**BA Primary Education (QTS)**

**School Experience Assessment Descriptors**

(For use with School Experience modules: ED1SX1 and ED2SX1)

Year 1 and 2 School Experiences are assessed through these strands of learning:

**Strand A** – leading to TS1 and 7

**Strand B** – leading to TS 2, 4 and 5

**Strand C** – leading to TS 3

**Strand D** – leading to TS 6

**Strand E** – leading to TS 8 and Part 2

When using for formative purposes (during or at the end of a placement):

The RPT should contribute to a discussion about the degree to which they are meeting the descriptors for the relevant School Experience. The discussion should include exploration of what the RPT has achieved well, as well as areas for development. From these discussions you will tell the RPT 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 = 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 = 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 Experience 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: 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, and/or
  + There is an area of practice where the RPT shows a significant and sustained inability to meet any of the descriptor statement, and/or
  + The RPT has ‘Not met’ in multiple strands and it can be predicted that the RPT would struggle significantly in the next placement,

then 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 Assessment of Progress (AoP).

Please note: In all discussions about summative gradings the tutor reserves the right to make the final decision.

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| **Strand A – High Expectations and Managing Behaviour (leading to Teachers’ Standards 1 and 7)** |
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| ***Year 1***  *An RPT who is meeting the ED1SX1 (Year 1) milestones will typically achieve in the following way:* |
| They will spend time getting to know all the pupils in the class, including their names, and develop positive and respectful relationships with them over time. They will show professional curiosity about pupils’ backgrounds and can discuss how that knowledge sometimes influences their decisions in the classroom. By the end of the placement the RPT displays solid classroom presence through their voice and body language. They demonstrate their understanding of professional boundaries by maintaining teacherly conduct, including during transitions and playtimes. They are able to carry out the schools’ policy for managing low level behavioural challenge; this includes positively reinforcing good behaviours although they may need reminding of this. They use some attention-gaining strategies successfully and often wait for silence before continuing. They show an understanding of the importance of expectations by making these clear to pupils at the start of something, although they may not always follow through. |
| ***Year 2***  *Building on the Year 1 descriptor, an RPT who is meeting the ED2SX1 (Year 2) milestones will typically achieve in the following way:* |
| The RPT uses the positive relationships they have with pupils to create an atmosphere of trust in their lessons and interactions. They build on this by often having high expectations of their pupils’ role in their own learning and they sometimes take opportunities to model or discuss this. The RPT is developing good classroom presence and uses non-verbal cues and reasonably high expectations of behaviour to reinforce this. They know some strategies for ensuring smooth transitions, both within the classroom and between other spaces in the school and employ these with some effectiveness. They administer the school’s behaviour policy well, seeking help when needed, and positive reinforcement is now quite common. They take a role in handling incidents between pupils, showing respect for each individual. They also demonstrate that they understand the link between pupil wellbeing and behaviour by discussing classroom situations with colleagues. |

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| **Strand B - Pedagogy (leading to Teachers’ Standard 2, 4 and 5)** |
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| ***Year 1***  *An RPT who is meeting the ED1SX1 (Year 1) milestones will typically achieve in the following way:* |
| An RPT will teach parts of a lesson, individual lessons or small group sessions, ensuring they are ready in good time for each lesson. They also attend any team planning meetings and are able to suggest ways of engaging learners. Once they are teaching whole lessons, they are able to identify intended timings on their lesson materials, deliver a basic three-part lesson and reflect afterwards on the success of their timing. The RPT shows a promising ability to structure explanations well and to chunk inputs appropriately for the learners; they also make reference to prior learning or contextualise the task for pupils. They attempt to model learning and tasks where appropriate, although detail may be lacking. Questioning is used to establish if learning has taken place but it may not be acted upon within 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. When planning lessons, RPTs show interest in and awareness of the different attainment levels in the class and of learners’ additional needs, although they usually need guidance on what sort of adaptations are appropriate. Pupils often make some progress as a result of the RPTs actions. |
| ***Year 2***  *Building on the Year 1 descriptor, an RPT who is meeting the ED2SX1 (Year 2) milestones will typically achieve in the following way:* |
| An RPT will teach individual lessons as well as short sequences of linked lessons. As they move towards delivering weekly sequences of core subject teaching, they can link lessons together for their learners and create a sense of purpose. Inputs and explanations are usually well-structured, and their modelling begins to anticipate misconceptions. They also experiment with less traditional lesson structures and explore techniques that are investigative, dialogic or drama-based. The RPT uses questioning in all parts of the lesson, and will sometimes use this to adjust their next action or a grouping. They also begin to deliberately use more challenging questions to push the learning further. They suggest and implement some appropriate scaffolding for learners to use during independent work and they begin to create opportunities for greater depth learning in their lessons, although support will still be needed with this. They make reasonable suggestions for supporting pupils with EAL but will still need support regarding pupils with SEND. They are good at reflecting on the effectiveness of each lesson, with reference to pupils’ progress, and can suggest how they might adapt the next lesson accordingly. Pupils generally make good progress as a result of the RPT’s actions, although this may be less consistent for greater depth learners. |

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| **Strand C – Curriculum (leading to Teachers’ Standard 3)** |
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| ***Year 1***  *An RPT who is meeting the ED1SX1 (Year 1) milestones will typically achieve in the following way:* |
| An RPT will teach parts of a lesson, individual lessons or small group sessions in a restricted range of subjects. When planning for these, the RPT receives significant guidance in making content decisions and pitching the learning, but they take responsibility for finalising the aspects they agree to be responsible for. They use school materials and other sources to ensure they have understanding of the relevant subject knowledge, including the expected subject specific vocabulary. They ask questions about what prior knowledge the pupils should have, including misconceptions, and show interest in how their lesson fits into the overall sequence of learning, including the National Curriculum Programmes of Study that it relates to. They are able to provide opportunities for learners to use and extend their language skills (oral and written) and digital technology skills across the subjects they teach. They use Standard English when addressing pupils and make an effort to correct any non-standard constructions that they use. |
| ***TS 3.4 – Phonics and early reading***  *An RPT who is meeting the ED1SX1 (Year 1) milestones will typically achieve in the following way:*  Through discussion, they show a clear understanding of the importance of Systematic Synthetic Phonics in the teaching of fluent decoding. 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. |
| ***TS 3.5 – Primary Mathematics***  *An RPT who is meeting the ED1SX1 (Year 1) milestones will typically achieve in the following way:*  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. |
| ***Year 2***  *Building on the Year 1 descriptor, an RPT who is meeting the ED2SX1 (Year 2) milestones will typically achieve in the following way:* |
| An RPT will teach individual lessons as well as short sequences of linked lessons, exploring all curriculum subjects. The RPT responds as directed to focused co-planning support to assist them in pitching the expectations correctly for the year group. When planning sequences of learning, they are able to discuss curriculum design factors such as concept building and revisiting learning, and their medium-term sequences of learning reflect these. They draw explicitly on the National Curriculum and take steps to research topics, including misconceptions, thoroughly before they teach them. In some lessons, they begin to show an ability to answer questions that link to their teaching content but go beyond it. They have high expectations of pupils’ oral language use in lessons and provide opportunities for them to read, write, use digital communication skills and apply mathematics skills across the curriculum. They use Standard English when addressing pupils and don’t often need to be reminded to correct any non-standard constructions that they use. |
| ***TS 3.4 – Phonics and early reading***  *Building on Year 1 attainment, an RPT who is meeting the ED2SX1 (Year 2) milestones will typically achieve in the following way:*  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 the usual teacher of that group. In the wider curriculum with their KS2 learners, they are able to draw on learners’ phonic knowledge when teaching specialist new vocabulary, investigating spelling conventions or reading unfamiliar texts. |
| ***TS 3.5 – Primary Mathematics***  *Building on Year 1 attainment, an RPT who is meeting the ED2SX1 (Year 2) milestones will typically achieve in the following way:*  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. |

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| **Strand D - Assessment (leading to Teachers’ Standard 6)** |
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| ***Year 1***  *An RPT who is meeting the ED1SX1 (Year 1) milestones will typically achieve in the following way:* |
| The RPT demonstrates understanding that assessment of learners is necessary in order to move learning on and feeds back to the class teacher about pupil learning after taking any small groups or lessons. When they observe teachers teaching, they ask post-lesson questions and engage in reflective dialogue about the assessment strategies used. In their own teaching, they recognise that they have a role to play during any independent learning time and circulate to support learners or answer questions, exploring different ways to respond, checking with the class teacher if needed. The RPT provides oral feedback in line with the school’s feedback policy and contributes to written marking alongside the class teacher when necessary. They demonstrate, through discussion, an understanding of how the LO is used in marking and, with guidance, make appropriate evaluative judgements about how successfully it has been met. |
| ***Year 2***  *Building on the Year 1 descriptor, an RPT who is meeting the ED2SX1 (Year 2) milestones will typically achieve in the following way:* |
| The RPT thinks about assessment opportunities when planning lessons, building in questions, tasks and plenaries that will allow them to gauge how well learners are progressing. They begin to respond to the information these strategies give them, altering teaching or groupings as a result. The RPT follows the school feedback policy, adhering to written marking expectations but also ensuring oral marking is regularly and appropriately used. They use marking information to plan subsequent lessons, asking for guidance when they are not sure. They adopt some strategies that support learners to understand their own progress but these may not always be followed through to their full potential. They develop their understanding of age-related expectations through finding out about the school’s methods for reaching summative judgements and discussing these with colleagues. |

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| **Strand E – Professional Behaviours and Wellbeing (leading to Teachers’ Standards 8 and Part 2)** |
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| ***Year 1***  *An RPT who is meeting the ED1SX1 (Year 1) milestones will typically achieve in the following way:* |
| The RPT relates to pupils in ways that do not cause concern and they respond with acceptance to pupils expressing personal ideas. They also encourage tolerance of unfamiliar ideas in all pupils. They support the school’s ethos and policies by adopting relevant routines and any misjudgements are not repeated. Timekeeping is good throughout the school day and general duties are fulfilled. They provide plans and resources for mentor checking – at least for the aspects of teaching they are responsible for - in good time before lessons. They learn the names of teaching assistants in the class and speak to them after lessons to find out how learners progressed or to listen to their ideas. They begin to contribute to the wider life of the school by attending staff meetings when appropriate and shadowing playground duty once per week. They are thoughtful and respectful to everyone in the staffroom and throughout other professional encounters, including supervised encounters with parents. They can articulate the school’s policy for Child Protection and Safeguarding and know what to do when reporting a concern. Dress, language and general demeanour are always of a professional nature. |
| ***Year 2***  *Building on the Year 1 descriptor, an RPT who is meeting the ED2SX1 (Year 2) milestones will typically achieve in the following way:* |
| Having formed positive relationships with pupils, the RPT promotes a culture of acceptance and understanding of others; they contribute to citizenship and PSHE teaching. They are aware of the agreed British Values and are able to respond to questions about these in a way that maintains integrity and supports pupils’ personal development. They show fairness and knowledge of school policy when dealing with playground issues and they are developing strategies to protect the pupils in their care from bullying. They consider the deployment of adults in their lessons and, with support, begin to note this in their planning, although communication with the adults may need support. They find out which colleagues have responsibility for different aspects of the school and are able to contact the relevant colleague for advice if they are told that would be a suitable thing to do. They find out about extra-curricular activities in the school and which pupils participate. They show an understanding of how to work in a team in a way that is fair and keeps workload manageable. They build positive relationships with parents and, by the end of the placement, can manage interactions with parents about day-to-day issues independently. Dress, language and general demeanour are always of a professional nature. |