

---

Date of Moderation Visit: 29 – 30 June 2017

Moderator: Judi Osborne

---

## **1 The accuracy of the assessments of trainees' attainment against the standards for QTS**

- 1.1 The sample included trainees who had previously been assessed as 'embedding' (good) but who had made significant progress during the final school placement. Both trainees presented high quality lessons which helped to confirm the grades given by the partnership.
- 1.2 I can confirm that the grading was appropriate and that the standards reached by trainees are comparable with expectations in other providers.

## **2 Trainee performance**

Two trainees were visited:

- 2.1 Trainee A presented a lesson of very good quality. She has excellent relationships with the children and a very good awareness of the individual needs within her class. A range of activities were planned on the focussed theme. The children were very engaged and showed a good understanding. The outside area was also used; Trainee's focus on health and safety ensured that the children made the most of the environment.
- 2.2 Trainee B taught a lesson of very good quality. The mixed age class was small but included several children with individual needs. The lesson was well planned, with a range of activities which were engaging and designed to show progress in writing. The trainee maintained a positive professional demeanour throughout the lesson and demonstrated secure subject knowledge. It was clear from sampling books that the children had made progress in the lesson.

## **3 The Early Years and Primary Programme**

- 3.1 The Early Years and Primary programme tailors training to meet needs effectively. The Primary Programme Manager and Assistant Primary Programme Manager have very good knowledge of the trainees and the progress they are making in all areas of the course. This understanding is furthered by the accumulation of documentation in trainees' portfolios on the virtual learning environment (VLE).
- 3.2 There is rigorous assessment of the centre based course. The Assistant Primary Programme Manager reviews tutors' plans and some sessions are monitored. Trainee evaluations are scrutinised and revisions made when appropriate. School based trainers receive a copy of the training plans and tasks; additional materials are available to support trainees if they are asked to teach specific aspects which have not yet been covered on the course.

- 3.3 A partnership handbook sets out the requirements for the schools. School based trainers receive initial training and early visits are made to new schools so that any issues can be resolved promptly. Trainee meetings with their school based trainers are minuted, although there is some inconsistency in the time and value given to these meetings. Consideration of the impact of teaching on the children has been added to the agenda of meetings and trainees appear to value these work scrutiny activities.
- 3.4 Trainees complete a range of tasks whilst on school placement; the management team mark all tasks (pass/fail) and provide prompt feedback. The team also monitor VLE documentation rigorously to check that trainees meet teaching hours milestones and teach across the curriculum. During this academic year trainees have been observed twice each week by school based trainers and received a minimum of three observation visits from either the Primary Programme Manager or Assistant Primary Programme Manager. Trainees' grading is discussed with school based trainers during these visits, thus strengthening consistency across the partnership. Where issues have been identified, further observations have been made by a second tutor and an action plan initiated. Arrangements for provider visits in the next academic year will need to be considered carefully as the cohort size is set to increase significantly.
- 3.5 The management team has taken steps to implement the recommendations of the DfE Planning and Resources Review Group to eliminate unnecessary workload around planning by reducing the individual lesson planning requirements for the final placement.
- 3.6 Development has been ongoing during the year to integrate the Early Years and Primary course into the systems and procedures of the Secondary course. Some shared elements have taken place to provide consistency e.g. trainee recruitment interviews. Lesson feedback grids currently denote progress towards meeting the Teachers' Standards at 'developing', 'embedding' and 'enhancing'. This system allows all observers and trainees to see when progress has been made and is also a useful tool for identifying the next steps. However, the form is lengthy and steps have been taken to make changes and bring the document in line with the Secondary course. Discussion with school based trainers has identified that they are positive about these changes.

#### **4 The trainees' view of training through the SCITT**

- 4.1 I met with four trainees who were representatives from their 'hubs'. The trainees spoke very positively about the course, with noteworthy praise for the support they had received from the Primary Programme Manager and Assistant Primary Programme Manager. The support of the course administrator was also valued.
- 4.2 The trainees recognised that the hubs were useful for peer support and in at least one case, previously unidentified issues were noted and communicated to the management

team. The team could consider how to put the onus on trainees to ask for help when they need it, for example by including an additional question in the termly evaluation.

- 4.3 Centre based sessions in the core subjects were highly praised and trainees agreed there had been good coverage of special educational needs and disability (SEND). One trainee from the early years' cohort noted that some science sessions had been missed due to the variance in the course programme, but also identified that the emotional first aid had been very successful. Trainees noted that some sessions e.g. RE and DT were less effective and that they would have appreciated more focus on creativity (all subjects).
- 4.4 Trainees appreciated the organisation of the timetable, particularly noting the school based 'green' weeks as opportunities to study the practical application of school policies, to observe different teachers and to bank teaching time. Trainees noted that the number of tasks appears daunting at the beginning of the year, but that many tasks are confidence boosters and feedback on written tasks was very prompt.
- 4.5 The pattern of school experience differs for the early years' cohort (two schools rather than three) but trainees felt that care had been taken to consider their prior experience and progress when school placements were decided. They believed that school based trainers have the guidance they need and trainees appreciated the ongoing conversation between the observation team and the schools. One concern raised was regarding the continued use of schools following a negative evaluation (from trainees on placement).

## **5 The school based trainers' view of the training process and of the support provided by the SCITT**

- 5.1 A variety of schools are used for the Early Years and Primary programme, including small rural schools with mixed age classes and this provides opportunities for trainees to gain a broad and varied experience. The two schools visited were very different and offered different strengths and learning opportunities. School based trainers spoke very positively of the relationship between the centre based training and the school based experience. In one school, the positive experience of their first year of working with the SCITT has prompted offers to accept trainees in each term next year.

## **6 Strengths of the course:**

- The enthusiasm, diligence and leadership of the Primary Programme Manager and Assistant Primary Programme Manager.
- The selection and recruitment of trainees with the skills and aptitude suitable for teaching.
- High-quality support for trainees, with prompt action to resolve any issues.
- The VLE system which allows the management team to maintain an overview of all aspects of the trainees' progress towards the Teachers' Standards.
- The internal moderation of trainees' grading that ensures a fair and accurate record of achievement.
- Trainee 'hubs' which enable peer support.

## 7 Recommendations:

- To further standardise consistency by creating opportunities for cross-phase (secondary/primary) school placement observations within the Cornwall SCITT.
- To consider how to manage and/or support schools where the feedback from trainees has been adverse.

To develop school based trainers' skills, for example by:

- including the use of 'home grown' videos for observation and discussion.
- promoting dialogue to provide effective learning opportunities for trainees.
- promoting the importance of the weekly trainee/school based trainer meetings and producing an exemplar minutes form.