



Gateshead Primary SCITT

Vision for Excellence, QA and Monitoring Policy 2021/22



QA and Monitoring

Vision for Excellence

Gateshead Primary SCITT is committed to the delivery of the highest quality school based initial teacher training and education.

We endeavour through our rigorous recruitment and selection procedures, to ensure that we recruit trainees with the capacity to be outstanding by the end of their training. We value the skills and expertise that exists within our partnership of schools. Working with good and outstanding schools and early years' providers, we deliver a high standard of training and academic excellence. The partnership is committed to enhancing the quality and resilience of our NQTs.

We strive to provide high quality training to mentors and tutors, utilising the expertise and experience of our school leaders and current research to ensure that trainees develop their pedagogy based on exemplary practice.

Integral to this is the implementation of robust and rigorous quality assurance processes and procedures which is the responsibility of all members of Gateshead Primary SCITT partnership.

QA and monitoring is fundamental to the work carried out by Gateshead Primary SCITT and is an on-going process which is included in all agenda items at each SCITT committee meeting. Clear policies, transparency and consistent sources of evidence are the basis for QA and monitoring at Gateshead Primary SCITT.

QA and monitoring is carried out in the following areas: selection and recruitment of trainees, trainee induction, selection and de-selection of schools, policies relating to the training programme, financial systems, assessment of Trainees & the award of QTS, centre-based training, leadership and management, provision of school-based training, training and development of mentors in school, training and development of Professional tutors, training and development of administration staff and management of the training programme including the provision of resources, complaints and appeals procedures, equal opportunities (including race equality) across all areas of the partnership's work and compliance with the requirements of the University of Northumbria.

Roles, responsibilities and reporting lines of the Gateshead Primary SCITT

Governing Body of the Lead School (Lobley Hill Primary): The body to which formal reporting takes on a termly basis and at strategic points throughout the year on trainee recruitment, progress and outcomes, QA and finance.

Head Teacher of the Lead School: Accounting Officer, line manages the Programme Leader, Chair of the Management committee and accountable to the Governing Body.

Management Committee : consists of 10 Head Teachers, Head Teacher of the Lead School, the Programme Leader and the Business Administrator, meets termly, approves the recommendations of trainees for QTS by the Programme Leader; advises on reviews of the programme at strategic points in the year including DfE course allocations, marketing, trainee recruitment, induction and progress; additional review points are based upon actions addressing the Improvement Plan, outcomes of the SED and key evaluation reports from trainees regarding assessments of their individual schools/central training and from Module Tutors and Programme Leader regarding quality of school observational visits; supports the development of Gateshead Primary SCITT strategic planning; reviews the roles and responsibilities of all of the partnership schools each year discuss finance models and Gateshead Primary SCITT before finalisation; deals with complaints and appeals; selection and de-selection of partnership schools.

Programme Leader: overall responsibility for the day to day management and organisation of Gateshead Primary SCITT, Trainee outcomes, QA and operational running of the SCITT Programme and recommends trainee outcomes/gradings to the DfE and Northumbria University for validation & QTS.

Business Administrator: responsible for Gateshead Primary SCITT financial arrangements and policies and auditing by the DfE; accountable to the governing body via the management committee; communicates with partnership schools regarding administrative matters, organises trainee bursaries and student finance.

Professional Tutors: to meet as a tutor group half termly chaired by Programme Leader; support trainees in accessing further CPD opportunities in their schools; observe trainees in both assessed placements; ensure that trainees have equal access to the training being provided for other trainees; report to Programme Leader on reviews of the school-centred elements of the programme; respond to evaluations of the quality of schools' support for ITT training and make the necessary improvements.

Module Tutors: are a pivotal link between theory and practice; they plan, write, resource and deliver to trainees subject specific training across the year, adapt programmes of training in response to trainee evaluations; attend half termly Module Tutor meetings chaired by the Programme Leader and track trainee progress through moderation of a sample of trainee file evidence, report gradings, schools' input and central training; check files during central training regularly and report any issues to Programme Leader and trainees; jointly observe 3 trainees in each

assessed placement ; observe quality of lesson feedback given to trainee and feedback formally to Programme Leader; taking responsibility for a subject knowledge audits during the training year (maths and Literacy)

School Based Mentors: ensure consistency of mentoring standards and gradings of trainees within their schools; participate in collective and individual mentor training throughout the year; meet weekly to discuss progress with trainees and observe formally weekly;

The Programme Leader has oversight of the quality assurance of the programme and works with a series of groups/individuals to ensure that quality is assured across the SCITT in individual schools, the core programme and through administration procedures.

Improvement Plan and Self Evaluation Document

The Programme Leader is responsible for the writing of an Improvement Plan in response to the annual SED. These are presented to the management committee discussion and adaptation. This plan is monitored and actioned at strategic points in the year by and those identified as responsible for actions in the Improvement Plan.

Quality Assurance of schools/visits

Trainees complete 5 placement evaluations each year. These cover their school based experience including support by mentors and Professional Tutor and CPD opportunities. The Programme Leader gives feedback to schools (via school coordinators/ Professional Tutors). This feedback is also disseminated to the management group. Professional Tutors observe trainees, monitor trainee files and quality of weekly targets set, observe feedback and consistency of lesson judgements. They are involved in the interim judgements of their trainees in assessed placements 2 and 4.

Designated Headteachers from the QA committee give feedback formally to the management committee following school observation visits which includes discussion with Headteacher and school based mentor, monitoring of trainee files, quality of weekly targets set, observation feedback and consistency of lesson judgements. This feedback also checks that the observer co- observed the trainee, observed mentor feedback to the trainee and met with mentors and SCITT ITT coordinators to discuss any issues arising.

Mentoring

Gateshead Primary SCITT believes coaching and mentoring are key to trainee progress. Gateshead Primary SCITT ensures that mentoring is understood by all as an essential and on- going process. The school mentors are required to attend initial mentor training. This meeting involves a discussion of the role and qualities of mentoring as an on- going process, Gateshead Primary SCITT documentation, including how to set rigorous and developmental targets for the trainees that link to the Teachers' Standards, and how to use the language of the levels when observing in order to

secure consistency of lesson judgements made across all schools and trainees. Subsequent CPD is arranged for mentors throughout the year; there are 2 sessions of training in total, although further one to one training can be given should the need arise.

Trainee tracking and assessment

Trainee progress is tracked throughout the year via a variety of means.

A sample of 10% of trainee files are checked by the core module tutors (maths and Literacy) and feedback is given to the trainee via a feedback sheet. Peer moderation occurs in the Autumn term. Files are also checked in each assessed placement by the Professional tutors during observational visits. Files are checked for the quality of targets set each week linked to the Teachers' Standards, weekly reviews of learning, reviews of those targets, progression of targets set, observations and their judgements, language of ITT levels used and consistency of lesson judgements made, lesson reflections/evaluations, quality of evidence under the Teachers' Standards and observations made of other staff.

Reports are completed about the trainees' progress by the Professional tutor in the Autumn term following school placement 1. School Based Mentors complete reports during school placement 2 and 4. These reports are QA and monitored by the Professional Tutor. School Based Mentors and Professional attend a cross moderation meeting to ratify and check accuracy of judgements across the cohort. The Programme Leader chairs this meeting and checks consistency across trainee grading.

Tracking of trainee progress also happens during external visits (3 trainees in school placement 2 and 3 trainees in school placement 4) by Module Tutors and Programme Leader where formal (from second half term onwards) graded observations are undertaken (co-observed with the class teacher). A QA and Monitoring form is completed by the external visitor who comments on quality of trainee files, how the observation was conducted, the quality of the feedback given to trainee by class teacher and any issues raised in meetings with the mentor and the SCITT concerning the progression of the trainee.

Any Causes for Concern will have been raised very early in the academic year and confidential conversation form discussed between school and trainee, with specific time reviews identified. The Programme Manger receives copies of the support plan put in place and the outcomes of the reviews.

Tracking and assessment also takes place at the transitional points between placement schools where specific targets linked to Teachers' Standards are set for trainees for the particular focus of the next school.

Assessment takes a variety of forms throughout Gateshead Primary SCITT training year. On-going file scrutiny , discussions between subject tutors and Programme Leader micro-teaching tasks at the lead school and during school placement 1; quality of their reflective practice after all lessons taught and observed as; lesson observations; reflective diary;

Final graded judgement in relation to the award of QTS is made following scrutiny by the Professional Tutor and Programme Leader of all evidence against each of the Teachers' Standards and through a final assessment meeting between each trainee and the Professional Tutor

All assessment is externally moderated in June by the External Moderator and a full report provided.

Recruitment/selection and interview procedures

The Gateshead Primary SCITT website and DfE has a very clear recruitment policy. We look for good graduates who have some experience working with young people. Earlier in the year, the Headteachers of the partnership schools identify the course subject/elements where they can support training and where they perceive a need in terms of future/employment recruitment.

Further information about selection and recruitment procedures can be found in Gateshead Primary SCITT Selection and recruitment policy

Complaints and appeals process (see separate policy)

Recruitment and selection of Gateshead Primary SCITT Team

Module tutors are recommended by the LA and Headteachers of partnership schools.

Trainee Induction

Trainees are invited to attend induction days in the summer term prior to commencing the course and are given the opportunity to meet with their Professional Tutor and Gateshead Primary SCITT staff. Trainees compile a pen portrait throughout their training period which is shared with the School Based Mentor prior to the commencement of each placement.

Training and Development

Evaluations, QA and monitoring will feed into future training needs

Review date for the Policy

This policy will be reviewed by the Programme Leader and ratified by the management committee in July 2022