  

 

**Assessment Handbook**

**PGCE Secondary School Centred**

**2024 – 2025**

**School of Education, Language and Psychology**

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# **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 YSJ Curriculum which includes DfE ITTECF Core Content Framework 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 you will be summatively assessment at the end of your programme against the Teachers’ Standards.

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 (Lead Mentors) 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 which are informed by the School Experience Formative Assessment Continuum.

Student teachers must pass each placement in order to progress to the next one. This is achieved by meeting the placement specific expectations as outlined in the School Experience Formative Assessment Continuum.

During the spring/summer terms the mentor (and the alliance lead mentor 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 Lead Mentor/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 and reviewed within our School Assessment 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:

* Lead Mentors & General 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 children’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 imagine the formative and summative ITE assessment 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 US. 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.

Higher Education students on an Initial Teacher Education Programme find themselves in the unique position of being both giving feedback (to their students 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. | In consultation, and according to the point within the continuum, decide actionable targets and identify actions to further improve the current stage. |
| 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**

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**  **(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. |  |

**Assessment - 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**  **(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>

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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** |
| **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:

**Learning and Teaching in subject studies (PGC7016M**) – 5000-word essay

**The Developing Professional (PGC7017M**) 30-minute narrated PowerPoint

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

## Module: Learning and Teaching in subject studies (PGC7016M)

The module aims to provide opportunities for student teachers to:

* explore and critically appraise literature relating to pedagogical theories, 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 the Early Years Foundation Stage and the primary curriculum;
* apply subject specific pedagogies within school-based training;
* audit, reflect upon and develop secure subject knowledge;
* make appropriate links between subjects and themes;
* broaden experience through enrichment placements, for example in those schools with a high proportion of pupils with diverse needs.

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| **Module Details** | | | |
| **Module code:** | PGC7016M | **Level of Study:** | 7 |
| **Module Leader(s):** | Jane Collins | **Credits:** | 30 |
| **Assessment format:** | Essay | **Method of submission:** | Turnitin |
| **Deadline:** | 12.00 noon on 6th January 2025 | **Feedback date and place:** | 3pm on 4th February 2025 via Turnitin |
| **Resubmission deadline:** | 12.00 noon on 4th March 2025 | **Feedback date and place:** | 3pm on 1st April 2025 via Turnitin |
| **Assessment limits:** word count | 5000 | **Component number:** | 1 only |
| **Is this exempt from anonymous marking under the policy?** | Yes | **Component weighting:** | 100% |
| **Reading list** | [reading list](https://rl.talis.com/3/yorksj/lists/6648FFB1-B0B4-3C41-8057-54240CF87253.html?lang=en-GB) | | |

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| Assignment Description |
| **Critically evaluate research and theory relating to assessment, teaching and learning, and analyse how this influences practice**     **5000 words**  Throughout your essay you need to consider:   * Research and theory relating to assessment, teaching and learning, and analyse how this influences practice * **Subject specific** pedagogy     **Throughout your writing you must engage with wider reading and present a critical analysis of recent research and theory.** |

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| Learning Outcomes |
| **You must successfully achieve the following Learning Outcomes to pass this assessment:**  **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  7.3        Interpret, compare and apply knowledge and understanding of pedagogy to 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  6.3       Compare and apply knowledge and understanding of pedagogy to evaluate learning     and teaching in order to meet the needs of children/young people |

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| Advice and Guidance |
| 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)    **2. 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 and you **MUST** view this through a subject specific lens.  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.      The content of the main body must synthesise literature, observation and practice. It will be a **critical 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.    **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.    **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/>    **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 proofread your work. Your work should be anonymised with no reference to school or pupil names.  Ensure you attach the completed assignment front cover to your work before submitting.    For further guidance on academic writing and assessment protocols, please consult the PG Assessment Handbook (on Moodle). |

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| How is this assessment marked? |
| Your work will be marked according to the assessment instructions provided within this document and the selected Learning Outcomes’ (LOs) (see above).    Furthermore, this assessment is marked using the assessment marking criteria or a similar rubric that aligns with the University’s Generic Assessment Descriptors (see below).1 This is to ensure all assessment decisions are comparable regardless of the discipline or mode of assessment.    Please note, that you **must** meet the required baseline standards (50 – 59%) which will include the PLOs and minimum expectations of the assessment for Level 7. |

## Module: The Developing Professional (PGC7017M)

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.

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| Module Details | | | |
| **Module code:** | PGC7017M | **Level of Study:** | 7 |
| **Module Leader(s):** | Brian Rock | **Credits:** | 30 |
| **Assessment format:** | Narrated PowerPoint | **Method of submission:** | Turnitin |
| **Deadline:** | 12.00 noon on 28th April 2025 | **Feedback date and place:** | 3.00pm on 29th May 2025 via Turnitin |
| **Resubmission deadline:** | 12.00 noon on 26th June 2025 | **Feedback date and place:** | 3.00pm on 17th July 2025 via Turnitin |
| **Assessment limits:** duration (max) | 30 minutes | **Component number:** | 1 only |
| **Is this exempt from anonymous marking under the policy?** | Yes | **Component weighting:** | 100% |
| **Reading list:** | [reading list](https://rl.talis.com/3/yorksj/lists/23EEF72E-C74D-961D-91B7-5AFF8A6EB1B1.html?lang=en-GB&login=1) | | |

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| Assignment Description |
| **Developing Professional assessment – 30-minute Narrated PowerPoint**    **Rationale**  This assignment will focus on one area of school policy and offers you the opportunity to develop a deeper understanding of the link between research and practice. Within the school context, policies support a consistent approach as well as ensuring statutory requirements are met and non-statutory guidance is taken account of.  You may select any policy or section of a larger policy, but this should be guided by the breath of reading that supports your selected focus. Your decision around which policy to choose should be guided by the breadth and volume of reading that supports this and discussions with your tutors. For example, if your initial scoping of your chosen policy area indicates there is a lack of literature to support your assessment you might want to change topic where there is more of a range of literature.  This is important, as for Masters level work, you must demonstrate the ability to critically engage with a range of literature.    You will be asked to complete a proposal form to identify the policy you have selected, and this will be checked by your tutor during workshops/tutorials. |

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| Learning Outcomes |
| You must successfully achieve the following Learning Outcomes to pass this assessment:  **Level 7**  7.4 Evaluate and select appropriate research of educational enquiry to investigate an issue drawn from professional practice  7.5 Critically investigate how research informs policy and reflect on how this influences practice    **Level 6**  6.4 Select appropriate research of educational enquiry to investigate an issue drawn from professional practice  6.5  Investigate how research informs policy and reflect on how this influences practice |

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| Advice and Guidance |
| Guidance on how to proceed with this assessment    **Overview of structure**  You will submit a 30-minute narrated PowerPoint that critically explores one area of school policy and identifies how this policy has been informed by central government policy or guidance (statutory and non-statutory), literature and research.    **Identify and introduce**  Identify the area of school policy and give rationale for this choice – as part of this rationale outline why it is important to the context of your school and how this may relate to statutory or non-statutory government policy or guidance.  5 mins    **Analysis of research**  Critical analysis of selected policy and how this has been informed by wider reading and research (please note this is where you need to engage deeply with wider reading).  10 mins    **Links to practice**  To what extent has your wider reading developed a broader understanding of the selected policy? Consider the link between wider reading and observed practice and identify if different perspectives are evident. Does your specific school context provide opportunities for or challenges to the application of the policy?  10 mins    Before submitting your work, please ensure you have thoroughly proofread your work. Your work should be anonymised with no reference to school or pupil names.  Ensure you attach the completed assignment front cover to your work before submitting.    For further guidance on academic writing and assessment protocols, please consult this PG Assessment Handbook  *.* |

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| How is this assessment marked? |
| Your work will be marked according to the assessment instructions provided within this document and the selected Programme Learning Outcomes’ (PLOs) (see above).    Furthermore, this assessment is marked using the assessment marking criteria or a similar rubric that aligns with the University’s Generic Assessment Descriptors (see below).2 This is to ensure all assessment decisions are comparable regardless of the discipline or mode of assessment.    Please note, that you **must** meet the required baseline standards (50 – 59%) which will include the PLOs and minimum expectations of the assessment for Level 7. |

## 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 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/24.Academic-Misconduct-Policy-2023-24.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/referencing/>

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

**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 programme learning outcomes at level 7 (M).

Marking criteria for each assignment is attached in the appendices.

## Guidance on the use of generative AI (genAI) by students within ITE

The information below summarises some of the information shared with students to guide their use of genAI within assessments.  It is drawn from university policies and publications such as Cite them right.

Advice given to students

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| **When can I use AI?** | **What must I avoid?** | **Recommendations** |
| In the generation of ideas around a concept that helps inform your further reading.    To summarise challenging concepts and make them easier to understand.    To review or summarise your own notes.    To help refine your writing style or clarity of expression.    To experiment with different writing styles or levels of formality.    To gain feedback on spelling and grammatical errors. | Submitting genAI generated content as if it were your own work    Copying or paraphrasing genAI outputs without acknowledgement    Relying on genAI output as if it were an authoritative or expert scholarly source | Learn with your chats and interactions with AI, but never copy-paste text generated from a prompt directly into summative assignments    Ask if you are uncertain about what is allowed in any given assessment.    Save copies of genAI outputs used in preparing assessments as these may be needed as an appendices within the submission.    Critically evaluate any content from genAI, paying attention to bias, sensitivity, appropriate content and accuracy. |

Referencing genAI

Example

**In-text citation**

When prompted by the author, ChatGPT responded with a ‘definition of academic integrity’ (OpenAI ChatGPT, 2023). A copy of this response is in Appendix 1.

**Reference list**

OpenAI ChatGPT (2023) ChatGPT response to John Stephens, 2 April.

As part of the self-assessment form that students fill in they tick to say they have checked their work against the ‘use of genAI checklist’ which links closely with the principles set out above.

## 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 completed assignment feedback cover to your work and complete the self-assessment against the learning outcomes 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.

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| 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/>

## Procedures following a failed submission

All submissions that fail to meet the Masters level grade boundary of 50 are subject to internal examination and moderation. This includes all fails (below a mark of 40) and all submissions grade 40 – 49 (a pass at level 6). These submissions, once marked, are also subject to university procedures and will be ratified by an external source. This process will normally take a period of 7 days and after this period, you will receive notification from our registry team regarding your resit opportunity. Please note that this notification is a generic response from our central university team, and you will receive detailed programme specific information, including resit dates, from our admin team once this process of concurrence has been completed. We would ask you to please wait to be contacted by the team with specific information regarding your resit as we do need to ensure that your initial mark has been agreed and we can then process your resubmission. We appreciate that you may feel concerned if you are in this position, but we are unable to confirm resit arrangements until this process has been completed. However, please do contact your academic tutor if you need further information about this process.

## 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 may 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/>

## Summative Judgement Process

Summative judgements relating to the meeting of the Teachers’ Standards are robust, based on the judgements made by all stakeholders and made at the end of the programme.

Summative judgements relating to meeting the Teachers’ Standards and therefore a recommendation for QTS are based upon the following range evidence:

* A progress review meeting with the lead mentor and general mentor
* Final SE3 report from the general mentor (pass/fail)
* Final AT meeting and completion of summative confirmation document completed by the AT
* Moderation of these judgements is made by internal and external assessment panels

Progress Review Meeting

The Progress Review meeting is conducted approximate four weeks before the end of the final placement (SE3). It takes about one hour and is with the student teacher alongside the lead and general mentor. The mentor should be in attendance although it is the lead mentor who leads the discussion.

The purpose of the meeting is to:

• review the progress of the student teacher at this stage of their final placement.

• identify the student teacher’s strengths and evidence towards meeting the Teachers’ Standards.

• identify any gaps or areas for development in meeting the Teachers’ Standards.

• suggest evidence which will support meeting the Teachers’ Standards.

• set clear targets for the remainder of the placement so that the student teacher can make the expected progress to successfully complete the placement.

• model a professional dialogue to support the mentor in their role.

• enable the student teacher to take responsibility for their own development through professional dialogue (and thus support them in future performance management meetings as an ECT).

Preparation before the meeting

• The lead mentor will arrange to meet with the student teacher and general mentor.

• The student teacher will prepare and have ready some examples of evidence to show they are consistently and effectively meeting the SE3 expectations of the School Experience Formative Assessment Continuum, and thus the Teachers’ Standards, demonstrating areas where they have particular strengths. Student teachers must prepare a PowerPoint showcasing the selected evidence which should be also used to structure the dialogue during the meeting. This PowerPoint must be uploaded to the progress review document on Pebblepad.

• Evidence should not be onerous or burdensome for the student teacher. The focus of the meeting will be on the quality of the professional dialogue, with supporting evidence used to highlight examples of their progress as a teacher. The PowerPoint may include work from pupils, lesson planning, resources used to support pupils with additional needs, etc.

• The student teacher should read through the example questions in the SE Handbook and if helpful, go through these with the general mentor before the meeting.

During the meeting

• The Lead Mentor provides open questions or prompts for the student teacher to share their evidence and reflections.

• The student teacher will lead the meeting, outlining their strengths and areas for development based on the School Experience Formative Assessment School Experience Formative Assessment Continuum, providing some examples of evidence. The student teacher should make the link between School Experience Formative Assessment Continuum expectations and the Teachers’ Standards.

• The Lead Mentor will ask open questions to probe and deepen the student teacher’s understanding of practice and the SE3 expectations from the School Experience Formative Assessment Continuum.

• The General Mentor will contribute to the meeting through professional dialogue.

• All members will agree clear targets (no more than three) for the remainder of the placement and suggest further examples of evidence and opportunities within the school (if possible) to support these.

* The expected final outcome for the placement should also be discussed with the student teacher and mentor.

At the end of the meeting, the Lead Mentor will complete the Progress Review Form on Pebblepad and check that the student teacher has uploaded the PowerPoint used in the progress review meeting.

SE3 expectations within the School Experience Formative Assessment Continuum have been written to ensure they align with the Teachers’ Standards. If all statement on the SE3 School Experience Formative Assessment Continuum have been met, the student teacher can be viewed to have met the Teachers’ Standards. Please note below how the Teachers’ Standards relate to the areas of the School Experience Formative Assessment School Experience Formative Assessment Continuum.

|  |
| --- |
| **Progress Review Meeting: Exemplar Questions to Support Professional Dialogue** |
| **Exemplar Questions/Prompts to open Student-Led Discussion** |
| Where would you like to begin? |
| Can you tell me about what you’ve learned over the course of the programme in relation to <School Experience Formative Assessment Continuum Area>? |
| What has been your biggest learning curve in relation to <School Experience Formative Assessment Continuum Area>? |
| What strengths or capabilities did you bring to your ITE programme and how have they helped you in relation to <School Experience Formative Assessment Continuum Area>? |
| How does your evidence demonstrate your learning in relation to <School Experience Formative Assessment Continuum Area>? |
| If you were advising a student teacher who intended to join your ITE programme next year, what advice would you give them in relation to <School Experience Formative Assessment Continuum Area>? |
| What are your next steps in relation to <School Experience Formative Assessment Continuum Area>? |
| **Exemplar follow-up questions to probe or deepen understanding** |
| **Behaviour & Expectations (TS1, TS7)** |
| How do you decide on the pitch of an activity or lesson? How do you ensure challenge for all starting points in the class? |
| What strategies have you found useful in developing and maintaining a purposeful and safe learning environment? |
| **Pedagogy (TS2, TS4, TS5)** |
| How have you used modelling/retrieval/ questioning/ scaffolding/metacognitive strategies to support progress and how do you know if it/they has been effective? |
| How do you encourage pupils to reflect on their own progress, and own their learning? |
| In what different ways do you plan for pupil progress? |
| In what ways has your planning develop over time? |
| Give an example of how reflecting on your planning resulted in changing your approach or strategy |
| Give an example of how you modified a lesson for a pupil with SEND. |
| **Curriculum (TS3)** |
| How has your subject knowledge developed over the programme? |
| How has your pedagogical subject knowledge developed over the programme? |
| **Assessment (TS6)** |
| Through your use of assessment data, what impact have you had on pupil progress? |
| How have you used formative assessment approaches in lessons / the learning environment (EYFS)? |
| **Professional Expectations (TS8 & Part 2)** |
| Can you tell me what you have learnt from observations of experienced teachers that you then carried forward into your own practice? |
| When have you demonstrated a regard for the need to safeguard pupils’ well-being? |
| How have you maintained proper and professional regard for the school’s ethos, policies and practices? |

Final Report

The final report is completed by the General Mentor on Pebblepad during the final week of the SE3 placement. Judgements are made against each of the Teachers’ Standards and ECT targets set. General mentors will report their pass/fail judgement based upon performance and evidence across the placement. Final reports are reviewed and confirmed by the SE3 Director, Lead Partner (if applicable) and Programme Lead.

Confirmation Meeting with Academic Tutor

A final meeting with the Academic Tutor to review evidence and confirm summative judgement will take place during the final week of the programme. The Academic Tutor will review the final report, progress review evidence and confirmation that the Teachers’ Standards have been met. The Academic Tutor will complete the final summative confirmation form on Pebblepad. Programme leads will process recommendations for QTS to the DfE. Confirmation of QTS is normally received in August. Those not recommended for QTS at this stage will be supported through the Additional Support Procedures.

Roles and Responsibilities

|  |  |  |  |
| --- | --- | --- | --- |
| **What?** | **When?** | **Who?** | **Where?** |
| Progress Review Meeting | Four weeks before the end of SE3 | Student Teacher  General Mentor  Lead Mentor | Face-to-face QA meeting in school (1 hour). Reported on Pebblepad |
| Final Report | During the penultimate week of SE3 Placement | Student Teacher  General Mentor | Reported on Pebblepad with Pass/fail judgement |
| Confirmation Meeting | Final week of programme | Student Teacher  Academic Tutor | Confirmation reported on Pebblepad following review of evidence (approx. 20 mins) |

## Final assessment

Following the completion of all assessments, final grades are presented to the school’s assessment panels and assessment boards. Prior to this, marks and judgements are moderated by our external examiners. All submissions that fail to meet the Masters level grade boundary of 50 are subject to internal examination and moderation. This includes all fails (below a mark of 40) and all submissions grade 40 – 49 (a pass at level 6). These submissions, once marked, are also subject to university procedures and will be ratified by an external source. This process will normally take a period of 7 days and after this period, you will receive notification from our registry team regarding your resit opportunity.

**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 an Early Career Teacher.The Teachers’ Standards 2012 are the same standards that ECTs 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 refer to the below link:

<https://www.yorksj.ac.uk/staff/learning-and-teaching/assessment-lifecycle/submitting/>

**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.

Before submission, please attach and complete the front cover sheet. You are required to self-assess against the identified programme learning outcomes.

The front cover sheet also asks you to reflect on previous targets. For this first assignment these targets should have been identified following the marking of your formative written piece. The front cover sheet also allows you to select a specific area you wish to receive feedback on. Please do take this opportunity to develop your own academic skills by reflecting on areas of greatest need.

**Module on the Developing Professional:**

The assessment criteria the research project is below. There will be a Turnitin submission area for you power point to be uploaded entitled: **Research Project Assignment.**

Before submission, please attach and complete the front cover sheet. You are required to self-assess against the identified programme learning outcomes following the same procedure as identified above.

You will be supported in the preparation for your research project by your academic tutor. As part of the preparation, you will have to complete a research proposal based on your initial reading and research.

There will be a Turnitin submission area for this: **Research Project Proposal**.

Further guidance on this will be given in taught sessions.

**How will your work be marked and moderated?**

Tutors will mark your academic work and provide feedback on the assignment focus/subject and your academic skills. Feedback will be provided via Turnitin and will be structured using the following headings:

* **Strengths of this assignment**
* **Specific feedback requested**
* **To improve future assignments**
  + **placement-based targets**
  + **Academic targets**

Careful consideration will be taken to ensure trainees meet the programme learning outcomes at level 7 (M) or level 6 and these have been clearly set out in this document and within the following marking criteria. This will be reflected in your feedback.

Moderation and quality assurance procedures ensure that marking is fair and feedback is appropriate. A selection of academic work is calibrated prior to marking begins and a range of submissions are internally examined by tutors following marking, including all of those assignments that fail to receive a mark of 50. A range of assignments are also moderated by our external examiners and again, this includes all work that has received a mark of below 50.

## Assignment Coversheet

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| --- | --- |
| **The ITE Coversheet** | |
| Student Name |  |
| Student Number |  |
| Word Count / Duration / Limits: |  |
| Attempt Number: |  |
| Date of Submission: |  |

|  |  |
| --- | --- |
| I have read and understood the [Academic Misconduct statement](https://blog.yorksj.ac.uk/assessment/coversheet-statements/). | Tick to confirm ​☐​ |
| I have read and understood the [Generative Artificial Intelligence use statement](https://blog.yorksj.ac.uk/assessment/coversheet-statements/). | Tick to confirm ​☐​ |
| I am satisfied that I have met the Programme Learning Outcomes of this assignment  (please check the Assignment Brief if you are unsure) | **​​​** Met ​☐​ |

|  |  |
| --- | --- |
| **Please complete the statements below before submitting.**  **Please use the assessment criteria and your previous feedback to inform your comments** | |
| **I have previously received the**  **following feedback….**    **….and this is what I did as a consequence of that feedback** |  |
| **I think the strengths of *this* piece of work are….** |  |
| **I think the following aspects still need development……** |  |
| **I would like feedback and feedforward on the following….**    ***(N.B. this will not limit the feedback provided)*** |  |

Please take this and other feedback to your next academic tutorial to plan your future work.

## Teaching and Learning Module Level 7 Marking Criteria

**Pass Grade Bands (100 – 50)** (All Level 7 Programme Learning Outcomes must be met) **Fail Grade Bands (49 – 0)** (All Level 7 Programme Learning Outcomes are not met)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **General Characteristics** | (50 – 59) | (60 – 69) | (70 – 84) | (85 – 100) | **Fail at Level 7**  (40 - 49) | **Fail**  (0 - 39) |
| **Thinking skills**  7.1  7.2  7.3 | Competent critical analysis and synthesis of significant theories and policies in primary/secondary education.    [Presentation of an evidence-informed understanding of the topic.] | Systematic and applied critical evaluation and synthesis of significant theories and policies in Primary Education. | Insightful and sophisticated evaluation and synthesis of significant theories and policies to Primary Education. | Exceptional and insightful critical evaluation and synthesis of significant theories and policies to primary education    [It shows a professional awareness and application of the thinking skills used to process this knowledge.] | Limited analysis and synthesis of theories and policies to Primary Education. | Little or no analysis and synthesis of theories and policies to Primary Education. |
| **Practical and Professional Learning skills**  7.1  7.2  7.3 | Explains and critiques established pedagogies and practices.    Reflects on experiences and feedback to evaluate the effectiveness of the learning processes.    Identifies actions to generate identifiable future improvements. | Critically reflects on the learning processes and established pedagogies and practices.    Applies actions which can produce identifiable future improvements.    The work recognises gaps and limitations or opportunity to develop.    It shows sustained engagement with further resources / opportunities for support and growth in response to new challenges. | Systematic, critically reflective approach to developing learning processes and established pedagogies and practices.    Evidences the proactive ownership and management of learning and shows an aspirational approach.    Critical engagement with opportunities for support and growth. | Systematic, critically reflective approach to developing learning processes and established pedagogies and practices.    Evidences the proactive ownership and management of learning and shows an aspirational approach, producing significant developments.    Critical engagement with opportunities for support and growth.    Skills are applied as part of a system of practice which would be considered **exemplary** by disciplinary / professional colleagues. | Work does not clearly explain, critique and /or adapt established pedagogies and practices.    Some description of planning and implementing tasks at a professional level.    Limited awareness of personal reflection on individual learning and/or disciplinary practice. | Work does not explain, critique, or adapt established pedagogies and practices.    There is little or no evidence of proactivity in planning and implementing tasks at a professional level.    The work has not engaged with personal reflections or feedback, resulting in little or no clear improvement in work or practice. |
| **Academic reading and Research skills**  7.1  7.2  7.3 | Use of academic literature which is consistent with taught content with evidence of further independent research that supports understanding and attempts to demonstrate alternative perspectives. | Evidence of independent of research using relevant literature/sources to support and develop understanding. | Evidence of significant independent of research using relevant literature/sources to support and develop understanding. | Significant and independent use of reading research, using relevant literature and sources    Evidence is used insightfully to support and develop understanding | Use of academic literature which is consistent with taught content.    There may be some misunderstandings and misapplications. | There is misunderstanding and misapplication of academic literature. |
| **Communication and Academic Argument**  7.1  7.2  7.3 | Mostly clear, cogent and well-structured argument.    Conclusions are presented.    Academic communication skills which are effective.  The work uses the appropriate writing and presentation style.    Correct use of Standard English. | A persuasive argument which holds the attention of the reader and draws clear conclusions.    Fluent and coherent academic communication skills.    Appropriate academic genre is communicated.    Correct use of Standard English. | Insightful and persuasive argument which holds the attention of the reader and draws clear, substantiated conclusions.    Academic communication skills that are of a professional standard. | Exceptional and insightful argument which persuades the reader and draws clear, accurate conclusions beyond expectations of the level of study.    Sophisticated academic communication skills.    Flawless use of academic conventions. | The work’s clarity and focus are limited.    The language used is not consistent in its coherence or technical proficiency    Little application of an appropriate writing or presentation style. | The work has little or no clarity or focus     It does not attempt to communicate to an audience.    The language used is not clear or technically proficient.    Little or no attempt has been made to apply an appropriate writing or presentation style. |

## Teaching and Learning Module Level 6 Marking Criteria

Pass Grade **Bands (100 – 40)** (All Level 6 Programme Learning Outcomes must be met)                         **Fail Grade Bands (39 – 0)** (All Level 6 Programme Learning Outcomes are not met)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **General Characteristics** | **(40 - 49)** | **(50 - 59)** | **(60 - 69)** | **(70 - 84)** | **(85 -100)** | **Borderline Fail**  **(30 - 39)** | **Fail**  **(0 – 29)** |
| **Thinking skills**  6.1  6.2  6.3 | Synthesis of theories and policies in primary/secondary education.    Demonstrates a depth of evidence-led understanding beyond recalling or summarising source material. | Analysis and synthesis of significant theories and policies in primary/secondary education.    It demonstrates a broader and deeper level of understanding. | Competent critical analysis and synthesis of significant theories and policies in primary/secondary education. | Systematic and applied critical evaluation and synthesis of significant theories and policies in Primary Education. | Insightful and sophisticated evaluation and synthesis of significant theories and policies to Primary Education | Limited synthesis of theories and policies to Primary Education. | Little or no synthesis of theories and policies to Primary Education. |
| **Practical and Professional Learning skills**  6.1  6.2  6.3 | Describes some pedagogies and practice.    Some reflections on experiences/feedback received.    Identifies actions to generate identifiable future improvements. | Discusses established pedagogies and practices.    Reflects on experiences to assess the effectiveness of the learning processes.    Identifies actions to generate identifiable future improvements. | Explains and critiques established pedagogies and practices.    Reflects on experiences and feedback to evaluate the effectiveness of the learning processes.    Identifies actions to generate identifiable future improvements. | Critically reflects on the learning processes and established pedagogies and practices.    Applies actions which can produce identifiable future improvements.    The work recognises gaps and limitations or opportunity to develop.    It shows sustained engagement with further resources / opportunities for support and growth in response to new challenges. | Systematic, critically reflective approach to developing learning processes and established pedagogies and practices.    Evidences the proactive ownership and management of learning and shows an aspirational approach.    Critical engagement with opportunities for support and growth. | Work does not clearly explain established pedagogies and practices.    Some description of planning and implementing tasks at a professional level.    Limited awareness of personal reflection on individual learning and/or disciplinary practice. | Work does not explain, critique, or adapt established pedagogies and practices.    There is little or no evidence of proactivity in planning and implementing tasks at a professional level.      The work has not engaged with personal reflections or feedback, resulting in little or no clear improvement in work or practice. |
| **Academic reading and Research skills**  6.1  6.2  6.3 | Use of academic literature which is consistent with taught content. | Use of academic literature which is consistent with taught content with evidence of further independent research. | Use of academic literature which is consistent with taught content with evidence of further independent research that supports understanding and attempts to demonstrate alternative perspectives. | Evidence of independent of research using relevant literature/sources to support and develop understanding. | Evidence of significant independent of research using relevant literature/sources to support and develop understanding. | Use of academic literature which is consistent with taught content, however there may be some misunderstandings and misapplications. | There is misunderstanding and misapplication of academic literature. |
| **Communication and Academic Argument**  6.1  6.2  6.3 | An argument with some structure.    Some elements are descriptive rather than academic.    There may be errors in the use of Standard English. | Structured argument that is mostly clear.    Appropriate writing and presentation style.    Correct use of Standard English. | Mostly clear, cogent and well-structured argument.    Conclusions are presented.    Academic communication skills which are effective.  The work uses the appropriate writing and presentation style.    Correct use of Standard English. | A persuasive argument which holds the attention of the reader and draws clear conclusions. Fluent and coherent academic communication skills.    Appropriate academic genre is communicated.    Correct use of Standard English. | Insightful and persuasive argument which holds the attention of the reader and draws clear, substantiated conclusions.    Academic communication skills that are of a professional standard. | The work’s clarity and focus are limited.    The language used is not consistent in its coherence or technical proficiency    Little application of an appropriate writing or presentation style. | The work has little or no clarity or focus.   It does not attempt to communicate to an audience.  The language used is not clear or technically proficient.  Little or no attempt has been made to apply an appropriate writing or presentation style. |

## Assignment Coversheet

|  |  |
| --- | --- |
| **The ITE Coversheet** | |
| Student Name |  |
| Student Number |  |
| Word Count / Duration / Limits: |  |
| Attempt Number: |  |
| Date of Submission: |  |

|  |  |
| --- | --- |
| I have read and understood the [Academic Misconduct statement](https://blog.yorksj.ac.uk/assessment/coversheet-statements/). | Tick to confirm ​☐​ |
| I have read and understood the [Generative Artificial Intelligence use statement](https://blog.yorksj.ac.uk/assessment/coversheet-statements/). | Tick to confirm ​☐​ |
| I am satisfied that I have met the Programme Learning Outcomes of this assignment  (please check the Assignment Brief if you are unsure) | **​​​** Met ​☐​ |

|  |  |
| --- | --- |
| **Please complete the statements below before submitting.**  **Please use the assessment criteria and your previous feedback to inform your comments** | |
| **I have previously received the**  **following feedback….**    **….and this is what I did as a consequence of that feedback** |  |
| **I think the strengths of *this* piece of work are….** |  |
| **I think the following aspects still need development……** |  |
| **I would like feedback and feedforward on the following….**    ***(N.B. this will not limit the feedback provided)*** |  |

Please take this and other feedback to your next academic tutorial to plan your future work.

## Developing Professional Module Level 7 Marking Criteria

**Pass Grade Bands (100 – 50)** (All Level 7 Programme Learning Outcomes must be met)                    **Fail Grade Bands (49 – 0)** (All Level 7 Programme Learning Outcomes are not met)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **General Characteristics** | **Pass**  (50 – 59) | **Merit**  (60 – 69) | **Distinction**  (70 – 84) | **Distinction**  (85 – 100) | **Fail at Level 7**  (40 - 49) | **Fail**  (0 - 39) |
| **Thinking skills**  7.4  7.5 | Competent critical analysis and synthesis of significant theories and policies in primary/secondary education.    [Presentation of an evidence-informed understanding of the topic.] | Systematic and applied critical evaluation and synthesis of significant theories and policies in primary/secondary education. | Insightful and sophisticated evaluation and synthesis of significant theories and policies to primary/secondary education. | Exceptional and insightful critical evaluation and synthesis of significant theories and policies to primary/secondary education.  [It shows a professional awareness and application of the thinking skills used to process this knowledge.] | Limited analysis and synthesis of theories and policies to primary/secondary education. | Little or no analysis and synthesis of theories and policies to primary/secondary education. |
| **Academic reading and Research skills**  7.4  7.5 | Use of academic literature that informs policy which is consistent with taught content with evidence of further independent research that supports understanding and attempts to demonstrate alternative perspectives. | Evidence of independent of research that informs policy using relevant literature/sources to support and develop understanding. | Evidence of significant independent of research that informs policy, using relevant literature/sources to support and develop understanding. | Significant and independent use of reading and research that informs policy, using relevant literature and sources.    Evidence is used insightfully to support and develop understanding | Use of academic literature that informs policy which is consistent with taught content.    There may be some misunderstandings and misapplications. | There is misunderstanding and misapplication of academic literature. |
| **Practical and Professional Learning skills**  7.4  7.5 | Explains and critiques established educational policy.    Reflects on how this influences professional practice. | Critically evaluates how research informs educational policy.    Critically reflects on how this influences professional practice. | Systematic and critical evaluation of how research informs and influences educational policy.    Alternative/Legacy perspectives are examined. | Systematic, critically reflective approach to evaluating how research informs educational policy.    Alternative/Legacy perspectives are examined and evaluated, exploring limitations and benefits. | Work does not clearly explain, or critique established educational policy.    Limited reflection on how this influences professional practice. | Work does not explain, or critique established educational policy.    No reflection on how this influences professional practice. |
| **Communication and Academic Argument**  7.4  7.5 | Mostly clear, cogent and well-structured argument.    Conclusions are presented.    Academic communication skills which are effective.  The work uses the appropriate writing and presentation style.    Correct use of Standard English. | A persuasive argument which holds the attention of the reader and draws clear conclusions. Fluent and coherent academic communication skills.    Appropriate academic genre is communicated.    Correct use of Standard English. | Insightful and persuasive argument which holds the attention of the reader and draws clear, substantiated conclusions.    Academic communication skills that are of a professional standard. | Exceptional and insightful argument which persuades the reader and draws clear, accurate conclusions beyond expectations of the level of study.    Sophisticated academic communication skills.    Flawless use of academic conventions. | The work’s clarity and focus are limited.    The language used is not consistent in its coherence or technical proficiency    Little application of an appropriate writing or presentation style. | The work has little or no clarity or focus     It does not attempt to communicate to an audience.    The language used is not clear or technically proficient.    Little or no attempt has been made to apply an appropriate writing or presentation style. |

## Developing Professional Module Level 6 Marking Criteria

Pass Grade **Bands (100 – 40)** (All Level 6 Programme Learning Outcomes must be met)                                      **Fail Grade Bands (39 – 0)** (All Level 6 Programme Learning Outcomes are not met)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **General Characteristics** | **(40 - 49)** | **(50 - 59)** | **(60 - 69)** | **(70 - 84)** | **(85 -100)** | **Borderline Fail**  **(30 - 39)** | **Fail**  **(0 – 29)** |
| **Thinking skills**  6.4  6.5 | Synthesis of theories and policies in primary/secondary education.    Demonstrates a depth of evidence-led understanding beyond recalling or summarising source material. | Analysis and synthesis of significant theories and policies in primary/secondary education.    It demonstrates a broader and deeper level of understanding. | Competent critical analysis and synthesis of significant theories and policies in primary/secondary education. | Systematic and applied critical evaluation and synthesis of significant theories and policies in Primary Education. | Insightful and sophisticated evaluation and synthesis of significant theories and policies to Primary Education | Limited synthesis of theories and policies to Primary Education. | Little or no synthesis of theories and policies to Primary Education. |
| **Practical and Professional Learning skills**  6.4  6.5 | Outlines research which has underpinned an educational policy.    Some reflection on how this influences professional practice. | Synthesises research which has underpinned an educational policy.    Reflects on how this influences professional practice. | Explains and critiques established educational policy.    Reflects on how this influences professional practice. | Critically evaluates how research informs educational policy.    Critically reflects on how this influences professional practice. | Systematic and critical evaluation of how research informs and influences educational policy.    Alternative/Legacy perspectives are examined. | Work does not clearly explain established educational policy.    Limited reflection on how this influences professional practice. | Work does not explain established educational policy.    No reflection on how this influences professional practice. |
| **Academic reading and Research skills**  6.4  6.5 | Use of academic literature which is consistent with taught content. | Use of academic literature which is consistent with taught content with evidence of further independent research. | Use of academic literature which is consistent with taught content with evidence of further independent research that supports understanding and attempts to demonstrate alternative perspectives. | Evidence of independent of research using relevant literature/sources to support and develop understanding. | Evidence of significant independent of research using relevant literature/sources to support and develop understanding. | Use of academic literature which is consistent with taught content, however there may be some misunderstandings and misapplications. | There is misunderstanding and misapplication of academic literature. |
| **Communication and Academic Argument**  6.4  6.5 | An argument with some structure.    Some elements are descriptive rather than academic.    There may be errors in the use of Standard English. | Structured argument that is mostly clear.    Appropriate writing and presentation style.    Correct use of Standard English. | Mostly clear, cogent and well-structured argument.    Conclusions are presented.    Academic communication skills which are effective.  The work uses the appropriate writing and presentation style.    Correct use of Standard English. | A persuasive argument which holds the attention of the reader and draws clear conclusions. Fluent and coherent academic communication skills.    Appropriate academic genre is communicated.    Correct use of Standard English. | Insightful and persuasive argument which holds the attention of the reader and draws clear, substantiated conclusions.    Academic communication skills that are of a professional standard. | The work’s clarity and focus are limited.    The language used is not consistent in its coherence or technical proficiency    Little application of an appropriate writing or presentation style. | The work has little or no clarity or focus.   It does not attempt to communicate to an audience.  The language used is not clear or technically proficient.  Little or no attempt has been made to apply an appropriate writing or presentation style. |