



Assessment Policy

Version 2

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VNHTT Assessment Policy

1. Purpose

VNHTT is committed to ensuring that trainee teachers are assessed fairly against clear and transparent criteria in all aspects of the training. Trainees can only be recommended for the award of QTS if they meet all the Teachers' Standards. Therefore, the assessment of trainees must be accurate and reliable in establishing whether or not trainees meet the Teachers' Standards at the end of their training course.

In order to ensure accuracy and reliability VNHTT has clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

VNHTT has a responsibility to provide honest and constructive feedback in our role as a training provider. Our aim is to ensure that our programme develops highly effective classroom practitioners. In assessing our trainees throughout the programme, we recognise that individuals develop at different rates and therefore our feedback must be supportive and developmental as well as clear and specific.

This policy describes the Assessment Policy and procedure for VNHTT trainees during the initial teacher training programme leading to the award of QTS and PGCE in conjunction with the University of Hull.

2. Assessing trainee progress through the Vantage Curriculum

Our formative and summative assessment processes have been designed to measure trainees' progress and mastery of the Vantage ITT curriculum. This curriculum has been designed to build novice teachers' knowledge, skills and confidence to help them become excellent classroom teachers and reflective practitioners who think analytically about how best to help their pupils make excellent progress.

The VNHTT curriculum covers all aspects of the ITTECF core content framework comprehensively and goes well beyond in its ambition and scope. At its heart the curriculum is built around the five core curriculum strands under which the eight sections of the core content framework (CCF) are grouped:

- Professional behaviours (S1, S8 and PPC)
- Behaviour management (S1 and S7)
- Pedagogy (S1, S2, S3 and S5)
- Assessment (S1, S6)
- Subject & curriculum (S1, S3),

Standard 1 – High Expectations – is intentionally included in all five strands to reflect its foundational importance across all aspects of effective teaching. High expectations underpin professional conduct, pedagogical decision-making, curriculum design, assessment practice and behaviour management. By embedding S1 throughout the curriculum structure, the VNHTT programme ensures

that trainees consistently develop the mindset, knowledge and habits required to promote ambition, inclusion, resilience and positive learning behaviours for all pupils. This integrated approach reinforces that high expectations are not a discrete area of practice, but a core principle that informs every element of a trainee's development and classroom practice.

The ITTECF 'learn that's' and 'learn how to's' for each strand have been carefully analysed and sequenced into five 'learning pathways' which run concurrently so that trainees, supported by their mentors, are able to work through them in a logical and cumulative way. Core training and subject training have been carefully sequenced to integrate with these learning pathways. Recognising that trainees' knowledge and skills need to be developed in context, our programme is designed that trainees are in school on placement from throughout the programme and that each week there is strong communication, detailed guidance and shared understanding between all involved about the purposeful integration of curriculum priorities and trainee targets.

The **Teacher Standards** are used only as an **end-point assessment** in the decision process to award QTS. The Vantage curriculum is designed so that it ensures full coverage of the Teacher Standards are achieved by this end-point so that nothing is left to chance in this regard.

3. Vantage Curriculum targets

VNHTT supports mentors to set targets that are precise, high-leverage and aligned to the core training sequence. Each week, mentors are guided to set three targets on Mosaic, one of which is a Steplab coaching focus that follows a carefully sequenced running order. This ensures coherence between centre-based training, Steplab study modules and school-based practice, so that trainees are working on the same curricular priorities across all aspects of the programme. By providing a structured target bank with clearly defined action steps, VNHTT removes ambiguity for mentors and promotes consistency, clarity and ambition in the targets that trainees receive.

Alongside this structure, VNHTT emphasises professional judgement and contextualisation. Mentors are supported to select two additional targets from across the strands of Professional Behaviours, Behaviour Management, Assessment and Subject & Curriculum, ensuring coverage over time while remaining responsive to individual trainee needs. Mentors are encouraged to choose the most relevant and high-impact actions for each trainee and to avoid repetition by reviewing previously set targets. While targets are copied verbatim to preserve curriculum fidelity, mentors add contextual detail in Mosaic so that each target is explicitly linked to the trainee's subject, pupils and classroom practice.

VNHTT also supports mentors to use target-setting as part of an ongoing coaching cycle rather than a one-off process. Guidance is provided on rolling over targets where further practice is needed, using review and develop weeks to consolidate or extend learning, and aligning Steplab drop-ins and coaching observations with the next step in the training sequence. Mentors are encouraged to draw on Steplab study modules in professional dialogue, helping trainees connect theory with

practice. This approach ensures that targets are cumulative, developmental and embedded within a supportive coaching relationship that promotes sustained improvement over time.

We recognise that trainees acquire much of their subject and pedagogical knowledge through the continual cycle of lesson planning, teaching and structured feedback from mentors and other expert colleagues. Over the course of the programme, trainees will typically teach more than 300 lessons across two Key Stages and observe many more, engaging extensively with the required curriculum content in authentic classroom contexts. To ensure this learning is systematic rather than incidental, trainees complete a termly Subject Record which audits their engagement with, and progress through, the required subject and curriculum content. These records enable trainees and mentors to identify strengths, gaps and priorities for development, ensuring that coverage is monitored and that any remaining areas are planned for and addressed during the programme and into the ECT phase.

If a trainee fails to make the required progress despite this increased focus, they move onto a **support plan** that is set up by the professional tutor/programme lead (see **Cause for Concern procedure**). Support plans have a maximum of three very specific targets identified, with clear success criteria and tight timeframes in which the trainee needs to make some noticeable improvement.

4. Progress reviews and evidence requirements

Trainees' knowledge, understanding of the curriculum and teaching skills are formally assessed at six review points in the programme by reviewing their electronic evidence, mentor's progress report, and trainee responses to a professional learning conversation. For Review Points 1,3 and 5 the trainee's teaching and classroom practice is also assessed via a joint observation by the mentor and professional tutor. Review Points 2,4 and 6 also include a trainee presentation on their Sequence of Learning.

Each term, the trainee's Sharepoint evidence is arranged into five folders – one for each of the curriculum strands. This makes it more straight-forward to assess their strengths and weaknesses in each area.

Trainees are provided with detailed guidance about what evidence is required to be uploaded to Sharepoint each term in order to provide material to support the assessment of their progress through the Vantage curriculum. This includes:

- Folder 1 – Professional behaviours – trainees complete an on-going Professional Behaviours Record to evidence and reflect on how they have taken ownership of their own professional development; any additional training undertaken; wider school contribution; how they have worked effectively with support staff, and liaised with parents, carers and families to support pupil progress.
- Folder 2 – Behaviour Management – trainees maintain a Behaviour Management Record recording and reflecting on significant actions and

interactions taken to maintain high expectations and/or manage behaviour, and their learning from this.

- Folder 3 – Pedagogy – focussed learning observations of expert colleagues teaching; the trainee's own lesson plans, resources, and feedback received for ten lessons each term
- Folder 4 – Assessment – examples of pupils' work and the trainees' marking and feedback and the trainee's learning from this. Primary trainees also include their Sequence presentation in this folder.
- Folder 5 – Subject and curriculum – Subject and Curriculum Record to track and reflect on the development of necessary subject knowledge and pedagogy. Presentation(s) on Sequence planning.

5. Professional Learning Conversations

To assess trainees' recall and application of knowledge and skills in the curriculum, each review point includes a 'professional learning conversation' between the professional tutor and the trainee following the pattern suggested by NASBTT in their Curriculum Framework. Trainees are asked a series of questions relating to the curriculum foci for that half term in the context of a discussion about their planning, teaching, marking and wider school involvement.

Trainees are also asked to explain the planning process behind their sequence of learning lessons and to evaluate how effective these lessons were in helping pupils to achieve the desired learning outcomes.

6. The Vantage Assessment Framework: Transparency and Trainee Ownership

VNHTT is committed to ensuring that the Vantage assessment framework is clear, consistent and transparent for all stakeholders, including trainees. This transparency is achieved through a highly structured framework that provides a shared language of success for everyone involved in the training process.

Transparency of Success Criteria - The framework is built around specific Vantage goals and detailed action steps that outline exactly what trainees should learn and demonstrate across the five core curriculum strands. To ensure there is no ambiguity regarding progress, the framework provides explicit success criteria (Vantage Expectations) for each goal, categorized as follows:

- Meets Expectations: Clearly defined professional habits and pedagogical skills required at specific points in the year.
- Strength – Exceeds Expectations: Indicators of high-level practice for trainees who are demonstrating exceptional independence or mastery.

Trainee Self-Assessment and Ownership - To ensure trainees have full ownership over their own progress, the complete Assessment Framework is shared with them at the

start of the programme. Trainees are not passive subjects of assessment; instead, they are required to act as reflective, professional learners who take responsibility for identifying their own strengths and next steps. As part of the formal progress review process, trainees are required to self-assess their development against this framework.

Integration with Progress Reviews - These self-assessments form a critical part of the formal review points. During these reviews, the trainee's self-evaluations are triangulated with mentor reports and explored further through professional learning conversations. This process ensures that trainees are empowered to explain their own planning and teaching decisions, using the framework's success criteria to evidence their journey toward meeting the Teachers' Standards.

By requiring trainees to "describe how they feel they demonstrate the goal requirements," VNHTT ensures that assessment is a collaborative and developmental cycle that places the trainee at the heart of their own professional growth

7. Roles and responsibilities

The **Vantage Strategic Board** is responsible for ensuring this policy is applied fairly and consistently across the organisation.

The **Vantage Leadership Team** has **operational** responsibility for:

- ensuring trainees are treated fairly and consistently across the organisation
- ensuring this policy is implemented fairly and consistently
- ensuring that internal assessment judgements are moderated appropriately
- making decisions where there is unresolved disagreement in judgement between the Professional tutor and mentor
- the moderation of progress reviews and final assessment judgements

The **VNHTT professional tutors** are responsible for:

- conducting progress review visits, including joint observations and professional learning conversations
- providing supportive and developmental feedback to trainees
- the moderation of mentor feedback
- the moderation of review point mentor judgements
- the assessment of trainee evidence on Sharepoint
- the completion of review point tutor comments
- the completion of the tutor QA visit report

The **Mentor** is responsible for:

- providing supportive and developmental feedback to trainees
- setting and monitoring Vantage curriculum targets
- completion of progress review point reports

The **External Moderator** is responsible for:

- ensuring the judgements made by VNHTT are robust and accurate
- ensuring that VNHTT judgements are consistent with standards across other ITT providers.

The **Strategic Board Assessment Committee** is responsible for:

- providing challenge and rigor to the VNHTT assessment process
- scrutinising judgements made by VNHTT about the progress and competence of trainees.
- Making final recommendations to the DfE for the award of QTS

8. Equality and diversity

VNHTT is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines, adhering to current legislation eg. the Equality Act 2010.
- Delivering high quality teacher training that meets the diverse needs of its trainee population, ensuring that no individual or group is disadvantaged.

9. Formative Assessment

Formative assessment at VNHTT is embedded throughout the programme and operates as a continuous cycle of evidence gathering, evaluation and responsive action. Evidence from multiple sources is used by VNHTT and school partners to adapt provision, personalise training pathways and secure strong progress for all trainees over time.

VNHTT is committed to ensuring that assessment processes and the Vantage assessment framework are clear, consistent and transparent for all stakeholders, including trainees. Trainees are supported as reflective, professional learners to understand expectations, success criteria and next steps, enabling them to engage purposefully with feedback and take responsibility for improving their practice.

Formative assessment is implemented through a range of systematic and triangulated approaches, including:

- Exit tickets from training sessions to evaluate understanding and inform subsequent provision
- Trainee Review Point reflections to promote evaluative practice and target-setting
- Weekly mentor meetings focused on instructional coaching and progress against targets
- Weekly Steplab study modules to develop evidence-informed classroom practice
- Steplab drop-ins and structured coaching cycles on trainees' teaching
- Monitoring and evaluation of pupil progress in classes taught by the trainee

- Subject knowledge audits and trackers to identify gaps and secure progression
- Monitoring of professionalism and conduct in line with Teachers' Standards

The first five Review Points are critical formative assessment milestones. At each point, evidence is reviewed and triangulated to identify strengths, areas for development and impact on pupils' learning. Progress against the Vantage curriculum is evaluated, and precise actions are agreed to ensure trainees consolidate learning, address gaps, and are appropriately supported and challenged to sustain improvement.

10. Summative assessment

VNHTT will make accurate and rigorous final summative assessment for the award of QTS in relation to the Teachers' Standards.

The final assessment includes:

- Trainee submission and presentation of their Sharepoint evidence
- Trainee presentation on a planned Sequence of Learning
- Detailed Professional Learning Conversation
- Review of trainee progress against each of the Teacher Standards.

11. Late submissions

A deadline is set and communicated to trainees for each Review Point by which date they must have uploaded the required evidence to Sharepoint and written their review comment on Mosaic.

An extension can be agreed to allow evidence to be uploaded after this deadline, if

- There are exceptional circumstances – these will need to be communicated and verified
- A member of the Vantage Leadership Team is notified by the trainee in advance of the deadline.

Any late submission that does not comply with these conditions will be deemed a cause for concern (see Cause for Concern procedure).

12. PGCE assignments

All VNHTT have the option to enrol for PGCE with the University of Hull. This entails completing two PGCE assignments. The first is due after Christmas and the second after Easter. A full programme of lectures and tutorials is provided by the university to support trainees with these assignments and additional support is provided by VNHTT in the form of two 'PGCE Reading weeks' off timetable (last week of Autumn

term and last week of the Spring term) to provide trainees with sufficient time to complete the tasks.

Full details of the two assignments, assessment criteria and submission arrangements are provided to trainees by the university via their Canvas site.

13. Internal moderation processes

In order to ensure accuracy and reliability, VNHTT has clear and robust assessment and moderation arrangements in place.

At each stage of the process, two staff with relevant experience are involved in assessment of the trainee.

- At all Progress Review points the Progress Report is completed by the Mentor and moderated by the Professional Tutor
- Joint lesson observations are conducted by the Mentor and moderated by the Professional Tutor

VNHTT standardisation processes ensure that Professional tutors make consistent assessments:

- Joint lesson observation and feedback of trainees undertaken by Professional Tutor and a member of the Vantage Leadership Team.
- Moderation of trainees' evidence, Review Point reports and Professional Tutor QA reports by the Vantage Leadership Team and key findings shared with professional tutors and mentors in training sessions and reinforced in bulletins.

14. External moderation processes

VNHTT will employ a suitably qualified External Moderator to ensure consistency of standards within VNHTT and to ensure standards of VNHTT are consistent with the standards of other ITT partnerships. The external moderator will have no direct involvement with the work of VNHTT and will offer an external perspective on the attainment of other providers' trainees being assessed for the award of QTS, to verify the accuracy of VNHTT assessments.

The external moderator's duties include:

- Detailed scrutiny of a sample of VNHTT trainees, including a representative cross section of trainees.
- Observation of the teaching of trainees in a designated sample.
- Discussion with VNHTT staff of all the evidence available on whether individual trainees have achieved the Teacher Standards.
- Discussion with trainees on their progress and the VNHTT programme
- Scrutiny of the VNHTT internal moderation arrangements, drawing on some of the evidence gained from the activities above.
- Producing a report that includes an evaluation of the strengths and areas for development of VNHTT, clearly linked to the ITT criteria and the ITE Ofsted

framework, including an evaluation of the accuracy of the assessment of trainees' attainment against the Teachers' Standards.

- This report is presented to the VSB Assessment committee at the QTS awarding panel

15. Appeals against assessment decisions

Trainees have the right to appeal assessment decisions at any point during their training year. An appeal regarding the outcome of an assessment is defined as: "A request for a review of a decision of an academic body with making decisions on student progress, assessment and awards" (OIA 2016).

An appeal can be made under this policy in the following circumstances:

- A procedural irregularity or administrative error in the assessment process in the award of Qualified Teacher Status.
- Evidence of bias or prejudice in relation to the final grading.
- Extenuating or mitigating circumstances where VNHTT were not made aware of which is a significant factor in the outcome of the assessment. There must be a good reason why VNHTT was not aware of this factor during the assessment period.

Full details of how to appeal are set out in the **VNHTT Appeals Policy**

16. Support plan and cause for concern procedure

The precise circumstances when a Support Plan is required vary but common scenarios are when:

- a trainee does not make the expected progress against Vantage curriculum targets; for example, there may be concerns about the trainee's planning, classroom practice, subject knowledge, behaviour management, or assessment, or the lack of expected progress made by the pupils.
- a trainee fails to demonstrate the required high standards of personal and professional conduct as set out in the VNHTT code of conduct / Part 2 of the Teacher Standards; for example, a trainee's absence may be unexplained or causing concern; there is a lack of punctuality or the trainee is failing to submit required assignments or documentation on time.

The full process and documentation involved are set out in the **VNHTT Cause for Concern (Support Plan) procedure**.