

7 Assessing Associate Teachers – Development Discussions

7.1 Review and Progress Meetings

These meetings will be attended by the Associate Teacher, Lead Mentor, and the Professional/Placement Mentor.

Review Meeting must be completed by the midpoint of the placement.

- The Review Meeting is an essential part of the Associate Teacher's formative assessment to consider their progress against the initial targets and to set targets for the remainder of the placement. The judgement will be based on the BCU Assessment Tracker placed at the end of the Progress Journal.
- Observation feedback: this will take the form of a discussion between the Associate Teacher, Placement mentor and Lead Mentor.
- Associate Teachers will discuss their Critical Incident and share supporting evidence.
- For weaker Associate Teachers the Review Meeting may be carried out slightly earlier than the actual date if needed, to enable the Associate Teacher maximum time to implement strategies and enhance their potential to succeed. Liaise with the Lead Mentor if this is required.
- When making a formative judgement for the **Review Meeting** consider the Associate Teacher's overall performance to date and make a 'best fit' judgement based upon performance against the BCU Assessment Tracker
- Review Associate Teacher's progress and attainment against Part 2 of the Teachers' Standards and Professional Behaviours.

Review Meeting 1 (SBT1)

Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **some** of the BCU Curriculum Themes at **Working Towards** level.

Associate Teacher **requiring improvement** is not able to demonstrate their competence in some elements of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Review Meeting 2 (SBT2)

Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each BCU Curriculum Theme at the **Working Towards** level.

Associate Teachers **requiring improvement** are demonstrating their competence in less than 75% of each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Review Meeting 3 (SBT 3)

Associate Teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each of the BCU Curriculum Themes at the **Working At** Level.

If the Associate Teacher is not able demonstrate competence in in **all** the BCU Curriculum Themes at the **Working Towards** Level and 50% in the **Working At** Level their progress is judged as requiring improvement. The Associate Teacher will become subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Progress Meetings must be completed in the final week of the practice.

- Associate Teachers will need to discuss a new Critical Incident and share supporting evidence.
- At Progress Meetings the areas of strength and development are identified using all available evidence, including the BCU Assessment Tracker and a judgement made about the Associate Teacher's level of achievement at the end of the School Based Training. **The judgement will be informed by on-going formative assessments against the BCU Assessment Tracker.**
- When making a judgement for the **Progress Meeting** consider the Associate Teacher's overall performance to date and make a 'best fit' judgement based upon progress made within the BCU Curriculum Key Themes
- **Rapid Improvement Targets** can be reviewed during the Progress Meeting.
- Review the Associate Teacher's progress and attainment against Part 2 of the Teachers' Standards.

Progress Meeting 1 (SBT 1) – Associate teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each BCU Curriculum Theme at the **Working Towards** level.

Associate Teachers **requiring improvement** are demonstrating their competence in less than 75% of each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.

Associate Teachers not demonstrating their competence in at least 50% of elements in each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback will have **failed SBT1**.

Progress Meeting 2 (SBT2) – Associate Teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in **all elements** all the BCU Curriculum Themes at the **Working Towards** level and elements in the **Working At** Level.

Associate Teachers **requiring improvement** are demonstrating their competence in **all elements of all** the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.

Associate Teachers not demonstrating their competence in 75% of each BCU Curriculum Theme at the **Working Towards** level and/or not fully engaged or responding to advice and feedback will have **failed SBT2**.

Progress Meeting 3 (SBT 3) – Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **all elements** of **all** the BCU Curriculum Themes at the **Working At** Level.

Associate Teachers demonstrating their competence at the **Working Beyond** level can be deemed to have made **very good progress** in readiness for their ECT year.

Associate Teachers not demonstrating their competence in all the BCU Curriculum Themes at **Working At** level and/or not fully engaged or responding to advice and feedback will have **failed SBT3**.

The Teachers' Standards have been mapped to the BCU ITE Assessment Tracker so Associate Teachers judged to have met all the statements within the **Working At** column will have been judged to be eligible for the award of QTS.

Evidence as part of Review/Progress Meetings

- Prior to each Review/Progress Meeting Associate Teachers will need to prepare a Critical Incident.

- These will be part of their online School Based Training Folder, and they should select a maximum of 5 pieces of evidence that demonstrate their progress against the BCU ITE Core Curriculum to date.
- They can present evidence digitally or as a hard copy.
- During the Review/Progress Meetings Associate Teachers should be supported to reflect upon their Critical Incident, focussing on their relevance regarding intention, implementation, and impact.

The Critical Incident form located in the Progress Journal as preparation for Review and Progress Meetings.

Critical Incident Focus:	
Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.	
In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention . <i>What is your intended outcome? What research have you undertaken to support your implementation? E.g. What new subject knowledge or pedagogical approaches have you had to consider?</i>	
What steps did you take to secure the implementation of these actions? <i>What have you implemented in your practice?</i>	
Identify the impact of your practice:	
Impact on Pupil Progress	Impact on your understanding of your Professional Responsibilities
Identify the evidence you will share with expert colleagues as part of your professional discussion.	

7.2 Assessing Associate Teacher's Progress: Important considerations

1. A partnership's ITE curriculum sets out the aims of a teacher programme. It also sets out the structure for those aims to be implemented, including the knowledge, skills, and behaviours to be gained at each stage. It enables the evaluation of Associate Teachers' knowledge and skills against those expectations ('Initial teacher education inspection framework and handbook', 2020, Paragraph 42).
2. The ongoing assessment of Associate Teachers should be largely formative and be used to check that Associate Teachers are gaining, applying, and refining the knowledge and skills set out in the ITE curriculum. Formative assessment is also essential to help Associate Teachers to embed knowledge and use it fluently.
3. Formative assessment of Associate Teachers will focus on subject and phase specific dimensions so will take account of how pupils can be taught to acquire expertise in each subject and phase.
4. Formative assessment will support mentors in giving subject and phase specific feedback and targets by focusing on:
 - a. the scope and richness of the knowledge that pupils can acquire in each subject and how to plan and resource lesson sequences within specialist subject(s) in their phase, and to understand how sequences fit into and serve wider goals for that subject
 - b. teaching that ensures that pupils integrate new knowledge into larger concepts or accounts and pupils remember and/or practise components of knowledge and skills
 - c. Associate Teachers developing sufficient subject knowledge to identify and evaluate content for their teaching, considering matters of scope, coherence, sequencing and rigour
 - d. teaching that promotes inclusion and supports pupils overcome barriers to learning
 - e. adapting teaching, while maintaining high expectations, identifying misconceptions and correcting these through planning teaching and feedback
 - f. assessment of what pupils have learned e.g. by looking for fluent recall or deployment to establish whether pupils have embedded a concept or procedure, as intended
 - g. behaviour management that includes setting and securing high standards of behaviour, creating an environment that allows pupils to focus on learning, and establishing classroom routines.
5. Formative assessment will be used by partnership leaders to evaluate the impact of the education and training offered to Associate Teachers by assessing whether Associate Teachers know more and remember more of the intended curriculum and apply that knowledge to their practice.

6. 'The Teachers' Standards need to be applied as appropriate to the role and context within which an Associate Teacher or teacher is practising. Providers of initial teacher training (ITT) should assess Associate Teachers [at the end of their training) against the standards in a way that is consistent with what could reasonably be expected of an Associate Teacher prior to the award of QTS.' ('Teachers' Standards', Paragraph 6) The Teachers' Standards have been mapped to the BCU ITE Assessment Tracker so Associate Teachers judged to have met all the statements within the **Working At** column will have been judged to be eligible for the award of QTS.