REAchTeach
Primary Partnership

REAch2
ACADEMY TRUST
EXCEPTIONAL OPPORTUNITIES FOR LEARNING

Trainee Progress and Assessment Policy

Audience:	Trainees on REAch Teach Primary Partnership Initial Teacher Training courses REAch2 Staff REAch2 Trustees
Ratified:	REAch2 Trust Board June 2024
Other related policies:	Grievance Policy Exclusion Policy Whistleblowing Policy Safeguarding Policy
Policy owner:	Gill Ellyard, Director of Education
Review:	Every 3 years

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.

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Policy Overview

Feedback and practice are central to the REAch Teach Initial Teacher Training (ITT) programme. By using the principles of instructional coaching, deliberate practice and rehearsal, the programme has the continuous development of trainees at its core. The programme requires trainees to take full ownership of their progress and development, seeking feedback and practising actions for improvement. The programme recognises the input and expertise of experienced colleagues supporting trainees, including mentors, Lead Mentors and the wider ITT team, and trainees are expected to draw on this expertise in the pursuit of their continuous development.

The REAch Teach ITT programme acknowledges and supports the principle that teacher training and development can span a range of both professional and personal development. The profession demands a high standard of personal and professional behaviour and feedback may be given across all areas as part of personal and professional development.

Trainees must be assessed against (and must meet) the Teachers' Standards in full at the end of the programme in order to be recommended for Qualified Teacher Status (QTS). This should be at a level appropriate to the end of their initial training, with sufficient evidence to support this. While this is the goal for the end of the programme, and the Teachers' Standards are shared regularly with trainees to promote their professional awareness, in-year assessment will not be against the Teachers' Standards, but against the REAch Teach Assessment Framework, housed on the online portfolio system. This framework is mapped to the REAch Teach curriculum, which is built on the ITT Core Content Framework and the foundational knowledge and skills that are essential to teaching in the primary phase, developed through the ambitious REAch Teach curriculum. Successful progress through the REAch Teach Assessment Framework will indicate progress against the REAch Teach curriculum and lead to trainees meeting the Teachers' Standards by the end of the year.

The Teachers' Standards will not be used for the purposes of formative assessment, nor will they be introduced prematurely as a summative assessment tool. Similarly, the ITT Core Content Framework is not designed to be used as an assessment tool and will not be used as such.

The impact of trainees' teaching on improving outcomes for children is embedded throughout all formative and summative assessment processes and is a particular focus in the second half of the year.

Trainee performance against Part Two of the Teachers' Standards is encapsulated in the 'Professional Behaviours' focus strand of the ITT programme. This strand will be assessed throughout the programme. Trainees are required to demonstrate high standards of professional behaviour as set out in the REAch Teach Trainee Code of Conduct, which will ensure that they fully demonstrate the expectations of Part Two of the Teachers' Standards at the end of their training year. Serious breaches of professionalism which have a safeguarding or other detrimental impact on children, professional colleagues, or a trainee's peers at any point during the year, will be considered immediately under the REAch Teach Fitness to Practise processes.

Any trainee not making expected progress against the REAch Teach Assessment Framework for the relevant stage of the programme and/or who is not on track to meet the Teachers' Standards by the end of the programme will be identified as a 'trainee at risk' as early as possible. Immediate intervention

will be agreed and put in place, as set out in the REAch Teach Trainee Support Process (see Appendix 1).

Moderation and standardisation are built into the programme in order to ensure the fairness and reliability of assessment judgements.

All those involved in the assessment process - trainees, mentors, Lead Mentors and course leaders – will be able to clearly articulate how the assessment guidance and criteria are applied to ensure accuracy and consistency. Training and support are given to all parties to ensure thorough understanding.

REAch2 Academy Trust (marketing name 'The REAch Teach Primary Partnership') is the accrediting body for the award of Qualified Teacher Status, and Bath Spa University is the awarding body for the Postgraduate Certificate in Education (PGCE). Although the two qualifications are awarded by different institutions, they are inextricably linked. The REAch Teach training programme has been designed to integrate with the academic requirements of the PGCE, ensuring that trainees deepen their knowledge and strengthen their understanding of the links between theory and practice. Direct links between the REAch Teach ITT programme and the Bath Spa University PGCE programme are deliberately planned by design and are made explicit to trainees and trainers; directed tasks in the REAch Teach ITT programme may contribute to PGCE assessment submission and vice versa.

These principles underpin an ambitious goal for trainees on the REAch Teach programme to successfully meet the Teachers' Standards at the highest level for a trainee by the end of their training year, setting them up for continued success in their ECT induction period.

Policy In Detail

Trainee Progress and Assessment: Policy Aims

- Assessment systems are objective, valid and reliable
- All assessment activity (e.g., a Professional Learning Conversation) is designed to support the continuous development of trainees' wider professional knowledge, skills and attitudes while also providing ongoing assessment information and evidence of trainee progress.
- Assessment systems enable trainees to articulate their progress, attainment and next steps at any point during their ITT experience.
- Assessment systems enable mentors to articulate their trainee's progress, attainment and next steps at any point during their ITT experience.
- Assessment systems ensure that any trainee at risk of not meeting the expected standards is identified early, so that an appropriate and timely package of intervention and support can be initiated.
- All assessment activity is carefully designed to meet the policy aims while maintaining a keen focus on managing trainee and mentor workload. Assessment tasks are designed to make a meaningful contribution to trainees' professional development and to other programme activity (e.g., as part of a PGCE assessment submission, providing a scaffold for professional discussion with mentors and other colleagues etc.).

Methodology

- Assessment through the training programme relies on an iterative and holistic approach, focusing on both the development of the trainee and the impact on pupil outcomes.
- Assessment activities, including directed and school-based tasks linked to the taught training sessions, are designed to mimic professional development conversations and activities throughout a teaching career in order to support trainees to develop skills that will support them beyond the training programme. These activities include appraisal conversations, pupil progress meetings, developmental conversations with other expert colleagues, and collation of evidence towards specific goals.
- The links between theory (from the taught training sessions) and practice (from the school-led placement training) are continually assessed to ensure that the trainee is making expected progress through the REAch Teach programme. The PGCE and QTS training programmes are seamlessly integrated to support this.
- Identification of clear next steps is a key output of each assessment activity; no assessment activity should take place in isolation. It is intended that each assessment point is an opportunity for reflection on both progress and next steps, as well as action planning (where appropriate) to address emerging gaps or next steps in order to promote continual development.
- The assessment of REAch Teach trainees runs continuously throughout the one-year programme. Assessment judgements are iterative and holistic, informed by a range of evidence.
- Specific directed tasks related to pivotal curriculum knowledge are identified throughout the taught training sessions. Trainees submit their responses to these directed tasks to their online portfolio for Lead Mentors to review.
- Trainees are also required to collate evidence to illustrate their subject knowledge development and training across each subject of the national curriculum.

The REAch Teach Assessment Framework

(The REAch Teach Assessment Framework can be accessed through the trainee online portfolio system, Mosaic)

The REAch Teach Assessment Framework has been created to support trainees, mentors, Lead Mentors and REAch Teach staff to make clear links between the REAch Teach training curriculum and trainees' progress, development and next steps across the year. The underpinning philosophy behind this is to support the trainee and mentor to evidence trainee progress against the curriculum at each point of the year, while minimising the workload of collating evidence into the QTS portfolio at the end of the year.

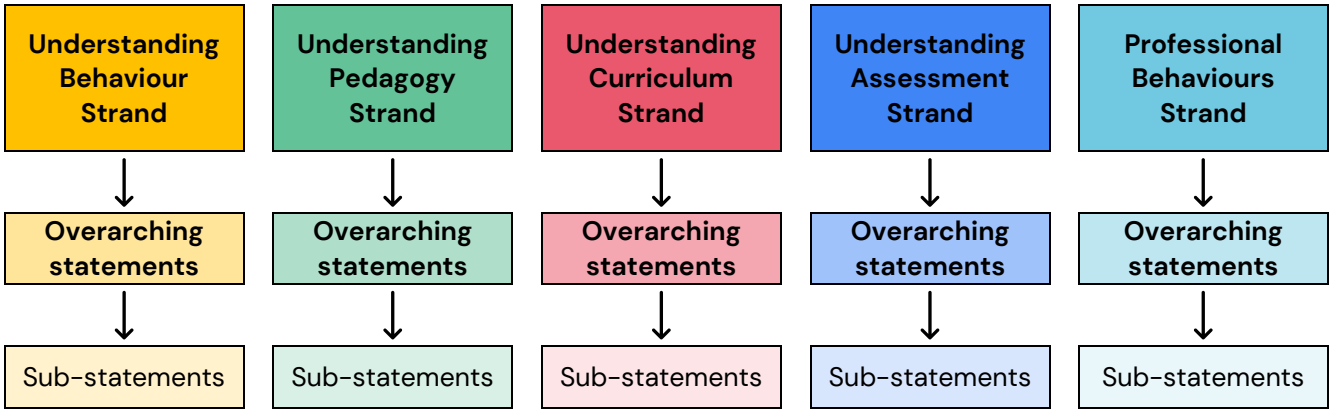
The ITT programme is organised into five **ITT Curriculum Strands**:

- Understanding Behaviour
- Understanding Pedagogy
- Understanding Curriculum
- Understanding Assessment
- Professional Behaviours

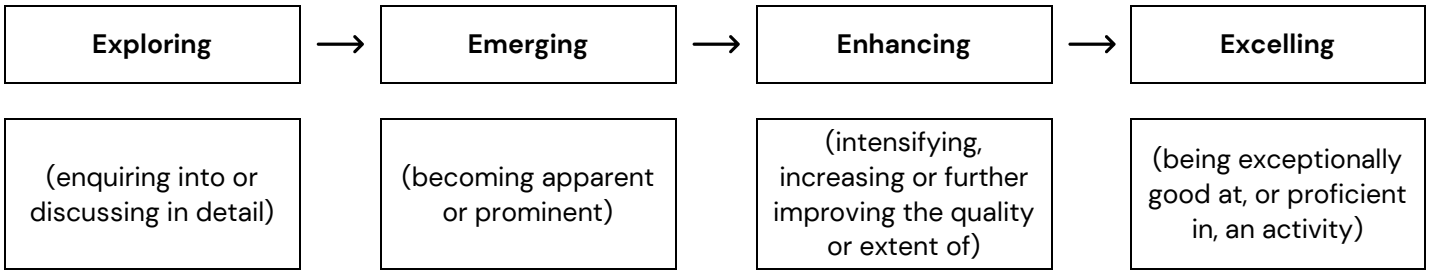
The REAch Teach Assessment Framework presents each strand as a series of **practice statements** which describe effective teachers' knowledge, understanding, skills, attitudes and values. These are

linked to both the Core Content Framework for ITT (replaced by the ITT / Early Career Framework (ITTECF) for 2025-26) and the Teachers' Standards.

The practice statements are presented in clusters with an **overarching statement** followed by a number of **sub-statements**.



Trainees' progress is described as a series of **progression steps**:



Each progression step is characterised by a trainee pen portrait and associated mentor support strategies *(see table below)*.

Mentors consider the trainee's progress for each of the practice statements on a weekly basis and use both the progression step characteristics and the practice statements to inform formative assessment feedback and next steps target setting and action planning.

As trainees move through the ITT curriculum, they will focus on different practice statements in their 'taught' sessions. Mentors will bring these focuses into weekly development meetings with their trainees for further discussion development and practice. Each trainee's pathway through the progression steps will be individual, they may be further along the steps in one strand than they are in another and may even need to retrace steps as they face different challenges over the year.

Minimum Progress Expectations

To support careful monitoring of trainees' progress and timely intervention where a trainee is not making expected progress, the Assessment Framework identifies minimum expectations for each Progress Review point:

	Understanding Behaviour	Understanding Pedagogy	Understanding Curriculum	Understanding Assessment	Professional Behaviours

Progress Review 1	**Emerging** (focus strand)	**Emerging** (focus strand)	-	-	**Emerging** (focus strand)
Progress Review 2	**Emerging**	**Emerging**	**Emerging** (focus strand)	**Emerging** (focus strand)	**Emerging** (focus strand)
Progress Review 3 (Final)	**Enhancing**	**Enhancing** (focus strand – Adaptive Teaching)	**Enhancing** (focus strand)	**Enhancing** (focus strand- Adaptive Teaching)	**Enhancing** (focus strand)

The minimum required expectation for recommendation for QTS at the end of the school-led element of the ITT programme is the 'Enhancing' progression step as a 'best fit' judgement against all five ITT curriculum strands.

The Assessment Framework identifies the statements and sub-statements which are non-negotiable at the final, summative assessment point to support mentors and Lead Mentors in reaching their decision and to ensure that trainees have clarity about the rationale for the decision.

Where trainees have moved *beyond* the minimum required expectation for recommendation for QTS, they will be able to draw on the principles of the 'Excelling' step to inform their continued development and their action planning for ECT1.

Progression Step	**Exploring** *(enquiring into or discuss in detail)*	**Emerging** *(becoming apparent or prominent)*	**Enhancing** *(intensifying, increasing or further improving the quality or extent of practice)* ***Level expected at the end of ITT – recommendation for QTS***	**Excelling** *(being exceptionally good at, or proficient in, an activity)* ***In relation to the level expected at the end of ITT***
Trainee pen portrait	Observes expert practice and can reflect on key learning. Articulates learning in discussion with Mentor & expert colleagues. Engages with the 'taught' curriculum. Articulates learning - written reflection.	Attempts to implement strategies Attempts to apply subject or pedagogical knowledge Is beginning to consider key learning as part of planning, teaching and/or reflection.	Makes changes and improves practice in response to feedback and/or reflection. Positive changes in practice are *becoming* embedded, habitual and automatic. Is positively impacting children's progress and outcomes	Minimum expectations of practice are embedded, habitual and automatic **across the curriculum**. Identifies focuses for further professional development and works in partnership with Main Mentor and other colleagues to secure improvement.
Mentor Support	**With (significant) support** *Goal: Understand key principles* Reflection and discussion Modelling key principles and deconstructing (professional reflection) Signposting to expert colleagues Signposting to research or wider reading Opportunities to practise/rehearse in low stakes environments (deliberate practice)	**With (significant) support** *Goal: Attempt to apply learning in own practice, with varying success* Modelling teaching and discussing Observations of teaching with clear, explicit guidance and feedback Opportunities to practise/rehearse in low stakes environments (deliberate practice) Team-teaching Live coaching Signposting to expert colleagues	**More independent, seeking advice and guidance as needed** *Goal: Display Confidence and competence* Mentoring activities (based on 'Emerging' mentor support activities) bespoke to the trainee's areas for development Continued deliberate practice	**Independent (with mentoring)** *Goal: Sustainable continued development* . A move from a mentoring to a coaching approach to support continued development and consistency across the curriculum: Experimenting with a range of approaches and varied pedagogies Adjusting practice with precision following critical refection or feedback Continuing to improve practice based on research / wider reading
	Focus on what the **teacher** does > Focus on what the **children** do			

Assessment Structure and Processes

Formative Assessment

- **Weekly and ongoing**
  - Mentor observations of the trainee's teaching and formative feedback
  - A structured Professional Learning Conversation with mentor (1 hour) – the ITT curriculum identifies focus questions for these weekly meetings to ensure a strong connection between the 'taught' sessions and the mentor-led training
  - Other mentoring activity (30 mins) – bespoke to the trainee's personal areas of development
- **Periodic (half termly / termly)**
  - Lead Mentor observations of the trainee's teaching (joint with the mentor) and formative feedback
  - A Progress Review meeting between trainee, mentor and Lead Mentor
  - Review of online portfolio by Lead Mentors
  - Tutorial support and formative feedback on draft and final PGCE assignment submissions (Bath Spa University)

Summative Assessment (end of year)

- **Confirmation that the trainee has met the Teachers' Standards and can be recommended for QTS** - the year-long formative assessment processes provide robust evidence to support this decision. Trainees can be recommended for QTS through:
  - **The Final Progress Review meeting** – confirmation that the trainee has met the assessment expectations for the mentor-led training in school as evidenced against the REAch Teach Assessment Framework (which is mapped to the Teachers' Standards)
  - **The final review of the trainee's year-long portfolio** – confirmation that the trainee has met the assessment expectations for the 'taught' sessions, including meeting engagement expectations and completion of directed tasks (in line with the REAch Teach Trainee Attendance and Engagement Policy)
- **Confirmation that the trainee has secured competence in fundamental English and mathematics** *(ITT Criteria, 2024-25: C1.1)*
  - **Fundamental English**: the trainee's handwriting (writing on the board, on children's work, in communication with families etc.), spelling, punctuation, grammar, articulacy, enunciation and use of standard English will be considered as part of every lesson observation and noted on the observation feedback proforma. Where issues with any of these are noted by the mentor or Lead Mentor, the trainee will be set clear targets for improvement and supported by the mentor.
  - **Fundamental Mathematics**: assessed through an online test provided by REAch Teach. The Trainee will know the syllabus of the test beforehand to support them in preparing for the test. If the trainee does not pass, they will have access to further self-study materials.
- **Confirmation that the trainee has met the assessment criteria for award of the PGCE** (Bath Spa University assessment processes)

Progress Review Meetings

Progress Reviews 1 and 2

Each Progress Review meeting will focus in more depth on **two** strands of the ITT curriculum:

- **Progress Review 1** – Understanding Behaviour and Understanding Pedagogy
- **Progress Review 2 –** Understanding Curriculum and Understanding Assessment
  Consideration of the Professional Behaviours strand of the Assessment Framework will be an additional focus for every Progress Review meeting.

In each Progress Review meeting, the trainee will prepare to present a reflection and supporting evidence bundle for **three** aspects of their developing practice:

- One self-selected aspect
- Two aspects selected by the mentor and Lead Mentor – one from each of the two key focus strands.

Mentor and Lead Mentor Meeting Preparation

- The Lead Mentor and mentor will review the trainee's assessment evidence related to each of the two key focus strands for the Progress Review (e.g., records of professional learning conversations during mentor meetings, the mentor's assessment of the trainee against the key statements on the Trainee Assessment Framework, and the evidence the trainee has uploaded onto their online portfolio system to date). They will identify a specific aspect of each of the meeting's focus strands that has less or weaker evidence and would therefore benefit from a developmental conversation during the Progress Review meeting to elicit clear next steps.

- The Lead Mentor will use the REAch Teach Progress Review reflection questions to identify a useful reflection question relating to each of the two selected aspects.

- The Lead Mentor will share the focuses and two associated reflection questions with the trainee 2 weeks before Progress Review 1, and one week before Progress Review 2.

Trainee Meeting Preparation

- The trainee will prepare **three** short presentations to share the reflective process they have engaged with as they have focused on identified aspects of practice. Each presentation will be structured using a model of reflection that aligns with the PGCE programme (e.g., Pollard et al, 2023). The trainee will make direct reference to a bundle of supporting evidence during their presentation to support a professional discussion of each aspect of practice with the mentor and Lead Mentor.
  - **Presentation 1**: with guidance from their mentor and Lead Mentor, the trainee will identify one aspect of their practice where they feel they have made significant progress.
  - **Presentations 2 and 3:** in response to the two aspects of practice selected by the Lead Mentor.

Progress Reviews 1 and 2 - Agenda

The agenda for each of these two meetings will be structured as follows:

1. *(Progress Review 2 only)* Review of targets and next steps agreed in Progress Review 1
2. Trainee's selected aspect of practice
   - trainee presentation

- questions from mentor and Lead Mentor
- discussion to develop trainee's thinking
- identify and agree progress made, targets and next steps

3. Mentor and Lead Mentor's selected reflection question 1
   - trainee presentation
   - questions from mentor and Lead Mentor
   - discussion to develop trainee's thinking
   - identify and agree progress made, targets and next steps
4. Mentor and Lead Mentor's selected reflection question 2
   - trainee presentation
   - questions from mentor and Lead Mentor
   - discussion to develop trainee's thinking
   - identify and agree progress made, targets and next steps
5. Confirmation that the trainee is making satisfactory / expected progress

The outcomes of the meeting will incorporate at least 2 (and no more than 3) overarching goals to inform development activity over the coming term.

Progress Review 3

As Progress Review 3 is a summative review and assessment is against the Teachers' Standards, the meeting takes a different format and focus, with consistent reflection questions for all trainees to ensure parity across the cohort, and clear assessment against the Teachers' Standards. Trainees will have access to these questions throughout the year to ensure that the expectations for the end of their training and recommendation for QTS are clear.

Progress Review 3 – Agenda

The agenda for this meeting will be structured as follows:

1. Review of targets and next steps agreed in Progress Review 2
2. **Managing Behaviour Focus (Teachers' Standard 7)**
   The trainee will be asked to reflect on and share the strategies they have used to ensure a safe and effective climate for learning, and the impact this has had on the children in their class.
3. **Adaptive Teaching Focus (Pedagogy and Assessment) (Teachers' Standards 1, 2, 4, 5, 6)**
   The trainee will be asked to talk through an example of a lesson/sequence of lessons where they have planned to meet the needs of all learners (including those with SEND & EAL) and drawn on varied assessment and pedagogical strategies to impact pupil progress.

- Follow-up question (for all): *What experience have you had of the summative assessment cycles in school (pupil progress meetings, tracking and monitoring in school, moderation)? What impact has this had on your practice?*
- *What specific learning have you experienced around SEND and/or EAL? What impact has this had on your practice?*

4. **Curriculum and Subject Knowledge Focus (Teachers' Standards 3, 8)**
   The trainee will be asked what experience they have had of planning and teaching phonics, mathematics and science. They will be asked to talk through how they have developed

subject knowledge and delivery in these three core areas of primary practice over the year and the impact this has had on pupil progress.

- Follow-up question (for all) – trainees will be asked to talk through an example of where they have had to improve their subject knowledge in a wider curriculum area in sufficient depth to both support and challenge the pupils as part of their teaching. This subject will be selected by the Lead Mentor during the meeting. They will be asked to explain how they have drawn on their training curriculum, their training in school and any other methods (such as own subject research and practice).

6. **Holistic and Wider Professional Development (Teachers' Standard 8, Part 2)**
   The final part of the meeting will be focused on the trainee's holistic and wider development over the year. The trainee will be asked to reflect on what they have learned about themselves over the course of the training programme. The trainee will also be asked to reflect on how they have managed their work-life balance during their 6 weeks of 80% timetable, and any reflections or implications for continuing to manage this going forward into their ECT year. This section will also encompass a discussion around aspirations for their future career and the development areas that will be recorded on their ECT Action Plan.
7. Confirmation that the trainee has met the assessment expectations for the mentor-led training. The minimum expectation is that the trainee will have reached the 'Enhancing' progression step as a best fit judgement for all five ITT curriculum strands.

	Trainee-Selected Focus	**Understanding Behaviour**	**Understanding Pedagogy**	**Understanding Curriculum**	**Understanding Assessment**	**Professional Behaviours**
Progress Review 1	Presentation and Discussion 1	Presentation and Discussion 2	Presentation and Discussion 3			Underpinning focus
Progress Review 2	Presentation and Discussion 1			Presentation and Discussion 2	Presentation and Discussion 3	Underpinning focus
Progress Review 3 (Final)		Discussion 1 *(standardised questions)*	Discussion 2 *(specifically Adaptive Teaching - standardised questions)*	Discussion 3 *(standardised questions)*	Discussion 2 *(assessment focus in standardised questions*	Discussion 4 *(standardised questions)*

Evidence

The REAch Teach ITT programme utilises an online portfolio to support the collation of evidence to support recommendation for QTS and to minimise trainee workload for this as much as possible. Evidence that can be included in the online portfolio may comprise (but is not limited to):

- Observations of expert colleagues' teaching;
- Observation feedback on the trainee's teaching;
- **Anonymised** annotated examples of pupil work;
- Weekly reflections on practice;
- Videos of the trainee's teaching with reflections;

- Examples of planning, annotated where useful – both individual lessons and sequences of planning as appropriate;
- Notes from mentor meetings;
- Notes from Professional Learning Conversations;
- Notes from meetings with other expert colleagues;
- Any other written responses to guided curriculum tasks;
- Reflection responses to 'big questions' linked to the taught curriculum;
- Subject knowledge audits and development tasks;
- Responses to directed tasks as part of the trainee curriculum.

Additional evidence that may be discussed as part of developmental conversations may comprise (but is not limited to):

- Progress in relationships with pupils, and the impact of this on outcomes.
- Developments in professional relationships with colleagues and the impact of these.
- Developments in professional relationships with parents and the impact of these.
- Articulation of wider reading and the impact of this on practice.
- Articulation of the impact of the REAch Teach curriculum on practice.
- Articulation of the impact of PGCE study on practice.
- Progress against all other aspects of the REAch Teach curriculum, such as:
    - Self-directed content – completion/reflection on impact
    - Session quizzes
    - 'Big question' reflections
    - Responses to case studies and scenarios
    - Group interactions and contribution to live sessions

Recommendation for QTS

If the trainee's mentor and Lead Mentor are satisfied that the Teachers' Standards have been met at minimum required expectation for the school-led element of the ITT programme by the final progress review meeting, they will recommend that trainee to the REAch Teach Quality and Assessment Board for adjudication and final recommendation for QTS.

Academic Award

Bath Spa University is the awarding body for the academic award of Postgraduate Certificate in Education. Whilst the academic award of PGCE and the professional qualification of QTS are accredited separately, they are intrinsically linked. If trainees fail to meet the required standard for recommendation for QTS by the appropriate assessment point, this may impact the academic award of PGCE, in line with university policies. If the trainee fails to meet the academic standards required for the PGCE, this may impact their progress and evidence towards QTS, as the two are linked throughout. However, if trainees fail the PGCE and are deemed to have met the satisfactory progress against the Assessment Framework, they may be awarded QTS with no academic award (subject to the decision of the REAch Teach Quality and Assessment Board).

Concerns or issues related to progress towards QTS should be directed towards the REAch Teach team. Concerns or issues related to progress towards the PGCE should be directed to Bath Spa University.

Trainees at risk

If there are concerns about a trainee's progress at any point during the training programme, the mentor or Lead Mentor will request additional support or raise a cause for concern following the REAch Teach Trainee Support Process (see Appendix 1)

All feedback conversations and concerns about progress will be documented clearly by the mentor support team, dated and signed, and shared with trainees in a clear, timely and supportive way. Any concerns should be raised at the earliest opportunity.

Authorised Absence

In a small number of cases, authorised absence from the programme (e.g., for medical reasons with evidence) may impact the time a trainee spends in school. This may also impact on the range of evidence available to support the final assessment decision.

In these rare cases, the REAch Teach Support Plan process will be followed to provide the trainee with identified reasonable adjustments to the programme and support. As part of this, and in consultation with the Regional and/or National ITT Lead, the Lead Mentor and mentor will examine the evidence that is available, and assess whether the holistic picture of evidence supports that the trainee can be recommended as having met the standard for QTS, or whether an extension to the trainee's time on the programme is necessary (see REAch Teach Trainee Extension, Deferral and Withdrawal policy).

Extenuating and Mitigating Circumstances

Trainees will be encouraged to disclose any existing and ongoing medical conditions or other personal circumstances that may affect progress at the start of the programme so that support strategies and agreed reasonable adjustments can be put in place. However, we fully recognise that during the course of the programme, trainees might be faced with new personal, medical or family problems that are outside their control and may impact progress. Such problems are known as 'extenuating or mitigating circumstances'. If trainees believe that a change in circumstances that occurs after the start of the programme may affect their ability to study, prepare, participate in the programme, or teach, then it is their professional responsibility to let their school and REAch Teach know at the earliest possible opportunity. In the first instance, trainees should talk to their mentor or Lead Mentor following the REAch Teach Trainee Support Process.

If the newly arising extenuating circumstances affect a trainee's ability to successfully complete academic assignments associated with the PGCE award and submit them within the published deadlines, they will need to follow the university's processes in order explore options for extensions, academic support and flexibility. If trainees seek additional university support and flexibility, it's helpful to also share this with their mentor, Lead Mentor or Regional ITT Lead so that they can understand any implications for support needed on the wider training programme.

Standardisation and Moderation

The comprehensive programme of mentor and Lead Mentor training focusing on standardisation of assessment decisions and processes ensures that mentors' assessment decisions are fair, accurate and robust.

Quality assurance and moderation activity is undertaken by Regional ITT Leads regionally, the National ITT Lead nationally, and through the External Moderator's scrutiny of the assessment decisions for a sample of trainees. This activity might include joint visits, scrutiny of trainees' online portfolios, and/or anonymised case studies.

The outcomes of assessments are shared with the SCITT management team across the year, and the SCITT Oversight Board three times per year. A formal REAch Teach Quality and Assessment Board, at which each trainee's recommendation for QTS will be considered, will take place annually.

Policy Review

This policy will be reviewed **every 3 years** or sooner, taking into account any legislative changes. Any changes made to this policy will be communicated to all relevant stakeholders.

APPENDICES

Appendix 1: REAch Teach Trainee Support Process

Purpose

This provides an outline of REAch Teach's process for supporting trainees who need additional help to make progress on the ITT training programme, and our formal cause for concern process.

The REAch Teach Trainee Support Process ensures a consistent approach to structuring support between mentors, Lead Mentors, Regional and National ITT leads and schools more generally. The REAch Teach Trainee Support Process details support that goes beyond the standard training programme and entails a bespoke approach to managing barriers to progress for individual trainees. It also contains our formal cause for concern process for situations where trainees are not making appropriate progress despite additional support.

The REAch Teach Trainee Support Process is designed to be exactly that – supportive. It collates all of the possible types of support into a manageable and measurable form with clarity for all on what is expected, by whom and by when. The underlying philosophy is unconditional positive regard – each trainee is unique and all trainees progress differently through the programme, so it is natural that the support required will sometimes need to vary too. Support plans are not uncommon or punitive; trainees can have them at any time of year and on more than one occasion.

It must be noted that on rare occasions, where schools have serious concerns that the trainee's lack of progress is impacting on pupil welfare or learning outcomes, the school may decide they no longer have the capacity to support the trainee. The school would be expected to follow the process outlined in the Trainee Transfer, Extension, Deferral and Withdrawal policy. On these rare occasions, REAch Teach will endeavour to secure the trainee a suitable new placement, but this cannot be guaranteed.

Indicators of trainees at risk

The assessment process is designed so that it takes account of many individual elements that add up holistically to create a picture of progress over the year. These elements are regularly reviewed throughout usual programme activity (e.g. weekly mentoring, Lead Mentor visits and Progress Reviews, engagement with the curriculum etc.) and therefore an ongoing picture of an individual trainee's progress and development can be maintained by both the trainee and their mentor support team throughout the year.

Trainees at risk may be identified through a variety of means, such as (but not limited to):

- A mentor raising concern regarding competency in classroom, including professional behaviours
- A Lead Mentor raising concern regarding competency in classroom, including professional behaviours
- Trainees raising concern about their own self-assessment of their progress towards certain aspects of the curriculum
- Trainees missing deadlines or submitting incomplete work
- Trainees submitting tasks which fall below the standard expected

- Trainee attendance issues (not following appropriate procedures, or missing significant parts of the taught curriculum/placement impacting their ability to understand and implement the curriculum)
- Inappropriate or unprofessional engagement during live training
- Poor trainee engagement with self-directed learning or guided tasks
- Trainee repeatedly unprepared to teach their lessons (planning, resourcing, meeting deadlines, etc)
- Trainees repeatedly not acting on developmental feedback
- Trainee not proactively seeking support where it is necessary
- Trainee not taking ownership of their wellbeing and taking actions to support with this

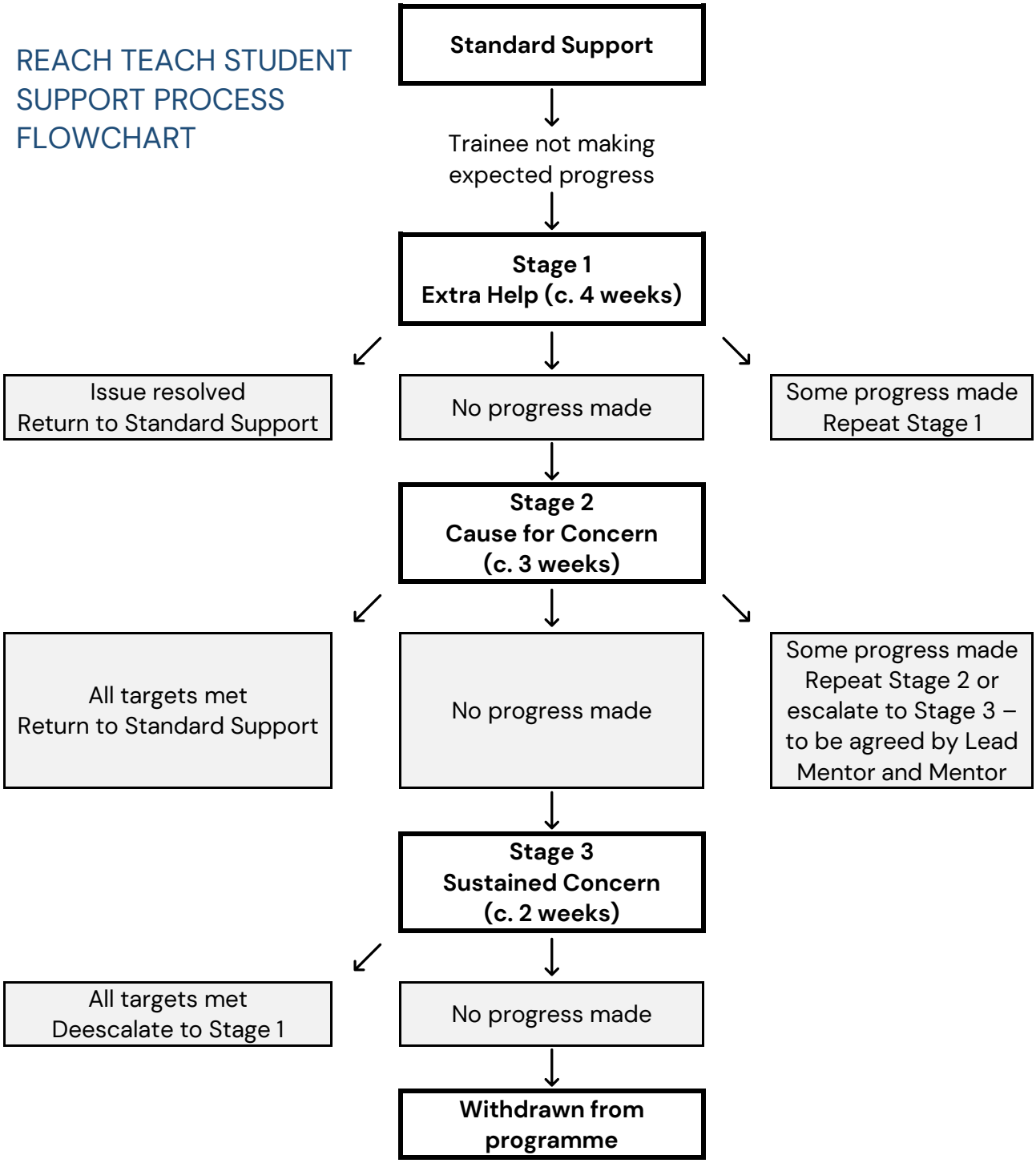
Levels of Trainee support

Standard programme support	**School** • Weekly mentor meeting as per REAch Teach expectations • Weekly lesson observations of the trainee with feedback and action points shared • Access to the usual ongoing CPD programme in school • [Mentor attendance at REAch Teach Mentor training] **REAch Teach** • An initial introductory meeting with Lead Mentor in September • Lead Mentor interactions – including 3 in-person lesson observations (all joint with mentor), feedback, Professional Learning Conversations (review of trainee progress against the curriculum) • Asynchronous training accessed as appropriate by trainee • Live subject specific support (NASBTT and through REAch Teach Subject Leads) **Bath Spa University** • PGCE online training sessions • Tutorial/s with University Personal tutor • Access to optional top-up sessions as needed **Other** • Networks of support from peers and colleagues • Bath Spa University Student Support Services • REAch2 Employee Assistance Programme • Mentor Leadership Team trained in Mental Health First Aid Feedback and ongoing monitoring is built into the programme. If concerns emerge: • Mentor and/or trainee raise awareness of an area of development that is not progressing as expected. This could be lack of progress in an aspect of teaching or professional behaviours that has been an individual training focus for a period of time or may be something that emerges very quickly. This is discussed in the next weekly mentor meeting to determine the root cause of the issue and agree some actions to address this. • Mentor alerts Lead Mentor to this conversation, and shares notes and actions from the mentor meeting with Lead Mentor and trainee/mentor. • Lead Mentor is available during their 'office hours' (Thursdays) to check-in with the trainee if they book a call, to offer any suggestions or additional support.
REAch Teach Support Plan Process	
Extra Help (Stage 1) Maximum 4-week cycle (term-time)	• A support plan is initiated either when informal support has been implemented and progress has not been made (for minor concerns) or immediately if the issue is more significant. This is to be decided by the Lead Mentor and Regional ITT Lead, in consultation with the Mentor. • Stage 1 (Extra Help) commences with a meeting between trainee, mentor and Lead Mentor to discuss the area/s of concern, the impact of support that has already taken place informally, and targets with agreed measures of success. This meeting is chaired by the Lead Mentor.

	• During the meeting, Lead Mentor takes notes which are then collated into a Support Plan document, with agreed interventions by support roles and actions by trainee and a clear timeline of actions and deadlines. • A mid-point review date (2 weeks in) should be agreed and recorded on the Support Plan. Depending on the nature of the area of concern, this review may entail another meeting or may be an email/telephone check-in. • During the period of the support plan, this plan should be used as the basis for the start of mentor meetings, to update on current status, impact of actions and any next steps. **ACTION** At the end of the agreed period, there should be a meeting to review the target/s and the impact of the interventions and actions. There are 3 possible outcomes of this meeting: 1. **All targets have been met** - the trainee should be removed from the support plan and return to Standard Support. 2. **Some progress still needed in some areas, but progress has been made and the trainee is engaging in agreed actions** - repeat the period of Extra Help with revised actions. 3. **The trainee is judged to not be making sufficient progress across the targets OR they are not engaging in their agreed actions** - escalate to Stage 2 (Cause for Concern).
Cause for Concern (Stage 2) c. 3 weeks	• This stage is initiated if a trainee has not made sufficient progress towards the target(s) outlined in their Stage 1 (Extra Help) support plan. • A Stage 2 (Cause for Concern) plan signals that if the trainee were to continue at their current rate of progress, their recommendation for QTS may be in jeopardy. This should be clearly shared with the trainee by the Lead Mentor at this point. • This stage commences with a meeting between trainee, mentor and Lead Mentor to discuss the area/s of continued concern, support that has already taken place, and agreed measures of success. (This can take place as part of the review of Stage 1). • During or shortly after the meeting (within 48 hours), the Lead Mentor updates the Support Plan document to clearly show the date of escalation, reasons for escalation and any update to agreed target/s or support, and shares this with trainee and mentor. Agreed interventions by the mentor or Lead Mentor and actions by trainee should also be updated, with clear timescales and deadlines. • A mid-point review date should be agreed and recorded on the form. The mid-point review for this stage should entail a meeting with trainee, mentor and Lead Mentor. It is advisable for other informal check-ins throughout the course of the Stage 2 to take place (e.g., by email or phone). • During the period of the Cause for Concern support plan, the plan document should be used as the basis for the start of mentor meetings, to update on current status, impact of actions and any next steps. **ACTION** At the review meeting (c. 3 weeks after plan commences), there may be 3 outcomes: 1. **All targets have been met and trainee is now on track with expected progress** - the trainee should be removed from the support plan and returned to Standard Support. 2. **Some progress may still needed in some areas, but demonstrable progress has been made and the trainee is engaging in agreed actions** - repeat the period of Cause for Concern with revised actions. 3. **The trainee is judged to not be making <u>sufficient</u> progress across the targets OR are not engaging in their agreed actions** - escalate to Stage 3 (Sustained Concern).
Sustained Concern (Stage 3) c. 2 weeks	• Reaching Stage 3 indicates that the trainee is at significant risk of not being recommended for QTS if their current rate of progress continues. It will be formally communicated to the trainee in writing at this stage that if they fail to meet their targets at this point, they will be withdrawn from the programme. • Trainees who are withdrawn from the programme will have the right to complain following the REAch2 Complaints policy. • Stage 3 (Sustained Concern) commences with a meeting between trainee, mentor, Lead Mentor and Regional ITT Lead to discuss the area/s of continued concern, support that has

	already taken place, and agreed measures of success. (This can take place as part of the review of Stage 2 if appropriate). • During or shortly after the meeting (within 2 working days), the Lead Mentor will update the Support Plan document to clearly show the date of escalation, reasons for escalation and any update to agreed target/s or support, and will share this with the trainee, mentor and Regional ITT Lead. • Agreed interventions by support roles and actions by trainee should also be updated, with clear timescales and deadlines. • A mid-point review date should be agreed and recorded on the form. The mid-point review for this stage must entail a meeting with trainee, mentor and Lead Mentor. The Lead Mentor should also schedule other informal check-ins with trainee and mentor throughout the course of the Stage 3 (e.g., by email or phone). • During the period of the support plan, this plan should be used as the basis for the start of mentor meetings, to update on current status, impact of actions and any next steps. The Lead Mentor may join these mentor meetings if appropriate. • The final review meeting will be attended by the trainee, mentor, Lead Mentor, and Regional ITT Lead. **ACTION** At the final review meeting (2 term-time weeks after stage commences), there are 2 possible outcomes: 1. **All targets have been met and trainee is now on track with expected progress** - the support plan should be de-escalated to stage 1 with ongoing monitoring and support identified; 2. **The trainee has not made sufficient progress across the targets OR are not engaging as agreed in the completion of their actions** – trainee will be withdrawn from the training programme and will not be recommended for QTS. If the decision is made to withdraw the trainee from the training programme, this will be formally communicated in writing to the trainee. They will have the right to complain about this decision in line with the REAch2 Complaints Policy.

REACH TEACH STUDENT SUPPORT PROCESS FLOWCHART



Appendix 2:
REAch Teach SCITT Fitness to Practise