POLICY

TITLE: ASSESSMENT, MODERATION AND VALIDATION

POLICY HOLDER: Director of NTTC

APPROVAL BOARD: NTTC Board

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REVIEW PERIOD*: 1 year

* The review period refers to our internal policy review process. The published policy is current and is the most recent approved version.

Summary:

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EASTON COLLEGE PASTON COLLEGE CITY COLLEGE NORWICH

Amendments Log

DATE	VERSION NO.	REASON FOR CHANGE	AUTHOR
31.8.24	1.2	Annual update	L Goram
23.7.25	1.3	Annual update	L Goram

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1. Context

In line with compliance criteria and the requirements of the Department for Education (DfE) no trainee should be recommended for the award of Qualified Teacher Status (QTS) until all the Teachers' Standards have been securely met at the end of the course and we can see clear evidence to support this claim. PGTA trainees complete their apprenticeship End Point Assessment with the same evidence and process as awarding of QTS. December and Easter Review Points allow NTTC and the trainee to measure their progress through the course and ensure and assure that they have the evidence required to meet the Teachers' Standards by the end of the course, which is confirmed at Final Assessment in the summer term of training.

2. Purpose of Assessing Trainees' work

- To ensure that we can see progress against the NTTC curriculum and that the trainees know more, understand more and can apply more to their teaching.
- Through marking their assignments and presentations, NTTC can see their ability to carry out and analyse research and apply their knowledge of pedagogy to their practice.
- At the end of the course to measure progress against the Teachers' Standards to award QTS.
- For PGTAs, to ensure they also meet the requirements for their End Point Assessment to achieve level 6 Teacher Apprenticeship.

This is shared with trainees and mentors through the PD programme and mentor training and discussions.

3. Assessment

3.1 By the school

School-based mentors are expected to conduct one formal observation per week which is to be recorded in the NTTC Lesson Observation Record.

In discussion with the trainee, the mentor will set targets and review previous targets to decide if the trainee is meeting them or if they require support to meet their targets. The targets are linked to the NTTC curriculum (which covers the ITTECF) and Teachers' Standards. Trainees must then record the outcome on their personalised NTTC Lesson Observation Record and submit to NTTC termly as part of their Portfolio of Professional Practice, or at the request of the Director.

3.2 By NTTC and its representatives

At particular points in training, a member of the NTTC team or a nominee from within the partnership will conduct a moderated lesson observation along with the school-based mentor. This happens five or six times throughout the training year, usually at half-termly intervals.

Two consecutive key stages must be observed across all visits with strong evidence of ability to teach across all age ranges for which the trainee is being trained.

3.3 By External Moderators

A selection of lesson observations may be conducted by ITT representatives from a partner organisation at the end of the programme.

The selection may include any consistently judged as meeting or requires support to meet their targets and any trainee who is deemed to be on the borderline.

In addition, any trainees who have been on an Individual Support Plan (ISP) or who have been the subject of a Record of Concern at the time of the moderation taking place, may also be externally moderated.

Our external moderation partners are entitled to make a random selection to review.

A sample of at least 10% of the cohort is usually externally moderated, which may include looking at evidence for their portfolio, assignments and joining Viva presentations of trainee evidence and practice.

After moderation, external moderators complete a report with action points which is shared with NTTC and NTTC governance groups.

4. Validation Process

There are three review points during the year designed to capture an accurate assessment of trainee progress against the NTTC curriculum and summatively against the Teachers' Standards.

The first two review points fall in line with the end of the autumn and spring terms. The last review point marks the start of the final assessment process in the summer term.

The process is outlined below and includes the items which together form the assessment process.

The criteria for each assignment and review point are agreed by the NTTC team. At Final Assessment trainees are assessed against the Teachers' Standards, which are also the Apprenticeship Standard criteria.

At each review point NTTC internally moderates 10% of each of the team's trainee reports, to include those who are meeting targets and those who need further support to meet their targets.

4.1 Final presentation to NTTC Qualifications Board

Final Assessment results are presented to NTTC Qualifications Board at City College Norwich based on the criteria below.

Recommendations are made from the Qualifications Board to the DfE and communicated to trainees once receipted in the DfE's data-management system.

4.2 Validation timeline for QTS

Activity	Purpose	Responsible for completion
Review Point 1	Evidence showing progress towards the NTTC curriculum gathered from evidence evaluation sheets in the PPP, Mentor Meeting Logs and Lesson Observations, at least two of which must be moderated. Assignment 1 will have been assessed and marked at this point	Trainee Mentor Link teacher (if mentor unable) NTTC
Review Point 2	As above, showing clear progress since the first Review Point and growing sophistication of evidence.	Trainee Mentor Link teacher (if mentor unable) NTTC
Final Review Point (3)	Trainees are assessed against the Teachers' Standards using the evidence provided in their PPPs. Any ISPs and ROCs will also be considered. Viva presentation of evidence against Teachers' Standards. Assignment 3 will have been assessed and marked at this point	NTTC Mentor Trainee External moderator
Final Summative Assessments	These are completed by mentors and include priorities for the induction year ahead (ECT year) which NTTC then use to inform career entry profiles/pen-portraits.	Mentor NTTC
External moderation	Independent moderation from a partner organisation. External moderators take part in a sample of the Final Assessment evidence and presentations and visit a sample of trainees to observe them teaching in the final term.	External moderator
NTTC Qualifications Board	NTTC's recommendations based on the list of criteria below are presented to the board, discussed and final recommendations are made.	Qualifications Board
QTS Approval to the DfE	Decisions per trainee are uploaded to the DfE data management system.	CCN data compliance team
Communication with Trainees	The chair of the board communicates decisions to trainees	Board Chair

5. Criteria for Formal Assessment

Assignments are planned and criteria for assessment decided by the Director and curriculum leaders. As a team we ensure that we are clear of what is required of us and trained to ensure we have consistency in the team.

Resources are shared via SharePoint to support them with completing assessments as required. Trainees are taught referencing techniques, how to upload documents to SharePoint and how to avoid plagiarism.

For PPP reviews, criteria for success are decided by the NTTC team to allow trainees to show progress against the NTTC curriculum and summatively the Teachers' Standards. This is evaluated against outcomes and evidence submitted at each review point.

Curriculum leaders share with the trainees from induction through the course to the final review point, information they need to be successful in meeting the assessment criteria. This policy and the programme handbook outline the process and roles and responsibilities in relation to assessment.

Mentors are an important part of the process and are trained on our processes during induction and mentor training. They are reminded of what is required at each review point. All trainees will receive feedback within an agreed timescale and allowed to re-submit work if needed.

Any concerns or issues are dealt with individually. There is an appeals system as outlined in the Appeals Policy.

6. Criteria reviewed at Qualifications Board

- Fitness to teach and any reasonable adjustments made during training.
- An overall view of how the trainee meets all Teachers' Standards parts 1 and 2.
- External moderation.
- Evidence of an Individual Support Plan (ISP) and/or Record of Concern (ROC) where relevant.
- Summative reviews and Final Summative Assessment (Mentor, trainee and NTTC).
- Review Point Checks 1 and 2.
- Half-termly moderated lessons.
- Percentage of moderated lessons meeting targets.
- Number of placements.
- Number of days in school.
- Involvement in professional development.

7. Outcomes

7.1 Pass

This should be awarded to any trainee who has demonstrated their ability to meet the Teachers' Standards.

7.2 Requires Support

This should be awarded to any trainee who has demonstrated that they are able to meet the Teachers' Standards, but evidence suggests that they will require specific and significant support throughout their induction year to continue to meet the standards for ECTs.

7.3 Fail

This single category should be awarded to any trainee who has shown an inability to meet the Teachers' Standards despite intervention and support.

Reporting a fail to the DfE will result in the trainee being prevented from continuing with the course with immediate effect.

A fail outcome may result in the trainee not being able to gain QTS through a similar route in the future.

7.4 Extension

An extension equivalent to a maximum of one term may be granted to any trainee whose performance is currently deemed as requires support providing that the following criteria can be confidently met:

- That confidence is strong on part of the trainee, NTTC and partner school that an additional term will produce the required improvement.
- That evidence clearly suggests that improvements are required in a maximum of two of the Teachers' Standards.
- That the trainee understands they will be liable for an additional course fee, the cost to be confirmed by CCN's HE office.

A trainee may choose to decline the offer of an extension.

7. Awarding the apprenticeship qualification

Version 1.1 of the Postgraduate Teaching Apprenticeship, published in August 2025, states that an apprentice's EPA can now be conducted by their SCITT as part of the Final Assessment process. This means that apprentices will not need to produce extra work, be observed again or have an extension to their apprenticeship past the end of the academic year in which they are training.

NTTC now awards the apprenticeship qualification to all PGTAs. We include a sample of PGTA trainees in the validation process for QTS and external moderation process.

8. Fairness and comparability of marking

As outlined above for internal moderation, NTTC tutors moderate each other's marking and summative reviews. We take a sample of those trainees we believe are making good progress, meeting targets or require improvement.

The Director samples 10% of each cohort at each review point and for each assignment.

We agree as a team the standard required at each review point and check any trainees where we may have concerns with another member of the team. Outcomes from internal and external moderation are reported to governance. They become part of our ongoing Improvement planning process.

9. Submission and deadlines

As outlined in the handbook, submission dates are shared with trainees at the start of the year.

- Work is submitted to SharePoint by 4.00pm on the deadline date.
- We allow for extensions for those who require them by agreement with curriculum leaders. Missing a deadline without agreement may result in a support plan linked to organisation and communication.
- Trainees have one chance to resubmit work by an agreed deadline.
- If a trainee is late for the final submission this would mean them being delayed in being put forward to the qualifications board for awarding QTS.
- Should a trainee fail to submit evidence at any of the first two review points, we will meet with their Mentor and suggest an ISP to support them moving forward.
- Failing to submit evidence at the final submission point would mean a trainee is unable to be assessed against the Teachers' Standards and therefore unable to achieve QTS.
- The Director has the final say in extending deadlines. If it is the final submission, we would ask the Qualification Board for an extension to the decision to award QTS.

10. Moderation

a. Moderation of lesson observations

Once per half term NTTC or one of our representatives will visit each trainee in their school and conduct a joint lesson observation with their school-based mentor to moderate the review of school-based progress.

Both NTTC representative and mentor will complete the usual lesson observation form. This will then form the basis of feedback moderation discussions with the trainee.

b. Moderation of mentor meetings

NTTC or one of our representatives may visit trainees in their school and shadow a mentor meeting to moderate the assessment, objectives and quality of coaching conversation between the mentor and trainee.

c. Moderation and termly self-reviews

Termly self-reviews should be completed only after at least one tutor visit. Copies of moderated lesson observations should be retained in the PPP and copies held by NTTC.

d. Internal moderation

At each review point each NTTC member will moderate a sample of a colleague's assessment of trainees. The standard is agreed and then the team mark the remaining cohort.

For each assignment, a sample of each of the NTTC team's marking is shared and the standard agreed. The remaining cohort is then assessed to the agreed standard.

For Vivas the NTTC team will join a colleague's viva to ensure consistency in approach and assessment.

The Director reviews any trainees who are on an ISP or ROC.

e. External moderation

External moderation takes place at Final Assessment. A selection of PPPs, Vivas and assignments are scrutinised by external moderators who check to see that evidence presented matches the review against the NTTC curriculum and for the final review against the Teachers' Standards.

The moderator produces a report, which is shared with Governance; recommended actions are added to the NTTC improvement plan.

Trainees may be visited in their placement schools at Final Assessment point by external moderators who will observe lessons and record findings.

Trainees whose performance is regularly graded meeting targets or requires support to meet targets will be selected for moderation. In addition, those who are on the borderline of meeting targets will be scrutinised.

f. End Point Assessment (EPA) Apprentices only

The EPA consists of a lesson observation and professional discussion where the trainee will share their evidence against the Teachers' Standards.

11. Notes

Overall final judgements are reached by a 'best-fit' approach taking into consideration all the criteria above.

External moderation is as much for the purposes of quality assuring NTTC's practices and processes as it is validating judgements about individual trainees. This should be considered when reading moderators' reports.

Evidence of progress should be clearly demonstrated by a rising profile throughout the programme.

The award of requires support, at any point in the programme will not in itself jeopardise the ability to pass.

Teachers' Standard Part Two is a **limiting judgement.**

PGTA trainees will continue to work with the NTTC to support them in the preparation and completion of their End Point Assessment for their Apprenticeship.

Each review point for PGTA trainees, NTTC will include a meeting with a representative from the employer to share the progress of the trainee through the course.

Should any trainee wish to appeal against an assessment decision, there is clear guidance of the process in the Appeals Policy.