PGCE with QTS 2018-19

The Partnership Handbook
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Welcome

The Institute for Education at Bath Spa University would like to welcome you to the Teacher Education Partnership. We are delighted to be partners with you in training the next generation of high quality teachers.

Bath Spa University has a long and successful history in initial teacher education. Our commitment to work in partnership with schools and educational settings has been central to our success. Over the past 60 years the partnership has established an understanding that in working together we can successfully prepare teachers that are committed to the educational achievement of all children and young people.

Vision of Excellence of the Teacher Education Partnership

Our shared vision and common purpose is that we believe that excellent teachers make a difference to the lives and futures of all children and young people. We believe that children and young people are entitled to the highest quality learning experiences that will ensure good progress and optimum outcomes in their learning and well-being. This demands that those teaching them are of the highest quality.

The partnership believes that from the start of their journey to be excellent teachers, our trainees will appreciate their professional responsibilities, as well as the impact they will have on the lives of children and young people. Because of this, they become ‘Bath Spa Teachers’ (BSTs) from the start of their training. The partnership believes that from starting with the acknowledgement of the trainees as teachers, they will embrace the professional qualities and attributes that are necessary for a successful outcome. From the start of their training, BSTs will be expected to have a positive impact on the learning and progress of children and young peoples.

The partnership will provide BSTs with challenging, highly effective training and support that will impact on their progress throughout the PGCE year, into their NQT year and beyond. BSTs will train in some of the most exciting, innovative and challenging schools and learn first-hand from experienced trainers. Their commitment to inspiring, motivating, challenging and promoting high expectations in learning and behaviour for all children and young people is an essential quality and will be an on-going commitment from them throughout their training.

In partnership with you, we will ensure that the training we offer BSTs and the accurate assessment we make of their progress and attainment will guarantee that they are worthy of employment within our partnership and beyond.
Purpose, Rationale and Audience for this Document

It is the responsibility of all within the partnership to ensure that the quality and effectiveness of training provided will result in the best possible outcomes for BSTs.

This document is for all trainers and BSTs. It provides:

- An overview of the training provided.
- The roles and responsibilities of all trainers.
- The criteria for assessment.
- The processes for assessing progress and attainment.

It sets out how a BST’s progress to being an outstanding teacher will be tracked and reviewed, and how on-going achievement and final attainment will be assessed. It will guide BSTs and trainers through the processes that will ensure excellent outcomes for BSTs, and will support them in how to record and analyse evidence of their progress throughout their training. It is intended to:

- Promote a shared understanding of the expectations for trainees with particular reference to their impact on pupil progress and learning over time
- Ensure all trainers have a clear understanding of their roles and responsibilities.
- Ensure coherence of training opportunities across the partnership, and a shared language for discussing the progress and professional development of BSTs.
- Provide a clear framework for the effective tracking of BST progress and assessment against the Teachers’ Standards by all trainers.
- Secure accuracy and consistency of judgements of all BSTs.
- Support trainers and BSTs to understand the importance and process for challenging and developmental target setting, both short and longer term, and for knowing when to intervene with additional support.

Roles and Responsibilities of Trainers within the Partnership

Clarity of expectations, roles and responsibilities is essential to BSTs achieving success and ensuring all children and young people make good progress in their learning. It also supports all trainers in a shared understanding of the Partnership’s expectations in order to maintain a high quality provision. The table on the following page clarifies the roles and responsibilities of all trainers and will be discussed with all trainers to ensure they understand their role in the provision.
School Lead Trainers and Programme Leaders play a key role in the partnership commitment to design and deliver a consistent and coherent high quality training to provide the best outcomes for all Bath Spa Teachers. They coordinate the delivery and quality assurance of all aspects of training and ensure that all trainers are provided with appropriate training and resources.

They quality assure all elements of the provision including the recruitment and selection processes. They provide appropriate training for all school trainers.

The Training Mentors and Academic Trainers train, monitor, support and assess Bath Spa Teachers. The role includes the provision of a coherent high quality training programme across different training environments to support the development of excellent Bath Spa Teachers. They work together to design, develop and deliver the training programme and also collaborate to ensure that trainees follow a consistent and coherent training path with appropriate interventions to support individual needs.

They engage with the work of the Partnership in the evaluation and development of the whole provision.

### Working within the partnership, the school lead trainer will:
- Ensure that their school provides a high quality training environment and selects the most appropriate, qualified and motivated colleagues to train and mentor BSTs.
- Work with all school trainers to support BSTs in engaging with school documentation, systems and processes to support their progress.
- Co-ordinate and monitor the training, assessment and progress of BSTs and confirm all training assessments by the agreed deadline. This will include Training Focus tasks.
- Meet the BST regularly to discuss progress and wellbeing and liaise promptly with the University in the event of any concerns.
- Observe the teaching of BSTs with training mentors and quality assure (and contribute to) their verbal and written feedback.
- Regularly quality assure all processes and documentation relating to the monitoring and assessment of BSTs including their weekly progress meeting, the PLPP and associated documentation.

### Working within the partnership, Programme leader will:
- Lead on the recruitment of high quality candidates for the PGCE programme.
- Manage provision of high quality documentation and training for BSTs and partnership trainers.
- Manage quality assurance through:
  - Monitoring and assessment documentation and processes to ensure consistent grading, high quality feedback, precise target setting and high quality advice and support.
  - School experiences of BSTs to ensure an appropriate range of schools/settings.
- Ensure a smooth transition to the NQT year and where appropriate, arrange support for NQTs in their new role.

*The PL is also an academic tutor.*

### Working within the partnership, the training mentor will:
- Introduce BSTs promptly to school processes and systems to enable them to work as professionals in their training.
- Support BSTs in monitoring, assessing, recording and feeding back on pupil progress through time (quantitatively and qualitatively).
- Provide specified training inputs (including Training Focus tasks and subject knowledge (individualised as necessary), to maximise the impact of the school training on the BST’s progress.
- Support BSTs in the classroom and model good practice to develop their progress.
- Work with University trainers to provide consistent, coherent and high quality training programme.
- Consider contributing to the university programme and recruitment and selection processes.

### Working within the partnership, the Academic Trainer will:
- Design and deliver appropriate subject training (subject knowledge and pedagogies) and professional training to complement, enhance and support all aspects of practical teaching.
- Work closely with partnership colleagues to ensure the recruitment of high quality candidates for the PGCE programme.
- Work collaboratively with Training Mentors to support a consistent, coherent and high quality training programme for BSTs.
- Work to ensure a smooth transition to the NQT year and provide additional support as required.
- Moderate the training environments of different schools.

It is expected that all trainers will undergo training to support BSTs effectively. Full training is available at a range of levels and may be provided by other (trained) School Trainers or by University Trainers, or through video resources.
Programme Expectations and Outcomes

By the end of their PGCE year, all BSTs will be expected to achieve both the academic award of Post Graduate Certificate in Education (PGCE) and the recommendation for Qualified Teacher Status (QTS). Both aspects of this award are inextricably linked and training for both will impact on BSTs’ professional development and their progress towards becoming an outstanding teacher.

The Postgraduate Certificate in Education (PGCE) is validated and awarded by Bath Spa University. For the recommendation of QTS, all BSTs will be assessed against the Teachers’ Standards.

By the end of the programme the expectation is that:

• All BSTs recommended for QTS will attain at least ‘good’ (Grade 2) with the majority of BSTs being ‘outstanding’ (Grade 1).
• All BSTs will be awarded the academic award of PGCE (at Level 7).

Where a BST’s attainment is judged as Requires Improvement (RI) (minimum level required for QTS) s/he will undertake additional and targeted training and support. This additional training may continue into his/her NQT year and will be specified in his/her NQT Training Plan. S/he will require close monitoring and support during the NQT period.
Teachers’ Standards Assessment Grid

Accurate and consistent judgements of BSTs’ progress, achievement and final attainment are achieved by the common use of the Teachers’ Standards Assessment Grid by all trainers across the partnership. The grid provides a shared language to discuss and track BSTs’ progress through their training programme and into their NQT year.

The Teachers’ Standards Part One and the subheadings are set out below within a Teachers’ Standards Assessment Grid. The descriptor statements are also linked to the Ofsted criteria for assessing outcomes for trainee teachers. Part Two is printed in full but is not graded as part of the Teachers’ Standards Assessment grid as this conduct is expected from the start of the course and throughout their training period.

When assessing the progress of BSTs using the Teachers’ Standards Assessment Grid, (see below) it is important to consider the following aspects of the assessment process (taken from the Teachers’ Standards (2012) and the ITE Inspection Handbook (September 2015)):

- BSTs’ teaching should be assessed in relation to:
  - The context and content of their teaching over sequences of lessons. Judgements should not be made on individual lessons.
  - The contribution it makes to pupil progress over time.
  - The full range of evidence, (including for example, pupils’ responses in lessons and from their work books; the quality and impact of marking).

- When assessing the quality of BSTs’ teaching over time, reference should be made to the eight Teachers’ Standards. The bulleted subheadings should be used to:
  - Track progress against the Teachers’ Standards formatively
  - Identify aspects where ‘good’ BSTs are achieving ‘outstanding’ practice and ‘Requires Improvement’ BSTs are demonstrating aspects of ‘good’ practice. This will support the identification of strengths and determine areas for additional development

- The Teachers’ Standards need to be applied to the context of the school within which a BST is practising. **Assessment against the Teachers’ Standards should be consistent with what can reasonably be expected of a BST (trainee teacher) prior to the award of QTS.**

Assessments must be informed by evidenced professional judgements. Judgements need to reflect trainees’ overall competence. Weaknesses or strengths in some Teachers’ Standards are likely to have significant impact on performance in other Teachers’ Standards. For example weaknesses in behaviour management may impact on the quality of teaching overall.

The Teachers’ Standards Assessment Grid is intended to enable all school and university trainers and BSTs to:

- Discuss and track progress over time against the Teachers’ Standards
- Provide a formal recording mechanism for BSTs’ progress and the impact of their teaching on pupil progress;
- Highlight areas of strength and areas for development (using the bulleted sub sections) in order to Identify short-term and longer-term developmental targets;
- Make accurate formative and summative assessments;
- Identify strengths and areas for development in order to ensure a smooth transition from PGCE to the NQT year and Induction.
10. Teachers’ Standards, Part One: Teaching grade descriptors

Please note: Words in italics are directly from the ‘Initial teacher education inspection handbook’ (March 2015); column headings reproduce the overall outcome criterion.

1. Set high expectations which inspire, motivate and challenge pupils
   - 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.

<table>
<thead>
<tr>
<th>Standard sub-headings</th>
<th>Outstanding (1):</th>
<th>Good (2):</th>
<th>Requires improvement (3) - meeting the Standard:</th>
<th>Inadequate (4):</th>
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<tbody>
<tr>
<td>a establish a safe and stimulating environment for pupils, rooted in mutual respect</td>
<td>Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.</td>
<td>Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.</td>
<td>Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.</td>
<td>Is unable to establish a safe and stimulating environment for pupils.</td>
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| b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | • Consistently sets goals that stretch, challenge and motivate pupils.  
• use effective strategies to support the learning and progress of underperforming groups. | • Sets goals that stretch, challenge and motivate pupils.  
• use strategies to support the learning and progress of underperforming groups. | Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. |
| c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Consistently demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. | Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
2. Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

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<tr>
<th>Standard sub-headings</th>
<th>Outstanding (1):</th>
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<td></td>
<td>Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.</td>
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<th>Good (2):</th>
<th>Requires improvement (3) - meeting the Standard:</th>
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<td></td>
<td>Much of the quality of trainees’ teaching over time is good; some is outstanding.</td>
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<td>The quality of trainees’ teaching over time requires improvement as it is not yet good.</td>
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<td>Trainees need targeted advice to be good.</td>
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<th>Inadequate (4):</th>
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<td>Trainees fail to meet the minimum level of practice.</td>
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<th>a be accountable for pupils’ attainment, progress and outcomes</th>
<th>Is consistently accountable for pupils’ attainment, progress and outcomes.</th>
<th>Is accountable for pupils’ attainment, progress and outcomes.</th>
<th>Is able to take accountability for pupils’ attainment, progress and outcomes.</th>
<th>Is unable to take accountability for pupils’ attainment, progress and outcomes.</th>
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<td>b be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these</td>
<td>Has a detailed understanding of the pupils’ capabilities and their prior knowledge.</td>
<td>Has a good understanding of the pupils’ capabilities and their prior knowledge.</td>
<td>Is aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these.</td>
<td>Is unable to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and is unable to plan teaching to build on these.</td>
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<td>c guide pupils to reflect on the progress they have made and their emerging needs</td>
<td>Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.</td>
<td>Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.</td>
<td>Is able to guide pupils to reflect on the progress they have made and their emerging needs.</td>
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<td>d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</td>
<td>Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.</td>
<td>Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.</td>
<td>Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</td>
<td>Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</td>
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<td>Much of the quality of trainees' teaching over time is good; some is outstanding.</td>
<td>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</td>
<td>Trainees fail to meet the minimum level of practice.</td>
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<td></td>
<td>Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.</td>
<td>Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.</td>
<td>Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.</td>
<td>Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.</td>
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3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)
- if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)

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<th>Standard sub-headings</th>
<th>Outstanding (1):</th>
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<th>Requires improvement (3) - meeting the Standard: The quality of trainees’ teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</th>
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<td>a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</td>
<td>Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.</td>
<td>Much of the quality of trainees’ teaching over time is good; some is outstanding.</td>
<td>Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings.</td>
<td>Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils’ interest in the subject, and does not address misunderstandings.</td>
</tr>
<tr>
<td>● Consistently teach exceptionally well, demonstrating: - strong subject and curriculum knowledge; - phase expertise.</td>
<td>● teach well, demonstrating: - good subject and curriculum knowledge; - phase expertise.</td>
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<td>● Is confident to work within the current and new curriculum.</td>
<td>● Works within the current and new curriculum arrangements.</td>
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<td>● Demonstrates the ability to address misunderstandings and maintain pupils’ interest.</td>
<td>● Much of the time demonstrates the ability to address misunderstandings and maintain pupils’ interest.</td>
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<tr>
<td>b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</td>
<td>Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.</td>
<td>Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas.</td>
<td>Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.</td>
<td>Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship.</td>
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<tr>
<td>● Consistently and effectively promotes the value of scholarship.</td>
<td>● Much of the time promotes the value of scholarship.</td>
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<td>Standard sub-headings</td>
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<td><strong>c</strong> demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject</td>
<td></td>
<td></td>
<td>The quality of trainees’ teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</td>
<td>Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.</td>
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<td><strong>d</strong> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)</td>
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<td></td>
<td>• Trainee can teach early reading, systematic synthetic phonics, communication and language development ... confidently and competently so that pupils make good or better than expected progress.</td>
<td>• Trainee can teach early reading, systematic synthetic phonics, communication and language development ... with increasing confidence and competence so that pupils make at least expected progress.</td>
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<td></td>
<td>• Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.</td>
<td>• Demonstrates a good understanding of how to develop the reading, writing, communication ... skills of the pupils they teach.</td>
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<td></td>
<td></td>
<td>• Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist.</td>
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<td>Standard sub-headings</td>
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<td>Requires improvement (3) - meeting the Standard: The quality of trainees’ teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</td>
<td>Inadequate (4): Trainees fail to meet the minimum level of practice.</td>
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| e if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary) | • Trainee can teach primary mathematics … confidently and competently so that pupils make good or better than expected progress.  
• Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics. | • Trainee can teach primary mathematics … with increasing confidence and competence so that pupils make at least expected progress.  
• Demonstrates a good understanding of strategies for the teaching of early mathematics. | Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Is unable to, if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. |

* The current ‘Initial teacher education inspection handbook’ frequently replaces ‘early’ with ‘primary’. 
4. Plan and teach well structured lessons
   - impart knowledge and develop understanding through effective use of lesson time
   - promote a love of learning and children’s intellectual curiosity
   - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   - reflect systematically on the effectiveness of lessons and approaches to teaching
   - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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<tbody>
<tr>
<td>a. impart knowledge and develop understanding through effective use of lesson time</td>
<td>Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.</td>
<td>Much of the time imparts knowledge and develops understanding through using lesson time to good effect.</td>
<td>Is able to impart knowledge and develop understanding through effective use of lesson time.</td>
<td>Is unable to impart knowledge and develop understanding through effective use of lesson time.</td>
</tr>
<tr>
<td>b. promote a love of learning and children’s intellectual curiosity</td>
<td>Consistently and effectively promotes a love of learning and children’s intellectual curiosity.</td>
<td>Much of the time promotes a love of learning and children’s intellectual curiosity.</td>
<td>Is able to promote a love of learning and children’s intellectual curiosity.</td>
<td>Is unable to promote a love of learning and children’s intellectual curiosity.</td>
</tr>
<tr>
<td>c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</td>
<td>Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.</td>
<td>Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.</td>
<td>Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</td>
<td>Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</td>
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<tr>
<td>d. reflect systematically on the effectiveness of lessons and approaches to teaching</td>
<td>• Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). • Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.</td>
<td>• Is systematically able to reflect in order to improve their practice. • Is able to judge the effectiveness of their lessons and impact on all groups of pupils.</td>
<td>Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.</td>
<td>Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.</td>
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<td>e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td>Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td>Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td>Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td>Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
</tr>
</tbody>
</table>
5. Adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

<table>
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<td><em>Trainees fail to meet the minimum level of practice.</em></td>
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<td>a know when and how to</td>
<td>Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.</td>
<td>Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.</td>
<td>Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</td>
<td>Does not know when and how to differentiate appropriately.</td>
</tr>
<tr>
<td>b have a secure understanding of how a</td>
<td>understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</td>
<td>understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</td>
<td>Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.</td>
<td>Does not have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.</td>
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<td>c demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development</td>
<td>Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils’ education at different stages of development.</td>
<td>Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils’ education at different stages of development.</td>
<td>Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development.</td>
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</table>
| d have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | • Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).  
• challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.  
• Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. | • Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).  
• understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.  
• Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. | Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them. | Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them. |
6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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<td>a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</td>
<td>accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ... examinations and assessment arrangements.</td>
<td>assess pupils’ achievement in the relevant subject and curriculum areas, including statutory assessment requirements.</td>
<td>Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</td>
<td>Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</td>
</tr>
<tr>
<td>b make use of formative and summative assessment to secure pupils’ progress</td>
<td>Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.</td>
<td>Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time.</td>
<td>Is able to make use of formative and summative assessment to secure pupils' progress.</td>
<td>Is unable to make use of formative and summative assessment to secure pupils’ progress.</td>
</tr>
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| c use relevant data to monitor progress, set targets, and plan subsequent lessons | - Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.  
- Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting. | - Uses a range of relevant data including school progress data to monitor pupil progress and learning over time.  
- Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting. | Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons. | Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons. |
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| d                     | • Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.  
• Accurate and timely marking and oral feedback contributes to pupil progress and learning over time. | • Uses a range of methods to give pupils regular feedback and the opportunity to respond to it.  
• Accurate and regular marking and oral feedback contributes to pupil progress and learning over time. | Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. | Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback. |
7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.

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| a                     | In accordance with the school’s behaviour policy:  
- takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning;  
- actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;  
- can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | In accordance with the school’s behaviour policy:  
- takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment;  
- encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation;  
- is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | 
- Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. | Trainees fail to meet the minimum level of practice. |
| **b**                 | 
- Consistently sustains high expectations of behaviour.  
- Establishes and maintains or applies the school’s framework for discipline consistently and fairly, using a wide range of effective strategies. | 
- Sustains high expectations of behaviour.  
- Establishes and maintains or applies the school’s framework for discipline, using a range of strategies. | 
- Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | 

Trainees need targeted advice to be good.
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<td>c manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</td>
<td>Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs.</td>
<td>Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils’ needs.</td>
<td>Is able to manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.</td>
<td>Is unable to manage classes effectively.</td>
</tr>
<tr>
<td>d maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.</td>
<td>Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.</td>
<td>Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.</td>
<td>Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.</td>
<td>Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary.</td>
</tr>
</tbody>
</table>
8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

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<td>a make a positive contribution to the wider life and ethos of the school</td>
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<td>b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</td>
<td>Professional relationships with colleagues are consistently effective.</td>
<td>Professional relationships with colleagues are good.</td>
<td>Respects and responds to advice and specialist support.</td>
<td>Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support.</td>
</tr>
<tr>
<td>c deploy support staff effectively</td>
<td>Consistently and effectively deploys support staff to maximise the learning of pupils.</td>
<td>Deploys support staff effectively to support the learning of pupils.</td>
<td>Is able to deploy support staff effectively.</td>
<td>Is unable to deploy support staff.</td>
</tr>
<tr>
<td>d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</td>
<td>Is consistently proactive in taking full responsibility for improving their own teaching through professional development.</td>
<td>Takes responsibility for improving their own teaching through professional development.</td>
<td>Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</td>
<td>Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.</td>
</tr>
<tr>
<td>e communicate effectively with parents with regard to pupils’ achievements and well-being.</td>
<td>Proactively and consistently communicates effectively with parents and carers about pupils’ achievements and well-being.</td>
<td>Communicates effectively with parents and carers about pupils’ achievements and well-being.</td>
<td>Is able to communicate effectively with parents with regard to pupils’ achievements and well-being.</td>
<td>Is unable to communicate effectively with parents with regard to pupils’ achievements and well-being.</td>
</tr>
</tbody>
</table>
11. Teachers’ Standards, Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher’s career. (Teachers’ Standards, Part Two: Personal and professional conduct)

Part Two of the Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, an Intervention procedure will be instigated and will potentially result in disciplinary procedures.

| Interview: | Personal and professional conduct is included as a focus for discussion as part of the interview process. In accepting the offer of a place on the programme, prospective BSTs are required to sign an agreement/contract agreeing to adhere to high standards of personal and professional conduct; |
| Induction: | The requirements for Part Two of the Teachers’ Standards will be introduced and discussed in detail to include consideration of each aspect and its implications for BSTs and teachers; |
| At the start of a new placement: | BSTs must familiarise themselves with the individual school’s codes of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them; |
| At each review point: | The BST’s ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set; |
| At any time: | Should issues arise in relation to the appropriateness of the BST’s conduct, action will be taken which may lead to a cause for concern procedure being instigated. |

The table on the following pages sets out each descriptor, the scope and key questions to support the assessment of the BST’s conduct. These should be part of your regular reviews of progress and conduct.
Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Failure to demonstrate appropriate personal and professional conduct will lead to an immediate intervention. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career. Much of the evidence for this section will be found in other Teachers’ Standards and BSTs achieving good or outstanding grades will also demonstrate excellent practice in Part Two.

<table>
<thead>
<tr>
<th>Teachers' Standard: Part Two descriptor</th>
<th>Scope</th>
<th>Key questions</th>
</tr>
</thead>
</table>
| i Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: | • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position  
• Having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions  
• Showing tolerance of and respect for the rights of others  
• Not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  
• Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | • Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?  
• Does the trainee develop appropriate professional relationships with colleagues and pupils?  
• Is the trainee able to safeguard pupils’ well-being, in accordance with statutory provisions?  
• Does the trainee understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?*  
• Does the trainee understand the challenges of teaching in modern British schools?*  
• Is the trainee aware of the Prevent strategy and its implications?*  
• Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?*  
• Does the trainee understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media? |
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| ii Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. | • The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.  
• The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.  
• The trainee is punctual for school, lessons, meetings, etc.  
• The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy.  
• The trainee’s language and dress are highly professional and in line with school policy. | • Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?  
• Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school?  
• Does the trainee take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits? |
| iii Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | • The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.  
• The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding.  
• The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality. | • Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document?  
• Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school’s policy if reporting a concern? |

* Note: Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values. Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
Grading rationale

This grading rationale references the Ofsted criteria for judging the quality of outcomes for trainees as set out in the ‘Initial teacher education inspection handbook’ (March 2015)*. The words in italics are taken directly from the handbook. The remaining text is presented as a practical interpretation of the criteria for individual trainee’s assessment linked to the bulleted sub-headings for each Standard.

*The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating excellent practice relevant to that standard. (Teachers’ Standards, referenced ‘Initial teacher education inspection handbook’, March 2015, paragraph 129)*

It is essential that all involved in the assessment process, including trainees, fully understand the partnership assessment guidance and how criteria are applied to ensure accuracy and consistency. It is also critical that those assessing trainees use their professional judgement when making and agreeing decisions focusing on the quality of the trainees’ teaching overall.

All borderline cases must be reviewed, taking into account all relevant evidence and with additional moderation as required.

Outstanding (1)

All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.

For a trainee’s final grading to be 1:

- pupil progress and learning over time must be good or better than expected;
- a minimum of five Standards graded 1 overall
  or
- four Standards graded 1 overall but many features of other Standards also graded 1 (utilising assessment against the sub-headings);
- all other Standards graded 2 (utilising assessment against the sub-headings);
- no grade 3 or 4 for any Standard.

Good (2)

All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees’ teaching over time is good; some is outstanding.

For a trainee’s final grading to be 2:* 

- pupil progress and learning over time must be at least as expected;
- at least five Standards graded 2 overall;
• any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the sub-headings);
• no grade 4 for any Standard.

* Careful consideration must be given where all of the trainee’s teaching is grade 2 but he/she has few/no grade 1 aspects; he/she is likely to be grade 2 overall.

The final judgement should be agreed following discussion with relevant partnership personnel. There should be close scrutiny of any grade 3 and grade 1 aspects.

**Requires Improvement (3)**

*All primary and secondary trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. The quality of trainees’ teaching over time ‘requires improvement’ as it is not yet good.*

For a trainee’s final grading to be 3:
• pupil progress and learning over time is not always as expected;
• most Standards graded 3 overall;
• no grade 4 for any Standard.

A trainee can be judged to have exceeded the minimum if he/she has evidenced features of good practice in some aspects of the Teachers’ Standards with no grade 4s.

Any trainee in this category (grade 3) needs to be considered as a cause for concern as early as possible. As soon as a potential grade 3 trainee is identified, the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained.

The intervention to secure progress to grade 2 (good) will continue beyond the end of the initial training programme and into the NQT year. Additional training, moderation and rigorous documentation are essential.

**Inadequate (4)**

*Trainees fail to meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. The quality of trainees’ teaching over time is weak such that it contributes to pupils/learners or groups of pupils/learners making inadequate progress.*

As soon as a potential grade 4 trainee is identified, intervention procedures should be instigated. The relevant trainers must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed as part of the intervention procedure. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. Additional moderation will be carried out accompanied by appropriate documentation.

The trainee will not be awarded QTS or progress to the NQT year.
Assessment of BST Progress

This section provides information on how a BST’s progress and attainment is monitored and assessed throughout the training programme. From the outset, BSTs will be assessed against the Teachers’ Standards ‘in a way that is consistent with what could reasonably be expected of a trainee prior to the award of QTS’ (Teachers’ Standards, Para 6). The quality of BSTs’ teaching over time will be judged by the impact they have on the progress and learning of children and young people. The assessment of BSTs’ teaching needs to take place through consideration of their teaching overall with reference to the Teachers’ Standards. The use of the Teachers’ Standards’ Assessment Grid is central to this process, as it will ensure accuracy, consistency and coherence in assessment, across all programmes.

Training Assessment Forms (TAFs)

Training Assessment Forms are completed by school trainers at identified key points in the training. They present a clear and accurate profile of the BST’s progress and include a formal judgement of the BST’s current grade. It is essential that there is a clear alignment across the overall grade awarded and the grades of individual Standards. All comments should also relate to the grade awarded. The training assessment is agreed and completed after careful examination of and discussion about the evidence against the Teachers’ Standards. This will have been considered and agreed formatively at Progress Review meetings between the Training Mentor and BST. The Training Assessment informs the central discussion of the next Progress Review Point (PRP), it is essential that it is discussed with the BST and confirmed by the Lead Trainer. It should also contain specific comments, based on evidence about the impact that the BST’s teaching has had on pupil progress. These should also inform and align to the final grade.

Trainers will have discussed predicted grades during the Training Progress Meeting (see below) or at a subsequent point of contact. It is vital that a further discussion takes place if grades have changed since that meeting, as confirmation of the grade will be delayed.

Training Progress Meetings

During school training, a university trainer will visit the school and conduct a joint lesson observation and feedback with a training mentor to moderate judgements. Both will produce written feedback. The trainers will compare perspectives supported by written feedback, discuss any issues arising as well as the broader progress of the BST. The mentor will lead the feedback to address current progress and predicted grades against the Teachers’ Standards. The university trainer will complete a Moderation Record (Summary of progress and quality assurance) to record the outcomes of the meeting. This will clearly indicate any targets to be considered at the next Weekly Review.

Progress Review Points (PRPs)

The Progress Review Points (PRPs) are tutorials positioned at key times in the year when progress against the Teachers’ Standards, as outlined in the most recent Training Assessment Form, is reviewed by trainers and BSTs leading to the identification of medium and longer term precise developmental targets. Identified Progress Review Points will confirm the linked Training Assessment grade.
Through the training provided by the partnership, the expectation is that the profile of the BSTs will develop as follows:

**By the first graded review point (TAF 2), it is expected that**
- BSTs will meet the Teachers’ Standards at ‘RI’, minimum level of practice.
- Any BSTs failing to meet this expectation will receive intensive and targeted advice and support to move his/her teaching to RI.
- BSTs with a grade at RI will be supported in identifying precise targets to improve their teaching to good/outstanding.

**By the second graded (TAF 3) review point:**
- All BSTs will meet the Teachers’ Standards at ‘Good’ as a minimum requirement.
- For these BSTs, much of their teaching will be good over time. They his/her teaching to outstanding.
- All other BSTs will be judged over time as ‘Outstanding’. They will have targeted advice and support to ensure that they consistently maintain this grade, and continue to develop their teaching.
- In exceptional circumstances there may be BSTs judged at this point as Requires Improvement. The intervention process will be accelerated and targeted support and advice will commence to ensure that their teaching improves to be graded as ‘Good’ by the end of the training programme.

**By the end of the programme (TAF 4):**
- The majority of BSTs’ teaching will be judged to be ‘Outstanding’. They will have agreed targets and advice to ensure that they consistently maintain this level of attainment, whilst continuing to develop his/her teaching to take into their employing school. Strengths and targets will be shared through the Transition Training Plan with the employing school. Bath Spa University will offer on-going support to BSTs and their employers.
- All BSTs will be at least ‘Good’ as a minimum level of attainment.
- No BSTs should be graded as ‘Requires Improvement’. Intensive and targeted advice and support will be provided to move teaching to ‘Good’ which will usually require extending the placement. While they will be recommended for QTS, support will continue into the NQT year and employing school as required. Additional moderation and rigorous documentation are essential.
Review and Monitoring of BST Progress

The Teachers’ Standards Assessment Grid will also support BSTs, with the guidance of their trainers, to reflect, analyse, evaluate and improve their practice towards becoming an outstanding teacher.

Setting and Achieving Targets

Central to all stages of the review process is the agreement of precise and accurate targets to enable BSTs to improve their practice and to ensure the positive contribution they make to pupil progress. Targets need to have a clear purpose and be identified from the BSTs’ progress against the Teachers’ Standards Assessment Grid.

Targets need to be:

- Age-phase / subject specific where appropriate.
- Agreed by BSTs and trainers.
- Time-bound with clear review points.
- Layered:
  - Short term targets set in weekly reviews.
  - Medium term targets set at PRPs.
  - Longer term targets set to support the BST’s attainment over time and for their on-going training to their NQT year.

The Weekly Observation, Progress Review and Assessment Cycle

Every week BSTs are observed teaching and have a progress and formative assessment review meeting with their mentor.

Weekly Observation

During school training a formal observation of the Bath Spa Teacher’s teaching will be carried out once a week. The observations should cover all relevant age phases and abilities and have a specific observation focus that would usually relate to one of the most recent weekly review targets.

The following need to be considered when observing and evaluating the quality of teaching and its impact:

- Context and content of the lesson; where it fits in a sequence of lessons.
- Contribution of BSTs’ teaching to the learning of pupils over time and the progress they make (using the school assessment systems).
- The impact of the training on BSTs’ teaching.
- Pupils’ responses, including in lessons and from their workbooks; with particular reference to the quality and impact of marking.
- BSTs’ strengths against the Standards and subheadings of the Standards and how they can improve. The focus of discussion should be on the ‘holistic’ quality of the BSTs’ teaching and practice.
- Monitoring of impact and progress, review and development of challenging short and longer term developmental targets’ and identifying evidence of progress. Agreement of what needs to be achieved by BSTs and others to enable them to meet their targets. Targets need to be fit for purpose, have a Standards focus and relate where appropriate to the subject/age pedagogies.
High quality **oral feedback** should be given as soon as possible after the lesson. This should be a combination of positive feedback and suggestions for improvement.

High quality **written feedback** should be completed on the formal Lesson Observation Form. It should include a clear assessment against any relevant Standards. This is stored as evidence against the standards, in the BST’s PLPP.

**Weekly Review Meeting**
The weekly review systematically records the BST’s progress through the year. The BST completes a critical reflection which analyses progress linked to the Teachers’ Standards to include reference to the impact of training on their progress in that week and to the impact of their teaching on pupil learning and progress. The reflection is available before the weekly meeting to allow the training mentor to take their views into consideration during the progress review discussion. Any Training Focus Tasks relevant to the BST’s progress will also be identified and additional training discussed. BSTs should also present evidence for their progress for appraisal and agreement at these meetings.

*The following will be discussed at weekly progress review meetings:*

- The BST’s practice in the context of:
  - Lesson observation feedback on teaching considered from the perspective of the sequence of lessons.
  - Consideration of pupil progress and learning which may be identified from observations of pupil responses in lessons, evidence from pupil workbooks demonstrating the quality of the feedback given by the BST and assessment data emerging as a result of the BST’s impact on learning.
  - Impact of school based training relating to a training focus task or other identified area.
  - Progress towards the targets set during the previous tutorial.
- Agreement on any Teachers’ Standards that have been demonstrated during the week. Any evidence demonstrating that a Teachers’ Standard that has been achieved should be examined and the achievement indicated on the BST’s Teachers’ Standards Assessment Grid in their PLPP and on the weekly review form.

The meeting will also address the following:

- Setting of precise targets for the following week with identification of the training activities and individual support required to achieve them.
- Monitoring of the BST’s PLPP and school folders.
- The BST’s progress in classroom-based research of their practice for assignments (refer to the Academic Trainer if significant support is required).

The training mentor will record the agreed targets and add a summative comment to give a clear indication of the BST’s progress. Positive progress should be detailed but concerns about a BST’s progress against the Teachers’ Standards should be **clearly specified** and reflected in the targets. The Weekly Review documentation will be available to all trainers (within 24 hours) as it acts as a channel of communication between the BST and all of their trainers. Where targets are not promptly and positively addressed, an intervention will be necessary.

*There is an expectation that the BSTs keep their PLPP, school folders and other documentation fully up to date on a weekly basis for discussion with any trainers or visiting external colleagues.*
The Professional Learning and Practice Portfolio (PLPP)

The Professional Learning and Practice Portfolio (PLPP) is an electronic portfolio where every BST systematically identifies, collects and organises evidence of their achievements. By the end of the year this contains a rich personal record of their learning and development to their final attainment. It is used to support a coherent link to their NQT induction period and beyond. The framework of the PLPP can be found below.

Trainers can access the shared PLPP at any time throughout the training and will need to do so on a regular basis. Weekly Progress Reviews, lesson observations and evidence against the Teachers’ Standards within the PLPP will inform the Interim and Final Training Assessments. The highlighted Teachers’ Standards Assessment Grid indicates the BST’s current record of progress against the Teachers’ Standards. Formative and summative grades agreed at PRPs with reference to Training Assessments, are stored in the Confirmation of Grades. This information is used to support precise target setting for the BSTs and guide their on-going professional development.
The PLPP is divided into the following sections:

**Section 1 - Tracking Progress**
- Personal information
- Personal and professional conduct agreement
- Standards Assessment Grid (SAG)
- Tracking BST experiences
- Confirmation of grades

**Section 2 – Weekly Reviews**

**Section 3 – Observations and Moderation Records**
- Lesson Observations
- Moderation Records

**Section 4 – Training Assessment Forms**
- TAF 1
- TAF 2
- TAF 3
- TAF 4

**Section 5 – Progress Review Points**
- Initial Tutorial Record
- PRP1
- PRP2
- PRP3
- Transition Training Plan (TTP)

**Section 6 – Subject Knowledge (Primary and Early Years only)**
- English
- Maths
- Science

**Section 7 – Assignments**
- Assignment 1
- Assignment 2
- Assignment 3
Interventions to Support BSTs who Fail to Meet Expectations

Support and Intervention Plan
A Support and Intervention Plan (SIP) is a developmental and supportive intervention instigated when there is an initial cause for concern. It will be issued when:
- A BST does not make the expected progress against the Standards.
- A BST fails to demonstrate high standards of personal and professional conduct – at any time in the programme.

The initial intervention will outline the concern and set agreed and recorded sharply focused short-term targets to be monitored by appropriate trainers. There will be increased personalised support and regular monitoring and progress updates. It is designed to alert trainers to minor issues that need to be addressed before they develop into major concerns. It is essential that BSTs are supported throughout this process, through identifying and agreeing clear targets and offering appropriate training activities to achieve the targets. A plan will be developed and reviewed at an agreed time. If identified targets are not met, the BST will move on to the formal two step process starting with an Action Contract, which may lead to more serious consequences.

The Formal Intervention Process

Step One: Action Contract

An Action Contract is a signed agreement containing personalised professional targets, which the BST is required to undertake in order to make the expected progress.

An Action Contract will be issued when:
- A BST has not met the targets identified on their Support Intervention Plan (SIP) and there are no exceptional circumstances, which require a second SIP to be issued.
- There is a significant concern about progress which warrants a more formal intervention than the Initial Support Intervention provides.

Trainers will identify specific areas for action and achievement will be strictly time limited. All trainers will have access to the Action Contract and it will form the basis of any observations and discussions taking place within the contract period. All trainers will support the BST to meet the terms of the Action Contract. At the Action Contract deadline, the BST’s performance will be reviewed. If it is agreed that the requirements of the Action Contract have been met, evidence will be recorded and the BST will be released from the contract. If the BST does not meet the contract, they will move to Step 2 of the formal process and receive an Advisory Letter. (Any reference provided during this time will usually include a statement referring to the Action Contract.)

Step Two: Advisory Letter

An advisory letter will be issued when:
- A BST fails to meet the Action Contract targets and is therefore in danger of failing.

The BST will be required to attend a formal meeting with their trainers where a set of clear targets will be set and where appropriate an appointment made with the University Student Support service. The BST may be subject to a visit by an External Examiner or Moderator to verify judgements. If the BST has not met the targets by the deadline (usually one week) an Inadequate grade (Fail) will be presented to the university Exam Board that will make the final decision.

Monitoring and Quality Assurance across the Partnership
The purpose of this section is to ensure all BSTs and trainers understand the processes of quality assuring training across the Partnership and of the accurate assessment of BSTs. The process of internal and external moderation is to ensure that the outstanding reputation of the partnership in preparing BSTs for the rigours of the profession continues and improves.

Through rigorous and well-embedded QA systems outlined below, the programme can ensure the consistency and coherence of training and support, sustain high quality outcomes for all BSTs and identify areas for further improving the training provision.

**Monitoring and QA within the Partnership**

Processes carried out by:
- All trainers across the partnership (see Roles and Responsibilities table).
- BSTs’ feedback on the impact of training in all contexts.
- Feedback from partnership trainers and schools.
- Leadership and management scrutiny of the process of monitoring BSTs against the Teachers’ Standards, and training programme compliance against the ITT criteria.
- Partnership leadership and management structures.
- Bath Spa University QA systems.

**External Moderators**

External moderators are experienced colleagues recruited from a range of relevant backgrounds. Their purpose is to ensure consistency and accuracy of judgements across the partnership. They achieve this by:
- Observing the practice of BSTs followed by high quality oral and written feedback.
- Scrutinising documentation in line with the expectations of the programme.
- Consulting with trainers and lead trainers across the partnership.
- Reporting findings to the programme exam board.

**External Examiners**

External Examiners are part of BSU’s QA systems and are appointed by BSU from other Initial Teacher Education providers and similar relevant organisations. External Examiners ensure training, assessments and outcomes are comparable with other ITE providers and with national outcomes. They achieve this by undertaking the following:
- Examination of a representative sample of academic assignments written by BSTs on each programme route.
- Observation of a sample of BSTs with their training mentors followed by high quality oral and written feedback.
- Discussion with school trainers across the partnership regarding their role and responsibilities.
- Discussion with Bath Spa Teachers regarding their training and the impact of this on their progress.
- Discussion with trainers regarding their initial findings and submission of a written report to BSU, which is shared with appropriate partnership working groups.

**Independent Verifiers**

Independent verifiers are educational professionals outside of the Partnership, who are called upon when a specific aspect of the ITE provision requires an objective perspective. They will be asked to consider a range of evidence and report back to the Partnership.
APPENDIX

Postgraduate Certificate of Education Regulations 2016-17

ASSESSMENT

The Award
The Postgraduate and Professional Graduate Certificates in Education (PGCE and PrGCE) are validated and awarded by Bath Spa University. Qualified Teacher Status (QTS) is awarded by the DfE, on successful assessment against the Teachers’ Standards (2012).

All candidates are registered for the Postgraduate Certificate in Education. This qualification carries 60 credits at Level 7 (Masters level). In exceptional circumstances some candidates will be awarded the Professional Graduate Certificate in Education, a Level 6 qualification carrying 60 credits, of which up to 45 can be at Level 7.

Assessment criteria

<table>
<thead>
<tr>
<th>LEVEL 6 CRITERIA</th>
<th>LEVEL 7 CRITERIA</th>
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<tbody>
<tr>
<td>To be met by all Bath Spa Teachers in all written assignments</td>
<td>To be met by Bath Spa Teachers taking the Postgraduate Certificate of Education in level 7 accredited assignments</td>
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</table>

1. Can Reflect of and describe an element of their own professional experience showing awareness of different perspectives.

2. Can critically analyse and reflect on professional practice using an identified framework and/or general theory.

3. Can recognise and describe features of an educational issue of relevance to their own professional practice and development.

4. Can use appropriate literature to identify and discuss the main features of a professional issue.

5. Can use published research and other literature in a critical way to evaluate findings of an original enquiry or other professional activity.

4. Knows the major contents of the area of study and shows evidence in writing or action that the relationship of these concepts to the workplace practice is understood.

5. Can write a coherent and concise report presenting a position or argument based on the outcomes of reading and/or enquiry.
Assessment Regulations

Submission of Assignments

Arrangements for the submission of assignments are published in assignment handbooks at the beginning of each academic year.

Assignments must be submitted electronically to Turnitin according to the required dates and times guidelines in the assignment handbooks. All submissions, including an appropriate cover sheet are submitted through Turnitin on the University’s Virtual Learning Environment (Minerva), where they will be checked for plagiarism.

Where an assignment is not submitted or is submitted late without justification, it is treated as a referral (fail) at that attempt. Please keep a back up copy of all work submitted for assessment.

Resubmission of referred assignments

All referred assignments are sent to the External Examiner for confirmation of the fail. If you fail an assignment, you will usually be given the opportunity to resubmit. You will be required to submit the assignment by the resubmission deadline.

Deferring an Assignment or Negotiating an Extension

- **Extension up to 1 week:** If you need to delay the submission or resubmission of an assignment because of illness or other unavoidable circumstances, you should email your Academic Tutor, and pgcecourseadmin@bathspa.ac.uk at least 48 hours before the submission date to request an extension. You would normally be required to present appropriate documentary evidence. Evidence should be copied to your Academic Tutor and your Programme Leader with the completed Assignment extension form. If you have a disclosed disability that may affect the completion of your assignment, additional time or support will be provided as appropriate. Please make sure that your Academic Tutor is aware of this requirement well in advance of the assignment deadline.

  The extension form is available on Minerva and records reasons for the extension. The Academic Tutor will forward a copy of this form to your Programme Leader for approval before it is sent to the Programme Administrator. You should retain a copy of the form and ensure that you are aware of the revised submission date. Where approval is not supported you are able to appeal this decision, in writing, to the Head of Teacher Education.

- **Extension of more than 1 week:** If illness or other circumstances prevent you from completing an assignment you can submit a claim to the *Mitigating Circumstances committee*. This should be discussed with your Academic Tutor in the first instance. The claim should be made as soon as possible. Your claim should clarify the reason for the extension and would usually be accompanied by 3rd party evidence or formal documented evidence of the cause. Evidence should be sent to Student Services (mycourse@bathspa.ac.uk) and your Academic Tutor and Programme Leader must have a copy.
Examination Boards

Examination Boards are composed of Senior Education and University personnel, Academic Tutors, External Examiners and representatives of Student Services. There are Examination Boards at key points throughout the academic year. Examination Boards monitor, agree and record your progress on the programme. The dates of examination boards are available on the university website.

Unfair Practice

Bath Spa University has a strict policy in relation to Unfair Practice (Plagiarism). Further detailed information about the university process for dealing with plagiarism can be found at: http://www.bathspa.ac.uk/regulations/unfair-practice

Further information about Plagiarism in the PGCE can be found in your Assignment Handbook. If you are unclear about this aspect of your academic work, please talk to your Academic Tutor.

Marking and Moderating Assignments

Once the assignment is marked, the marking tutor will complete a feedback form identifying the criteria you have met, along with clear guidance for future submissions. University staff will moderate a sample of assignments including all fails. Normally, assignments will be marked and moderated within a three week period. Following moderation results will be published via the University’s Virtual Learning Environment (Minerva). Where an extension has been granted for an assignment, the result may not be published at the same time as the main cohort pass list but notified individually at a later date.

If the assignment is a referral (fail) following moderation (confirmed by the external examiner), the feedback form will identify the failed criteria and give clear guidance and advice as to where extra work is required. You will usually be permitted to make a second submission of the assignment. Advice should be taken from the marking tutor concerning the level at which this resubmission should be made (particularly the final assignment).

You must resubmit the assignment in electronic form by the resubmission date as set out in the handbook. The assignment is then marked and a feedback form completed, indicating whether or not the assignment has met all criteria to pass at the second attempt. Where assignments are failed on resubmission it is at the discretion of the next Examination Board as to whether you will be offered the opportunity for a final submission. Where this opportunity is not offered you will be excluded from the PGCE programme by the Examination Board.

External moderation of all falls and a sample of pass assignments, is carried out by External Examiners. It is essential that you retain all pieces of assessed work, including feedback.
Deferring or Extending an assessed training phase

The PGCE programme follows the Bath Spa University attendance policy:

**University absence policy updated 2016**

For periods of absence between one and four weeks:

- Students should refer to the University’s Mitigating Circumstances policy
- Students should speak with members of academic and/or support staff to negotiate an appropriate study plan
- For absences longer than 7 days, a student must also submit to attendancematters@bathspa.ac.uk a medical certificate or other third part evidence in support of their absence

For period of absence longer than four weeks:

- It may be deemed in the best interest of the student to intercalate their studies and return at a specified time in the future, normally in the following academic year, that will enable the student to resume the programme appropriately
- Academic staff may seek advice and guidance from Student Services, including:
  - Advice on personal matters if the student has given consent to discuss
  - Advice on referrals to University services
- Advice may also be sought from the Students’ Union.

Note: International students studying under a Tier 4 visa must additionally consult with the International Student Advice Team (internationaladvice@bathspa.ac.uk) as absence during term time can have implications on immigration status in the UK.

If illness or other serious circumstances necessitate absence during the programme Bath Spa Teachers must inform the school/setting (where appropriate) and the University (Academic Tutor and the Partnership Office) (ifeparpartnership@bathspa.ac.uk). Any absence will be recorded. For absences of more than five days you may need to extend or defer (postpone the remainder of the assessed training phase). This should be discussed, initially, with your Academic Tutor who will consult with the Programme Leader. Supporting documentation is always required, covering the period of absence and should be sent to your Academic Tutor, the Partnership Office (soeparpartnership@bathspa.ac.uk) and Student Services (mycourse@bathspa.ac.uk). Any extension or deferral to an assessed phase must be agreed by your Programme Leaders who will present your circumstances to the Examination Board for your status to be approved.

If the Examination Board allows you to defer an assessed phase, the deferred phase may take place later in the academic year. However, where this is not appropriate, you will complete your training in the following academic year when a suitable placement is available, at a time to be agreed by the training school, your university programme leaders and you. This will be decided on an individual basis.

No additional fees are payable for deferred placements.
Failure to meet the Teachers’ Standards (Referral)

Progress is monitored against the Teachers’ Standards (2012). Your progress is reviewed and recorded on a weekly basis. You will also be given a graded report (Training Assessment Form (TAF)) at key points throughout the year, summarising your progress and attainment.

School colleagues are responsible for making the assessment recommendations on the TAFs, which are discussed and moderated in conjunction with Academic Tutors, External Moderators and External Examiners.

The Partnership Office at the university MUST be in possession of your training assessment form before an Examination Board can formally record your grade. The training assessment form is to be submitted through Turnitin.

Formal Intervention Process

If your progress does not meet expectations across the standards, including those related to professionalism, at any time during the PGCE course, a formal intervention process would be started. Please see the Partnership Handbook (P: 33)

If you are subject to the formal intervention process, your current status will be reflected in any reference provided by the university.

Failure to meet the Teachers’ Standards

If you have not met the targets set out in the Advisory letter (step two of the formal intervention process) by the deadline an inadequate grade (Fail) will be presented to the university Examination Board. The Exam Board’s decision is final. In making a final judgement on your progress, the Exam Board considers all the available evidence including the observations of partnership colleagues and the External Examiner, where relevant.

Retrieval of Failure to meet the Teachers’ Standards

If you fail to meet the targets in the Advisory letter the Exam Board will recommend one of the following outcomes:

1. Failure confirmed and because of the serious nature of the failure you will not be permitted to re-take assessed training. In these cases your registration will be terminated and you will be excluded from the PGCE programme.

2. Failure confirmed, but the circumstances of the failure indicate that you are likely to pass on a second attempt. You would be allowed to refer (retake) this assessed training. This will take place during the following academic year when a suitable school training placement is available.

   If the Examination Board approves the referral you will be required to confirm, in writing, your intention to take up this opportunity. As a referred Bath Spa Teacher you will be required to retake a period of assessed training in a school within the University network partnership when an appropriate placement is available and at a time to be agreed between the school and the university. You will be required to pay re-examination fees for referred assessed training beyond the PGCE year.

   If you are referred in any element of the programme you should retake that element within the following academic year, at a time to be determined by the school or University.

Appeals procedure
Appeals against decisions made by the Examination Boards are dealt with in accordance with Bath Spa University Academic Regulations.

https://thehub.bathspa.ac.uk/reference/student-policies/appeals-procedure

Intercaletion or Withdrawal from the programme

If you wish to intercalate (suspend studies for a year) from the course you should first discuss the decision with your Academic Tutor who will contact your Programme Leader. You will be invited to a meeting with the Programme Leader who will inform you of your options and advise you on your application for intercalation. The application, which should include clear reasons and justification for your decision, is to be made in writing to the Registrar, with a copy to your Programme Leader. The Registrar will discuss your case with your Head of Initial Teacher Education and make a decision based on the information provided.

If you wish to withdraw from the programme, following a detailed discussion with your Academic Tutor and Programme Leaders, you should make your request, including your reasons for withdrawal, in writing to the Registrar. It is essential that your status is updated on the university database as it will impact on your liability for fees.

Copies of all correspondence sent to the Registrar must also be sent to your Programme Leader and the Partnership Office.

Listening to the views of trainees

You can approach your Academic Tutor or Programme Leader to give feedback on specific aspects of your programme at any time. In addition, there are formal mechanisms, including surveys and programme progress meetings, to gather and respond to your feedback at different points of the programme. You will be informed of these opportunities at the start of the programme. The data provided forms the basis of programme reports and informs the development of each of the PGCE programmes. You are required to participate in all evaluation activities. You will be notified of action taken in response to feedback.