

BRADFORD BIRTH TO 19 SCITT

ASSESSMENT POLICY AND PROCEDURE

Date Approved: July 2026

Approved By: SCITT Management Group

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Publication: This Policy and Procedure will be published on the SCITT Website. Trainees will be informed of their right to utilise this policy and process at their discretion.

Policy Statement

Robust assessment of trainees is vital to maintain high standards within the teaching profession. Our assessment methods are designed to manage trainee workload, encourage trainee talk, whilst ensuring trainees are assessed correctly showing trainees know, understand, and can apply our curriculum, and then ultimately meet the teacher standards.

Trainees are formatively assessed throughout the course. All trainees access 4 formative assessment points and 1 final summative assessment point.

Formative Assessment

Trainees are formatively assessed throughout the course at four specific assessment points, with a final summative assessment at the end. At each formative assessment point, the trainee's progress is assessed against the **Assessment Flight Path** and categorized as either **expected progress** or **not expected progress**. This judgment serves as a critical indicator of whether the trainee is on the predicted **trajectory to meet the Teachers' Standards** at the point of final summative assessment. If a trainee is assessed as not **expected progress**, a **support plan will be activated** immediately.

The **Flight Path** is explicitly mapped to the curriculum and the structure of the ITT ECF Framework (CCF) by detailing '**Know that**' and '**Know how to**' competencies,

ensuring the assessment process aligns with the trainee's entitlement to professional learning.

Sources of Trainee Evidence

During induction trainees will receive clear guidance about how they will be assessed throughout the training year. The placement guide gives a clear scaffold, ensuring trainees are supported to meet the assessment requirements.

Classroom Practice and Pupil Learning Presentations (CPPLP): Trainees complete **four** presentations designed to assess their knowledge, understanding, and application of the taught curriculum. CPPLP outcomes are incorporated into the overall assessment point judgment.

SCITT Training Evaluation Throughout training trainees are required to evaluate the impact of training has had / is having on their own practice.

Professional Development Activities Each week in school trainees will complete professional development activities to enhance their own practice. These activities can be found in the Placement guide, weekly newsletter and on google classroom. These activities also help to scaffold the trainees' placement to ensure coverage of the learn how to statements of the ITT ECF Framework.

Mentor Meetings

Each week trainees must receive a weekly meeting with their mentor. Trainees are required to log the key action steps from their meeting on Google Classroom to share with their lead mentor.

Weekly Recall Quiz

In line with Rosenshine's Principles of Instruction, which emphasise that regular daily and weekly review strengthens previous learning and leads to fluent recall, trainees will complete a weekly recall quiz at the start of SCITT-based training. This regular practice helps trainees organise information into patterns in their long-term memory, promoting deep learning and allowing course leaders to accurately monitor trainees' ongoing progress in knowing and remembering the taught curriculum.

Lesson Observations and Coaching

During each placement, trainees are required to undertake focused observations of expert colleagues, as specified within the placement guide. These observations are designed to support the development of subject and pedagogical knowledge through the analysis of high-quality teaching practice.

Trainees will be observed and coached regularly by their mentor in line with the expectations set out in the placement guide. Observations will be conducted using the instructional coaching model via Steplab, with feedback structured around specific, actionable development steps (or targets) aimed at securing incremental improvement in teaching practice.

In addition, lead mentors will conduct formal observations at key assessment points to ensure the accuracy and consistency of judgments, and to contribute to the ongoing quality assurance of training and mentoring across the partnership.

Professional Learning Conversation

At each assessment point, lead mentors will engage trainees in Professional Learning Conversations to evaluate their progress and development. These discussions are designed to explore the trainee's knowledge and understanding of the taught SCITT curriculum, with a particular focus on the development of subject knowledge and subject pedagogy. Lead mentors will use a scaffolded approach to support reflection, enable deeper professional thinking, and identify next steps for continued growth in line with the curriculum expectations.

Assessment Method	Assessment Strand
Classroom Practice and Pupil Learning Presentation.	Application of Knowledge / Knowing and Remembering
Lesson Observations and Coaching	Application of Knowledge
Mentor Meetings, Professional Development Activities, SCITT Training Evaluation	Application of Knowledge / Knowing and Remembering
Professional Learning Conversation	Knowing and Remembering
Weekly Recall Quiz	Knowing and Remembering

Assessment	Assessed	Activities	Checking
1	Non-assessed	Well-being Lead Mentor visit	Trainee / Mentor Well-being

2	Assessed	Joint Observation, Professional Learning Conversation CPPLP 1	Trainees' knowledge, understanding and application of taught curriculum
3	Assessed	Well-being Lead Mentor visit	Trainee / Mentor Well-being
4	Assessed	CPPLP 2 SCITT Leadership Team Assessment	QA – Trainees' knowledge, understanding and application of taught curriculum
5	Assessed	Joint Observation, Professional Learning Conversation	Trainees' knowledge, understanding and application of taught curriculum
6	Summative Assessment	Joint Observation, Professional Learning Conversation CPPLP 3 and 4 SCITT Leadership Team Assessment	Trainees' assessment against the teacher standards.

The Flight Path

Designed to support our delivery of the ITECF, our flight path is divided to know that and know how to competencies. The flight path matches our curriculum design and aims to show the expected journey trainees will take to ultimately meet the teacher standards.

If a trainee is assessed not expected progress, a support plan will be activated, giving a clear framework for trainee development. See support framework.

Summative Assessment

During the final summative assessment visit, using all the evidence sources listed in the formative assessment lead mentors will work with mentors and trainee to provide a recommendation for the award of QTS. (NB Bradford Birth to 19 are the accredited provider and remain accountable for all assessment judgements and recommendations).

Recommendation 1 - The trainee has met the Teacher Standards I recommend for the award of QTS, subject to moderation.

Recommendation 2 suggests that the trainee needs to quickly add to their portfolio of evidence, "At the date of assessment the trainee's progress was generally satisfactory but needs to provide further evidence to meet the following Standards. It is recommended that evidence of the following kind is uploaded:"

Recommendation 3, "At the date of assessment the assessor was concerned that the trainee may not be able to meet all the standards for QTS by July for the following reasons"

The Lead Mentor will also then discuss ECT targets for the trainee.

Assessor Training

To ensure consistent and accurate judgements, all individuals responsible for assessment and feedback, including lead mentors, mentors, and course leadership staff, will receive thorough training on the assessment framework and the ways in which it is intended to be used. This ensures that all ongoing, formative assessments accurately identify aspects of the ITT curriculum which trainees are finding challenging and provide helpful, developmental feedback

Assessment Committee

Rational – To ensure a system of checks and balances within our partnership, the assessment committee ensures that trainees in different settings are assessed accurately and reliably.

Role

After each formative assessment the assessment committee will sample at least 10% of trainee's sources of evidence (as listed above) to ensure trainees are assessed accurately and consistency. Membership of the assessment committee will be consist the Head of ITT, Course Leaders, Lead Mentors, and Partnership School leaders.

At final summative assessment the committee will ensure trainees are assessed accurately and consistency and will provide the formal academic board to support the recommendation of QTS.

Insights and aggregate data gathered by the Assessment Committee will feed directly into programme delivery. The Head of ITT and Course Leaders will use this data to evaluate the effectiveness of the SCITT curriculum itself, allowing the provider to adapt approaches to delivery or reshape practice in response to cohort-wide trainee needs.

Internal Moderation

Moderation of trainee assessments.

Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed accurately and reliably. All assessment grades are made after Lead Mentor visits and discussion with school mentors. Assessment grading discussed at Lead Mentor meetings (standing item). Assessment grading and trainee development discussed at mentor meetings. Head of ITT, and course leaders will sample (using Tracker) 10% of all assessments. **This 10% sample must preferentially include all trainees currently engaged in the Trainee Support Framework and those identified as being on the QTS pass/fail borderline, to ensure rigorous scrutiny of high-risk cases.**

External Moderation

External Examiners will make visits to selected Trainees during their placements. The External Moderators will provide written feedback which will be presented to the SCITT Committee / Management group.

An external examiner appointed by the SCITT committee will undertake a sample of individual interviews with a cross-section of Trainees during the course of the year as part of the QA process.

Our external moderation is provided by another accredited body and is appointed on 3 year cycles.

SCITT Management Committee

Once all assessment processes have been completed the recommendation for award of QTS the final award of QTS will be brought to the attention of the SCITT Management Committee. Once the SCITT management has approved the recommendation, The SCITT lead administrator will update the DFE portal stating the

recommendation for each individual trainee. The Head of ITT will check all recommendations on DFE portal before submission.

Assessment Procedures and Academic Integrity

Late Submissions and Mitigating Circumstances

Trainees must submit all required assessment evidence, including CPPLPs and portfolios, by the agreed deadlines. If a trainee experiences unforeseen mitigating circumstances, they must apply for an extension in writing prior to the deadline. Unauthorised late submissions will be recorded and may trigger an **Early Alert** or the initiation of the **Trainee Support Framework**

Appeals Mechanism

Trainees have the right to appeal an assessment outcome or request a remark of submitted work. Appeals regarding SCITT-based assessments must be submitted in writing to the Head of ITT within 10 working days of receiving the assessment feedback. The appeal will be reviewed objectively by an independent member of the Course Leadership team or the Assessment Committee.

Any appeals or complaints relating specifically to Sheffield Hallam University's will be directed to the Sheffield Hallam University Complaints Procedure .

Academic Misconduct and Plagiarism

All submitted evidence must be the trainee's own work. Plagiarism, cheating, or the falsification of evidence towards QTS is strictly prohibited. As outlined in the **Code of Conduct and Trainee Behaviour Policy**, plagiarism is considered a serious breach of professional and academic integrity.

Suspected cases will be reviewed by the SCITT leadership team. Depending on severity, it will be handled as either a **Minor Breach** (resulting in an Early Alert and a requirement to resubmit the work with proper references) or a **Major/Repeated Breach**. A major breach, or the deliberate falsification of assessment or attendance evidence, constitutes a **Grave Breach** of the Code of Conduct, which may result in the termination of training.

Any decision to require a trainee to leave the course due to a grave breach of misconduct can only be formally authorised by the Accounting Officer.

Inclusion and Reasonable Adjustments

In line with our Equity, Diversity and Inclusion (EDI) Policy, Bradford Birth to 19 SCITT is committed to establishing a culture of psychological safety where trainees feel welcomed, valued, and safe to disclose any needs. In accordance with the Equality Act 2010 and our "anticipatory duty", we will proactively make reasonable adjustments and adaptations to our specific assessment methods including

Classroom Practice and Pupil Learning Presentations (CPPLPs), Professional Learning Conversations (PLCs), and Weekly Recall Quizzes for trainees with identified special educational needs and/or disabilities (SEND) or those who may face other barriers to their learning.

Any adjustments made will be designed to effectively reduce barriers while ensuring they remain appropriate to the statutory requirements of the ITTECF and the Teachers' Standards.