

Primary PGCE: Assessment Descriptors

When using for formative purposes: (during the school experience):

The RPT and mentor should hold regular discussions about the degree to which the RPT is meeting the descriptors for each school placement module. The discussion should include exploration of what the RPT has achieved well, as well as areas for development. From these discussions you will agree if they are **Not meeting (N)**, **Meeting (M)** or **Exceeding (E)** in each of the five strands below. These judgements are *formative* only and are to help you, the RPT and programme team set appropriate targets or plan extra support (if appropriate). The definitions are:

- **Meeting (M)** = they are broadly meeting all or very nearly all of the expectations. (Bear in mind that no RPT will perform identically to the descriptors and that equivalent activities to those described can be counted.)
- **Exceeding (E)** = they are meeting all of the expectations and in some or many aspects are going beyond.

When having these formative conversations, it can be useful to consider:

- The extent to which the RPT meets the descriptor (some, most or all)
- The consistency with which they display these characteristics (occasionally, often, consistently)

When making summative judgements at the end of the placement:

The grades available for a school placement module are **Pass** or **Fail** (one overall grade).

If the RPT is considered to be **Meeting** and/or **Exceeding** in all five strands, they should be awarded a Pass for the relevant School Experience module.

If the RPT is considered to be **Not meeting** in one or more of the strands, this will trigger a further discussion to determine whether a Pass or Fail overall module grade is more appropriate. Things that will be taken into account include: RPT performance against the full range of assessable learning outcomes for the module; the extent to which performance is not meeting expectations; how many strands the RPT is not meeting; the RPT's personal and professional conduct as relating to Part 2 of the Standards; information from any moderation activity; how much extra support is in place and how it has been responded to; and the RPT's capacity to improve.

- If the discussion concludes that:
 - There have been significant or repeated behaviours that do not indicate acceptance of Part 2 of the Teachers Standards and/or
 - The RPT has regularly failed to meet targets set or to respond successfully to feedback and support,
 - There is an area of practice where the RPT shows a significant and sustained inability to meet any of the descriptor statements, and/or
 - The RPT has not met the Assessable learning outcomes of the module

then after discussion with a University colleague the RPT can be awarded a Fail.

- If the discussion does not conclude any of the above, then the RPT should be awarded a Pass and recommendations for future support should be recorded on the Progress Review and an Extra Support Form will be put in place.

For ease of reference the Strands are organised in the same way as the Core Content Framework for ITT.

	Strand	TS
A	High expectations and managing behaviour	TS1 and TS7
B	Pedagogy (How pupils learn, classroom practice and adaptive teaching)	TS2, 4 and 5
C	Curriculum	TS3
D	Assessment	TS6
E	Professional behaviours and wellbeing	TS8, Part Two

Assessment Descriptors

Strand A: High expectations and managing behaviour (leading to Teachers' Standards 1 and 7)

An RPT who is meeting the ED3PGST (Autumn shared experience) expectations will typically achieve in the following way:

The RPT demonstrates a positive attitude towards all pupils, learning children's names and pronouncing them correctly. They are able to develop a rapport with individuals and groups, and respond supportively to children's contributions. They ask about the goals that teachers have for pupils and find out how these are incorporated into teaching.

RPTs can explain the school behaviour policy and recognise how it underpins classroom interactions. When observing experienced colleagues they can pick out and analyse how rules and routines are established and maintained. They act on guidance from their mentor to ensure they model expected behaviour and values according to school policies. Observations show they can seek and hold children's attention and manage transitions. They notice when children are meeting their expectations and respond fairly when they are not. They seek support for managing behaviour if necessary, and begin to identify how and when to support pupils with specific behavioural needs through discussions with parents, carers and colleagues.

Building on autumn term attainment, an RPT who is meeting the ED3PGG (Spring guided experience) expectations will typically achieve in the following way:

The RPT encourages pupils to participate in an atmosphere conducive to learning. Pupils typically respond positively to their teaching and direction. They show confidence in using a variety of classroom management techniques throughout the lessons they teach. They demonstrate through effective lesson planning how to check the understanding of instructions and giving manageable, specific instructions manages pupils' behaviour.

The RPT begins to implement their own strategies for managing behaviour and can begin to use early interventions as a response to low level disruption, such as non-verbal signals. They use these interventions both in the classroom and around the school.

With support, the RPT meets with parents, carers, and colleagues to discuss how to support individual children and start to plan for their needs within lessons to ensure high academic and behavioural expectations are met. They ensure that transitions and pace in lessons are planned for to establish classroom routines, and ensure pupils are aware that effort and perseverance are part of the daily routine. Pupils are appropriately challenged within lessons with tasks that are aspirational but achievable.

The RPT establishes positive relationships with their new class and colleagues, taking note of the teachers' goals for the pupils in planning their lessons. RPTs follow the behaviour policy of their school, including the approach to using praise, sanctions and rewards.

Strand B: Pedagogy (leading to Teachers' Standards 2, 4 and 5)

An RPT who is meeting the ED3PGST (Autumn shared experience) expectations will typically achieve in the following way:

The RPT finds out about and can explain how the teaching approach in their setting and/or within curriculum areas is based on how children learn in that subject and at that age and stage of development. They attend team planning meetings and are able to suggest ways of engaging learners.

The RPT is supported to find out what children already know, understand and can do in relation to the planned learning, for example by looking at previous work, observing and talking to children, researching the curriculum or asking for assessment information. They discuss how teachers plan tasks to give them information about children's knowledge against the lesson objectives, and feed back to the class teacher about pupil learning after taking any small groups or lessons.

The RPT teaches from, adapts and develops existing or co-created plans. The RPT receives significant guidance in making content decisions, but they take responsibility for finalising the aspects they are responsible for in good time for the lesson. RPTs show an understanding of the Learning Objective (LO) throughout, making reference to it in ways that support their learners, and they use it to support post-lesson evaluation. They teach part and whole individual lessons or activities for individuals, groups and where appropriate whole classes, and may teach short sequences of lessons. They include realistic timings on their lesson planning and can reflect on which aspects of their teaching need more/less time. They share their planning in advance as agreed with their mentor, and ensure that resources for the lessons they teach are prepared and organised prior to the lesson. In the EYFS, they find out how continuous provision is linked to teacher-led input. They are beginning to identify the progress the children are making in their lessons.

The RPT reflects upon their teaching and seeks out opportunity to receive feedback. They show a promising ability to structure explanations and model tasks well, and to chunk inputs appropriately for the learners. In evaluating their teaching with support they can identify individuals and groups that have made progress within individual activities, whole lessons or continuous provision, drawing on observations and/or evidence of children's work. They respond to feedback, for example on the pace or timing of lessons, and seek to improve.

The RPT seeks out information about the particular needs and circumstances of children in their class, including any children with EHCPs. They ask questions about how teachers plan for children who learn at different rates and need different types of support. They can identify children in their class who need support, challenge or specific adaptation to help them to access learning. Their planning shows that with support they attempt to make appropriate provision for some of these needs within their lessons.

Building on autumn term attainment, an RPT who is meeting the ED3PGG (Spring guided experience) expectations will typically achieve in the following way:

The RPT assumes a high level of responsibility for the attainment and progress of the pupils they teach, showing a sound understanding of progression over time. The RPT teaches individual lessons and sequences of linked lessons. They receive focused co-planning support to assist them in pitching the expectations correctly for the year group, particularly if they have made a significant change to year group from another key stage or between mainstream and SEND. If teaching in the EYFS, they identify how pupil learning will be supported by continuous provision.

The RPT takes responsibility for the progress of the pupils in the lessons or activities that they teach and feeds back to the class teacher next steps for following lessons, regardless of whether this will be taught by the RPT. They plan in opportunities for the pupils to reflect on their learning alongside using their own assessments to inform future planning. The RPT is able to explain how they are building on prior achievement and demonstrate how the work they have set addresses any gaps in knowledge or whether an intervention is needed. Children in their lessons typically make at least sound progress.

The RPT understands how complex material is broken down and sequenced to secure learning. They identify how children are supported to retrieve information from memory, and with support prepare worked examples to underpin their teaching.

The RPT is aware of any barriers to learning and how to overcome these, including for children with SEND or learning through EAL. They tailor their teaching to ensure that it is age-appropriate, for example fostering children's independence and ensuring an appropriate level of scaffolding and support. Typically, they incorporate teaching approaches which stretch and challenge pupils across the attainment range in their class, taking into account individual circumstances and strengths in different areas of the curriculum.

Strand C: Curriculum (leading to Teachers' Standard 3)

An RPT who is meeting the ED3PGST (Autumn shared experience) expectations will typically achieve in the following way:

The RPT researches topics before teaching them. They ask questions about how and why the curriculum is structured as it is, and how expert teachers make decisions about curriculum content and delivery.

For each specific topic RPTs find out how the curriculum is sequenced, and in particular they can explain what has come before the lesson(s) they teach and what will come next. With support, RPTs can identify how the resources they use address the intended curriculum. RPTs make sure they can explain the key ideas and knowledge within each lesson they are responsible for, using accurate subject-specific vocabulary, and find out about common errors and misconceptions.

RPTs take responsibility for their own standards of literacy and articulacy. They typically use correct standard English, responding rapidly to feedback and addressing any errors. They find out about the school handwriting policy and take steps to ensure that they model writing appropriately.

If teaching early reading, they demonstrate knowledge of systematic synthetic phonics. In mathematics they can use models, images, resources and accurate mathematical vocabulary to explain ideas.

Fundamental skills

The RPT follows university guidance to audit their knowledge, skills and understanding against the Fundamental Skills (speaking, listening and communicating; writing; use of data and graphs; mathematical calculations and problems). They set targets and take steps to address these.

3.4: Teaching of early reading

Throughout their teaching, including of spelling and reading, they draw on their knowledge and understanding of systematic synthetic phonics to model and reinforce decoding, segmenting and blending'. The RPT is able to deliver a self-contained phonics lesson from a plan that has been shared with them, demonstrating mostly confident subject knowledge of terminology. They also show awareness of how phonics knowledge can be drawn on, utilised or alluded to in context outside of phonics lessons, e.g. when hearing a child read, they help the child make connections between the text and GPCs learned in phonics lessons.

3.5: Teaching of early mathematics

Supported by their mentor, RPTs can use appropriate models, images, resources and accurate mathematical vocabulary to explain ideas clearly. They can recognise when learning objectives require children to recall facts, learn new information or processes or apply and consolidate their understanding, and can match the learning objectives to appropriate guided and independent tasks.

Building on autumn term attainment, an RPT who is meeting the ED3PGG (Spring guided experience) expectations will typically achieve in the following way:

RPTs show secure subject and curricular knowledge across the range of lessons they teach. They can explain how their teaching is informed by developments in the subject, drawing on evidence-informed practice. They may contribute their own suggestions based on research they have undertaken or accessed. They are able to discuss curriculum design factors and with support from their mentor or team they can plan and/or adapt and implement a medium-term sequence of learning that reflects these, identifying how the learning is progressing in relation to the development of key concepts and common misconceptions.

RPTs are able to respond appropriately to subject specific questions pupils ask and use terminology correctly throughout their teaching. They model good standards of literacy and articulacy and handwriting, including on the board, is clear, legible and in line with the school handwriting policy.

If teaching early reading, they show appropriate subject knowledge across the full range of progression. They can identify key features of effective phonics teaching and these features are visible in their teaching. They begin to incorporate opportunities to use and apply phonetic knowledge across the curriculum and school day. In mathematics teaching, RPTs identify when they and their pupils should use models, images and concrete resources

to develop pupils' mathematics knowledge and understanding, building this into their planning. They can explain the reasons behind the approaches and resources they are adopting and rejecting.

Fundamental skills

The RPT continues to refine and meet any targets against the fundamental skills. Any identified issues are swiftly addressed in partnership with their mentor. Where appropriate, they are proactive in seeking support including from the University support and advisory teams.

3.4: Teaching of early reading (NB RPTs may need to address or consolidate aspects of the ED3PGST descriptor if they were based in KS2 for the autumn term)

After initial induction into how the Phonics scheme used by the setting is structured, they are able to plan coherent four-part phonics lessons, or interpret scheme plans appropriately for their group. They are confident in their subject knowledge and phonemes are pronounced correctly with no schwa. They take feedback about the suitability of their activities for the learning goal and adapt accordingly. They begin to note which learners are not making good progress and discuss adaptations with you. In the wider curriculum, they are able to draw on learners' phonic knowledge when teaching specialist new vocabulary, looking at spelling conventions or reading unfamiliar texts.

3.5: Teaching of early mathematics (NB this applies throughout the primary age-range)

RPTs identify appropriate models, images, vocabulary, examples and practical resources for them and the children to use to support learning. They can explain what it means to master a particular aspect of mathematics, and plan their questioning and children's guided and independent activities accordingly. With guidance they incorporate an appropriate balance of discussion, modelling, practice and consolidate into teaching and learning activities.

Strand D: Assessment (leading to Teachers' Standard 6)**An RPT who is meeting the ED3PGST (Autumn shared experience) expectations will typically achieve in the following way:**

The RPT plans and uses key questions in their teaching. While they are teaching the RPT shows that they notice when children are struggling or are ready to move on. They plan and ask questions designed to assess children's understanding although they may not act on the outcome. They take responsibility for assessing the activities or lessons they are responsible for. They provide oral feedback in line with the school's feedback policy and contribute to written marking alongside the class teacher when appropriate. They keep appropriate records of progress within lessons as agreed with their mentor.

RPTs can identify individuals and groups that have made progress within individual activities, whole lessons or continuous provision, drawing on observations and/or evidence of children's work.

Building on autumn term attainment, an RPT who is meeting the ED3PGG (Spring guided experience) expectations will typically achieve in the following way:

The RPT is able to plan in assessment opportunities through effective use of AfL strategies such as observation, questioning, peer assessment, self-assessment, verbal feedback and in-lesson marking to identify misconceptions and assess the understanding of the pupils. Where available they also seek feedback from support staff on pupil attainment and progress. If a sequence of lessons is being taught, the RPT is able to adapt subsequent teaching based on how well the children have achieved the LO to ensure that their needs and the curriculum objectives are met.

RPTs attend meetings focused on assessment, for example pupil progress meetings, and are able to present evidence of pupil progress and attainment. Under the guidance of the mentor or class teacher they contribute to whole-school assessment processes. They are aware of the targets that have been set against age-related expectations or SEND curricula and can give examples of how they know whether children are on track.

RPTs keep appropriate records of progress and attainment as guided by their mentor. They know and can articulate how pupils' learning is assessed against national benchmarks and identify 'what a good one looks like'.

**Strand E: Professional behaviours and wellbeing
(leading to Teachers' Standard 8 and Part Two)**

An RPT who is meeting the ED3PGST (Autumn shared experience) expectations will typically achieve in the following way:

The RPT finds out and can explain the school safeguarding policy and their responsibilities in terms of Keeping Children Safe in Education. The RPT follows all safeguarding procedures, seeking support immediately. The RPT's attendance and punctuality is good, and they dress and communicate in a professional manner, showing respect and a willingness to learn.

The RPT attends staff meetings, INSET days, parent evenings, and phase meetings to ensure they contribute towards the wider life of the school.

The RPT takes opportunities if they arise to observe the class teacher communicating with parents. They find out how support staff are deployed, and ask advice on how to include support staff in their planning and teaching. In particular if working within the SEN sector they take time to work alongside support staff, understanding their role and seeking guidance from the class teacher on how to incorporate them into planning for individual pupil needs. With support from their mentor, RPTs are able to plan and deliver ways to support the children's wellbeing, for example through PSHED sessions.

With their mentor the RPT identifies opportunities to observe experienced teachers. They plan and agree their timetable in advance, including scheduling their weekly mentor meeting. They meet programme expectations, maintaining their e-portfolio, addressing school-based tasks and uploading agreed documents each week. They manage their time well, including when they are not teaching themselves, and can identify how they are managing their workload and maintaining good wellbeing.

Building on autumn term attainment, an RPT who is meeting the ED3PGG (Spring guided experience) expectations will typically achieve in the following way:

They RPT continues to demonstrate consistently high standards of personal and professional conduct. They follow all safeguarding procedures and, under the guidance of an expert colleague, contribute appropriately to any necessary reporting processes.

The RPT contributes to the wider life of the school, for example they may contribute to displays in shared spaces, extra-curricular activities, break duties or whole-school assemblies/activities in line with the school's custom and practice. They contribute to meetings where they feel confident to do so, offering ideas and support where they can.

RPTs form good working relationships with any support staff. Support staff are included within their planning and teaching, and they seek feedback on whether this deployment is impacting positively on pupil engagement and progress. They know who to go to when they need specialist support and can identify when this is needed.

RPTs communicate effectively with parents, for example through verbal feedback at the start and end of the day. They attend parents' evenings, and may contribute under the guidance of their mentor.

RPTs continue to plan and agree their timetable in advance, including scheduling their weekly mentor meeting. They meet programme expectations, maintaining their e-portfolio and uploading agreed documents each week. They carry out scheduled school-based tasks and attend school-based INSET. They are proactive in managing their time well and meet deadlines set by the school.

RPTs are able to consider cognitive load for children and themselves when planning sequences of lessons. They can demonstrate where building relationships with children has supported their learning and wellbeing. They can confidently implement strategies to manage their own workload, such as verbal marking / in the moment feedback and are able to seek support if needed.