfolio 2 Moderation
Friday 9th February 2024	Assignment 2 Introductory Session
Thursday 7th March 2024	Assignment 2 Support Session – Sharing Research Proposals; Peer Feedback
Monday 8th April 2024 5pm	Assignment 2 hand in via Turnitin on BlackBoard *(Marks will be released 20 working days after the submission date)*
w/c 20th May 2024	Evidence Bundle 3
w/c 3rd June 2024	Evidence Bundle 3 Moderation

Section A: Assignments

Key Administrative Information for Assignments

Please ensure that your assignment:

Is written in size 12 font

Has 1.5 line spacing

Includes a reference list, which is clearly labelled with references listed in alphabetical order, using Harvard Referencing

Includes appendices which are clearly labelled

Does not include any references to the school name or pupil / staff names anywhere in the assignment or appendices. If you want to include part of the Ofsted report, screen shot the relevant page – block out any school names, URNs etc. and put it in an appendix. Then, in the main body of the assignment refer to the appendix.
e.g. the Ofsted report suggests that…… (Appendix A)

Has a clear title (What are you investigating?)

Is submitted via Turnitin on time. Please ensure that you submit your assignment under the correct course code. There will usually be a number of options - Primary, Secondary WMC and Second Submission - please pick Primary

Assignment 1 – EDUC77827
Assignment 2 - EDUC77826

Has the following, standardised file name when you upload it to Turnitin:

Surname, Initial, Assignment number e.g. Clayson, E, Assignment 1

Assignment 1 (Level 7)

Evaluate a Series of Lessons Brief
3000 words

You are required to evaluate **the impact on student learning** of a series of lessons that you have designed in one curriculum subject. The focus of your lesson will be an evaluation of how effectively you were able to build on children's existing subject knowledge to ensure pupil progress over time.

You should produce a relatively short literature review. It should demonstrate that you are familiar with the main arguments and evidence, as presented in published education research in books and journals. The bulk of your assignment will involve an evaluation of the series of lessons against your chosen criterion in light of both your literature review and the evidence that you have collected.

You will go on to make a small number of supported recommendations on how your series of lessons might be improved in terms of promoting subject knowledge.

You should organise your assignment into the following sections:

Introduction: A brief description of your chosen subject and area of subject knowledge, the series of lessons and the context in which it was presented to students.

Literature Review: This will include a brief summary of the main arguments in the literature. This should be organised by theme. You will also need to critically engage with your literature (i.e. justifications for the inclusion of older texts or parallel examples from other countries will need to be highlighted in the review).

Evaluation: An evaluation of the series of lessons, drawing on both evidence that you have collected and the literature. This will form the most important part of your assignment.

Recommendations: A small number of justified recommendations for improvements. These must be linked to the literature and arise from your findings in the evaluation.

You should produce a **3000** written assignment. This assignment is a pass or fail.

Assignment 1 Additional Notes & Support

Literature Review: Critical Engagement

What do we mean by 'critical engagement'? When we ask you to critically engage with the literature, we're asking you to consider the following: Is the research valid, reliable, transferable, ethical and worthy? For example, when referring to a piece of literature, you might consider who wrote it, when they wrote it, why they wrote it, where they wrote it, the limitations of the research itself and whether any of these facts affect how reliable or valid the literature might be.

You may want to use this academic phrase bank to help you:
www.phrasebank.manchester.ac.uk/being-critical/

Examples

The data recorded here was from the app 'Teacher Tapp' which surveys teachers daily at 3.30pm. The integrity of the is debatable, however, as credentials are not required to obtain this app.

Kim and Asbury's (2019) research is applicable as their findings were based on interviews with teachers in mainstream UK state schools.

Carolan et al. (2020) advocate for developing resilience and supporting student wellbeing, although they do not offer suggestions regarding how this might be accomplished.

Again, although published in 1996, this literature is relevant in schools where mixed ability classes exist.

However, it should be noted that although the research is based over a substantial timescale (50 years), much of it comes from the USA, and therefore findings may not directly correlate to the UK education system.

However, this study also has limitations. For example, it was conducted many years ago, and it only has a small sample size and so it is difficult to generalise the results to the target population.

However, due to there being a lack of research in a similar environment, the majority of studies supporting the conclusions found in this study were conducted within a lab and generally with parents rather than teachers (Kim & Hannafin, 2010).

Brittle (2020) supports the notion that the role of the TA has increased with demands and expectations greater. The contemporary nature of this article highlights its current significance.

Literature Review Support document

You might want to use this document to make notes on your literature as you are reading. This should help you plan the writing for your literature review.

Authors	Citation	Summary	Critical Engagement

Theme			

Evaluation and Recommendations Support Document

Evaluation - when writing this section of your assignment, you need to:

Evaluate your evidence (Was the assessment / lesson / policy successful?)

Support your assertions with evidence (How do you know that it was successful and where is the evidence to support this?)

Refer to your literature – do your findings concur with or oppose the literature reviewed? Do not introduce new literature in this section.

You might want to use this document to organise your thoughts after you have collected your evidence. This document is for your use, you do not need to submit it.

Findings What did you find out?	**Evidence** Where is the evidence to support this?	**Link to literature** Which piece(s) of literature concur with or oppose these findings?
<u>Recommendations</u> What recommendations would you make?	**<u>Evidence</u>** Which piece of evidence supports this?	**<u>Links to Literature</u>** Which piece(s) of literature supports this recommendation?

Assignment 1 – Level 7 (3,000 words)

Evaluate a series of lessons (Planning Sheet)

Assignment Title:	
Introduction A very brief description of the school and your focus for the assignment alongside the context of the class (age, ability, target grades, topic you are teaching, current use of your chosen criterion within this class) What activity/strategy will you implement? (Include an example in your appendix) What evidence will you collect? (lesson observations, pupil work, your own evaluations, pupil voice/survey). How will you measure the impact of the activity on student learning over the lesson? (What assessment practice will you use to measure this progress?) **Do not spend time discussing the assessment practice, just explain how you will measure the progress. Remember that you need a starting point to be able to compare the effectiveness of the activity.**	

Literature Review What does the literature say about your theme within your chosen subject? If there is no literature directly related to your subject, this is fine, but make sure you critique this in your literature review. You MUST begin your research by looking at any relevant documents and guidance from the EEF. Research the topic. You will need academic books, journals, government documents (e.g. Ofsted reports) and internet research. Use the literature to formulate a set of questions. What do the authors say? Which authors concur with each other and have similar views? e.g. *Smith (2017) agrees with the findings of Jones (2011) relating to assessment because……. However, this contradicts with the findings of Brown (2013) because……* What themes are coming out of your literature – you will need to think about how your evidence will link to these themes? DO NOT INCLUDE YOUR OPINIONS OR FINDINGS FROM YOUR RESEARCH HERE. **Do not forget: Demonstrate a level of critical engagement. You can do this by justifying the inclusion of older texts or parallel examples from other countries.**	

Evaluation What went well and why? Did it go well for all or just some pupils? Why was that? How did it impact on student learning and what evidence do you have to prove this? What didn't go well and why? How did it impact on student learning and what evidence do you have to prove this? Ensure that you link your evidence and findings back to the literature review – think about the themes that your literature review presented.	
Recommendations for Improvement A few recommendations fully justified (quality rather than quantity is important here) that come directly from your findings. There should be no surprises for your reader here. Why would the activity/strategy be better if you made these changes? More importantly, how could your improvements impact on student learning? *I decided to make this improvement* (see example in appendix*) because it is supported by what Smith (2017) says on (*from literature review*)*	
References /Bibliography Harvard referencing must be used here. Ensure that you include references to recent and relevant journal articles associated with your chosen criterion. References must be listed alphabetically.	

Appendices Appendices should be numbered and contain no school names or pupil names. They must include; Example of activity/strategy used within the lesson Lesson plan – how does this fit into the scheme of work/sequence of lessons? Class work Evidence of pupil progress (Mark sheets, pupils' learning showing progress from one lesson to the next, observations) Pupil voice/survey Mentor observations Your own evaluations	

Assessment Criteria: Assignment 1 (Level 7) – EDUC77827: Teaching a Knowledge Rich Curriculum

	Below Pass	Pass	For Reference Purposes Onl Exceptional Responses will demonstrate the following:
Introduction / Professional Context The start of the assignment which: -provides a brief description of the lessons -specifies the context in which they were used -provides some overview of the students with which the lessons were used -gives some indication as to why the criterion has been selected i.e., why is it of relevance	Poor / inadequate understanding of the task demonstrated by a lack of focus in the introduction The context for the learning is unclear The introduction does not demonstrate a clear link to the professional practice by identifying why the chosen area is of relevance to this context	Clear explanation provided for the focus of the lessons which reference key sources to support the reasoning Purposeful evaluation of the contextual factors that underpinned the lessons Demonstrates a clear understanding as to why these aspects are of professional relevance	Clear and succinct explanation provided for the focus of the les which reference key sources to support the reasoning Astute evaluation of the context factors that underpinned the les Demonstrates a sophisticated le of understanding as to why thes aspects are of professional relev
Literature: This part of the assignment: -provides a literature review for the criterion identified -provides brief summaries of the main arguments within the criterion -includes reading from a range of areas; books, journals and governmental policy documents	Review of the literature is poorly structured with a lack of clarity Texts are only summarised and described An inadequate range of texts has been utilised. Referencing is poor.	There is a detailed review of the key concepts and empirical literature in the selected area. The review has a clear structure, and a thread of discussion can be followed throughout. Key issues are critically analysed and supported by drawing on relevant academic journal articles The review of literature is supported by a good range of references Sources are referenced correctly in the Harvard style	There is an extensive and well -structured critical review of hig relevant conceptual and empiric literature Key issues are thoroughly analy and supported by drawing on re relevant academic journals (witl the last 3 yrs) A wide range of sources, includi current research are referenced comparatively analysed

			Sources are referenced correctly the Harvard style
Evaluation: The **main part** of the assignment which: -evaluates the lessons against the chosen criterion -includes evidence from the lessons which links to the points under review -demonstrates links between the evidence collected and the reading that has been carried out	Findings are poorly presented and organised There is a lack of comparison between the findings and the focus areas specified There are little / no / superficial links made between the findings and the literature review undertaken	Findings are well presented and organised to demonstrate accurate interpretation of the lesson focus and the area under review Findings are reflected upon, compared and analysed, making clear links between the findings and current research / policy / reviewed literature A depth of understanding is shown between the evidence collected and the literature under review which is demonstrated through appropriate interpretation / critique	Findings are focused and show concise links between the lesso focus and the area under revie Findings are critically reflected u compared and analysed demonstrating a depth of understanding that may lead to insights on aspects of practice. Thorough understanding is consistently demonstrated, bala with evidence and literature, showing a depth of critical consideration of the areas unde review
Recommendations: The conclusion of this assignment which: -provides some recommendations as to how student learning could be further improved	Conclusions and recommendations do not show a clear link to the evidence collected or are not present	Conclusions are purposefully linked to the area under review and relate to the evidence presented. Appropriate recommendations for future practice are made which are thoroughly supported by the relevant evidence and literature	Conclusions are concisely prese and expertly linked to the area under review, these are support by the evidence collected. Insightful recommendations for future practice are produced wh are thoroughly supported by academic literature and practice-based evidence.

Clarity of reasoning & written style: The overall academic standard of writing present in the assignment is reviewed	Poor standard of academic writing, which includes a poor standard of grammar and punctuation Weak overall structure of the body of work Limited evidence of reading demonstrated by a lack of connections made between the literature, the professional context and the conclusions of the writing.	Good standard of academic presentation which includes consistent and good use of grammar and punctuation. Clearly structured to communicate a coherent account Clear links are made between the literature and the evidence collected throughout.	High standard of academic presentation, including high leve grammar and punctuation. Presents an excellent structure that logical and coherent argum are concisely communicated Demonstrates a high level of cri thinking in relation to implicatio for practice throughout

Assignment 2 (Level 7)

Small-scale Research Project Brief
5000 words

You are required to investigate a current general issue of importance by producing a small-scale research project.

There are two options:

Either:

Select a topic with a focus from the list below:

An aspect of inclusion: SEN/D (special educational needs and disability), EAL (English as an additional language), adaptive planning, gender difference etc.

Supporting underperforming groups of pupils

Challenging high achieving pupils

Behaviour Management

Pedagogy

Or:

You may select an issue not covered on the list if it is a government or school priority and is preapproved in writing by your Course Leader.

As assignment 1 was an evaluation of an assessment material, please do not pick assessment as a topic.

The choice of issue and the precise question is up to you. There is no set list of titles, but it is normally the case that you would start with a question and evaluate how well a school has responded to or is responding to a particular issue. You will be expected to demonstrate an understanding of the current literature (both research and policy) that is related to the educational issue that you have chosen.

You should look to conduct some **small-scale** primary research and present evidence from this in support of your discussions. This might be examples of students' work, the results of a small number of qualitative interviews with staff, students or key people or school documentation.

Assignment 2 – Level 7 (5,000 words)

Small-scale research project (Planning Sheet)

Assignment Title:	
Introduction A very brief description of the school and your focus for the assignment, the context of the issue that this is being researched and the current use of your chosen research topic in your school and nationally. What is the key issue under review? Why do you want to find out the answer to the question?	

Literature Review What does the literature say about your theme? You MUST begin your research by looking at any relevant documents and guidance from the EEF. Research the topic. You will need academic books, journals, government documents (e.g. Ofsted reports) and internet research. Use the literature to formulate a set of questions. What do the authors say? Which authors concur with each other and have similar views? e.g. *Smith (2017) agrees with the findings of Jones (2011) relating to assessment because…….* *However, this contradicts with the findings of Brown (2013) because……* What themes are coming out of your literature (you will need to think about how your evidence will link to these themes)? YOU MUST NOT INCLUDE YOUR OWN OPINIONS OR FINDINGS HERE. **Do not forget to demonstrate a level of critical engagement. You can do this by justifying the inclusion of older texts or parallel examples from other countries.**	

<u>Research Methods</u> What evidence will you collect? Which pupils will you use and why? Selection criteria. Link this to research methods literature (Punch, Kara etc…) Discuss the limitations of your data collection. Highlight why you want to use this particular method for collecting your data/evidence (the pros)	
<u>Evaluation</u> What have you found? How does this link to the literature? You may want to separate your findings into sections, using sub-headings to help. You may also want to use data/graphs etc… Ensure that you link your evidence and findings back to the literature review – think about the themes that your literature review presented. You could use these themes as sub-headings.	
<u>Recommendations for Improvement</u> A few recommendations fully justified (quality rather than quantity is important here) that come directly from your findings. There should be no surprises for your reader here. Why would the school be better if you made these changes? More importantly, how could your improvements impact on student learning and progress? *I recommend that the school makes the following improvements ( ) because* *it is supported by what Smith (2017) says on (*from literature review*)*	

References /Bibliography Harvard referencing must be used here. Ensure that you include references to recent and relevant journal articles associated with your chosen topic. References must be listed alphabetically.	
Appendices Appendices should be numbered and contain no school names, pupil names, etc.	

Assessment Criteria – Assignment 2 (Level 7) EDUC77826: Educational and Professional

	Below Pass	**Pass**	**For Reference Purposes Only. Exceptional Responses will demonstrate the following:**
Introduction / Professional Context The start of the assignment which: -provides a brief description of the issue that is under review -specifies the context in which the issue presents itself.	The issue under review is unclear Why the chosen issue is of educational significance for this learning context is unclear There is no link made between the issue under review and the learning context	Clear explanation for the issue under review, which references key sources to support the reasoning Purposeful evaluation of the contextual factors that make this issue of educational significance Demonstrates a clear understanding as to why these educational issues are of significance to this learning context	Clear and succinct explanation provided for issue under review, which references key sources to support the reasoning Astute evaluation of the contextual factors that make this issue of educational significance Demonstrates a sophisticated level of understanding as to why these aspects are of professional relevance
Literature: This part of the assignment: -provides a review of the key issues in the current literature on this educational matter -provides brief summaries of the main arguments -includes reading from a range of areas; books, journals and governmental policy documents	Review of the literature is poorly structured with a lack of clarity throughout Texts are only summarised and described An inadequate range of texts has been utilised. Referencing is poor.	There is a detailed review of the key concepts and empirical literature in the selected area. The review has a clear structure and a thread of discussion can be followed throughout. Key issues are critically analysed and supported by drawing on relevant academic journal articles The review of literature is supported by a good range of references Sources are referenced correctly in the Harvard style	There is an extensive and well -structured critical review of highly relevant conceptual and empirical literature Key issues are thoroughly analysed and supported by drawing on recent relevant academic journals (within the last 3 yrs) A wide range of sources, including current research are referenced and comparatively analysed Sources are referenced correctly in the Harvard style

Research Methods and Evaluation: The **main part** of the assignment which: -explains how this piece of research has been designed with some reference to appropriate research methodology -Identifies what the research has found -Discusses and evaluates the findings with references and links to appropriate literature	Research approach and design lacks a clear justification There is little awareness demonstrated of the limitations of the chosen methodology Findings are poorly presented and organised There is a lack of comparison between the findings and the educational issue specified There are little / no / superficial links made between the educational issue and the literature review undertaken	Research design is clearly identified with appropriate reference to research methods literature Awareness of the selected methods' limitations is demonstrated Findings are well presented and organised to demonstrate accurate interpretation of the educational issue and the research findings Findings are reflected upon, compared and analysed in light of current research / policy / reviewed literature A depth of understanding is shown between the evidence collected and the literature under review which is demonstrated through appropriate interpretation / critique	An appropriate research design is adopted and justified thorough reference to research methods literature Methodological limitations are discussed at a high level Findings are focused and show concise links between the l educational issue and the research Findings are critically reflected upon, compared and analysed demonstrating a depth of understanding that may lead to new insights on aspects of practice. Thorough understanding is consistently demonstrated, balanced with evidence and literature, showing a depth of critical consideration of the areas under review
Recommendations: The conclusion of this assignment which: -provides some recommendations as to how this work will impact on future practice -comments on the views put forward in the literature and how the work undertaken will influence current practice	Conclusions and recommendations do not show a clear link to the evidence collected or are not present	Conclusions are purposefully linked to the research area and relate to the evidence presented. Appropriate recommendations for future practice are made which are thoroughly supported by the relevant evidence and literature	Conclusions are concisely presented and expertly linked to the research area, these are supported by the evidence collected. Insightful recommendations for future practice are produced which are thoroughly supported by academic literature and practice-based evidence.
Clarity of reasoning & written style: The overall academic standard of writing	Poor standard of academic writing, which includes a poor standard of grammar and punctuation Weak overall structure of the body of	Good standard of academic presentation which includes consistent and good use of grammar and punctuation. Clearly structured to communicate a	High standard of academic presentation, including high level of grammar and punctuation. Presents an excellent structure so that

present in the assignment is reviewed	work Limited evidence of reading demonstrated by a lack of connections made between the literature,	coherent account	logical and coherent arguments are concisely communicated
	the professional context and the conclusions of the writing.	Clear links are made between the literature and the evidence collected throughout.	Demonstrates a high level of critical thinking in relation to implications for practice throughout

What is referencing?

Referencing is a system used in the academic community to indicate where ideas, theories, quotes, facts and any other evidence and information used to undertake an assignment, can be found.

Why do I need to reference my work?

To avoid plagiarism, a form of academic theft.
Referencing your work correctly ensures that you give appropriate credit to the sources and authors that you have used to complete your assignment.
Referencing the sources that you have used for your assignment demonstrates that you have undertaken wide-ranging research in order to create your work.
Referencing your work enables the reader to consult for themselves the same materials that you used.

What do I need to reference?

All the information that you have used in your assignment will need to be acknowledged. It is essential to make a note of all the details of the sources that you use for your assignment as you go along. Harvard examples in this guide are based on guidance in:
Pears, R. & Shields, G. (2016) Cite them right: the essential referencing guide. 10th edn. London: Palgrave.

The basics

Harvard is known as the Author & Date system:
Citations in the text of your assignment should be made following the in-text guidelines given in the examples on the following pages.
A complete list of all the citations used in your text will need to be provided at the end of your assignment. This is called your reference list or bibliography and needs to be presented in alphabetical author/originator order.

Italics Punctuation

Only the title of the source of information is italicised,
Harvard has no one true style of punctuation so the generally accepted rule is to be consistent with your style of punctuation throughout the whole of your assignment.

How to reference sources

Examples of how to reference commonly used materials are included below. If you need more guidance, please ask the Academic Skills Tutors/Librarians for help (academicskills@staffs.ac.uk).

Type of Resource	Format	Bibliography Example	In text example
Book (1 author)	Family/Surname, Initials. (Publication year in brackets) Book title in italics. Edition – only include if not the first. Place of publication: Publisher.	Hatfield, A. (2014) The complete recovery room book. 5th edn. Oxford: Oxford University Press.	Hatfield (2014) argues that…' 'quotation' (Hatfield, 2014, p. 23)
Book (2 or 3 authors)	Family/Surname, Initials. and Family/Surname, Initials. (Publication year in brackets) Book title in italics. Edition – only include if not the first. Place of publication: Publisher.	Allman, K. and Wilson, I. (2011)Oxfordhandbook of anaesthesia. 3rd edn. Oxford: Oxford University Press.	Allman and Wilson (2011) argue that… 'quotation' (Allman and Wilson, 2011, p. 74)
Book (4 or more authors)	Family/Surname, Initials et al. (Publication year in brackets) Book title in italics. Edition – only include if not the first. Place of publication: Publisher.	Conway, N. et al. (2013) Operating department practice – clinical pocket reference. 2nd edn. Oxford: Pennant Health Publishing.	As suggested by Conway et al. (2013) 'quotation' (Conway et al, 2013, p. 72)
Book (Editor/s)	Family/Surname, Initials. (ed.) or(eds.) – in brackets for editor/s (Publication year in brackets) Book title in italics. Place of publication: Publisher.	Abbott, H. and Booth, H. (eds.) (2014) Foundation for operating department practice: essential theory for practice. Maidenhead: Open University Press.	It has been argued that... (Abbott and Booth, 2014) 'quotation' (Abbott and Booth, 2014, p.7)
Book Chapter of an edited book	Family/Surname, Initials. (Publication year in brackets) 'Title of chapter in single quotation marks', in Family/Surname, Initials. (ed.) Title of the book in italics. Place of publication: Publisher, pp.XX-XX.	Joyce, P. (2014) 'Reflections for Operating Department Practitioners' in Abbott, H. and Booth, H. (eds.) Foundation for operating department practice: essential theory for practice. Maidenhead: Open University Press, pp. 129-145.	It has been suggested that... (Joyce, 2014) 'quotation' (Joyce, 2014, p.137)
E-book	Family/Surname, Initials.	Smith, B., Rawling, P. and Wicker, P.	Analysis has shown that...

(If we have the printed copy reference as a book)	(Publication year in brackets) Title in italics. Available at: website URL (date downloaded in brackets).	(2007) Core topics in operating department practice: anaesthesia and critical care. Available at: https://ebookcentral.proquest.com/lib/staffordshire/detail.action?docID=288619 (Downloaded: 24th February 2017)	(Smith, Rawling and Wicker, 2007) 'quotation' (Smith, Rawling and Wicker, 2007, p.216)
Journal Article (Printed)	Family/Surname, Initials. (Year of publication in brackets) 'Title of article in single quotation marks', Title of Journal – capitalisation on every word, except linking words such as and, Issue Information (number or season in round brackets), pp. page numbers.	Wicker, P. (2010) 'Shifting operating department practice to a graduate workforce', Journal of Perioperative Practice, 20(7), pp. 230-233.	Analysis has shown that... (Wicker, 2010) 'quotation' (Wicker, 2010, p. 231)
Journal Article (Online)	Family/Surname, Initials. (Year of publication in brackets) 'Title of article in single quotation marks', Title of Journal in Italics - capitalisation on every word, except linking words such as and, Issue Information (number or season in round brackets), pp. pages. Available at URL (Accessed: date) OR doi	Wright, K. (2013) 'How do nurses solve drug calculation problems?', Nurse education today, 33(5), pp. 450-457. Available at: http://www.sciencedirect.com/science/article/pii/S0260691712001141 (Accessed: 20th April 2017) Wright, K. (2013) 'How do nurses solve drug calculation problems?', Nurse education today, 33(5), pp. 450-457. doi: http://doi.org/10.1016/j.nedt.2012.04.009	Analysis has shown that... (Wright, 2013) 'quotation' (Wright, 2013, p. 452)
Newspaper	Family/Surname, Initials. (Year of publication in brackets) 'Title in single quotation marks', Title of newspaper in italics- capitalise first	Gibbons, K. (2016) 'Nurse helpers will be able to give out drugs', The Times, 1 November, p. 1.	New nursing associate roles will be created across England. (Gibbons, 2016)

	letter of each word in title except for linking words such as and (edition if required in round brackets), day month, p.x.		'quotation' (Gibbons, 2016, p. 2)
Website	Family/Surname, Initials. - or organisation name (Year of publication in brackets) Title of webpage in italics. Available at: URL (Accessed: date of access in brackets).	Department of Health (2017) Recovering the cost of NHS treatments given to overseas visitors. Available at: https://www.gov.uk/government/news/recovering-the-cost-of-nhs-treatments-given-to-overseas-visitors (Accessed: 24th February 2017).	After Identifying treatments given to overseas visitors… (Department of Health, 2017)… 'quotation' (Department of Health, 2017, p. 4)
Television Programs (viewed online)	Short title of the act and year in italics. Country/jurisdiction (only if referencing more than one country's legislation) Available at: URL (Accessed: date)	Mental Health Act 1983, Available at: http://www.legislation.gov.uk/ukpga/1983/20/contents (Accessed: 23rd February 2017)	In part two of legislation on mental health (Mental Health Act, 1983) 'quotation' (Mental Health Act, 1983, p. 12)
UK Statutes (Acts of Parliament POST 1963)	Short title of the act and year in italics. Country/jurisdiction (only if referencing more than one country's legislation) Available at: URL (Accessed: date)	Mental Health Act 1983, Available at: http://www.legislation.gov.uk/ukpga/1983/20/contents (Accessed: 23rd February 2017)	In part two of legislation on mental health (Mental Health Act, 1983) 'quotation' (Mental Health Act, 1983, p. 12)
Films (VHS, DVD and Bluray)	Title of film in italics (Year of distribution in round brackets) Directed by name [DVD/Blu-ray] Place of distribution: distribution company	Student Paramedics (2001) Directed by James Lin [DVD]. London: Mindon Gate Films	Documentaries have been used to undermine the NHS (Student Paramedics, 2001)

Section B: Evidence Portfolios
Supporting Guidance for School-Based Mentors and Student Teachers

What is an Evidence Portfolio?

An Evidence Portfolio is a collection of evidence that you have gathered from your placement school, which demonstrates the ways in which you have met each of the CCF Themes and/or Teachers' Standards. The Evidence Portfolios aim to provide an indication of the **impact** of your teaching on the **learning and progress** of the pupils that you teach **over time**. It is important that you use your Evidence Portfolio as a tool **throughout** the cycle, rather than completing it at the end. In this way you will become used to the plan, teach, assess cycle that underpins your teaching.

You will present this evidence in the form a folder, organising your evidence coherently and including brief annotations relating to each piece of evidence. You will then present this folder to your placement mentor, explaining each piece of evidence. You will be assessed on both the quality and range of evidence presented as well as your verbal contribution using the grading criteria (appendix 1).

Over the course of the PGCE year, you will produce three Evidence Portfolios. We strongly recommend that you discuss the requirements for your Evidence Portfolios with your class teacher and / or school-based mentor so that they can support you in providing access to relevant materials and documentation. We suggest that you use a mentor meeting to do this. Your mentor should also support you by helping you to choose appropriate evidence, which demonstrates the best of your teaching and development.

During the presentation you will need to demonstrate / evidence that you can:

discuss what learning is taking place, with links made to the National Curriculum, schemes of work and existing planning
develop an understanding of pupils' prior knowledge (through formative assessment practices) in order to build on previous knowledge and pitch the content at an appropriate level
use data confidently to ensure pupil progress is evident
plan and teach a sequence of lessons
use a range of pedagogical practices to engage and inspire learners
use a variety of behaviour management techniques, where appropriate

identify and adapt the teaching to meet the needs of a variety of groups of pupils (e.g. lower, middle, higher abilities, PP, SEN/D, EAL)

use a variety of (formative and summative) assessment processes effectively to adapt teaching and to provide quality feedback to ensure expected or good progress

make good use of other adults to support learning

talk confidently about pupil progress over time and plan next steps of learning

Evidence Portfolios should support STs and their SBMs in identifying:

how the ST's developing skills have enabled them to impact on pupil progress.

How strong their developing teaching is, the quality of their teaching overall and whether they can also support accurate learner-focused target setting.

The Importance of the Impact on Pupil Progress Over Time

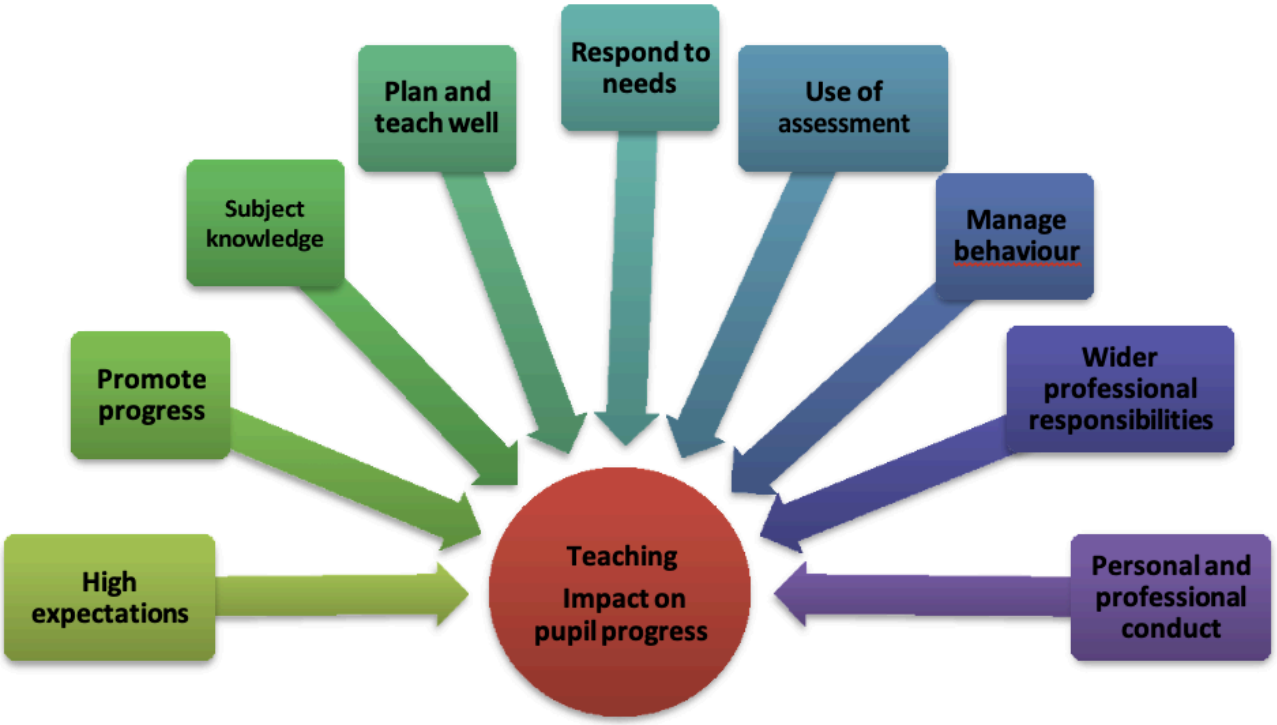
the overall quality of the ST's teaching should be judged by the **impact** they have on **pupil progress and learning over time**

The impact on pupils' learning and progress is dependent upon the skills and knowledge STs demonstrate as they teach

a lack of skill in any area can result in limited progress for pupils. For example, a ST who is unable to adapt learning well is unlikely to be able to set appropriate expectations for all pupils

the identification of the difference the ST's teaching makes to pupils' learning, should drive the targets set for the ST

part 2 of the Teachers' Standards (professionalism) is also a vital aspect of being a teacher. Whilst, the ST does not need to collect evidence for this area, performance relating to part 2 will, clearly, underpin the quality of teaching overall.



STs need to become adept at identifying and analysing evidence of progress for the pupils that they teach and hence, the impact of their teaching overall. STs and SBMs should use this as the basis for identifying their strengths and areas for development (target setting form)

How well STs have achieved targets set will be evidenced through pupils' progress and learning over time using a varied range of appropriate evidence. This will be presented in the **form of Evidence Portfolios.**



How Evidence Portfolios fit into the PGCE Training Programme

Over the course of the PGCE year you will produce three Evidence Portfolios and these will need to be presented to the SBM and assessed. We suggest that you allow about an hour for this presentation and timetable a time for this well in advance.

Evidence Portfolio	Date	University or School-Based
EP1 Placement One	w/c 27th November 2023	You will present your Evidence Portfolio to your school-based mentor. Please arrange a mutually convenient time to meet well in advance. Portfolios will be graded using the grading sheet and feedback given. **Formative Assessment**
EP2 Placement One	w/c 22nd January 2024	You will present your Evidence Portfolio to your school-based mentor. Please arrange a mutually convenient time to meet well in advance. Portfolios will be graded using the grading sheet and feedback given. This Evidence Portfolio will be moderated by placement mentors and university lecturing staff at moderating events w/c 29th January 2024. **Summative Assessment**
EP3 Placement Two	w/c 20th May 2024	You will present your Evidence Portfolio to your school-based mentor. Please arrange a mutually convenient time to meet well in advance. Portfolios will be graded using the grading sheet and feedback given. This Evidence Portfolio will be moderated by placement mentors and university lecturing staff at moderating events w/c 3rd June 2024. **Summative Assessment**

Placement 1 - Evidence Portfolios 1 and 2

The two bundles allow you to demonstrate that you can begin to evidence the CCF Themes, developing an understanding of how they interlink with progress over time - the most significant factor in both your journey and that of your students.

Evidence Portfolio 1 -High Ability Learners Focus

This Evidence Portfolio will be formally assessed by your school-based mentor.

For this Evidence Bundle, you present evidence pertaining to the ways in which you have ensured High Ability (HA) learners are challenged. You need to consider all of the CCF themes and demonstrate how students made progress over time. While you will need to cover all the CCF themes, your main focus will need to be on Assessment and Pedagogy.

The focus should be on the **high** ability group for **either** English or mathematics over a sequence / sequences of lessons.

Evidence should be collected for each child in the group over the course of the cycle (N.B. the children in the high ability group are likely to change over time and this is fine).

STs must show their developing understanding of pupil data, assessment, tracking and hence, how they have facilitated pupil progress over time by presenting a portfolio of evidence to their SBM (they will not need to generate all the assessment data themselves at this stage but should be able to show an understanding of how it impacts on ensuring progress).

STs must ensure that an Evidence Portfolio cover sheet (Appendix 2) and a Pupil Tracker (Appendix 3) is completed and included at the front of each portfolio.

STs will be required to communicate the grade awarded to the university by uploading the completed grading criteria to the relevant Teams folder by the deadline given.

In order to pass this Evidence Portfolio, you must:

- Ensure that all CCF themes are covered: Behaviour Management (S1, S7); Pedagogy (S2, S4, S5); Curriculum (S3); Assessment (S6); Professional Behaviours (S8)
- Include annotations explaining how the evidence links to the CCF Themes
- Discuss student progress
- Refer to relevant literature
- Discuss the learning journey of the students
- Discuss the development journey of you as a trainee teacher, including how your subject knowledge has developed
- Include targets for future practice (next steps)
- Explain how your evidence Links to Staffordshire University's Four Cs



Following your assessment, you must upload the following to BlackBoard:

Grading Sheet (appendix 1)

Evidence Portfolio 2 - Foundation Subject Focus

This Evidence Portfolio will be formally assessed by your school-based mentor and moderated by other school-based mentors and university lecturers. **This portfolio forms part of your overall placement assessment.**

The focus should be on the **whole class** of pupils for a **non-core subject** (not English, mathematics, phonics or science) this may be cross-curricular e.g. topic.

STs should identify **one** pupil from each group of pupils that they are planning to adapt learning for (they may present evidence to represent each group rather than each child if appropriate) (N.B. the children in each group are likely to change over time and this is fine).

STs show their developing understanding of pupil data, assessment, tracking and hence, pupil progress over time by presenting a portfolio of evidence to their SBM (they may not be generating all the assessment data themselves at this stage in the course but should be able to show an understanding of how it impacts on ensuring progress).

STs must ensure that an Evidence Portfolio cover sheet (Appendix 2) and a Pupil Tracker (Appendix 3) is completed and included at the front of each portfolio.

For this Evidence Portfolio, SBMs will be required to attend Evidence Portfolio Moderation during the week shown and be prepared to present the Evidence Portfolio.

ST's will be required to communicate the grade awarded to the university by uploading the completed grading criteria to the blackboard folder by the deadline given.

In order to pass this Evidence Portfolio, you must:

- Ensure that all CCF themes are covered: Behaviour Management (S1, S7); Pedagogy (S2, S4, S5); Curriculum (S3); Assessment (S6); Professional Behaviours (S8)
- Include annotations explaining how the evidence links to the CCF Themes
- Discuss student progress
- Refer to relevant literature
- Discuss the learning journey of the students
- Discuss the development journey of you as a trainee teacher, including how your subject knowledge has developed
- Include targets for future practice (next steps)
- Explain how your evidence Links to Staffordshire University's Four Cs

Following your assessment, you must upload the following to BlackBoard:

Grading Sheet (appendix 1)

Placement 2 - Evidence Portfolio 3

Whole class & Core Subject Focus

You should only include evidence obtained during Placement 2 for this Evidence Bundle.

This evidence bundle will be formally assessed by your school-based mentor and moderated by other school-based mentors and university lecturers. **This portfolio forms part of your overall placement assessment.**

The focus should be on the **whole class** of pupils for a **core subject** (English, mathematics, phonics or science).

STs should identify **one** pupil from each group of pupils that they are planning to adapt learning for (they may present evidence to represent each group rather than each child if appropriate) (N.B. the children in each group are likely to change over time and this is fine).

STs show their developing understanding of pupil data, assessment, tracking and hence, pupil progress over time by presenting a portfolio of evidence to their SBM (they may not be generating all the assessment data themselves at this stage in the course but should be able to show an understanding of how it impacts on ensuring progress)..

STs must ensure that an Evidence Portfolio cover sheet (Appendix 2) and a Pupil Tracker (Appendix 3) is completed and included at the front of each portfolio.

For this Evidence Portfolio, SBMs will be required to attend Evidence Portfolio Moderation during the week shown and be prepared to present the Evidence Portfolio.

ST's will be required to communicate the grade awarded to the university by uploading the completed grading criteria to BlackBoard by the deadline given.

In order to pass this Evidence Portfolio, you must:

- Ensure that all CCF themes are covered: Behaviour Management (S1, S7); Pedagogy (S2, S4, S5); Curriculum (S3); Assessment (S6); Professional Behaviours (S8)
- Include annotations explaining how the evidence links to the CCF Themes
- Discuss student progress
- Refer to relevant literature
- Discuss the learning journey of the students
- Discuss the development journey of you as a trainee teacher, including how your subject knowledge has developed
- Include targets for future practice (next steps)
- Explain how your evidence Links to Staffordshire University's Four Cs

Following your assessment, you must upload the following to BlackBoard:

Grading Sheet (appendix 1)

Developing Evidence Portfolios:

Overview of expectations of the Evidence Portfolio cycle



Evidence Portfolio Support:

Development and Preparation

Step by step suggestions for putting together an Evidence Portfolio cycle

Agree what is going to be taught and why through a sequence of lessons.

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, Early Years and primary;
- using formative assessment through planned questioning.

Set out success criteria for pupils' learning outcomes: what they will learn and how they will know they have done so.

Find out how groups and individuals work best.

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.

Make assessments and respond to pupils' needs within a lesson and over the sequence of lessons, annotating and amending plans in response to pupils' needs - this forms a crucial part of the evidence.

Identify evidence of progress made by pupils (this could be pupil work, assessment, observations).

Identify evidence of what he/she did to support progress at the front of each lesson and throughout the sequence of lessons (Lesson plan and resources, lesson observation and lesson

evaluations).

In preparation for weekly mentor meetings and target setting, you should consider the following:

Did all the pupils learn and make progress over time? (individuals, groups and whole class).
How do you know? (Evidence must show clearly how pupils achieved the lesson objectives e.g. marking; progress from starting points 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 CCF and progress against targets.

What could have gone better?

- identify specific areas for development.
- what have you learnt from this (analysis)?
- Link to the CCF

What has the ST learnt about his / her teaching? What has been learned about progress against targets?

What does this suggest about how the ST is progressing overall?

Collecting and Discussing Evidence

Below you will find some suggestions of evidence that you can incorporate into your bundle. This is not an exhaustive list; documents could include but are not limited to:

- Pupil data (anonymise with initials);
- formative assessment activity to show starting point, e.g. previous activity level – this needs to reflect skills, knowledge and understanding related to the intended learning outcomes);
- self and peer assessments undertaken by pupils;
- annotated samples of pupils' work;
- marking and feedback to highlight impact, and how this was acted on by pupils to demonstrate improvement;
- visual or electronic evidence, e.g. video clips / pictures 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 (such as parents evening comments, phone calls, letters home, school reports);
- weekly meetings documentation and interim reviews (PR form);
- lesson plans, formal observations and lesson evaluations which relate to progress;
- weekly lesson observations and targets;
- evidence of your learning journey from your Student Task Pack notes and
- evidence linked to Staffordshire University's 4Cs.



The Role of the Weekly Mentor Meeting

The weekly mentor meetings should draw on evidence from across each week. It is vital that the ST uses the evidence portfolio as a working document throughout the cycle and does not just complete it at the end. During the identified Evidence Portfolio presentation week, the ST and SBM meet, and the ST presents the Evidence Portfolio demonstrating annotated evidence of pupil assessment for discussion. It is anticipated that this will promote:

- a consistent focus on pupils' progress
- the cross-referencing of STs' 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

These interactions will also ensure that the SBM is well-informed when they complete the placement progress review reports where they will report on the ST's progress by considering the ST's everyday practice throughout the cycle and the contents and subsequent discussion of the Evidence Portfolio.

Top tips when presenting your Evidence Portfolio

Focus on quality over quantity – don't include everything.

Choose evidence wisely – pick evidence that will cover a variety of CCF themes/Teachers' Standards

Ensure you have a wide variety of evidence.

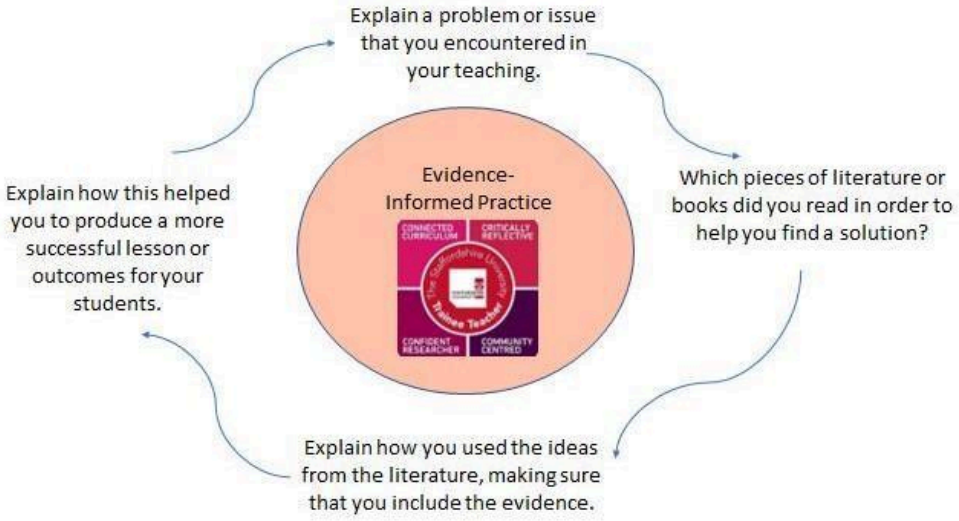
Make sure that you are familiar with all of the evidence in your portfolio to ensure that you can discuss this with understanding and confidence.

Annotate your evidence with notes detailing the rationale for the inclusion of each document

Ensure you include a detailed cover sheet and mapping document at the start of your evidence bundle.

Use the questions to help you plan your presentation.

When discussing any literature that has influenced your practice, you must link it clearly to your evidence. The following model about how you should construct your thinking and verbal explanations should help you.



Appendix 1: Grading the Evidence Portfolio

Remember, this should be assessed taking a "best fit" approach to the criteria and when making these judgements, a combination of three aspects should be considered:
An overview of their ongoing practice
the content of their evidence portfolios
the presentation of their evidence portfolios.

Grade	Criteria to Support Judgement of Evidence Portfolio (Level 6)
High Pass	Confidently discusses and provides evidence about what learning is taking place, links to NC and SOW Confidently discusses and provides evidence about pupils' prior knowledge (through assessment practices) to build on previous knowledge Confidently uses data to ensure pupil progress is evident Confidently discusses and provides evidence about a sequence of lessons planned and taught Confidently able to discuss, evidence and identify a range of pedagogical practices to engage and inspire learners Confidently able to discuss, identify, evidence and critique a variety of behaviour management techniques Confidently able to discuss and provide evidence to show how and why teaching has been adapted to meet the needs of a variety of groups Confidently able to discuss and provide evidence on how they have used assessment processes effectively to adapt teaching and to provide quality feedback, which will ensure pupils make expected or good progress Confidently able to discuss and evidence to show how they have made good use of other adults to support learning Confidently able to discuss and evidence pupil progress over time and plan next steps of learning Confidently fulfils wider professional responsibilities Demonstrates outstanding personal and professional conduct

Good Pass	Is able to discuss and provide evidence about what learning is taking place, with links to NC, SOW / term planning. Is able to discuss and provide evidence about pupils' prior knowledge (through assessment practices) in order to build on previous knowledge Is able to use data to ensure pupil progress is evident. Is able to discuss and provide evidence about a sequence of lessons that they have planned and taught Is able to discuss, evidence and identify a range of pedagogical practices to engage and inspire learners Is able to discuss, identify, evidence and critique a variety of behaviour management techniques Is able to discuss and provide evidence to show how teaching has been adapted to meet the needs of a variety of groups of pupils Is able to discuss and provide evidence on how they have used assessment processes (formative and summative) effectively to adapt teaching and to provide quality feedback, which will ensure pupils make expected or good progress Is able to discuss and evidence how they have made good use of other adults to support learning Is able to discuss and evidence pupil progress over time and plan next steps of learning Fulfils wider professional responsibilities Demonstrates good personal and professional conduct	

Low Pass	Is able, with support, to discuss and provide evidence about what learning is taking place, with links to NC, SOW / term planning Is able, with support, to discuss and provide evidence about pupils' prior knowledge in order to build on previous knowledge Is able, with support, to use data to ensure pupil progress is evident Is able, with support, to discuss and provide evidence about a sequence of lessons that they have planned and taught Is able, with support, to discuss, evidence and identify a range of pedagogical practices to engage and inspire learners Is able, with support, to discuss, identify, evidence and critique a variety of behaviour management techniques Is able, with support, to discuss and provide evidence to show how teaching has been adapted to meet the needs of a variety pupils Is able, with prompting, to discuss and provide evidence on how they have used assessment processes (formative and summative) effectively to adapt teaching and to provide quality feedback, which will ensure pupils make expected or good progress Is able, with prompting, to discuss and evidence how they have made good use of other adults to support learning Is able, with prompting, to discuss and evidence pupil progress over time and plan next steps of learning Is beginning to fulfil wider professional responsibilities Demonstrates developing personal and professional conduct	

Below a Pass	Is unable to discuss or provide evidence about what learning is taking place, with links to NC, SOW / term planning. Is not aware of pupils' prior knowledge and how to measure this Is unable to use data to demonstrate pupil progress Is unable to discuss or provide evidence about a sequence of lessons that they have planned and taught Is unable to discuss, evidence and identify a range of pedagogical practices to engage and inspire learners Is unable to discuss, identify, evidence and critique a variety of behaviour management techniques Is unable to adapt teaching to meet the needs of a variety of groups of pupils (LAs, MAs, HAs, PP, SEND, EAL) Is not able to use, evidence or discuss assessment processes (formative and summative) effectively to adapt teaching and to provide quality feedback, which will ensure pupils make expected or good progress Is unable to discuss or evidence how they have made good use of other adults to support learning Is unable to discuss or evidence pupil progress over time and plan next steps of learning Does not fulfil wider professional responsibilities Unsatisfactory personal and professional conduct	

Appendix 2: Evidence Portfolio Cover Sheet

Examples of Suitable Evidence (please remember to annotate)		
lesson observations	pupils' work	planning
marking and feedback	photographs	targets
mentor feedback	resources	pupil data
GD forms	staff / university training notes	transcribed conversations

Reference	**Evidence**	**Reason for Inclusion**
1a	table showing formative assessment	shows baseline data for this unit of work

Appendix 3: Pupil Tracker

Student Name		Subject		Year Group	
Evidence Portfolio Cycle Number		Evidence Portfolio Focus			

Lesson number and learning outcomes	Assessment for each child / group of children for which learning will be adapted							List reference numbers for evidence mapping to each lesson