Assessing Trainee, Apprentice & Practitioner Progress

Approved on	**20th July 2026**
Approved by	**Board of Trustees**
Next Review Date	**16th July 2029**

Change Record

Date of Change:	Changed By:	Comments:
1.09.23	JPT	Significant re-draft throughout
15/07/26	JPT	Terminology changes.

Date of next review: 15/07/29

Aims and Values:

Essex and Thames SCITT is committed to providing structured programmes that are designed to give Trainee, Apprentice and PractitionerTeachers the necessary learning opportunities and support to enable them to demonstrate that they can meet the expected outcomes of the SCITT ITT Curriculum and the Standards for Qualified Teacher Status to the highest possible standard. Trainee, Apprentice and PractitionerProgress is assessed at a number of points during the training programme.

Trainees, Apprentices and Practitioners will be assessed against the following expectations:

- Understand and set high standards (includes TS 1);
- Understand how pupils learn and use this to effectively inform practice (includes TS 2);

- Have good curriculum and subject knowledge for teaching (includes TS 3);
- Plan and teach lessons effectively (includes TS 4);
- Adapt teaching to meet the needs of all pupils (includes TS 5);
- Assess learning accurately and use this to inform teaching and learning (includes TS 6);
- Understand and manage behaviour effectively (includes TS 7);
- Demonstrate appropriately professional behaviors including an ability reflect constructively (includes TS 8)

Assessment of Trainees, Apprentices and Practitioners is clearly divided into **formative** and **summative** assessment.

All Assessment

Trainees, Apprentices and Practitioners' teaching will be assessed by their impact on improving outcomes for pupils: this is embedded into all processes, including written/verbal feedback and partnership documentation.

Formative Assessment

Formative assessments, supported by the granular target setting process, will be made using criteria that are carefully mapped to the SCITT's ITT curriculum, ensuring that progress is being made against the key areas and personalised support is given to Trainees, Apprentices and Practitioners in order for them to master the components of the ITE curriculum. These assessments are ongoing based on weekly **observations of teaching** and **dialogues** held by mentors in school and a summary of this progress will be captured at each half term point in order for the SCITT to be able to make any necessary adjustments to the programme as a whole.

Summative Assessment

When considering the award of QTS, Trainees, Apprentices and Practitioners will be assessed against, and must meet, the Teachers' Standards in full (as a whole) at the **end** of the programme. A mid-year assessment against the Teachers Standards for those Trainees, Apprentices and Practitioners who are a cause for concern will enable the SCITT to formally moderate school judgements and provide carefully scaffoleded support or alert trainees that it is unlikely that they will be able to meet these standards within the scope of the training.

Part Two of the Teachers' Standards

This includes professional conduct and how Fundamental British Values can be upheld in schools and the importance of showing tolerance and respect for the rights of others. Assessment processes for this

element will support this understanding and set out clear expectations for Trainees, Apprentices and Practitioners' professional conduct. Trainees, Apprentices and Practitioners will only be judged as having met the Teachers' Standards if they have passed Part Two of the Standards at an excellent level. Part Two of the Teachers Standards will be assessed using a professional viva and observations of Trainees, Apprentices and Practitioners' conduct in the training centre, on-line and in school.

Assessment Map



Formative Assessment

Formative assessments, supported by the target setting process, scrutiny of deliberate practice and the trainee's teaching and its impact on pupil progress. Formative judgements will be made using criteria that are carefully mapped to the SCITT's curriculum, ensuring that progress is being made against the outcomes of the various curriculum strands. Adaptive teaching or personalised learning support is given to trainees in order for them to master the components of the intended impact of **the SCITT curriculum**.

These assessments are ongoing based on weekly **observations of teaching** and **dialogues** held by mentors in school and a summary of this progress will be captured at each half term point in order for the SCITT to be able to make any necessary adjustments to the provision for individual trainees and to

the programme as a whole. **During the training year trainees are not assessed against the Teachers' Standards.**

On a weekly basis whilst in school, trainees will be observed teaching and have a formal weekly review meeting with their mentor and, as appropriate, their Personal Tutor at key review points. This will feature discussions about the trainees' and pupils' well-being and will include a celebration of successes and classroom highlights. Trainees will want to evidence their progress and the impact they are having on pupil outcomes. **This evidence does not need to take the form of a file of physical evidence and may be more usefully seen as a professional learning conversation for discussion and review, the highlights of which are captured in the Trainee, Apprentice and PractitionerRecord of Progress.** Where evidence such as work in pupils' books, planning, marking or assessment examples are referred to, these will be presented in their original format, rather than expecting a Trainee, Apprentice and Practitionerto undertake onerous recording activities which do not add to their professional development as a teacher.

The following need to be considered when evaluating the trainees' mastery of the intended outcomes of the ITT curriculum and their impact on pupil outcomes (these will not all be covered in every weekly meeting):

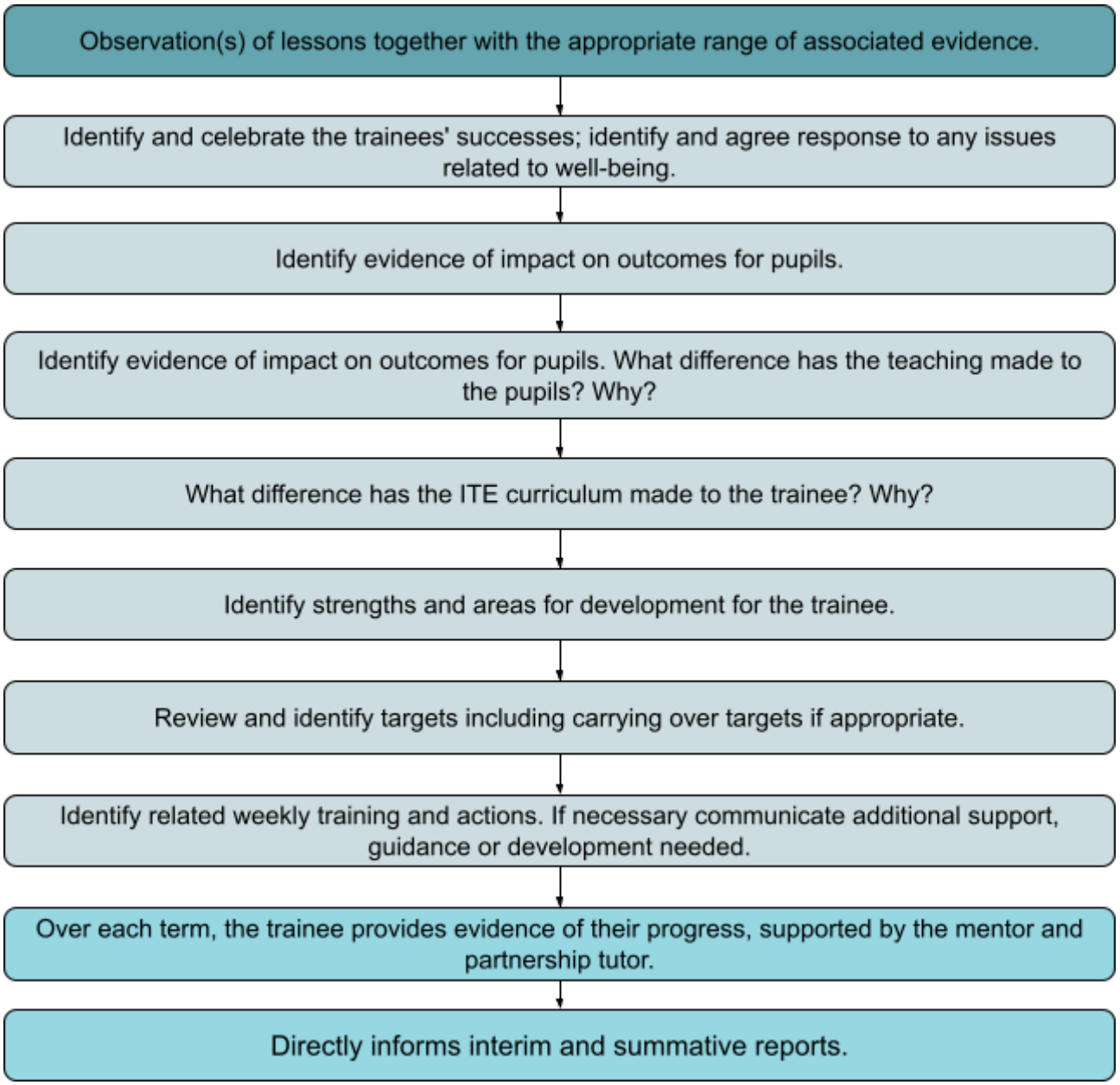
1. How the intended outcomes of the ITT curriculum (routed in the CCF) in its fullest sense (including centre-based training, academic input, directed study, self-initiated learning and school-based activities) has impacted trainees' progress and the quality of their teaching;
2. Progress trainees have made in their knowledge and understanding
3. Progress made in trainees' ability to apply what they have learnt to their practice including; observations of teaching, pupils, pupils' responses in lessons and pupils' workbooks, the quality and impact of the trainees' marking, assessment records and annotated planning
4. Trainees' ability to reflect on their own practice and plan deliberate practice, with support, in order to secure improvements
5. The contribution of trainees' teaching to improving pupil outcomes;
6. Where trainees are currently in the sequence of learning built into the ITT curriculum and where they are going next (linked to target setting);

Discussions will focus on the quality of the trainees' teaching, their assimilation and understanding of the ITT curriculum and their impact on improving outcomes for pupils.

The **target setting process is crucial** as it forms the basis of the formative assessment process which monitors trainees' progress and identifies when there is a cause for concern and a need for additional support.

The diagram below exemplifies the process of assessing and supporting trainees' progress from observation through intervention to reporting. The main features are;

- The observations of lessons, considering the full range of evidence
- The impact of trainees' teaching on outcomes for pupils and weekly meetings leading to interim and summative reports



Referrals and Deferrals

In addition to the pass/fail of the awards there are two further possibilities that may be considered; these are referrals and deferrals. Deferrals will only be considered in exceptional circumstances and will be at the recommendation of The CEO and The University.*

Referrals will be considered in the following circumstances;

1. Where the Trainee, Apprentice and Practitionerhas not achieved a pass for their teaching assessment and it is the opinion of The Recommending Board that additional practice is likely to enable the Trainee, Apprentice and Practitionerto achieve the required minimum grade.
2. Where the Trainee, Apprentice and Practitionerhas not passed the programme following being put on a support plan and it is the opinion of The Recommending Board that additional practice is likely to enable the Trainee, Apprentice and Practitionerto achieve a pass**.

*If, in agreement with The University, a Trainee, Apprentice and Practitioneris unable to complete an academic assignment by the end of the course and is granted an extension beyond the end of the academic year, but has successfully completed the professional practices then QTS will be awarded but a deferral will be considered for the award of the PGCE.

** Where this is the recommendation of The Board the circumstances and duration of the practice will be guided by the recommendations of The CEO. On completion of a successful professional practice the Trainee, Apprentice and Practitioner will then be recommended for the appropriate award to The University.

Reviewing Systems

Assessment systems are regularly reviewed at Mentor Training Sessions and Quality Assurance Committee meetings.