Welcome to the Edge Hill University Department of Children, Education and Communities (DCEC)

Edge Hill University

Mentoring training; this module comprises five units

- Unit 1 Being a Mentor
- Unit 2 Making a Grading Judgement
- Unit 3 Providing Focused Feedback
- Unit 4 The Essential Paperwork
- Unit 5 Supporting a Struggling Trainee 'At Risk'

(Formerly Primary Education Area - ITT)

Welcome to the Edge Hill University Department of Children, Education and Communities (DCEC)

Core Training Package:

Making a grading Judgements

Unit 2

(Formerly Primary Education Area - ITT)

Making Judgements

- The following slides indicates some of the 'tools of the trade' for making judgments about trainee progress.

- It is intended that a trainee will receive both informal and formal feedback at regular intervals throughout their time in a setting

- Classteachers can provide informal feedback at any time and in any format but the Mentor should provide more formal and regular feedback through the use of the specially designed Learning Evaluation Record (LER).

- The LER should indicate progress over time for a Teachers' Standard or group of Standards

- Individual lessons themselves should not be graded.

- The Edge Hill University Assessment and Grading Criteria Booklet should be referred to in order to support judgements being made.

Guide for Mentors and other observers (Before the Session)

- Plan for observing a 'breadth' of the curriculum

- Plan to observe different parts of a session e.g. indoors/outdoors/continuous provision.

- Agree times of observations well in advance where possible.

- Request a preview of the lesson/session plan and relevant medium term plan/resources as necessary.

- Support trainee in using data and assessment to plan, teach and support learning progression

Your valuable role as a Mentor is to improve the practice of the trainee overall.

Learning Evaluation/Observation
The Rationale …

- A Learning Evaluation, as opposed to a Lesson Observation, offers an 'holistic approach' when assessing the impact of a trainee teacher within the classroom.

- The Learning Evaluation allows for the Mentor and Visiting Tutor to assess the trainee's ability to plan, differentiate and deliver a lesson/a series of lessons.

- The Learning Evaluation also allows for the trainee to reflect on their ability to mark, assess and feedback on pupil work, if relevant, therefore allowing the trainee, Mentor and Visiting Tutor to make a more effective judgement on the pupil's progress.

- The grade awarded during the process reflects a cumulative approach and allows for the trainee to demonstrate their ability to enhance pupil progress, which after all is at the heart of teaching.

Learning Evaluation/Observation
The Rationale …

- A Learning Evaluation, as opposed to a Lesson Observation, offers an 'holistic approach' when assessing the impact of a trainee teacher within the classroom.

- The observation part of the Learning Evaluation should be varied and can place at any time within the scheduled taught session.

- The Learning Evaluation allows for the Mentor and Visiting Tutor to assess the trainee's ability to plan, differentiate and deliver a lesson/a series of lessons.

- The Learning Evaluation also allows for the trainee to reflect on their ability to mark, assess and feedback on pupil work, if relevant, therefore allowing the trainee, Mentor and Visiting Tutor to make a more effective judgement on the pupil's progress.

- The grade awarded during the process reflects a cumulative approach and allows for the trainee to demonstrate their ability to enhance pupil progress, which after all is at the heart of teaching.

Learning Evaluation/Observation
The Rationale ...

The table below lists the core evaluation methods which must be used during the Learning Evaluation. School may wish to use other methods of evaluation e.g. impact/quality of display boards, this is perfectly acceptable when coupled with the core methods listed below.

All of the evaluation methods need to be undertaken as a part of the Learning Evaluation. Learning Evaluation is not based purely on the Lesson Observation but on the holistic approach to evaluation.

Evaluation Methods:	Discussion with Mentor / Teacher
	Discussion with Trainee
	Discussion with Learners
In order to make a judgement about the overall quality of teaching, the following additional activities need to be undertaken.	Discussion with TA / Other Adult
	Learners' responses within in the lesson and in their books / work
	Quality and impact of Trainee's marking and feedback
	Trainees' assessment and planning records in their files
	Trainee's own evaluation of their impact on Learners' progress and learning over time
	Observation of teaching and learning Between 20 and 30 minutes

Why make the change?

The National Association of School-Based Teacher Trainers (NASBTT) states that a trainee's training should be assessed over a period of time, taking into account the impact of progress and learning over time of the pupils, and the context and content of their lessons over time:

'the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers' standard and not individual lessons' (NASBTT 2015).

Learning Evaluation

The Learning Evaluation form has been developed alongside colleagues within the Primary Partnership.

These are examples of comments you could write in the 'Key Strengths' box. Such comments allow the trainees to identify the Teachers' Standards they are achieving as well as which standards are areas to improve.

Teachers' Standards (2013) are provided down the side of the document.

When collating the Learning Evaluation information, **'the Key strengths' and 'Areas for Improvement'** should be link to the standards: for example

TS7 Manage behaviour effectively to ensure a good & safe learning environment.

TS7: you use praise well to maintain the interest of….

TS7: putting (initials) on the board as a warning allowed (initials) to manage their behaviour, this allowed others in the room to continue with their work undisturbed.

Example of a good Learning Evaluation Form

Edge Hill University

Please note the reference to the Teachers' Standards

You do not need to reference every standard during every Learning Evaluation.
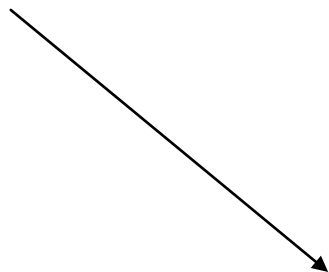
Trainee's Current Targets	Review of Current Targets
• To develop and use effective behaviour management strategies throughout the lesson, especially during independent activities. • Ensure children's knowledge and understanding is secure before moving on within a lesson.	• Behaviour management strategies were clear within planning and followed consistently throughout the lesson resulting in a good pace of learning for all children. • Securing knowledge before moving on using a range of 'checking' methods remains a target.

Key Strengths
Please make direct reference to the Teachers' Standards and range of observation methods

Teachers' Standards Prompts (1 - 4)

- TS1 – A positive approach to teaching, learning and behaviour management has clearly been woven into all lessons. This is evident from speaking to staff, children and looking through the books. As a result of this, the children enjoy being taught by you, respect you and work incredibly hard.

- TS3 – You were able to use your good subject knowledge to answer all questions asked by the children. However, you also skilfully chose your moment to respond to questions with a further question, which in turn deepened the children's understanding of animal types and structures.

- TS4 – You are trying out new lesson structures and approaches throughout your training (such as a carousel system), as a result, the children are motivated, engaged and enthusiastic about their learning.

- TS6 / TS2 – Marking and feedback in the books is in line with the school policy. It is clear from looking at the books (especially maths) that children have made good progress as a result of the written and verbal feedback provided. Learning is deepened by carefully chosen tasks / questions written in the books as part of the feedback.

- TS7 – High behaviour expectations were set at the very start of the lesson and applied with consistency throughout. As a result, the pace of learning was good. Traffic light system is used well in all sessions, which has further reinforced the boundaries.

- TS8 - It is clear from discussions with various members of staff in school that you are very good at taking advice on board and using it. Due to this, the quality of your lessons has improved.

- TS8 - Deployment of other adults and TAs is outstanding. Sessions are planned, taught and evaluated together resulting in all groups of children successfully achieving the intended learning outcomes across a series of lessons.

- TS8 – You have developed highly effective working relationships with the staff in class and in the school. Resultantly, you are learning new teaching skills and approaches all of the time and embedding them within your practice. This is providing the children with good teaching and learning.

Good Learning Evaluation Form page 2

Impact of Teaching on Learners' Learning and Progress (within the lesson and over time)
Please make direct reference to the range of observation methods, including displays and continuous provision, data and progress.

Impact of Teaching on Learners' Learning and Progress	Teachers' Standards Prompts (5 - 8)
- Progress within the children's books is good. Marking and feedback is high quality and consistent and children are responding to the feedback they have been given have made progress as a result. - Lesson planning is very good and clearly takes into account the evaluation of previous lessons / learning. Therefore, all lessons are well levelled according to the needs of the children. However, within lessons, opportunities for formative assessment are sometimes missed which can mean that groups of children are not sufficiently scaffolded in their learning. - Clear that you have utilised formative assessment data to set LO. - Staff team comment that you ask questions relating to attainment data and will ask for advice. - After speaking to the children, it is clear they are engaged and generally well-focussed in your lessons. Lessons are exciting and well planned and children make good progress in the series of lessons you have planned and taught.	**TS5 Adapt teaching to respond to the strengths and needs of all pupils** (limiting judgement) Standard Prompts: - 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

Areas to Develop
Please make direct reference to the Teachers' Standards and range of observation methods

Areas to Develop	
TS5 – During the 'identify the animal' part of the lesson, more could have been made of developing children's questioning to gather more information before guessing. If this had been modelled to the children, they would have succeeded more with their identification of animals and learned more as a result. TS6 – After or within the group / paired guessing game, no assessment took place to see if the children were ready to move onto the next part of the lesson. This checking was needed as there were some children who were not sufficiently secure in their knowledge and were not ready to move on. TS5 – At times, children are not ready to move onto independent tasks because the tasks have not been modelled / explained to them in enough depth. This results in some children not progressing as quickly as they could. TS2 – Planning for the lower ability children is good, however, you need to spend more time working with this group of children (teaching them) in order to develop and broaden your range of teaching strategies and skills.	**TS6 Make accurate and productive use of assessment** Standard Prompts: - 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 **TS7 Manage behaviour effectively to ensure a good & safe learning environment** Standard Prompts: - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both 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, exercise appropriate authority, and act decisively when necessary **TS8 Fulfil wider professional responsibilities** Standard Prompts: - Make a positive contribution to the wider life and ethos of the school

Agreed New SMART Targets
Please make direct reference to the Teachers' Standards

Agreed New SMART Targets	
1. Ensure you develop and use carefully constructed questions / strategies within and throughout every lesson in order to assess progress and reshape learning accordingly. On the next VT visit, evidence of this ongoing checking / assessment of pupil progress should be apparent from speaking to children, staff, looking in books, lesson evaluations and planning and within the lessons observed. 2. Engage in more direct teaching of the lower ability group in order to broaden your range of teaching strategies. You should aim to teach this group at least two times a week starting w/b 26.05.15	- 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

| Evaluation Methods:

In order to make a judgement about the overall quality of teaching, the following additional activities need to be undertaken. | Discussion with Mentor / Teacher |
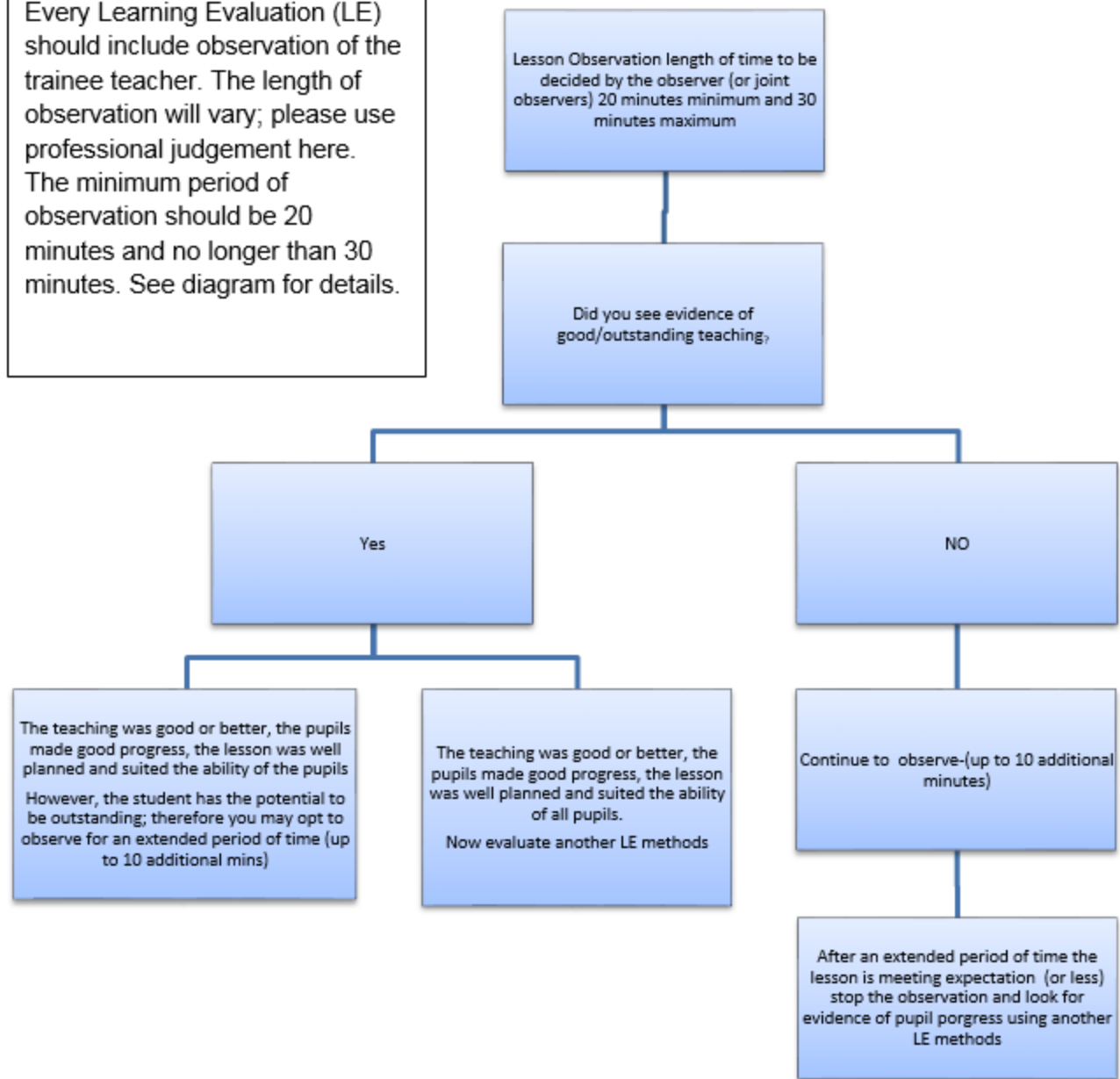|---|---|
	Discussion with Trainee
	Discussion with Learners
	Discussion with TA / Other Adult
	Learners' responses within in the lesson and in their books / work
	Quality and impact of Trainee's marking and feedback
	Trainee's assessment and planning records in their files
	Trainee's own evaluation of their impact on Learners' progress and learning over time
	Observation of teaching and learning Between 20 and 30 minutes

Other evaluation methods that will be used as part of the Learning Evaluation process.

Learning Evaluation

Learning Evaluation method	Guidance	Additional comments
Discussion with Mentor / Teacher

Dis/M | This is an important conversation for the Visiting Tutor to undertake.

What should be discussed through effective questioning/discussion?

- Any concerns about the trainee?
- How well has the trainee integrated into school life?
- How well has the trainee supported the school ethos?
- Is the trainee consistent in their approach?
- Planning the lesson (how much is the trainee's work?)
- Marking the books of the learners-how accurate is the marking? Does the marking reflect school policy?
- Differentiation, how much help/guidance was provided to ensure all learners made progress? Was the work suitable for the needs to the learners?
- How is the trainee's progression in relation to their targets? | This is also a conversation the Mentor should have with the class teacher (if this is a different person) in order to gather real insight into how much of the Learning Evaluation is a true reflection of the trainee teacher. |

Lesson Observation:

Every Learning Evaluation (LE) should include observation of the trainee teacher. The length of observation will vary; please use professional judgement here. The minimum period of observation should be 20 minutes and no longer than 30 minutes. See diagram for details.

Lesson Observation length of time to be decided by the observer (or joint observers) 20 minutes minimum and 30 minutes maximum

Did you see evidence of good/outstanding teaching?

Yes

NO

The teaching was good or better, the pupils made good progress, the lesson was well planned and suited the ability of the pupils

However, the student has the potential to be outstanding; therefore you may opt to observe for an extended period of time (up to 10 additional mins)

The teaching was good or better, the pupils made good progress, the lesson was well planned and suited the ability of all pupils.

Now evaluate another LE methods

Continue to observe-(up to 10 additional minutes)

After an extended period of time the lesson is meeting expectation (or less) stop the observation and look for evidence of pupil porgress using another LE methods

Edge Hill University Assessment and Grading Criteria Booklet

This document will allow the Mentor to track the progress of their trainee.

This booklet should be used to inform:
- Each Learning Evaluation/Observation Form
- The Interim Report Form
- End of Professional Practice Report Form

Mentors should decide how best to use this document. Some for example, may use it as an ongoing record for each trainee based on everything they have achieved throughout the Professional Practice, making it easier to set targets.

All trainee graded judgements will be made using the four-point scale:

Grade 1 - Outstanding

Grade 2 - Good

Grade 3 – Meeting Expectation

Grade 4 – Inadequate

This four-point scale indicates the **quality of teachers in training** and is based on what can be reasonably expected of a trainee teacher at that point in their training.

A trainee identified as Good or Outstanding is demonstrating the potential to become a good or outstanding teacher by the end of their NQT year.

ITT TEACHERS' STANDARDS ASSESSMENT CRITERIA.

Edge Hill University

Trainee Name		Programme			
Setting/School		Year Group/Ages Taught		Phase	
Mentor		EHU Visiting Tutor		Personal Tutor	

PART ONE: TEACHING.

- Please highlight the criteria the trainee has demonstrated, through the holistic Learning Evaluation process.
- Please apply the rule of best fit, the trainee does not need to achieve every element of the standard to be awarded the grade as an end grade.
- To reflect how secure within the standard the trainees is currently working at, please complete the sub-boxes below at the end of Professional Practice.

TS1. 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.

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
• They constantly motivate pupils to participate and contribute in an atmosphere highly conducive to learning. • They consistently set high expectations which challenge all pupils in different training contexts. • There are high levels of mutual respect between the trainee and pupils. • They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. • They generate high levels of enthusiasm, participation and commitment to learning.	• They are reliable in motivating pupils to participate and contribute in an atmosphere conducive to learning. • They consistently set high expectations of pupils in their different training contexts. • They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.	• They are able to motivate pupils to participate and contribute in an atmosphere conducive to learning. • They have set appropriately high expectations, believing that all pupils have the potential to make progress. • They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. • They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. • They demonstrate enthusiasm for working with children and young people and for teaching and learning.	They do not: • encourage pupils to participate and contribute in an atmosphere conducive to learning. • set appropriately high expectations to allow all pupils to reach their full potential. • develop a rapport with individuals and groups. As a consequence of this most pupils are not fully engaged in their learning. • demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. • demonstrate enthusiasm for working with children and young people and for teaching and learning.

Guide for Mentors and other observers (During the LE Observation)

- Try to position yourself where you will not distract the trainee or the children.

- Respect professionalism if it becomes necessary to challenge the teaching.

- Do not hesitate to intervene if there are health and safety issues.

- Identify key points during the session; log what you see and hear

- Look at how 'other adults' are used, the indoor and outdoor provision; enhancements; continuous provision; routines that are set up.

- Always refer to the Assessment and Grading Criteria. The trainee has ownership of this document at all times

Department of Children, Education and Communities: Mentor Training.

Congratulations!

You have now successfully completed **Unit two: Making a Judgement.** To be able to fully ensure that you are able to train, support and develop an Edge Hill University trainee throughout their training in your school please now complete **Unit 4: Essential Paperwork**. You may wish to engage with the other units within the package depending on your previous mentoring experience.

To further consolidate your training, you will undertake a joint Learning Evaluation with the EHU Visiting Tutor to moderate the assessment and grading of your trainee.

We look forward to working with you in the future and helping you develop your role as a mentor and trainer.

Eleanor Davidson

DCEC ITT Partnership Lead

Next Steps...

Now refer to the Mentor Training Package entitled...

Unit 3: Providing focus Feedback.

You may wish to print this screen for your records