

School of Education, Language and Psychology

**Initial Teacher Education**

PGCE Secondary School Direct

Assessment Handbook

2021- 2022

**ASSESSMENT OF THE PGCE**

The Postgraduate Certificate in Education (PGCE) is a professional and academic qualification. It is therefore subject to formal assessment procedures. You will be formatively assessed in relation to the DfE Core Content Framework (as part of our wider YSJ curriculum) throughout the programme and on academic work for the PGCE award. Both elements are concerned with the effective integration of theory and practice. Your programme has been designed to ensure you meet the requirements for Qualified Teacher Status (QTS) and this will form the basis for your summative assessment at the end of your programme.

This handbook will be in two parts to focus on the 2 elements of assessment as follows:

Part One: Assessment of school experiences.

Part Two: Assessment of academic work for the PGCE academic award.

**Part One: Assessment of Practical Teaching**

This section relates to the assessment of the three school experience modules:

* School Experience 1 (SE1)
* School Experience 2 (SE2)
* School Experience 3 (SE3)

In assessing your suitability for the award of QTS, the university and alliances are working towards the DfE Teachers’ Standards 2012. However, to ensure you receive formative assessment throughout your placements, the School Experience Formative Assessment Continuum will be used to track your progress towards the award of QTS.

You will be expected to demonstrate your readiness for qualified teacher status in two respects:

* your ability to work productively, professionally and competently as a teacher in school in general and in the classroom specifically; and
* your ability to reflect on the insights and knowledge on which your teaching is based.

Assessment of your classroom practice and professional competence during your school experience placements will be made by school based mentors in liaison with university tutors (link tutors) and alliance leads, who work with school staff to support the quality assurance of judgements made on professional practice.

During the autumn term school experience, you will gradually take whole lessons and series of lessons and your amount of teaching will gradually increase as the programme progresses. Mentors/teaching staff have responsibility for reviewing your preparation and planning for lessons. You will be given both oral and written feedback on your teaching (and the impact of this on pupil learning/progress) and your development and progress will be tracked via PebblePad (an electronic tracking system). During the formative stage in your development, it is important not only that you observe good lessons taught by experienced teachers but that you have opportunities to discuss precisely how high standards of teaching and learning are achieved.

You will have weekly meetings with your mentor during the programme with a record of this on PebblePad. The weekly meeting is essential in reviewing your progress and guidance is given for the weekly meetings in appendix one to this section.

There will be interim review points to support the tracking of your progress and then a formal assessment at the end of each school experience.

***Student teachers must pass each placement in order to progress to the next one****.*

During the spring/summer terms the mentor (and the alliance lead in some schools) will be responsible for continuing to assess your progress and towards the end of the summer term, will make the decision if you have achieved the teaching standards required by the DfE for the recommendation of the award of Qualified Teacher Status (QTS) as outlined in the DfE Teachers’ Standards 2012. Mentors are responsible for completing all final documentation and assessing progress made during school experience. The recommendation will be based on a range of information and judgements made over the period of your placement.

Where there are unsatisfactory issues at any point in the school experience, for example, low attendance, poor planning and preparation, lack of sustained competence and professional concerns, the mentor will liaise with the university link tutor/alliance leads/programme lead to implement cause for concern procedures to support you (please refer to the Additional Support Procedures Handbook).

Towards the end of the programme assessment of students is further supported by external examiners, who provide a further layer of quality assurance.

Final assessment information for all students is moderated within a PGCE Assessment Moderation Panel.

You are expected to meet all the teachers’ standards by the end of the programme. To support this assessment, you will have a weekly meeting with your mentor to discuss your progress in all areas, including the impact of your teaching on pupil progress.

PebblePad is a tool that is used to support your reflection and track your progress and during early workshops at the university you will be guided through how to use this.

In addition to you having access to your PebblePad workbook the following people will also have access to support tracking:

* Link tutors & mentors
* University tutors/alliance leads
* External examiners and possibly Ofsted inspectors

How is PebblePad used?

* As an aid to professional discussion between you and your mentors in weekly mentor meetings
* As an aid for professional reflection
* As an aid to on-going target setting throughout your school experience
* As an aid to discussion between yourself and university tutors

Who completes the documents on PebblePad?

As a result of discussion with your mentor, the **student teacher & mentor** are responsible for completing documentation on PebblePad. The **school mentor** (in discussion with the student teacher) completes the documentation that is processed as advised.

**Evidence to support your progress**

As indicated above your progress is tracked for the duration of the programme via PebblePad. During the programme you will use various sources of evidence to support discussions on your progress. This might include examples of pupil’s work, planning, assessment evidence or evidence from your observed lessons.

You are not expected to put these sources of evidence into a portfolio (as has been typical of PGCE programmes in the past) as this is considered additional and unnecessary workload. However, it is important that you store your evidence securely as you will be requested to provide access to this during the programme, as part of discussions on your progress. There is also an opportunity for you to upload examples of this evidence within your reflections and weekly mentor meetings as this will help support your discussions.

**School Experience Formative Assessment Continuum**

This document has been developed with partnership colleagues over time to reimagine the summative ITE grading process as constructive feedback dialogue between the student teacher and their mentor. As such, it seeks to enhance self-regulatory practice for emergent teachers. We have taken account of research literature around assessment, grading and self-regulation which has been aligned to the Core Content Framework [CCF], Teachers’ Standards [TS] and also draws upon work by the influential Danielson Framework in the USA. It seeks to offer a staged expectation specifically linked to the curriculum and is viewed as a developmental tool to promote ownership and independence in developing as a reflective classroom practitioner.

The recognition of the effect of formative feedback outperforming ‘grade’ judgements has a long record in educational research and practice. In being guided by the extant literature in this area over nearly 40 years, the Partnership is focusing on replacing school experience judgements with dialogic instrumental feedback emphasising self-regulatory habits in the student teachers, and more knowledgeable self-assessment on their part.

Students on an Initial Teacher Education Programme find themselves in the unique position of being both donors of feedback (to their pupils in school) as well as recipients of feedback (from their host teachers and mentors). Ideally, this should position them to act upon the feedback they receive so that they move from obtaining *executive* help (seeking answers; Hattie & Timperley, 2007) to *instrumental* help (seeking hints on how to work something out). Along this journey, they also engage with feedback literature and practical school experience that enables them to also become better donors of feedback.

Hattie and Timperley (2007) describe seeking help as a learner proficiency and discuss the distinction between *instrumental* help versus *executive* help. In their opinion, task feedback becomes most effective when combined with self-regulation feedback, so that it is instrumental, and not executive.

Self-regulation feedback can be described as comment or advice which is intended to support or enhance skills in using such learning functions, even such as helping students recognise, seek, and accept feedback. It is intended to enhance student teacher confidence and willingness to expend effort in and practise the learning.

**Using the School Experience Formative Assessment Continuum**

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| **How student teachers should use this** | **How school mentors should use this** |
| This is your living document so please refer to it and self-assess on an ongoing basis | This document is intended to be owned by the student teacher and it is their responsibility to keep it updated |
| Focus on a particular area(s) each week as outlined or suggested by the SE Director’s communications as well as areas identified by you and your mentor | Support the student teacher in identifying a suitable area of development for discussion |
| Focus on the core criteria and identify the aspects you have met and those that you feel can be developed further | The level of support is likely to change across the continua. SE1 might be characterised as co-construction, SE2 by support and SE3 by independence. |
| In consultation with your mentor or host teacher, co-construct actionable targets and identify actions to further improve your current stage. Discuss strategies to be able to meet your SMART targets | In consultation, and according to the point within the continuum, decide actionable targets and identify actions to further improve the current stage. Core criteria are in bold. |
| Self-review movement against targets through lesson evaluations and reflection before your next mentor meeting. Identify what you think are your next steps. | Ensure that the student teacher’s self-review movement against targets through lesson evaluations and reflections are realistic. |
| Bring evidence to discuss these during your next mentor meeting or discussion with host teacher. Discuss strategies to be able to meet your SMART targets | Through dialogue, agree the next steps that have been identified and ensure that these are SMART targets. |

The School Experience Formative Assessment Continuum, which is detailed over the next pages, outlines the expectations of each of your school placements and progressively builds on your growing confidence and understanding. The expectations for your final SE3 placement are in line with the standard needed to be awarded QTS.

**School Experience Formative Assessment Continuum**

**Behaviour and High Expectations - This continuum is intended to promote dialogue about your progress towards staged expectations**

The statements below support the YSJ curriculum which has been informed by the YSJ Curriculum Themes, the Core Content Framework and the Teacher Standards.  The Full Standards can be accessed at <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf>

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| **Component of the curriculum** | **Expected for SE1** | **Expected for SE2** | **Expected for SE3**  ***Student teachers must have met the standards by the end of SE3*** | **Beyond Expectations for SE3** |
| **A safe and stimulating learning environment characterised by routines, effective / positive relationships, mutual respect + positive behaviour.** | **I model the positive attitudes, values and behaviour expected of pupils.** | | | I model exemplary standards of professional integrity and values which are reflected by the pupils’ behaviour and love of learning. |
| **A safe and stimulating learning environment characterised by routines, mutual respect and positive behaviour** | **I plan and use some routines and strategies to create a safe and stimulating learning environment although some learning time may be lost between activities.**  Most of the interactions I have with pupils are generally positive, respectful and appropriate. | **I plan and use a range of routines and strategies that enable me to create a safe and stimulating learning environment, with little learning lost during transitions.**  I have positive, respectful and appropriate interactions with pupils. I plan for positive behaviour management. | I plan for and use a broad range of routines and strategies that enable me to create and maintain a safe and stimulating learning environment with effective transitions.  The interactions I have with pupils are firm, fair and appropriate and demonstrate mutual respect. | I plan and use sophisticated strategies that enable me to maintain and develop a safe and stimulating learning environment, ensuring seamless transitions in which pupils take responsibility to ensure there is no loss of learning time. |
| **High expectations of behaviour for learning - e.g adherence to school policy, ability to challenge and stretch all.**  ***(research informed teaching/prior experiences)*** | **I am able to set and maintain clear and high expectations for most of my lessons. I establish appropriate standards of conduct for most of my lessons in line with school policy**  **With support, modelling and observation of colleagues, I attempt to respond to misbehaviour.** | **I am able to set and maintain clear and high expectations across all my lessons. I establish appropriate standards of conduct across all my lessons in line with school policy.**  **My response to pupil misbehaviour is appropriate and there is general adherence to classroom expectations.** | All my lessons are characterised by clear and high expectations and high standards of conduct. I apply the behaviour policy consistently and effectively.  I can respond to pupil misbehaviour in an appropriate and successful way, which respects the pupils’ dignity; pupil behaviour is generally appropriate | High expectations are co-created with students and evident in all elements of my classroom practice with. I apply the behaviour policy consistently and effectively.  I have developed subtle and preventative monitoring strategies the ensure pupils are capable of managing their own behaviour |
| **Use of a range of strategies to recognise positive behaviour and learning in the school environment - including the ability to engage, encourage and motivate all pupils *(developing intrinsic motivation + opportunities for success/use of physical space)*** | **I demonstrate responsibility for the success of pupils in my classes and use some strategies to encourage, engage and motivate.  I sometimes tailor responses to meet behaviour needs.** | | I use a repertoire of strategies to encourage, engage and motivate.  I tailor responses to meet individual needs of different pupils.  I use dialogue to promote positive behaviour with pupils  I use positive reinforcement consistently and effectively increasing pupil self motivation | I use a wide range of engagement and motivational strategies; pupils demonstrate self-regulation in attending to their own learning.  I understand when my responses need to be nuanced to the individual.  I use positive reinforcement consistently and effectively increasing pupil self motivation and self-regulation. |
| **Use of a range of strategies to recognise positive behaviour and learning in the school environment - including the ability to engage, encourage and motivate all pupils *(developing intrinsic motivation and opportunities for success/use of physical space)*** | **I can use positive reinforcement to encourage effective behaviour for learning**  **I consider the effective use of learning space and use some of the physical resources to support learning and positive behaviour** | I consistently use appropriate positive reinforcement to establish effective behaviour for learning  **I make effective use of the learning space and physical resources to support learning and positive behaviour.** | I use positive reinforcement consistently and effectively increasing pupil self motivation | I use positive reinforcement consistently and effectively increasing pupil self motivation and self-regulation |
| **Appropriate communication/interactions in the classroom, given the context *(e.g., balance between learning talk and behaviour talk)*i.e., behaviour *for*learning** | I am beginning to get more balance between teacher and pupil talk.  Some pupils in my lessons contribute to class discussion and questions. There is sometimes more behaviour related talk than learning talk in my lessons. | There is some balance between teacher and pupil talk.  The majority of pupils in my lessons are engaged and participate in discussions. There is more learning talk in my lessons than behaviour related talk. | **There is balance between teacher and pupil talk.  All pupils in my lessons are engaged and participate with many asking appropriate questions. My lessons are characterised by learning talk and there is little behaviour related talk.** | Pupils in my lessons demonstrate high levels of engagement and participation. |

**Pedagogy - This continuum is intended to promote dialogue about your progress towards staged expectations**

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| **Component of the curriculum** | **Expected for SE1** | **Expected for SE2** | **Expected for SE3**  ***Student teachers must have met the standards by the end of SE3*** | **Beyond Expectations for SE3** |
| **Pupil attainment, progress and outcomes**  ***(building on existing capability and prior knowledge - related to memory, cognitive load)*** | I consider prior knowledge when planning and I am aware of the links between memory and learning but links to new learning aren’t secure.    **I am aware that learning needs to be broken down into smaller steps but lack confidence when planning to limit cognitive load.**  I plan for pupil progress. My outcomes have moderately high expectations and rigour. Some outcomes reflect important learning in the discipline and at least some connection to a sequence of learning. | **I have a secure knowledge of pupils prior learning and attempt to link new concepts to this.**    I break content down into smaller steps and try to minimise cognitive load through logical sequencing.  Most of my outcomes have high expectations and rigour, and important learning in the discipline. They are connected to a sequence of learning.    **Pupil progress is appropriate for most learners.** | **I provide clear explanations of the sequenced content which is informed by assessment of prior learning and make explicit links to LTM when introducing new key concepts.**  All my outcomes have high expectations and rigour and important learning in the discipline; my outcomes are connected to sequence of learning in the discipline.  **Pupil progress (in relation to their starting point) is in line with expectations for all learners.** | **I encourage pupils to independently make links between prior learning and new content.**    My outcomes are based on a comprehensive assessment of pupil learning and take into account the varying needs of individual pupils or groups.    **Pupil progress is in line with and sometimes exceeds expectations for all learners.** |
| **Support pupils to reflect on their progress, identify learning needs/targets**  ***(metacognition, self-regulation and self-efficacy)*** | **I plan for opportunities for reflection on pupils’ own learning including success criteria.** | I am beginning to scaffold metacognition through focussed reflection.    **My pupils accept the responsibility to do good work and invest the energy into its quality.** | **I offer regular opportunities for pupils to reflect on their knowledge, capabilities and beliefs about learning and I explicitly teach metacognitive strategies.** | **I support pupils’ self-regulatory behaviours and encourage independence in this process for example revising drafts on their own or helping peers.** |
| **Knowledge and understanding of how pupils learn and application to pedagogy.**  ***(researching theories of learning and recognition of working and long term memory)*** | **I am able to pedagogically deconstruct the approach to planning however lesson and unit plans offer limited subject specific learning strategies, and some are not suitable.** | **I can plan to ensure pupils’ thinking is focused on key concepts within the subject and use some pedagogical strategies to support this.**    I understand the value of learning theory and attempt to ensure my planning is underpinned by this. | **My planning incorporates subject specific pedagogies that are suitable and aid learning.**  Learning theory is embedded in my practice. | My planning reflects recent developments in subject specific pedagogy that aid learning for all pupils. |
| **Knowledge and understanding of child development and potential barriers to learning**  ***(including SEND, language, identity and background*)** | **I am aware of some of the pupils learning needs and try to accommodate these in my planning.** | I have accurate and current understanding of the typical developmental characteristics of the age groups I am teaching and apply this to how pupils learn.  **I am aware of the significance of pupils’ additional learning needs and plan to meet these needs.**  I am aware of students’ cultural heritages and incorporate this knowledge in lesson planning. | **My knowledge of how pupils learn is accurate and current underpinned by a research evidence base and I actively work with a range of experts to ensure my provision supports progress.**  **I am well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.** | I consistently, proactively and creatively ensure all needs are met through a variety of approaches. |
| **Planning for teaching, learning and assessment *(process of planning/sequencing and linkages to support development of knowledge, understanding and skills)*** | **My lessons have a recognisable structure, although the structure is not uniformly maintained throughout.** | **My lessons and sequences of learning have a recognisable structure around which activities are organised.** | **I have secure knowledge of how pupils learn and this allows them to demonstrate a depth of understanding of central concepts, knowledge, skills and principles for the subject through exposition, repetition and practice.**  I model new processes to support pupils’ understanding of core concepts (including abstract concepts) | I have extensive understanding of how pupils learn and how this is sequenced and can apply this to all pupils which aids assessment and informs next steps. |
| **Teaching style /strategies / activities to nurture curiosity and promote a love of learning and creativity *(including challenge and enrichment and considering general versus subject specific pedagogies)*** | I plan for opportunities for pupils to collaborate in paired and group activities and I can ask closed questions and some open questions.  My planning takes account of children's interests. | **I confidently use open questioning as a strategy e.g. to address misconceptions and foster curiosity and break down problems.**  My planning includes challenge and enrichment opportunities. | **I plan for opportunities for high-quality classroom talk to support pupils to articulate key ideas, consolidate understanding and extend their vocabulary and also to identify misconceptions.**  My planning includes challenge and enrichment opportunities which aims to motivate all learners. | I plan for pupils to proactively participate in dialogic learning that demonstrates progress through the use of sophisticated questioning.    My planning is driven by pupils’ curiosity and they are offered opportunities to feed into the planning process. |
| **Approaches to adapt teaching and resources for the needs of all pupils to enable them to make good progress - including clarity of communication/use of language *(addressing the needs of pupils at different starting points/enabling pupils to experience achievement/success)*** | **I am aware of the different starting points in the class but I still teach to the “whole group.”**  I am aware of resources available for classroom use throughout the school  My materials and resources are suitable to pupils, and mostly support the instructional outcomes of the learning | **I can identify different starting points and plan interventions where needed.**  **I have an awareness of adaptive teaching strategies to support independence.**  I am aware of resources to enhance content and pedagogical knowledge available throughout the school and can obtain resources from other sources  My materials and resources are suitable for pupils, support the instructional outcomes, and engage the pupils in meaningful learning | **I know the varying levels of cognitive development for the pupils I teach and purposefully intervene to support progress.**  **I confidently use a range of guides, scaffolding and examples to support new learning and use strategies to remove these to promote independent learning.**  All of my materials and resources are suitable for pupils, fully support the instructional outcomes, and are designed to engage pupils in meaningful learning. | My teaching and learning is consistently adapted to meet existing and emerging needs.  Within lessons, I adopt a flexible approach in delivering my plan.    My knowledge of resources for classroom use is extensive, including those available through the school in the community through professional organisations |
| **Effective use of learning time in the classroom – activities, pace, transitions *(ability to reflect in practice, be flexible and capitalise on unplanned learning opportunities)*** | **The pace of my lessons is generally appropriate although there is a tendency for too much teacher talk.  Transitions are generally smooth.** | **I maximise learning time in the majority of lessons maintaining appropriate pace and smooth transitions.  Talk is planned, purposeful and appropriate.** | **I am becoming more confident in responding flexibly to unplanned learning.** | **I consistently make effective and efficient use of learning time and capitalise on unplanned opportunities.** |
| **Effective use of learning time outside the classroom**  ***(quality and range of homework/learning outside the classroom)*** | With support I can plan for home learning and learning outside the classroom where appropriate. | | I independently provide home learning opportunities that are relevant to and consolidate taught content.  I use learning outside the classroom to enhance learning. | Home learning consistently consolidates taught content and meets learning needs. Learning outside the classroom opportunities and well planned and executed. |
| **Critical reflection and evaluation of teaching and learning**  ***(identifying targets for development and response to feedback)*** | **I can identify strengths and areas of development and, in discussion with others, can identify future actions.** | **I can identify strengths and areas of development and always take note of feedback.** | **I independently and critically analyse my lessons and accurately identify targets for development and linked actions.  Any feedback informs future teaching.** |  |

**Curriculum - This continuum is intended to promote dialogue about your progress towards staged expectations**

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| **Component of the curriculum** | **Expected for SE1**  **(minimum expectation for SE1)** | **Expected for SE2** | **Expected for SE3**  **Student teachers must have met the standards by the end of SE3** | **Beyond Expectations for SE3** |
| **Subject knowledge**  ***(Depth - including content, concept, processes and skills, accuracy of knowledge)*** | **I have sufficient understanding of the subject/curriculum I am teaching.** | **My understanding of the subject/curriculum is competent for the level I am teaching and my knowledge of concepts in my subject/curriculum areas is competent.** | **My understanding of the subject/curriculum extends beyond the level I am teaching and my knowledge of concepts in my subject is proficient in depth and breadth.** | **I demonstrate exemplary subject/curriculum knowledge and concepts.  I can identify important concepts in the discipline and their relationships to one another.** |
| **Understanding of an inclusive curriculum**  ***(capacity to address issues inc. gender, race, religion, culture, social class, language, disability, cognition + learning)*** | I recognise the value of understanding identities and backgrounds and use this knowledge in teaching and learning. | | I promote the value of identities and backgrounds within teaching, learning and the resources I use. | I promote the value of identities and backgrounds in all elements of my professional practice. |
| **Subject Pedagogical Knowledge**  ***(capacity to address misconceptions, demonstrate understanding of connections across learning, within subject and across subjects)*** | I can sequence learning content appropriately within a lesson and I use high quality resources to support learning.  **I link new content to key concepts already learnt through an awareness of prior learning.** | **I understand the rationale for the range of pedagogical choices I use and I sequence learning content appropriately over a series of lessons. I reflect on how these inform learning.**  I make appropriate connections within and across subjects.  **I recognise key misconceptions and how they can be remedied within the planning of lessons.** | **I use a variety of learning tools/approaches flexibly and responsively and I reflect on these to enhance future teaching and learning.**  **I make appropriate connections within and across subjects, revisiting big ideas within subjects, linking key concepts and developing critical thinking skills etc.**  I plan for, notice and respond to key misconceptions thorough purposeful pupil dialogue.  I can articulate how my own philosophy informs pedagogical choices. | I consistently and purposefully select a variety of learning tools/approaches and use these flexibly and responsively.  I critically reflect upon and articulate a pedagogical rationale for the selection of these approaches in order to maximise learning.  I demonstrate clear links between personal philosophy and pedagogical choices.  I explicitly and consistently make appropriate connections within and across subjects, concepts etc, and communicate these to the pupils. |
| **Critical understanding of developments in the subject(s)**  ***(research & systematic enquiry/ethos of learning/ deeper questioning)*** | **I can reproduce/apply current understanding and taught programme content to the classroom (with support from expert colleagues).** | **I attend CPD opportunities and apply new develops to my practice.** | **I proactively engage with recent developments in the subject and related pedagogy.** | Knowledge of the subject is developed through professional learning groups/ organizations and CPD opportunities.  I critically reflect on these and consider the impact on classroom practice.  Key learning is disseminated to others. |
| **High standards of literacy/ articulacy/standard English**  ***(applies to all student teachers whatever their specialist subject)*** | I am beginning to demonstrate knowledge and understanding of how to promote high standards of literacy, articulacy and standard English and I am beginning to embed opportunities for pupils to develop reading, writing and communication skills across the curriculum. | I**demonstrate knowledge and understanding of how to promote high standards of literacy, articulacy and standard English.** | **My knowledge and understanding of how to promote high standards of literacy, articulacy and standard English is proficient and there are consistent and explicit opportunities for pupils to develop reading, writing and communication skills within teaching.** | I consistently promote high standards of literacy, articulacy and standard English within my teaching and offer opportunities for pupils to develop reading, writing and communication skills within my wider practice. |
| **Primary students only:**  **Understanding of systematic synthetic phonics (SSP)** | **I effectively model the core principles of teaching SSP, for example blending and segmenting and the use of appropriate terminology.**  I adopt a multi-sensory and interactive approach to the teaching of phonics. | **My planning and teaching indicate an awareness of progression in phonics that allows pupils to practise and apply phonic knowledge when reading and writing.**  I plan for the application of phonics within the wider reading curriculum. | I**recognise how the Simple View of Reading supports the assessment, planning and teaching of early reading.**  I am able to respond to misconceptions and demonstrates an awareness of how to track progress in SSP. | I demonstrate confidence in planning and teaching SSP and also recognises how this supports wider reading and writing.  My SSP lessons consistently demonstrate secure understanding of the subject and associated pedagogy. My resources are critically evaluated in line with effective practice and school policy. |
| **Primary students only:**  **Understanding of teaching strategies for early mathematics** | I**have sufficient understanding of mathematics subject, pedagogical & curriculum knowledge to provide a dedicated time to focus on mathematics each day with (possibly with guidance & support).**  I provide practical, first-hand experience of early mathematical concepts, relevant to the age they teach by interacting with manipulatives and using representation to develop understanding. | **My planning and teaching indicate a competent understanding ofmathematics subject, pedagogical and curriculum knowledge; formal and informal teaching time builds on prior learning and develops mathematical concepts and vocabulary.**  I implement a range of appropriate teaching strategies for early mathematics, using manipulatives and/or representations.    I plan for the application of mathematical thinking across a range of contexts, developing own understanding of learners’ misconceptions and abstract thinking. | **My planning, teaching and assessment indicate competent understanding of mathematics subject, pedagogical and curriculum knowledge that extends beyond the age they are teaching; formal and informal teaching time facilitates deep conceptual understanding and build connections with prior learning.**  I implement, adapt and rationalises a range of effective teaching strategies in early mathematics, relevant to the age they teach. My use of manipulatives and representations encourages discussions and communication about mathematical ideas.  My teaching provides a bridge to abstract thinking. I attend to learners’ understanding/misconceptions to inform next steps. | My planning, teaching and ongoing assessment indicate an exemplary understanding of mathematics subject, pedagogical and curriculum knowledge that extends beyond the age they are teaching; I am able to support colleagues in facilitating learners’ development of deep conceptual understanding and building connections with prior learning.      I implement, adapt and rationalise a range of effective teaching strategies in early mathematics, relevant to the age I teach. I use manipulatives and representations to facilitate and promote discussions and communication about mathematical ideas.     My teaching provides a bridge to abstract thinking. I attend to learners’ ideas and respond flexibly, supporting learners to reflect upon their understanding and misconceptions. |
| **All students**      **Development of effective literacy, oracy and numeracy skills that support practice.** | I have sufficient levels of literacy, oracy and numeracy and I understand how these underpin my role as an effective teacher. I am aware of the areas I need to develop, and I am taking a proactive approach to strengthen areas of need. | I demonstrate secure literacy, oracy and numeracy skills and understand their place within my wider practice. I model their value to the pupils I teach. | My literacy and oracy skills enable me to effectively communicate with all stakeholders. My numeracy skills allow me to analyse class and whole school data. This analysis informs my future practice and supports intervention to promote good pupil progress. |  |

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| --- | --- | --- | --- | --- |
| **Component of the curriculum** | **Expected for SE1**  **(minimum expectation for SE1)** | **Expected for SE2** | **Expected for SE3**  **Student teachers must have met the standards by the end of SE3** | **Beyond Expectations for SE3** |
| **Understanding the role of effective feedback\* in supporting pupil progress - including strategies for pupils to engage with and reflect on feedback to support their future learning.** | I can give feedback to pupils although this of variable quality and its timeliness is inconsistent | **I can give feedback to pupils that is timely and applicable; there are aspects which meet the criteria for quality feedback below. I plan for pupils to make use of the** | **Feedback to pupils is timely and of high quality, incorporating most features below. Pupils make use of the feedback in their learning to aid progression.** | Feedback to pupils is timely and of consistently high quality; the high-quality feedback comes from many sources; |
| *\*Criteria for effective feedback includes that it should be 1. Timely, 2. Constructive, 3. Relate to learning goals/success criteria, 4. Provide guidance to improve outcomes [feedforward] 5. Be targeted as appropriate 6. Appropriate for age etc, 7. Aspect of contingency [what is expected as a result of the feedback]. 8. Feedback on both knowledge and skills, 9. Both verbal and written feedback is given, 10. Feedback should enable pupils to monitor and regulate their own learning, 11. In line with school policy.* | | | | |
| **Range of strategies for monitoring, assessing and tracking the progress of all pupils - formative and summative.**  ***(including self-assessment, peer assessment, use of questioning etc)*** | I am aware of some strategies for formative assessment, though not all my intended outcomes are assessed  I share some of the criteria and learning outcomes by which pupil work will be evaluated  I occasionally put in opportunities for pupils to assess their work against the assessment criteria  I have started to mark pupils’ work (as appropriate) | **I can use strategies for formative assessment that address all intended outcomes**  I share the criteria and learning outcomes by which pupil work will be evaluated  **I can monitor the progress of the whole class and/or groups, and use open questioning to elicit information such as misconceptions**  I develop opportunities for pupils to assess their work against the assessment criteria  I have started to identify different approaches to marking | **I can use some well-developed strategies for using formative assessment and can design approaches to be used**  **I consistently share the criteria and learning outcomes by which pupil work and/or skills will be evaluated; sometimes the pupils are involved in co-construction of the success criteria**  **I can monitor the progress of the whole class and groups, and can make use of a range of diagnostic prompts to elicit pupil information such as misconceptions**  **I consistently ensure that pupils formatively assess and monitor the quality of their own/their peers’ work against the assessment criteria**  **I use different approaches to marking and use alternatives to be time-efficient** | I have an approach to using formative assessment that is well designed and includes pupil as well as student teacher use of the assessment information  I consistently and effectively share the criteria and learning outcomes by which pupil work and/or skills will be evaluated; I can build in opportunities for co-construction of the success criteria  I can actively and systematically elicit diagnostic information from individual pupils regarding their understanding and can monitor the progress of individual and the class  I consistently and effectively ensure that pupils assess and monitor the quality of their own/their peers’ work against the assessment criteria and make active use of that information in their own learning  I ensure that my marking of pupils’ work has a particular purpose and is efficient and productive; I use alternatives to marking such as feedback in the learning instance |
| **Use of a range of data to plan, assess pupil progress and set targets.** | I am beginning to use previous assessment information to plan, assess current progress or set targets  I have developed a system for recording data on pupil outcomes | **I use previous assessment information to plan, assess current progress or set targets although this may not be consistent.**    **I can keep records of pupil progress in learning and attainment which are accurate, up-to-date and, much of the time, are used to inform future planning and target setting** | **I can use a range of previous assessment data to plan, including school progress data, assess current progress and set targets**  **I can keep records of pupil progress in learning and attainment which are accurate, up-to-date and are used to inform future planning and target setting.  I can communicate this information to key stakeholders.** | I consistently and effectively use previous assessment data to plan, assess current progress and set targets. I use school and class data formatively to inform learning  I can keep records of pupil progress in learning and attainment which are accurate, up-to-date and are used to inform future planning and target setting. Data recorded is both instructional and non-instructional. |
| **Knowledge and understanding of assessment within school/subject/curriculum including statutory requirements.** | I have developed assessment criteria and standards but these are not always clear  I have some knowledge of the subject statutory requirements | I have developed assessment criteria and standards and these are mostly appropriate  I have consulted subject statutory requirements in developing the assessment criteria | **I have developed assessment criteria and standards, and these are always appropriate**  **I have consulted subject statutory requirements and sometimes other literature in developing the assessment criteria** | I have developed well-pitched assessment criteria and standards which are clear and sometimes these are co-constructed with the pupils  I have consulted subject statutory requirements and recent developments in the subject area in deciding and sharing the assessment criteria |

**Professional Behaviours - This continuum is intended to promote dialogue about your progress towards staged expectations**

The statements below support the YSJ curriculum which has been informed by the YSJ Curriculum Themes, the Core Content Framework and the Teacher Standards.  The Full Standards can be accessed at <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component of the curriculum** | **Expected for SE1**  **(minimum expectation for SE1)** | **Expected for SE2** | **Expected for SE3**  **Student teachers must have met the standards by the end of SE3** | **Beyond Expectations for SE3** |
| **Knowledge and understanding of being a professional**  ***(the breadth of what this involves, how it is exemplified in practice- being a positive role model etc.)*** | I understand and uphold the duties relating to the legal, statutory and ethical frameworks people in the profession are expected to adhere to.  **I understand my responsibility in upholding high standards of professional conduct which contribute to public trust and esteem in the profession.**  **I have an accurate understanding of what sorts of behaviour, disclosures, and incidents to report in relation to safeguarding.** I understand the need to safeguard myself e.g. use of social media.  **I understand the importance of managing my personal and professional wellbeing, including workload; I am aware of some of the sources available to support my wellbeing.** | | | |
| **Professional and effective relationships with pupils, colleagues and parents/carers.**  ***(Interactions, communication and language)*** | I use the school’s required procedure for communicating with colleagues about individual pupils.  I maintain positive, working relationships with my professional colleagues. | I use the school’s required procedure for communicating with parents and carers about individual students.  My relationships with my professional colleagues are characterised by mutual support and cooperation. | I know how to communicate with parents and carers proactively with regard to pupils’ progress, achievements and wellbeing.  My relationships with my professional colleagues are mutually supportive, cooperative, and trusting. I know how to support individual colleagues and how to work effectively as part of a team to achieve shared goals. | I am able to develop and maintain positive relationships with parents and carers through effective communication strategies.  I take an active role in contributing to effective professional relationships across the school; I support and lead colleagues and teams to achieve shared goals. |
| **Professional responsibilities related to classroom practice *(preparedness for teaching and learning - including how you ‘show up’ - liaison with TAs and other professionals) engagement in CPD/research/professional networks to support professional practice)*** | **I am able to plan and be prepared for all teaching and learning that I am responsible for;**I sometimes may need support to prioritise tasks.  **I ensure that all learning activities and resources are in place in readiness for each lesson.**  I share the intended lesson outcomes with teaching assistants for my lessons.  I take opportunities to learn from expert colleagues to support my professional practice. | I manage my time efficiently and effectively and complete all responsibilities required, seeking support if necessary.  I share my expectations for learning with teaching assistants for my lessons.  I engage in professional development activities that will have a positive impact on my teaching in relation to pupil outcomes within my individual lessons and sequences of lessons. | I implement a range of systems and routines that support efficient time and task management (e.g., teaching and learning resources, preparation for different meetings), requiring minimal support from expert colleagues.  I know how to prepare teaching assistants for lessons so that all adults in the classroom are able to support pupils’ learning over time effectively.  I engage in professional development with clear intentions for impact on pupil outcomes, sustained over time. This includes my being able to articulate my rationale for my classroom practice. | I use and personalise systems and routines to support highly efficient time and task management which is well prioritised.  Positive relationships with all adults in my classroom underpin my work with teaching assistants; as such, all adults are well prepared to support pupils’ learning effectively over time.  I engage in professional development; I critically reflect upon and evaluate professional development opportunities; these actions have a sustained positive impact on pupil outcomes over time. |
| **I know that I am accountable for all pupils’ learning in my classroom, including those who have support from teaching assistants; I am gaining an understanding of this accountability with support from my mentor and colleagues.** | | | |
| **Critical/accurate reflection and evaluation of teaching/professional practice**  ***(including how feedback from experienced colleagues is utilised)*** | I am able to reflect on and respond to feedback from mentors and other colleagues, seeking support as needed. | I reflect on and respond to challenge, feedback and critique from mentors and other colleagues. | I am proactive in seeking challenge, feedback and critique from mentors and other colleagues; I reflect on and respond to this consistently and efficiently. | I work in synthesis with colleagues in a cycle of feedback and development to consistently improve teaching and learning (both my own, and wider practices). |
| **Professional responsibilities related to wider school environment**  ***(Involvement in and contribution to school and   professional community of practice, school policies and procedures including health and safety)*** | I contribute to the wider school community by supporting activities outside of my classroom (e.g., by supporting an extra-curricular club or assembly). I understand the professional responsibility of keeping up to date with administration and communication with both school and university. | | I understand that activities outside of the classroom can have an impact on pupil learning. I contribute positively to the wider school community beyond my classroom in several ways to support this. I demonstrate a shared responsibility for working holistically with pupils across the school. | Within the school culture, I support critical reflection and evaluation and facilitate co-construction of improvements to the lives of all pupils within the school. |
| **Engagement in CPD/research/professional networks to support pedagogy and wider professional practice**  **(*independent learning, research engaged)*** | I participate in professional development activities to a limited extent when they are available or convenient.  I understand the importance of research and evidence-based practice, and this informs my own practice. | I seek out opportunities for professional development to enhance content knowledge and pedagogical skills.  I can articulate accurate connections between research, evidence and practice and use this understanding to inform my own practice. | I have undertaken numerous professional development activities, including participating in wider networks, to strengthen content knowledge and pedagogical skills.  I know how to engage critically with research and evidence and am able to justify how this informs my own professional practice. | I seek out opportunities for further professional development; I make a systematic effort to experiment on my own practice.  Research and evidence consistently inform my practice and my collaboration with other colleagues. |

**Part Two: Assessment of Academic work**

There are two academic modules to complete for the PGCE as follows:

|  |  |  |
| --- | --- | --- |
| **Module:** | **School Direct route module code:** | **Assignment** |
| Learning and Teaching in the Secondary Curriculum | PGC7007M | Essay |
| The Developing Professional | PGC7008M | Research project |

The modules are inter-related, and the timetable of programmed sessions reflects this.

**Module: Learning and teaching in the secondary curriculum (PGC7007M)**

This module aims to provide opportunities for student teachers to:

* explore and critically appraise literature relating to pedagogical theories, subject pedagogy and learning and teaching approaches;
* apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to critically evaluate outcomes;
* develop knowledge and skills in learning, teaching and assessment within subject area;
* apply subject specific pedagogies within school-based training;
* audit, reflect upon and develop secure subject knowledge;
* broaden experience through enrichment placements, for example in those schools with a high proportion of pupils with diverse needs.

**Reading lists for this module:**

Links to the reading list can be found on the module Moodle page

**Critically evaluate research and theory relating to assessment, teaching and learning, and analyse how this influences practice** **5000 words**

This essay links to programme learning outcomes as follows:

**Level 7**

|  |
| --- |
| 7.1 Investigate and demonstrate critical awareness of their own values and educational philosophy and identify influences which may impact on effective learning and teaching  7.2 Reflect on the synthesis of theory and practice to create learning opportunities which enhance children and young people’s learning  7.5 Interpret, compare and apply knowledge and understanding of pedagogy to plan, assess and critically evaluate learning and teaching in order to meet the needs of children/young people |

**Level 6**

|  |
| --- |
| 6.1 Demonstrate critical awareness of their own values and educational philosophy and identify influences which may impact on effective learning and teaching  6.2 Analyse theory and practice in relation to children’s and young people’s development and learning  6.5 Compare and apply knowledge and understanding of pedagogy to plan, assess and evaluate learning and teaching in order to meet the needs of children/young people |

**Word Count:** 5000

**Electronic Submission: 12.00 noon on 12th January 2022**

**Feedback Date: 9th February 2022**

**Resubmission Date: 9th March 2022**

Throughout your essay you need to consider:

1. Research and theory relating to assessment, teaching and learning, and analyse how this influences practice
2. Subject specific pedagogy

**Throughout your writing you must engage with wider reading and present a critical analysis of recent research and theory.**

Guidance on how to structure your essay

1. **Introduction to the essay**

This should include the following:

* A brief critical reflection of your understanding about assessment, teaching and learning based on your reading and learning so far. Also consider the strategies you have observed in school related to assessment, teaching and learning and how these have influenced your understanding (For example, how pupils are grouped, subject specific pedagogy, behaviour for learning strategies, assessment for learning strategies, use of teaching assistants etc.)
* Your developing personal philosophy on teaching, learning and assessment (consider how the above has supported the development of this)

1. **Main body**

To write this section effectively it is essential you have critically engaged with reading/literature (texts, journal articles) on theories of learning, different pedagogical approaches and theory and practice relating to assessment. You **MUST** evidence your extensive wider reading within your writing.

Within sessions, you will have looked at examples of learning theories, how these might influence and guide approaches to learning (pedagogy) and the theory behind assessment and associated strategies. You must draw on this learning and additional reading to inform your writing.

The below diagram illustrates the essential connections between these elements. The central point illustrates the synthesis of these elements and how they pull together to inform good practice.

Teaching is central to all elements. It draws on assessment, pedagogy and theory to ensure ir is effective. 


The content of the main body must synthesise literature, observation and practice. It will be an evaluation of key aspects of research and learning theory, teaching pedagogy and assessment. You should include a range of additional evidence to illustrate your understanding. (Please see suggestions for appendices)

**Conclusion:**

The conclusion will be in two parts: a critical evaluation of key learning points from the assignment that you will use to further your practice and also a clear action plan that will signpost how you will use this learning in your practice. This should be added as an appendix. An outline of the action plan to use is below:

|  |  |  |  |
| --- | --- | --- | --- |
| Key learning points from assignment | Targets (SMART) | Strategies to support this target | Success criteria (how I will know this target has been achieved) |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

**Please ensure you add the word count to your work before the reference list.**

**Reference List:**

For Masters level work extensive reading is expected to ensure you have a wide range of sources to support critical discussion within your work. Refer to the module reading list on TALIS.

Please ensure you use Harvard Referencing for this assignment. Guidance on Harvard Referencing can be found on the following link <https://www.yorksj.ac.uk/library/referencing/guides/>

**Appendices:**

Examples of appendices include the following:

* Notes from observation of lessons/pupils
* Planning
* Lesson evaluations/reflections
* Lesson appraisals
* Examples of pupil work including assessment tasks

Please note that any material in the appendices must be referred to in the main body of your essay. Hence appendices should be carefully considered to ensure they support critical discussion in your work. Appendices should be labelled numerically and ordered as they are referenced in your assignment.

Before submitting your work please ensure you have thoroughly proof read your work. Your work should be anonymised with no reference to school or pupil names.

Ensure you attach the assignment front cover to your work before submitting.

**Module: The Developing Professional (PGC7008M)**

The module aims to provide opportunities for student teachers to:

* explore and critically appraise literature relating to key learning theories, child development, learning and teaching approaches;
* build upon existing pedagogical skills, knowledge and understanding in order to provide consistent and effective learning and teaching opportunities within secondary settings;
* reflect on and critically evaluate their learning, in the context of their developing professional practice;
* work with increasing professional autonomy during school experience;
* develop a critical understanding of schools as organisations within the context of local and national policy;
* explore, implement and evaluate different approaches to, and a range of methods for, gathering data and information as part of the research process;
* develop their professional ability to reflect on a specific research issue related to an educational setting.

**Reading lists for this module:**

Links to the reading list can be found on the module Moodle page

Assessment for this module is a research project that is split into 2 parts as follows:

* Part 1 - 3000 word research paper – literature review and methodology (40%)
* Part 2 - Oral presentation (60%)

This research project links to programme learning outcomes as follows:

**Level 7**

|  |
| --- |
| 7.3 Evaluate and select appropriate research processes and methodologies of educational enquiry to investigate an issue drawn from professional practice  7.4 Design a piece of independent research that explores an educational issue, generating and critically analysing data to create new understanding that informs professional learning and future practice |

**Level 6**

|  |
| --- |
| 6.3 Select with justification appropriate research processes and methodologies of educational enquiry to investigate an issue drawn from professional practice  6.4 Design a piece of independent research that informs professional learning and future practice |

**Electronic Submission via Moodle/Turnitin:**

**Part 1: 12.00 noon on 2nd March 2022**

**Feedback Date: 30th March 2022**

**Resubmission of part 1: 29th April 2022**

**Part 2: Presentations will be undertaken on 6th, 7th or 8th April 2022 and students will be expected to attend one of these days (timetable to be confirmed by the programme team)**

**Feedback Date: 9th May 2022**

**Resubmission of the presentation: wb 30th May 2022**

**Guidance for the research project assignment**

This will be an assignment based in the setting of your first school placement in the autumn term and students will collect all data during this time. Also, in the autumn term, much of the background work, for example, reading for the literature review and methodology will be completed. You will liaise with your mentor in your school placement as soon as possible to ask them to identify aspects that they would be happy for you to consider when deciding on the focus of your project. Suitable aspects will be discussed during teaching sessions. Once you have decided upon one focus for your project, you will then spend time reviewing appropriate literature around this and planning for data collection.

Guidance on research skills and processes will be integrated into programme sessions to support your thinking and development.

You will need to consider how you will gather the data needed for your project in the space of time available to you. You will have to organise a timetable for your time during these days, and you will need to share this with your school mentor.

During the spring you will be expected to start writing up your findings ready for the presentation. The literature review and methodology sections are handed in prior to the presentation, to support completion of the research project in stages and to support management of workload. You can expect further support from a research tutor.

**Structure of the project**

The research project is divided into 2 parts. The written submission is 3000 words excluding references and is based on the literature review and methodology for your research. References are included (but do not contribute to the word count) and these should include a range of books, journals, articles, websites, materials or sources which you refer to directly in the text. The results, findings, analysis and conclusions will be communicated in a conference-style presentation where you will have fifteen minutes to articulate your findings to peers and tutors. As part of the presentation, you will also provide a written hand-out (no more than one page) which will demonstrate the conceptual frameworks that have influenced your work.

Further guidance will be available to you at key points during the year and tutors will provide you with this during sessions. There is also information on ethical consent that you will be expected to adhere to, and this will be given to you within a teaching session or in liaison with your research tutor.

**General guidance that relates to all assignments**

Presentation of written work

All work should be word-processed using point 12 type size in a standard font, such as Arial, and with spacing set at double. Pages should be numbered sequentially, including appendices.

Proofreading

Before submitting your work please ensure you have thoroughly proofread it all. Your work should be anonymised with no reference to school or pupil names.

Plagiarism

You will be required to use Turnitin when you submit your work – this is intended to prevent plagiarism and support academic integrity.

Plagiarism is the act of deliberately presenting someone else’s work as your own. It is absolutely unacceptable in academic work, and the penalties are very severe; the University cannot award any marks for work that is not your own. It is not enough to include the source used in your reference list; all reference to other people’s work must be carefully acknowledged by use of quotation marks, notes or references. Please note that the above also relates to self-plagiarism, which is the act of using previously submitted academic work.

Also refer to the university policy on academic misconduct on the link below:

<https://www.yorksj.ac.uk/media/content-assets/registry/policies/code-of-practice-for-assessment/23.Academic_Misconduct_Policy_2021-22.pdf>

Referencing

For masters level work extensive reading is expected to ensure you have a wide range of sources to support critical discussion within your work. Refer to the module reading list on TALIS (links above) and also access further support from Library & Learning Services.

Please ensure you use Harvard Referencing for your assignments. Guidance on Harvard Referencing can be found on the following link: <https://www.yorksj.ac.uk/library/ctro/>

Quick guides on referencing can be found on the following link: <https://www.yorksj.ac.uk/library/referencing/guides/>

Using the assessment criteria

You must look at the marking criteria for each assignment and it is useful to check your work against this as you are progressing to ensure you have the best chance of meeting the learning outcomes.

Marking criteria for each assignment is attached in the appendices.

Submitting work

Assignments should be submitted as one document electronically via Turnitin. Where you are including for example, pupils work or non-word-processed material this should be scanned and included in the document for submission.

All work must be submitted by the deadlines indicated or penalties may be applied.

Ensure you attach the assignment feedback cover to your work before submitting.

Policy on Over-Length Work

Word limits are specified for assessed work in order to encourage clear and succinct writing by students and to maintain equity between all the students doing the same assessment. Students are required to keep to the work limit set for an assessment and to note that they may be subject to penalty if they exceed the limit according to the table of penalties as set out below. The penalties are specified so that a piece of work of pass standard will be eligible for at least the capped mark notwithstanding the extent of any over-run.

|  |  |
| --- | --- |
| Up to 10% over the word limit | Situation flagged by tutor in feedback but over-run is tolerated and no deduction is made from the final mark. |
| Between 10% and 25% over the word limit | Deduction of 5 marks off the final mark or the work will be awarded the capped re-sit mark whichever is the greater. |
| Between 25% and 50% over the word limit | Deduction of 15 marks off the final mark or the work will be awarded the capped re-sit mark whichever is the greater. |
| In excess of 50% over the word limit | Eligible only for the capped re-sit mark (40 undergraduate 50 postgraduate) |

There are a range of policies related to assessment that students should be aware of, for example, information on late submissions and extensions. This information can be accessed via the link below:

<https://www.yorksj.ac.uk/policies-and-documents/code-of-practice-for-assessment/>

Resubmission and fees

If a piece of work is not submitted by the published deadline or an approved extended deadline, a mark of 0 NS will be recorded. If you fail any academic work, you normally have one attempt to resubmit it. Your feedback sheet will show whether you have passed or not. If you do not pass, you are encouraged to seek a tutorial with the tutor who first marked your work. Marks will be capped at 50 (M Level) or 40 (Level 6) for resubmissions but feedback will indicate the grade you would have achieved if it had been a first submission.

Resubmissions must be submitted electronically via Moodle.

In most cases, resubmitted work will not need to be a completely new piece of work. It is likely that you will re-work your first attempt and address the questions and comments from tutors.

All resubmissions will incur a fee. Please see here for information regarding resits fees relating to academic work and repeating placements <https://www.yorksj.ac.uk/students/exams-and-assessment/reassessment/>

**Final assessment**

Following the completion of all assessments a Subject Assessment Panel then meets with the external examiner to agree a pass list to make recommendations to the University Examination Board about overall PASS/FAIL on the basis of mark lists for each of the three elements of the PGCE, i.e. subject studies, professional studies and practical teaching.

**Professional Development Profile and the Career Entry Development Profile (CEDP)**

At the end of your PGCE the progress you have made and final targets for development will inform your Career Entry Development Profile which will be used to devise a programme of professional development as a Newly Qualified Teacher.The Teachers’ Standards 2012 are the same standards that NQT’s will be assessed against during induction and beyond.

**PGCE modules: Criteria for assessment and feedback**

Assignments for each module will be submitted via Turnitin. For support on using Turnitin please use the link below and click on the self help guides link:

<https://www.yorksj.ac.uk/students/digital-resources/>

**Module on Learning and Teaching:**

The assessment criteria for this essay is attached below and you should refer to this closely as you work on your essay.

When you submit the essay for this module please ensure that you attach the front cover as page one of your assignment**.** This should be fully completed. A copy of this front cover is below.

**Module on the Developing Professional:**

For this module the assignment is a research project and is in two parts:

Part 1 - written submission for the literature review and methodology

Part 2 – oral presentation.

The assessment criteria for both parts of the research project is below. There will be a Turnitin submission area for these entitled: **Research Project Assignment.**

When you submit part one for this module please ensure that you attach the front cover as page one of your assignment**.** This should be fully completed. A copy of this front cover is below. There is no front cover for part two but you do need to submit copies of the documents you use in your presentation (this will be further discussed in taught sessions).

You will be supported in the preparation for your research project by a research tutor. As part of the preparation you will have to complete two things as follows (based on your initial reading and research):

1. a research proposal
2. ethical clearance

There will be a Turnitin submission area for these entitled: **Research Project Preparation**. Part one of this will be for the research proposal and part two will be for ethical clearance.

Further guidance on this will be given in taught sessions.

Following submission of all assignments your feedback will be via Turnitin and will focus on 3 areas:

1. The strengths of your work
2. The areas you need to develop including targets
3. Targeted feedback related to what you have requested on your front cover (for the essay and written literature review).

| **School of Education: PGCE - Assessment criteria for essay on Assessment, Teaching and Learning (2021-22)**  (Adapted Generic Assessment Descriptor (post-graduate taught programmes) with summary descriptor of learning at Level 7 | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PASS GRADES** | | | | **FAIL GRADES** | | |
| (100-85) | (84 - 70) | (69 - 60) | (59 - 50) | (49 - 40) | (39 - 20) | (19 - 0) |
| **Overarching indicators:** | All learning outcomes/assessment criteria have been achieved to an exceptionally high level, beyond that expected at Level 7, with features consistent with Level 8 (doctoral study). | All learning outcomes/assessment criteria have been achieved to a high standard, and many at an exceptionally high level. | All learning outcomes/assessment criteria have been met fully, at a good or very good standard. | All learning outcomes/assessment criteria have been met. | One or more of the learning outcomes/assessment criteria have not been met. | A significant proportion of the learning outcomes/assessment criteria have not been met. | Most of the learning outcomes/assessment criteria have not been met. |
| SUMMARY DESCRIPTOR: Learning accredited at Level 7 (Master’s) will reflect the ability todisplay mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research or advanced technical/professional activity, accepting accountability for related decision-making, including use of supervision. | | | | | | | |
| **Assessment criteria** | **General characteristics** | | | | | | |
| **Subject knowledge & understanding** | Exceptional subject knowledge and conceptual understanding at the forefront of the discipline. Authoritative approach to complexity. | Comprehensive subject knowledge and conceptual understanding, informed by recent developments in the discipline, demonstrating reading/research at significant depth/breadth. Informed & confident approach to complexity. | Detailed subject knowledge and conceptual understanding demonstrating purposeful reading/research. Developing awareness of complexity. | Broad subject knowledge and conceptual understanding, demonstrating directed reading/research. Some awareness of complexity. | Reproduction of taught content and/or tendency to describe or report facts rather than demonstrate complex ideas. Any errors or misconceptions are outweighed by the overall degree of knowledge & understanding demonstrated. | Insufficient evidence of knowledge and understanding of the subject and its underlying concepts. | Little or no evidence of knowledge and understanding of the subject and its underlying concepts. |
| PLO(s): 7.1, 7.2, 7.5 |
| **Higher cognitive skills & originality** | Rigorous and sustained criticality, independent thinking and original insight; convincing conclusions and/or application to practice. Exceptional level of personal reflection. | Strong and sustained criticality and independent thinking/original insight; persuasive conclusions and/or application to practice. Very good level of personal reflection. | Detailed criticality and evidence of independent thinking/original insight; logical and sustained conclusions and/or application to practice. Good level of personal reflection. | General criticality and some evidence of independent thinking; logical conclusions and/or application to practice. Some level of personal reflection. | Limited criticality and independent thought, leading to conclusions and/or application to practice that is poorly supported. Some developing personal reflection. | Mainly descriptive and/or inadequately supported conclusions and/or application to practice. Limited personal reflection. | Little or no evidence of criticality and independence of thought. Little or no personal reflection. |
| PLO(s): 7.1, 7.2, 7.5 |
| **Advanced professional expertise** | Exceptional demonstration of professional practice and expertise. Innovative. Work may challenge the existing boundaries of pedagogic knowledge and/or practice. | Purposeful, systematic and sophisticated demonstration of professional practice and expertise. Strong understanding of pedagogic knowledge and/or practice. | Purposeful, systematic and skilled demonstration of professional practice and expertise. Detailed understanding of pedagogic knowledge and/or practice. | Skilled demonstration of professional practice and expertise. Broad understanding of pedagogic knowledge and/or practice. | Developing expertise. Inconsistent demonstration of, professional practice and conduct. Developing understanding of pedagogic knowledge and/or practice | Limited demonstration of professional practice and conduct. Limited understanding of pedagogic knowledge and/or practice | Little or no demonstration of professional practice and conduct. Little or no understanding of pedagogic knowledge and/or practice |
| PLO(s): 7.1, 7.2, 7.5 |
| **Written communication**] **and adherence to academic conventions** | Professional, sophisticated/innovative communication, with exceptional clarity and exemplary academic conventions. Exceptional argument that is of the highest academic quality. | Professional and fluent communication, that holds the attention of its reader throughout and which demonstrates academic conventions that are accurate and relevant to the level of study/beyond. Clear, well structured argument that is well-crafted and cogent. | Fluent and coherent communication, which demonstrates consistent and accurate academic conventions. Clear, cogent and well-structured argument. | Mostly fluent and coherent communication; demonstration of appropriate academic conventions, which may include some errors or inconsistencies. Mostly clear, cogent and well-structured argument. | Communication that is difficult to follow at times because of poor clarity/structure; inconsistent demonstration of academic conventions. Some well-structured argument. | Limited clarity and/or structure in communication, and/or inadequate demonstration of academic conventions. Argument unclear. | Highly limited clarity and/or structure in written communication. Inadequate demonstration of academic conventions. Little or no argument. |
| PLO(s): 7.1, 7.2, 7.5 |
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| **School of Education: PGCE Essay - Front cover for student work on assessment, planning and teaching** | | | | | | |
| **Student Number** | ***Please add*** | | **Student Name** | ***Please add*** | **Academic Tutor** | ***Please add*** |
| **Module Director** | ***Emma Thraves-Ferguson*** | | **Module Code** | **PGC7007M**  ***Please delete*** | | |
| **Please complete the statements below before submitting.**  **Whilst this is your first formal assignment you will have had some feedback on written work (formative) that you could use here, together with the assessment criteria, to inform your comments below** | | | | | | |
| **Previous Written Work** | | **The strengths of my previous written work were…** |  | | | |
| **I previously received the**  **following academic and subject specific targets….** |  | | | |
| **This Assessment** | | **I have addressed previous targets in this piece of work by…..** |  | | | |
| **I would like feedback on the following**  **aspects of this assessment….**  **(N.B. this will not limit the feedback provided)** |  | | | |

| **School of Education: PGCE Research Project: Assessment Criteria for Written Literature Review and Methodology (2021-22)**  (Adapted Generic Assessment Descriptor (post-graduate taught programmes) with summary descriptor of learning at Level 7 | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PASS GRADES** | | | | **FAIL GRADES** | | |
| (100-85) | (84 - 70) | (69 - 60) | (59 - 50) | (49 - 40) | (39 - 20) | (19 - 0) |
| **Overarching indicators:** | All learning outcomes/assessment criteria have been achieved to an exceptionally high level, beyond that expected at Level 7, with features consistent with Level 8 (doctoral study). | All learning outcomes/assessment criteria have been achieved to a high standard, and many at an exceptionally high level. | All learning outcomes/assessment criteria have been met fully, at a good or very good standard. | All learning outcomes/assessment criteria have been met. | One or more of the learning outcomes/assessment criteria have not been met. | A significant proportion of the learning outcomes/assessment criteria have not been met. | Most of the learning outcomes/assessment criteria have not been met. |
| SUMMARY DESCRIPTOR: Learning accredited at Level 7 (Master’s) will reflect the ability todisplay mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research or advanced technical/professional activity, accepting accountability for related decision-making, including use of supervision. | | | | | | | |
| **Assessment criteria** | **General characteristics** | | | | | | |
| **Subject knowledge & understanding** | Exceptional subject knowledge and conceptual understanding at the forefront of the discipline. Authoritative approach to complexity. | Comprehensive subject knowledge and conceptual understanding, informed by recent developments in the discipline, demonstrating reading/research at significant depth/breadth. Informed & confident approach to complexity. | Detailed subject knowledge and conceptual understanding demonstrating purposeful reading/research. Developing awareness of complexity. | Broad subject knowledge and conceptual understanding, demonstrating directed reading/research. Some awareness of complexity. | Reproduction of taught content and/or tendency to describe or report facts rather than demonstrate complex ideas. Any errors or misconceptions are outweighed by the overall degree of knowledge & understanding demonstrated. | Insufficient evidence of knowledge and understanding of the subject and its underlying concepts. | Little or no evidence of knowledge and understanding of the subject and its underlying concepts. |
| PLO(s): 7.3 & 7.4 |
| **Higher cognitive skills & originality** | Rigorous and sustained criticality, independent thinking and original insight; convincing conclusions and/or application to practice. | Strong and sustained criticality and independent thinking/original insight; persuasive conclusions and/or application to practice. | Detailed criticality and evidence of independent thinking/original insight; logical and sustained conclusions and/or application to practice. | General criticality and some evidence of independent thinking; logical conclusions and/or application to practice. | Developing criticality and independent thought, leading to conclusions and/or application to practice that is poorly supported. | Mainly descriptive and/or inadequately supported conclusions and/or application to practice. | Little or no evidence of criticality and independence of thought. |
| PLO(s): 7.3 & 7.4 |
| **Advanced professional and research expertise** | Exceptional understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. An exceptional ability to justify the research, recognising potential and limitations. Innovative. Work may challenge the existing boundaries of knowledge and/or practice. | Purposeful, systematic and sophisticated understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. A very good ability to justify the research, recognising potential and limitations | Purposeful, systematic and skilled understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. A good ability to justify the research, recognising potential and limitations | Skilled understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. A sound ability to justify the research with some recognition of potential and limitations | Developing understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry with limited criticality. Limited ability to justify the research or recognise potential and limitations | Little understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. Little justification for the research or recognition of potential and limitations | No understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. Inability to justify the research or recognise potential and limitations |
| PLO(s): 7.3 & 7.4 |
| **Written communication and adherence to academic conventions** | Professional, sophisticated/innovative communication, with exceptional clarity and/or audience-engagement, and exemplary academic conventions. | Professional and fluent communication, that holds the attention of its reader/audience throughout and which demonstrates academic conventions that are accurate and relevant to the level of study/beyond. | Professional, fluent and coherent communication, which demonstrates consistent and accurate academic conventions. | Mostly professional, fluent and coherent communication; demonstration of appropriate academic conventions, which may include some errors or inconsistencies. | Communication that is difficult to follow at times because of poor clarity/structure; inconsistent demonstration of academic conventions. | Limited clarity and/or structure in communication, and/or inadequate demonstration of academic conventions. | Highly limited clarity and/or structure in written and/or oral communication. Inadequate demonstration of academic conventions. |
| PLO(s): 7.3 & 7.4 |
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| **School of Education: PGCE Research Project - Front cover for student work on the Written Literature Review and Methodology** | | | | | | |
| **Student Number** | ***Please add*** | | **Student Name** | ***Please add*** | **Research Tutor** | ***Please add*** |
| **Module Director** | ***Emma Thraves-Ferguson***  ***Please delete*** | | **Module Code** | **PGC7008M** | | |
| **Please complete the statements below before submitting.**  **Please use the assessment criteria and your previous feedback to inform your comments** | | | | | | |
| **Previous Assessment** | | **The strengths of my previous assessment were…** |  | | | |
| **I previously received the**  **following academic and subject specific targets….** |  | | | |
| **This Assessment** | | **I have addressed previous targets in this piece of work by…..** |  | | | |
| **I would like feedback on the following**  **aspects of this assessment….**  **(N.B. this will not limit the feedback provided)** |  | | | |

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| **PGCE Research Project: Assessment Feedback for Oral Presentation**  (Module: PGC7008) | | | | | | | | | |
| **Student name:**  **Date and time:** | | **Research Title:** | | | | | | | |
| **Presentation of…** | | **100-85** | **84-70** | **69-60** | **50-59** | **40-49** | | **39 -20** | **19-0** |
| **Knowledge and understanding**   * Summary of source material * Reflection on context, policy and practice * Justification for the research | |  |  |  |  |  | |  |  |
| **Research methodology**   * Summary of understanding of key approaches and methods of enquiry | |  |  |  |  |  | |  |  |
| **Analysis and reflection**   * Criticality of data * Analysis of theory and practice * Synthesis of concepts and ideas to own practice * Reflection upon anticipated outcomes * Recognition of validity of the data & outcomes | |  |  |  |  |  | |  |  |
| **Argument**   * Clear, well-structured and cogent | |  |  |  |  |  | |  |  |
| **Presentation**   * Communication of ideas * Appropriate format(s) * No errors in grammar and syntax * Command of professional language * References to published material | |  |  |  |  |  | |  |  |
| **Strengths:** | | | | | | | | | |
| **Suggestions for improvement:** | | | | | | | | | |
| **Tutor signature and name:** | **Moderator signature and name:** | | | | | | **Agreed Mark:** | | |

| **School of Education: PGCE Research Project: Assessment Criteria for Oral Presentation 2021-22**  (Adapted Generic Assessment Descriptor (post-graduate taught programmes) with summary descriptor of learning at Level 7) | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PASS GRADES** | | | | **FAIL GRADES** | | |
| (100-85) | (84 - 70) | (69 - 60) | (59 - 50) | (49 - 40) | (39 - 20) | (19 - 0) |
| **Overarching indicators:** | All learning outcomes/assessment criteria have been achieved to an exceptionally high level, beyond that expected at Level 7, with features consistent with Level 8 (doctoral study). | All learning outcomes/assessment criteria have been achieved to a high standard, and many at an exceptionally high level. | All learning outcomes/assessment criteria have been met fully, at a good or very good standard. | All learning outcomes/assessment criteria have been met. | One or more of the learning outcomes/assessment criteria have not been met. | A significant proportion of the learning outcomes/assessment criteria have not been met. | Most of the learning outcomes/assessment criteria have not been met. |
| SUMMARY DESCRIPTOR: Learning accredited at Level 7 (Master’s) will reflect the ability todisplay mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research or advanced technical/professional activity, accepting accountability for related decision-making, including use of supervision. | | | | | | | |
| **Assessment criteria** | **General characteristics** | | | | | | |
| **Higher cognitive skills & originality:**  ***Focus on analysis and reflection within chosen research focus*** | Rigorous and sustained criticality in the handling of data and analysis of theory and practice. Evidence of sophisticated synthesis of concepts and theory to own professional practice, including exceptional reflection on unanticipated outcomes. Rigorous and sustained Independent thinking and original insight; convincing conclusions and/or application to practice. | Strong and sustained criticality in the handling of data, analysis of theory and practice. Evidence of insightful ability to apply concepts and theory to own professional practice, including very good reflection on unanticipated outcomes. Strong and sustained independent thinking/original insight; persuasive conclusions and/or application to practice. | Detailed criticality in the handling of data, analysis of theory and practice. Evidence of good ability to apply concepts and theory to own professional practice, including good reflection on outcomes. Evidence of independent thinking/original insight; logical and sustained conclusions and/or application to practice | General criticality in the handling of data, analysis of theory and practice. Evidence of the ability to apply some concepts and theory to own professional practice, including considered reflection on outcomes.  Some evidence of independent thinking; logical conclusions and/or application to practice. | Developing criticality in the analysis of theory and practice with a tendency to be descriptive. Some evidence of linking theoretical ideas to own professional practice. Developing independent thought, leading to conclusions and/or application to practice that is poorly supported. | Limited evidence of analysis of theory and practice, or to own professional practice with limited reflection on outcomes. Mainly descriptive and/or inadequately supported conclusions and/or application to practice. | Little or no evidence of criticality and independence of thought. Little or no analysis of theory and practice, or to own professional practice with little or no reflection on outcomes. Excessively descriptive and little or no application to practice. |
| PLO(s): 7.3 & 7.4 |
| **Advanced professional and research expertise** | Exceptional understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. An exceptional ability to justify the research, recognising potential and limitations. Innovative. Work may challenge the existing boundaries of knowledge and/or practice. | Purposeful, systematic and sophisticated understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. A very good ability to justify the research, recognising potential and limitations | Purposeful, systematic and skilled understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. A good ability to justify the research, recognising potential and limitations | Skilled understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. A sound ability to justify the research with some recognition of potential and limitations | Developing understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry with limited criticality. Limited ability to justify the research or recognise potential and limitations | Little understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. Little justification for the research or recognition of potential and limitations | No understanding of the principles of practitioner research, key approaches (methodology) and methods of enquiry. Inability to justify the research or recognise potential and limitations |
| PLO(s): 7.3 & 7.4 |
| **Written and/or oral communication and adherence to academic conventions: *Focus on Presentation*** | Professional, sophisticated & innovative communication, with exceptional clarity and/or audience-engagement. No errors in grammar/syntax. Exceptional argument that is of the highest academic quality. Exemplary academic conventions. | Professional and fluent communication, that holds the attention of its reader/audience throughout. No errors in grammar/syntax. Clear well-structured argument that is well crafted & cogent. Accurate academic conventions that are accurate and relevant to the level of study/beyond. | Professional, fluent and coherent communication. Virtually no errors in grammar/syntax. Clear, cogent and well-structured argument. Demonstrates consistent and accurate academic conventions. | Mostly professional, fluent and coherent communication. Some errors in use of Standard English. Mostly clear, cogent and well-structured argument. Demonstration of appropriate academic conventions, which may include some errors or inconsistencies. | Communication that is difficult to follow at times because of poor clarity/structure. Developing vocabulary and lack of awareness of professional communication. Generally, well-structured and clear argument. Inconsistent demonstration of academic conventions. | Limited clarity and/or structure in communication. Minimal structure and argument unclear., Inadequate demonstration of academic conventions. | Highly limited clarity and/or structure in written and/or oral communication. No structure or argument. Inadequate demonstration of academic conventions. |
| PLO(s): 7.3 & 7.4 |
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