

Trainee Progress and Assessment Policy

Audience:	Trainees on REAch Teach Primary Partnership Initial Teacher Training course REAch2 Staff REAch2 Trustees
Ratified:	REAch2 Executive Board July 2026
Other related policies:	Disciplinary policy Fitness to Practise policy Reasonable Adjustments policy Trainee Transfer, Extension, Deferral and Withdrawal 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, 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, proactively 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 teacher training, with sufficient holistic evidence to support this. While this is the goal for the end of the programme, and the Teachers' Standards are shared with trainees as part of the REAch Teach Assessment Framework year-long to promote their professional awareness, in-year assessment will not be against the Teachers' Standards, but against the statements and stages in the REAch Teach Assessment Framework, which is housed on the online portfolio system, Mosaic. This framework is mapped to the REAch Teach curriculum, which is built on the Initial Teacher Training and Early Career Framework (ITTECF) 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, measured at key milestones through the year, 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 Initial Teacher Training and Early Career Framework (ITTECF) is not designed to be used as an assessment tool and will not be used as such.

The impact of a trainee's teaching on improving outcomes for their 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 REAch Teach ITT curriculum. 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 under the REAch Teach Disciplinary processes.

Any trainee whose progress stalls as part of their mentor-led training will receive bespoke support, led by their mentor and supported by the Lead Mentor in the form of clear and focused targets in the area of development.

Where a mentor and Lead Mentor have a concern that a trainee is not on a trajectory to meet the Teachers' Standards by the end of the programme (measured against the REAch Teach Assessment Framework for the relevant stage of the programme), they will be identified as a 'trainee at risk' and moved to a 'Rapid Improvement Action Plan' as early as possible. In the spirit of 'radical candour', the mentor and Lead Mentor will be transparent in sharing any developing concerns about progress with the trainee; they will explain how they have holistically considered all available evidence of the trainee's rate of progress to identify a projected trajectory towards achieving QTS in their decision to move to the Rapid Improvement Action Plan. This will result in immediate intervention as set out in the REAch Teach Trainee Rapid Improvement Action Plan (See Appendix 1).

Moderation and standardisation are built into the programme throughout in order to ensure the fairness, consistency and reliability of assessment judgements. Standardisation takes place through regular mentor and Lead Mentor training, and moderation through a comprehensive programme of quality assurance led by REAch Teach ITT Leads and the External Moderator.

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, as well as their critical reflection skills. 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

Aims:

- Assessment systems are objective, valid and reliable
- All assessment activities are 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 (e.g. progress reviews) 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.
- By their Final Progress Review, trainees are asked to upload examples of their 'best evidence' planning and evaluation for each curriculum subject. These examples will either be stand-alone single lessons or a sequence, in line with the Subject Knowledge Development Guidance (shared in induction and saved on Mosaic year-round for reference)

- Trainees are provided with weekly non-contact time to work through Mosaic Activities related to their subject knowledge development in each curriculum subject. These are expected to be completed throughout the year to support trainees to manage their workload and to have greatest impact on a trainees' teaching practice and must be completed by the Final Progress Review in order to support the recommendation for QTS.

The REAch Teach Assessment Framework

(The REAch Teach Assessment Framework can be accessed through the trainee online portfolio system, Mosaic, and is shared routinely with mentors and trainees).

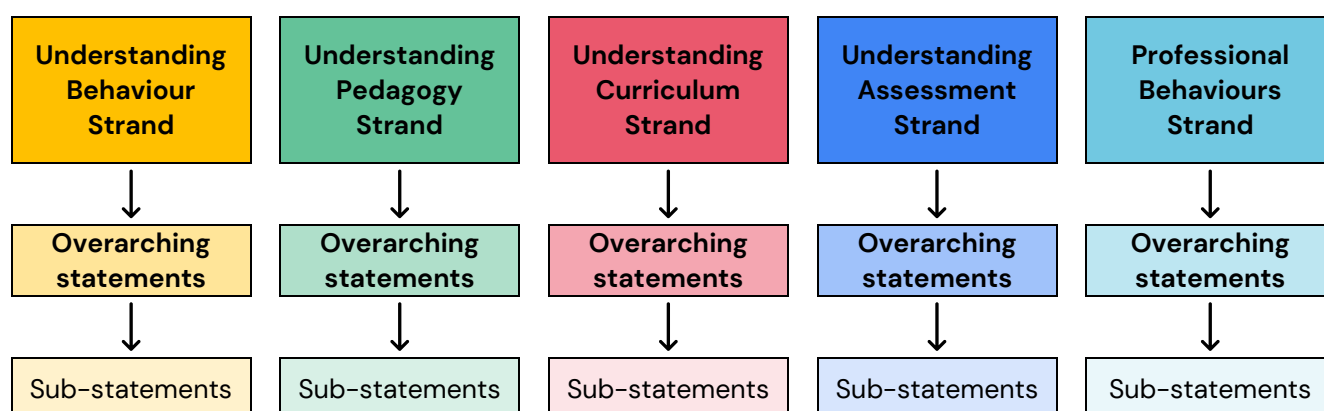
The REAch Teach Assessment Framework has been created to support trainees, mentors, Lead Mentors and REAch Teach staff to make clear links between the REAch Teach training curriculum and trainees' progress, development and next steps across the year. The underpinning philosophy behind this is to support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

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

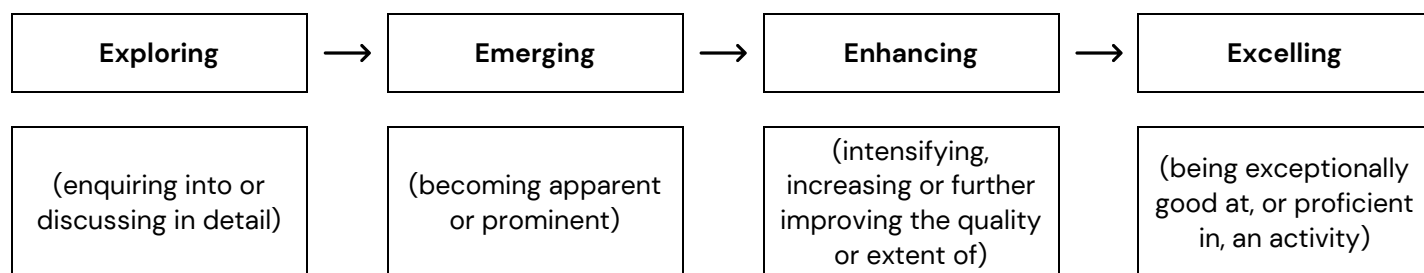
1. Understanding Behaviour
2. Understanding Pedagogy
3. Understanding Curriculum
4. Understanding Assessment
5. Professional Behaviours

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 Initial Teacher Training and Early Career Framework (ITTECF) 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 sub-statements to guide formative assessment feedback and next steps target setting and action planning.

As trainees move through the ITT curriculum, they will focus on different practice sub-statements in training sessions. Mentors will discuss these focuses with their trainee in their weekly development meetings to contextualise the learning for both their school setting and the trainee's bespoke developmental needs, in order to facilitate deeper understanding and skill refinement. Each trainee's progression through the steps is individualised; they may advance more quickly in one area than another, and may need to revisit steps as they encounter different knowledge or challenges throughout 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)	Exploring	Exploring	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.

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. As part of the professional discussion at Progress Review 3, all trainees identify three targets to carry forward into their ECT year as part of a successful transition.

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 <i>becoming</i> 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 their Mentor and other colleagues to secure improvement.
Mentor Support	With (significant) support <i>Goal: Understand key principles</i> 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 <i>Goal: Attempt to apply learning in own practice, with varying success</i> 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 <i>Goal: Display Confidence and competence</i> Mentoring activities (based on 'Emerging' mentor support activities) bespoke to the trainee's areas for development Continued deliberate practice	Independent (with mentoring) <i>Goal: Sustainable continued development</i> . 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 reflection or feedback Continuing to improve practice based on research / wider reading
	Focus on what the teacher does > Focus on what the children do			

Formative Assessment

- **Weekly and ongoing**
 - Mentor observations of the trainee's teaching and formative feedback
 - A structured professional conversation with mentor (1 hour) – REAch Teach provides a suggested agenda for mentors to follow for these weekly meetings to ensure a strong connection between the 'taught' sessions and the mentor-led training, as well as connecting feedback to next steps ('Actions')
 - Other mentoring activity (30 mins) – bespoke to the trainee's personal areas of development. These are recorded by the mentor through a tick-box on Mosaic each week.
- **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)

The process is designed to review the trainee's holistic progress against the REAch Teach Assessment Framework and ultimately the Teachers' Standards at the end of the year. The final recommendation judgement is considered holistically across four key areas below:

Completion	Facilitator led and asynchronous: • Mosaic subject knowledge activities • Evidence of planning, teaching, assessment and evaluation • Elevate My Maths • PGCE assignments
Competence	School-based training: • Observations of others • Reflections on own or others' practice • Feedback from colleagues, pupils, REAch Teach staff or other stakeholders • Evidence against 'Enhancing' on the Assessment Framework (consistently with minimal support)
Conduct	• Part 2 of the Teachers' Standards • Attendance, punctuality and engagement • Relationships; how you communicate with others • Taking ownership of wellbeing • Time management and organisational strategies • Not breaching Professional Behaviours
Confidence	• Proactively seeking feedback and professional dialogue • Working with different stakeholders (e.g. parents, SENDCo, phase colleagues) • Evaluating and making changes to sequences of learning in light of pupil outcomes • Enthusiasm in approaching new challenges

These will be assessed through the following mechanisms:

- **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 are 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 REAch Teach curriculum, 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:** assessed through a combination of mechanisms, including successful completion of an online test provided by REAch Teach. If the trainee does not pass, they will have access to further targeted self-study and improvement materials through the online system and will be able to take a re-assessment as needed. There will also be ongoing assessment of the trainee's handwriting (writing on the board, on children's work, in communication with families etc.), spelling, punctuation, grammar, articulation, enunciation and use of standard English, considered as part of every mentor meeting as well as every lesson observation by the Lead Mentor (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. If the trainee does not pass, they will have access to further targeted self-study and improvement materials through the online system and will be able to take a re-assessment.
- **Confirmation that the trainee has met the assessment criteria for award of the PGCE** (Bath Spa University assessment processes). QTS is not dependent on the successful award of the PGCE.

Progress Review Meetings

As part of standard programme support and assessment, there are three Progress Review meetings throughout the year: around January, March and June.

Progress Reviews 1 and 2:

Each Progress Review meeting will focus in more depth on two different 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 a focus for every Progress Review meeting.

In each Progress Review meeting, the trainee will prepare to present a reflection with supporting evidence for **three** aspects of their developing practice. These questions will be selected by the

mentor and Lead Mentor at Progress Review 1 and outlined by the programme for Progress Reviews 2 and 3.

Mentor and Lead Mentor meeting preparation

- The Lead Mentor and mentor will review the trainee's reflection and assessment evidence to date 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).
- The Lead Mentor will share the focuses and associated reflection questions with the trainee at least two weeks before Progress Review meetings.

Trainee meeting preparation

- The trainee will prepare a short presentation to respond to the reflective questions and share the reflective process they have engaged with as they have focused on the three focus aspects of practice. The trainee will make direct reference to their high-quality supporting evidence during their presentation to support a professional discussion of each aspect of practice with the mentor and 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. Reflection question 1 *(At Progress Review 1 only, this is selected by mentor and Lead Mentor)*
 - trainee presentation
 - questions from mentor and Lead Mentor
 - discussion to develop trainee's thinking
 - identify and agree progress made, targets and next steps
3. Reflection question 2 *(At Progress Review 1 only, this is selected by mentor and Lead Mentor)*
 - trainee presentation
 - questions from mentor and Lead Mentor
 - discussion to develop trainee's thinking
 - identify and agree progress made, targets and next steps
4. Reflection question 3 *(At Progress Review 1 only, this is selected by mentor and Lead Mentor)*
 - 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 and confirmation of any targets

If a trainee has not met the expected progress expectation for any overall curriculum strand, this will result in the trainee undertaking a Rapid Improvement Action Plan to recognise the areas in which accelerated progress is needed and to set small targets for improvement with regular

review. If a trainee has not made expected progress for an overarching practice statement, the mentor will lead a period of Bespoke Support. The overall assessment of each strand is formed from a 'best fit' judgement based on the number of sub-statements that are on track at each Progress Review. If the trainee has not made expected progress with a sub-statement, this sub-statement may be set as a Target for their next phase of development if it is their critical next step.

Progress Review 3:

As Progress Review 3 is a summative review, and assessment is considered against the Teachers' Standards (mapped to the REAch Teach Assessment Framework). The meeting follows a slightly different format and includes consistent reflection questions for all trainees to ensure parity across the cohort, with clear opportunities for evidence against the Teachers' Standards. Via this policy, trainees 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 for them throughout. Reading this policy is part of the trainee induction activities.

Progress Review 3 – Agenda

The agenda for this meeting will be structured to include:

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 prior to the meeting and shared **during** the meeting in order to quality assure the trainee's subject knowledge development. 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 school-based 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.

	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
Progress Review 2	<i>[focus of in-person observation]</i>	<i>[focus of in-person observation]</i>	Presentation and Discussion 1	Presentation and Discussion 2	Presentation and Discussion 3
Progress Review 3 (Final)	Presentation and Discussion 1	Presentation and Discussion 2 (Adaptive Teaching - standardised questions)	Presentation and Discussion 3 (standardised questions)	Presentation and Discussion 2 (assessment focus in standardised questions)	Presentation and Discussion 4 (standardised questions and ECT transition)

Trainees on a Rapid Improvement Plan

If a trainee is on a Rapid Improvement Plan at the time of the review, the Progress Review will be extended to include a more detailed discussion about, and review of, the trainee's general trajectory for QTS to ensure that oversight of the whole trajectory can be maintained at these key review points. The notes of this discussion will be included as part of the Progress Review record on Mosaic.

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;
- Examples of planning, annotated and evaluated – both individual lessons and sequences of planning as appropriate;
- Notes from mentor meetings;
- Notes from meetings with other expert colleagues;

- Any other written responses to guided curriculum tasks;
- 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
 - 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 the minimum required expectation for the school-led element of the ITT programme by the final progress review meeting, as well as sufficient evidence towards the other assessed components aspects reviewed by the Lead Mentor, they will recommend that trainee for QTS.

The REAch Teach ITT Lead Mentor and ITT Lead team monitor trainee progress carefully throughout the programme. If there are concerns about a trainee who is on a Rapid Improvement Action Plan but not making progress at an accelerated enough rate, or where there continues to be barriers to the award of QTS, the ITT Lead and Lead Mentor will meet with the trainee to share their concerns and review the next steps.

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 through the curriculum. 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 made the satisfactory progress against the Assessment Framework (Enhancing), they may be awarded QTS with no academic award or an alternative Exit Award to be determined by the university.

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 of not achieving QTS

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 either through bespoke programme support or through the REAch Teach Rapid Improvement Action Plan process (see Appendix 1) depending on the significance of the concerns as they relate to the trainee's trajectory to the award of QTS.

All feedback conversations and concerns about progress will be documented clearly by the mentor support team via Mosaic 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. This is particularly pertinent during the alternative Key Stage placement where trainees have a limited period of time in the alternative Key Stage and contrasting school.

In these exceptional cases, each trainee's situation will be considered on a case-by-case basis, and it may be appropriate 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 not. On occasion, where there are recognised extenuating circumstances, this result in the decision that an extension to the trainee's time on the programme is necessary (see [REAch Teach Trainee Extension, Deferral and Withdrawal policy](#)). This may delay the recommendation for QTS to the next academic year.

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, it is fully recognised 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 training, 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. Changes in health or medical circumstances will be considered in line with the REAch Teach Fitness to Practise policy and Reasonable Adjustments 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 oversight and scrutiny of the holistic assessment processes and decisions for a sample of trainees. This activity includes joint in-person visits, scrutiny of trainees' online evidence, trainee and mentor focus groups, and/or anonymised case studies.

The outcomes of assessments are shared with the REAch Teach management team across the year, and updates are provided to the SCITT Governance three times per year.

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 Approach

Purpose

The REAch Teach Trainee Support Approach includes

- 'Standard' support strategies built into the ITT programme
- 'Bespoke' support as a short-term intervention with a specific focus
- 'Rapid Improvement Action Plan (RIAP)' support where there are concerns that a trainee's QTS trajectory is at risk

The REAch Teach Trainee Support Approach is designed to be exactly that – supportive, with an underlying philosophy of unconditional positive regard. We recognise that each trainee's journey through their initial teacher training is individual and therefore the support needed at different points needs to be flexible.

Many trainees will need a short period of **Bespoke Support** during their training to ensure that they remain on a positive QTS trajectory and to support with sticking points in understanding, practice or completion. Bespoke support is not uncommon or punitive; trainees can move to this at any time of year and on more than one occasion; it is normally most appropriate when a trainee has a *small* gap in understanding or practice that their mentor and Lead Mentor feels can be rectified with a short period of intensive focus on a specific target area. This approach follows a 'catch up and keep up' approach and is designed to enable trainees to do this.

Where there is a larger or more fundamental gap in understanding or practice, or where there are issues across multiple areas of the curriculum, a trainee's QTS trajectory may be considered to be 'at risk' i.e., they are not on track to meet the next Progress Review point expectations and therefore there is a significant risk that they will not meet the Teachers' Standards at the end of the programme. A trainee with an 'at risk' QTS trajectory will move to the more intensive intervention of the **Rapid Improvement Action Plan (RIAP)** process. The trainee's impact on others (children, school colleagues or programme staff) and some concerns around professional behaviours (where these are linked to the Professional Behaviours strand rather than misconduct) may also trigger a move to a Rapid Improvement Action Plan to address these aspects with immediacy. If professional behaviour concerns are not addressed through one cycle of the RIAP, the disciplinary policy may be applied.

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. In these cases, the school would be expected to follow the process outlined in the Trainee Transfer, Extension, Deferral and Withdrawal policy. On these rare occasions, and when appropriate, REAch Teach will endeavour to secure the trainee a suitable new placement, but this cannot be guaranteed. The REAch Teach team will make a final decision on securing an alternative placement based on the professional judgements of QTS trajectory at the point of the transfer request.

Indicators of an 'At Risk' QTS Trajectory

The standard assessment process 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 with an **'at risk' QTS trajectory** may be identified through a range of indicators, such as (but not limited to):

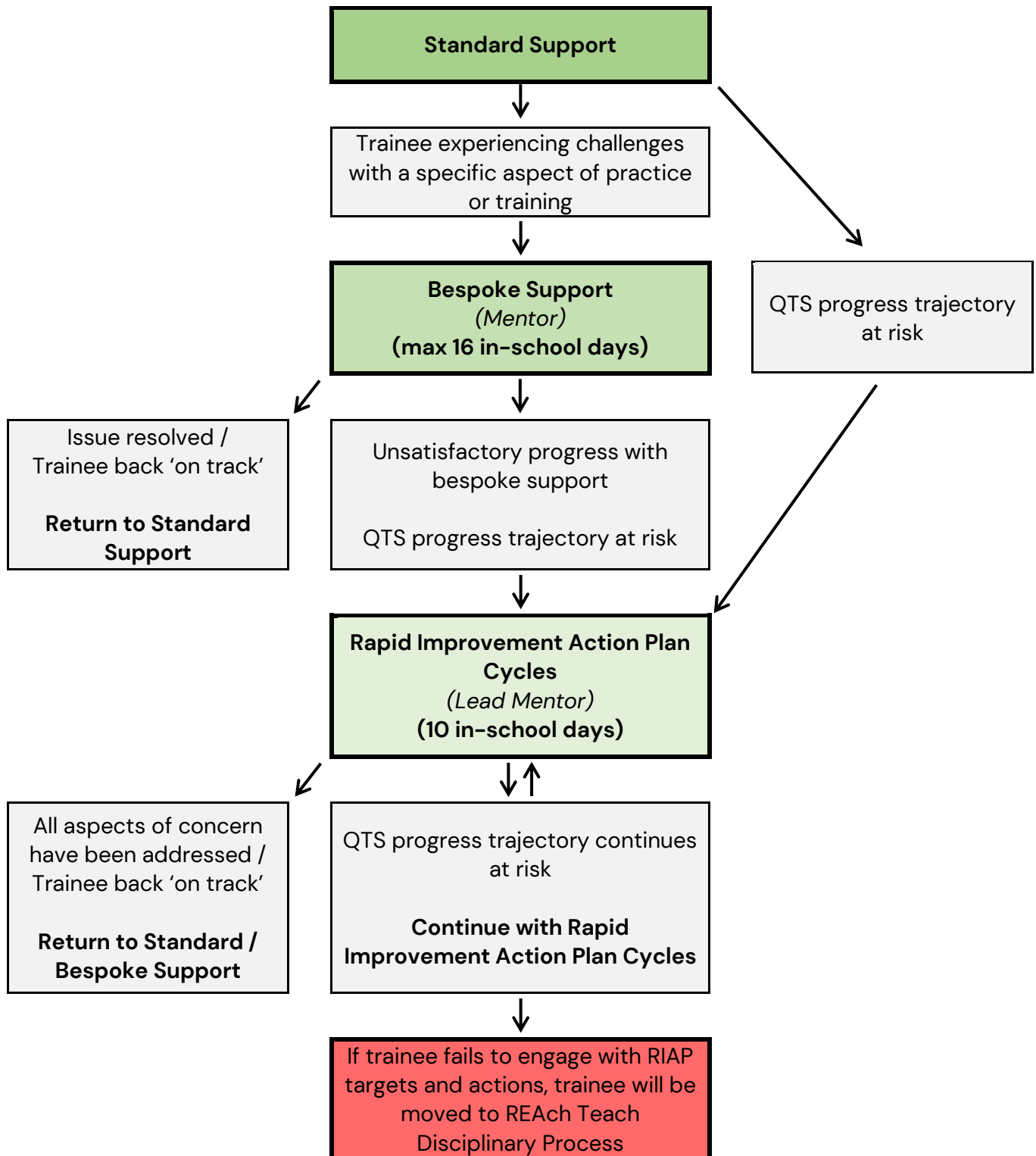
- failing to meet the minimum expectations at a standard Progress Review Point
- failing to make satisfactory progress with Bespoke Support within the maximum 16 school-day period
- mentor or Lead Mentor concerns regarding competence in the classroom, including professional behaviours that are considered developmental (e.g. do not meet the threshold for disciplinary action)
- missing deadlines or submitting incomplete work
- submitting tasks which fall below the standard expected
- failure to prepare adequately for their teaching responsibility (planning, resourcing, meeting deadlines, etc.
- not acting on developmental feedback
- failing to proactively seek support where it is necessary
- not taking ownership of their wellbeing and taking actions to support with this

It is helpful to differentiate between the above areas which relate to areas of the Professional Behaviours strand in the REAch Teach Assessment Framework and the professional behaviours identified below which would be more likely to be considered under the REAch Teach disciplinary policy:

- 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 training (in person or online)
- poor engagement with self-directed learning or guided tasks
- repeatedly missing deadlines or submitting incomplete work
- repeatedly submitting tasks which fall below the standard expected
- repeated failure to prepare adequately for their teaching responsibility (planning, resourcing, meeting deadlines, etc.)
- repeatedly failing to proactively seek support where it is necessary
- repeatedly not taking ownership of their wellbeing and taking actions to support with this
- repeatedly not acting on developmental feedback

This would include non-engagement with Bespoke Support or Rapid Improvement Action Plan targets.

REAch Teach Trainee Support Approach



REAch Teach Standard Support

The Placement School will support the trainee's progress towards QTS by providing them with:

- a mentor who is fully trained in REAch Teach mentoring practice and is aware of the focuses of the facilitator-led training sessions week-by-week.
- placement in a class with an experienced and expert teacher.
- a programme of induction which welcomes them as a member of the staff team
- a weekly, 1-hour mentor meeting following the REAch Teach mentor meeting pattern
- a school-based training schedule which provides the trainee with 10% PPA and 10% self-directed study time each week within the school day
- access to the curriculum materials used by the teaching staff
- clear information about what they will co-teach / teach well in advance
- extensive opportunities to observe expert teaching as 'Teaching Step 1' across the five strands of the REAch Teach ITT curriculum and all primary curriculum subjects / EYFS areas of learning and development.
- opportunities to discuss expert teaching observed as Teaching Step 1.
- opportunities to co-plan and co-teach with their mentor as 'Teaching Step 2'
- continuous, informal observation of their teaching with 'just in time' / 'in-the-moment' feedback using the 'Observation > Impact > Action' model
- access to the school's own staff CPD programme

and by:

- not using them as cover.

REAch Teach will support the trainee's progress towards QTS by providing them with:

- a coherent, well-sequenced ITT curriculum which meaningfully integrates facilitator-led training, school-based mentor-led training, directed activity, and activity leading to the PGCE award
- clear expectations and communication, including communication with their mentor
- a training schedule for the whole year which includes training dates, expectations for teaching % each week, Progress Review points, and submission deadlines
- a well-organised online portfolio and learning platform using Mosaic
- an identified Lead Mentor
- an initial introductory meeting with their Lead Mentor in September and scheduled Lead Mentor interactions throughout the training year including four in-person school visits with lesson observation (all joint with mentor) and feedback
- a programme of well-designed, high-quality mentor training for their school-based mentor and Lead Mentor
- asynchronous directed training activity accessed through the Mosaic online training platform
- asynchronous online subject-specific support (NASBTT Trainee Hub and through REAch Teach Subject Leads)

Bath Spa University will support the trainee's progress towards award of a PGCE by providing them with:

- module assessment design that fully integrates with the REAch Teach training programme
- clear module and assessment information
- a schedule of online training sessions and submission deadlines
- a named university personal tutor
- opportunities to access individual tutorial support from their personal tutor
- access to optional top-up sessions as needed

Other support:

- 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

PROCESS

Feedback and ongoing monitoring are built into the programme.

- Mentors support trainees' development through the 'Exploring > Emerging > Enhancing > Excelling' progression steps.

- Mentors are aware of the focus of facilitator-led training sessions where trainees will '**explore**' specific aspects of practice. They will provide opportunities for trainees to observe those focus aspects of practice in school, discuss them during their mentor meetings, and set targets for them to begin to apply the practice in their own teaching.
- As a trainee begins to take on more teaching responsibility themselves, their mentor will expect to see them attempting to apply the skills, strategies and techniques that they have explored as they move into the '**emerging**' stage and developing more automaticity as they move into '**enhancing**'.
- Target setting in the weekly mentor meetings will then use the 'Observation > Impact > Action' (OIA) model: the mentor will describe what they have 'observed', explain the 'impact' on outcomes for children and on the trainee's teaching, and identify 'action' for the trainee to take as next steps. This 'action' becomes the trainee's target for the next week.
- Mentors will aim to give OIA feedback throughout the week and 'just in time' rather than waiting until the mentor meeting.
- As the trainee moves further into the programme and is taking on more teaching responsibility, the mentor or the trainee might identify an area of practice that is emerging as a particular challenge or barrier to the trainee's ongoing progress and choose to focus on that as a target.

REAch Teach Bespoke Support

Maximum period: 16 in-school days / 4 mentor meetings

- If the mentor feels that their trainee is not making expected progress with a specific aspect of practice (REAch Teach ITT Curriculum Strands 1 to 4) or professional behaviours (Strand 5) with **standard support**, they can move to a time limited period of **bespoke support**.
- A move to bespoke support may be appropriate when:
 - a trainee has been 'stuck' on the same target and action plan for more than two weeks
 - a new challenge emerges very suddenly
- Bespoke support is only appropriate when:
 - the mentor is confident that the trainee has demonstrated the capacity and motivation necessary to quickly 'catch-up and keep-up'
 - the trainee has identified the challenge themselves (i.e., the trainee has asked to be moved to bespoke support)
 - there is no concern about the trainee's QTS trajectory.
- Bespoke Support is led by the mentor but will always be supported by the Lead Mentor.
- We would expect many trainees to need at least one period of Bespoke Support during their training. It is important that any move to bespoke support is recorded on the trainee's Mosaic targets, so that patterns can be identified and a Rapid Improvement Action Plan put in place if appropriate.

PROCESS

- The mentor will alert the Lead Mentor to the challenge and potential move to Bespoke Support. Before they discuss the move to Bespoke Support with their trainee in their next weekly meeting with them, the mentor will work with their Lead Mentor to shape specific targets and identify the additional support that might be put in place for the trainee.
- The Lead Mentor may suggest adjustments to the trainee's school-based training programme as an action (e.g., *additional time in the next week to catch-up with self-directed tasks or establish time management techniques; a temporary adjustment to the trainee's % teaching responsibility*).
- The challenge is discussed by the mentor and trainee in the next weekly meeting using the OIA model – what has the mentor (or trainee) **observed**, what is the **impact** of that on outcomes for the children or the trainee? (E.g., *there's an observable challenge with the trainee's behaviour management at transition points in a lesson (observation) which is leading to lost focus and learning time for the children, and frustration for the trainee (impact)*).
- The mentor and trainee will try to identify the root cause of the new or emerging challenge (e.g., the trainee hasn't spent time identifying the expected behaviour and steps to success in a transition or how they will explain those to the children) and set a specific target with agreed **actions**, including any enhanced support strategies such as additional opportunities to observe and discuss expert practice or for rehearsal and practice with the mentor etc. The mentor will make success criteria very clear to the trainee.
- The mentor will identify a short timeframe within which the trainee will meet the target and move back to Standard Support. The maximum timeframe for a period of Bespoke Support will be 16 in-school days.
- Where possible, the Lead Mentor will join the Bespoke Support mentor meetings; the mentor will always update their Lead Mentor on the trainee's progress before each weekly meeting to agree next steps. They will share in the Mosaic

Mentor meeting record a summary of the meeting and any identified targets, actions and time frame. These will then be set as a Target/s on Mosaic (with the prefix 'BS -'). This will then be visible to the trainee and the Lead Mentor.

- The Lead Mentor and the Regional ITT Leads are available during bookable 'office hours' to provide support for trainees on Bespoke Support.

OUTCOMES

In the weekly mentor meeting at the end of the agreed period of Bespoke Support, the mentor and trainee will review the target/s and the impact of the planned interventions and actions.

There are 3 possible outcomes of this meeting:

1. **All targets have been met in full.** The trainee will return to Standard Support. In this case, the Lead Mentor does not need to join the meeting.
2. **The trainee has made significant progress and/or has fully engaged with the agreed interventions and actions, but further progress is still needed in some areas.** If the mentor and Lead Mentor are confident that there is no risk to the trainee's QTS trajectory, the targets, interventions and actions can be reviewed and adjusted and the period of Bespoke Support extended. However, a period of Bespoke Support cannot be extended beyond 16 in-school days maximum.
3. **The trainee has not made sufficient progress, they have reached the maximum of 16 school-days on Bespoke Support, their QTS trajectory is now at risk, OR they are not fully engaging with the agreed interventions and actions.** The trainee will move to a Rapid Improvement Action Plan. The Lead Mentor or a Regional ITT Lead will always join the meeting if this is the anticipated outcome.

REACH Teach Rapid Improvement Action Plan Process (QTS at Risk)

Rapid Improvement Action Plan cycle = 10 in-school days / 2 mentor meetings

- **The Rapid Improvement Action Plan process is initiated if the mentor and Lead Mentor consider that a trainee's QTS trajectory is at risk. This can happen at any point in the programme.** In the spirit of transparency, this decision and the supporting reasons will be clearly shared with the trainee by the Lead Mentor.
 - The purpose of the RIAP process is to provide intensive support to enable the trainee to 'catch-up' and 'keep-up' with the 'standard' trainee progress expectations of the programme.
 - The RIAP process is led by the Lead Mentor with support and oversight from the Regional ITT Lead. The Regional ITT Lead may join these meetings between the Lead Mentor and the trainee. The Mentor will also attend.
 - A trainee might move directly to a Rapid Improvement Action Plan for a range of reasons including:
 - they do not make sufficient progress towards meeting Bespoke Support targets within the agreed time frame
 - as an outcome of a Disciplinary process (*Their actions, behaviour or attitude are having a detrimental impact on children, school and SCITT team colleagues, other trainees or themselves and therefore support needs change*)
 - as an outcome of a Fitness to Practise process (*A trainee's support needs change requiring consideration of reasonable adjustments to the programme*)
 - as a response to a change in the trainee's personal circumstances which the mentor, Lead Mentor, SCITT Team, or the trainee themselves believes puts their QTS trajectory at risk
 - their QTS trajectory is identified as at risk despite all reasonable adjustments to the programme put in place to support their identified needs
 - the mentor, Lead Mentor or SCITT team identify issues with completion of directed study tasks including subject knowledge development activity in Mosaic, or full engagement with facilitator-led training sessions
- NB: This is not an exhaustive list.*
- **Every trainee's QTS trajectory is formally considered at the three standard Progress Review points as outlined in the Trainee Progress and Assessment Policy.** In each of these Progress Review meetings, the Lead Mentor will confirm that they and the mentor are confident that the trainee's QTS trajectory is secure, i.e., that the trainee is following the progression steps (**exploring > emerging > enhancing > excelling**) at the expected pace.

PROCESS

- The Lead Mentor will inform the trainee that they and the mentor consider the trainee's QTS trajectory to be at risk and will explain that decision.

- The Lead Mentor will arrange an Initial RIAP Meeting with the trainee and their mentor, and RIAP Review Meetings at least every 10 school days. Wherever necessary, the Regional ITT Lead will also join, but the meeting and the RIAP process is led by the Lead Mentor. The agenda for all RIAP meetings will be as follows:
 - **Areas of Concern.** All areas of concern (including any that have arisen, or re-emerged, since the last RIAP Meeting) will be identified against the REAch Teach Assessment Framework. Each two-week cycle of RIAP will focus-in on one specific aspect of practice, but when the trainee's QTS trajectory is at risk it is important that all parties, and particularly the trainee, are fully aware of every aspect of practice or professional behaviour that continues as a concern.
 - **Review of Previous Targets and Progress Made.** Discussion about the impact of any support or feedback that has already been implemented as part of Standard and/or Bespoke Support, or as part of the RIAP.
 - **Selection of Focus.** Each cycle of the RIAP will focus on a specific aspect of practice or professional behaviour selected from the total areas of concern. All parties will discuss the focus to identify any underlying issues or influencing factors. A previous focus might continue, but the trainee will always be made aware that lack of progress between each RIAP cycle will add to concerns about their QTS trajectory.
 - **Target Setting and Action Planning.** All parties will agree on up to three 'SMART' targets relating to the selected focus, short-term actions, measures of success so that the trainee can easily identify small steps in progress, and any support strategies.
 - **Next Meeting.** The next RIAP meeting will be agreed and booked-in for *no more than* 10 school-days later.
- During or shortly after each meeting (within 48 hours), the Lead Mentor will update Mosaic with the agreed targets, actions, support and timelines / deadlines. The Target/s will have the prefix 'RIAP-' to differentiate them from other types of targets.
- Shortly after each meeting (within 48 hours), the Lead Mentor will share by email notes of the meeting with the trainee, mentor and Regional ITT Lead
- During the period of the Rapid Improvement Action Plan, the agreed targets will be used as the focus for weekly mentor meetings and 'just-in-time' mentor feedback.

OUTCOMES

At each RIAP Review meeting, there are 4 possible outcomes:

1. **All aspects of concern have been addressed. The trainee's QTS trajectory is no longer considered to be at risk.** The trainee will return to Standard or Bespoke Support as appropriate.
2. **The trainee is engaging with the agreed targets and actions and has made demonstrable progress with the focus identified at the last RIAP Meeting. Some aspects of concern remain and the trainee's QTS trajectory is still at risk.** The trainee will continue with a Rapid Improvement Action Plan but with a new focus identified from the total areas of concern.
3. **The trainee is engaging with the agreed targets and actions but has not made demonstrable progress with the focus identified at the last RIAP Meeting. The trainee's QTS trajectory is still at risk.** The trainee will continue with a Rapid Improvement Action Plan with the same focus, but with carefully reviewed and adjusted targets, actions and support. The lack of progress and QTS trajectory will be considered at the next Progress Review point.
4. **The trainee is not engaging with the agreed targets and actions and has not made demonstrable progress with the focus identified at the last RIAP Meeting. The trainee's QTS trajectory is at significant risk with additional concerns regarding professionalism.** The trainee will move to a separate disciplinary process following the REAch Teach Disciplinary Policy and Procedure.