



The National Association of
School-Based Teacher Trainers

Being an External Moderator

Delegate Pack

Thursday, 21st September 2023



The National Association of
School-Based Teacher Trainers

Case Study A

Westshire ITT Partnership

External Moderation Report



Westshire ITT Partnership

External Moderation Report

July 2021

External Moderator: Kim Francis

1. Context:

Westshire ITT Partnership (WITTP), continues to work with a growing number of primary and secondary schools and academies across the Wider Westshire region as well as in the city of Seathorpe. WITTP is fortunate in having its own dedicated training centre on the Seathorpe Pheonix Academy campus. The SCITT received its first ITE inspection in 2019 and was judged to be outstanding.

The fourth cohort, recruited for September 2020 comprised **38** trainees (including **eight** following the 5-11 primary programme and, for the first time, **two** following a 3-7 pathway). 37 trainees (97%) have completed the year and been recommended for the award of QTS.

All trainees now undertake a closely aligned PGCE with Wulfram Collegiate University.

WITTP continues to be well supported by the Westshire Alliance MAT and Wulfram Associate Research School based at SPA and is fortunate in being able to call upon the expertise of a number of talented and experienced serving teachers to ensure high quality training; together with robust subject knowledge support and challenge. The lead school for the primary programme continues to be Whitegate Primary (a Free School) which is part of the Westshire Alliance MAT.

The SCITT has continued with its successful model for school placements: trainees undertake their first placement (known as the foundation placement) in the autumn term. Trainees then transfer (which this year coincided with the national lockdown) to their main placement for the duration of the spring and summer terms to promote uninterrupted growth and professional development.

The partnership's reputation for excellence continues to grow, as indicated by the decision of *Drewfield Force* and *Coastal* School Direct Primary partnerships to switch from their existing accredited provider to WITTP from September 2021 onwards. This will result in a 100% increase in the number of primary trainees.

2. The Moderation Process

A blend of virtual and actual activities were undertaken this year. (Tentative plans for earlier moderation activities were postponed to the summer in the light of the challenges posed by the pandemic.) The foci for this year's moderation were:

- Evaluation of WITTP's curriculum and assessment processes with reference to the mandatory ITT Core Content Framework and the ITE Inspection Framework and Handbook (both effective from September 2020 onwards);
- Moderation of trainee evidence portfolios and quality assurance relating to summative assessment leading to the recommendation of QTS

Activity Summary:

Friday 11 June:

- Virtual moderation of **five** secondary evidence portfolio presentations (Chemistry, Geography, English, Business Studies, Maths)

Tuesday 15 June:

- Virtual moderation of **two** primary evidence portfolio presentations (one following the 3-7 programme and one following the 5-11 programme);
- In-person visit to meet with members of the SCITT team – focused discussions with: LT and FA about how the WITTP curriculum has been reconfigured; HS and FA about how the assessment process has been developed to ensure effective formative and summative processes achieve consistency and accuracy;
- Virtual forum-style discussion with a group of mentors (Ferryboat Primary, Batterby County Primary, Fretthorpe (Science) and professional mentors (at Denwick School and Friesby School);
- Opportunity to discuss (with FA – Programme Director) and scrutinise a comprehensive range of relevant SCITT documentation including weekly bulletins and newsletters.

Wednesday 23 June:

- Virtual forum-style discussion with the **seven*** trainees who presented their EP presentations last week;
- Attendance (in-person) at the Assessment and Moderation Panel meeting.

*18% of the cohort

3. Moderation Outcome:

As a result of the above activity I can confirm that:

- i. **the internal assessment judgements made by the SCITT are evidently robust and subject to appropriately rigorous QA processes;**
- ii. **final assessment, in relation to how each trainee has met the Teachers' Standards in full, is thorough and compares favourably with that seen in other ITT provision; the WITTP's Assessment and Moderation Panel members were suitably diligent in satisfying themselves that all trainees should be recommended for QTS.**

4. Key Points of Interest

- 4.1 The quality of the SCITT's senior team continues to shine – especially in terms of strategic thinking; anticipating and implementing new approaches to meet the significant demands now being made on the ITE sector; leading by example in terms of balancing their own teaching responsibilities with their commitment to promoting research-based pedagogy and increased rigour in terms of providing subject and phase specific knowledge to all trainees and, above all, the obvious complementary strengths of the individuals in key roles - which results in much more than the sum of the parts and is a tribute to the leadership style and ambition – in the best sense of that word – of the SCITT Director;
- 4.2 The rapid adoption and successful embedding of the ITT Core Content Framework into the heart of the training programme – as evidenced in the March QA report and QA Committee

minutes. LT has clearly developed a highly structured and comprehensive approach which allows the team to map, track and disseminate all of the components of the curriculum to trainees, mentors and trainers;

- 4.3 The introduction of a specific Core Competences Task to meet the new requirement that “Prior to the award of QTS, providers must *assure* trainees’ English and Maths competencies” – as specified in speaking, listening and communicating, writing and in the handling of data and graphs as well as being fluent with Maths calculations. The partnership had devised a ‘Trip Planning Task’ which all trainees are required to complete; this results in diagnostic assessment and feedback with targets to address as necessary. This represents a strong and typically robust commitment to this new ‘duty’ incumbent upon ITT providers;
- 4.4 The pragmatic and highly responsive adaptations of the Progress Portfolio assessment process, in light of the impact of the pandemic at different points in the year and which focuses on how well the curriculum is being learned. It was clear from my discussions with HS (and FA) that the SCITT monitors closely the four assessment point reports and intervenes quickly if and as necessary; a similar approach is also evident in the quality assurance applied via the professional tutor monitoring of the weekly learning journals (which are uploaded each week to the SCITT’s learning platform);
- 4.5 Effective partnership communications to promote coherence across all components of training – examples include the weekly bulletins and robust mechanisms for securing consistency and the strongest possible impact of mentoring through the vehicle of half-termly meetings between subject/phase leads and subject/primary mentors – this is all supported by clear and incisive documentation in an appealing ‘house-style’;
- 4.6 Comprehensively and well-presented SCITT documentation which is often exemplary in nature – I was able to access the following:
- Programme handbook for 2020-21
 - Mentor handbook for 2020-21
 - Self-Evaluation Document for 2019-20
 - SCITT Improvement Plan for 2020-21
 - Curriculum and programme overviews
 - Primary and Secondary Training Plan templates
 - QA reports and meeting minutes (Spring 2021)
 - Core Competence Assurance Task and Analysis
 - Pen portrait formats which serve to demonstrate the high-quality expectations of the partnership – for mentors and subject/phase leads
 - Evidence of increased quality assurance to ensure high levels of consistency in relation to the work of subject and phase leader/trainers;
- 4.7 Confident trainees who can winningly articulate how their training has impacted on their ability to teach and promote effective learning and progress – they routinely reference up-to-date and relevant educational research and understand how to demonstrate, holistically, how they are meeting the Teachers’ Standards in full - in readiness for the award of QTS;
- 4.8 Mentors and Professional Mentors say that they are well trained and well briefed to perform their roles (many have found undertaking NASBTT’s *Teacher Educator Programmes* Levels 1 & 2 to be beneficial); they say that the SCITT can be relied upon to recruit people of high calibre and that the cohesive nature of all of the components of the training is professionally very appealing. They value the enquiry question approach which lies at the heart of the weekly mentor/trainee review cycle and the way it promotes trainee accountability whilst

giving space for professional learning conversations and opportunities to guide and influence trainees' thinking;

4.9 The trainees who took part in the focus group discussion were really positive in their perceptions of the quality of the programme they have experienced – they praised particularly:

- the professionally searching but supportive recruitment process they experienced; this gave them confidence in the programme itself and compared favourably with other recruitment experiences they had undergone elsewhere;

- the regularity and quality of SCITT communications in keeping them, and their mentors, informed about programme events and any changes - this serves to facilitate efficient use of time during mentor meetings;

- the reputation enjoyed by the SCITT and not least its strong ECT employment record;

- although the weekly learning journals involve considerable work on their part, they do see the value in this approach to structuring and promoting their professional development; they soon became used to co-devising their enquiry questions – thanks in no small part to the training provided during their induction phase; they also value taking rapid ownership of their own learning and the boosts in professional confidence arising as a result;

- the primary trainees commented favourably on how the maternity absence of the primary programme lead from December onwards had been covered “seamlessly”; they also reported that tailored support had always been available, if/when called upon, to plan and teach a subject sequence ahead of the centrally planned training;

- the Business Studies trainee was deeply appreciative of the prompt and impactful response to early ‘teething’ problems which emerged because this was a subject being offered for the first time;

- the contribution of the Professional Mentors in schools to developing additional aspects of understanding relating to professional practice;

- in terms of any improvements to the programme, a couple of the trainees asked if there could be greater attention paid during the induction phase to preparing trainees to ‘work with the literature’ and utilise practical study skills for working effectively at post graduate level.

5. Suggested Areas for Further Development:

5.1 Undertake further work to identify, articulate and communicate the ways in which the WITTP ITE curriculum is *ambitious* and how key WITTP characteristics are exemplified – two aspects to consider include: how and why it goes beyond the minimum entitlement specified in the CCF (the five core areas) – this might lead to further development of ‘intent’/mission statements for wider dissemination/discussion across the partnership, e.g. ways in which the SCITT is promoting career progression and ambition into and beyond the scope of the ECF – future leaders, etc.

5.2 Further review and development of the WITTP primary curriculums for both pathways (3-7 and 5-11) focusing particularly on the experience of the first year of delivery of the 3-7 programme and utilising the opportunity to re-sequence and build in further spirals, as

seems most appropriate, in order to maximise the dynamic between central training and opportunities to 'apply and reflect' in school;

- 5.3 Consider whether the format of the Weekly Learning Journals can be further tweaked to capture the supportive collaboration, e.g. the co-constructing of some enquiry questions that takes place between trainees and subject/phase mentors (as outlined in careful detail in section 4 of the handbook) – the mentors' 'voice' is not evident in the format currently. Some simple alterations might include the addition of the mentors' name in the header section, a review of how the 'Do you require any further support?' box is being utilised (and how this was intended to be used); this also applies to the final box 'Specific support requested' (potentially); it is also worth considering whether there should be an expectation that mentors comment/validate towards the end of each document.

Conclusion:

It is with some sadness that I present this, my last, external moderation report. It has been a privilege and a pleasure to follow the development of Westshire ITT Partnership from pre-first cohort to the strong position it now holds. I hope that this report is of interest and some assistance as leaders continue with their drive and determination to deliver the best possible ITE; I wish everyone involved continuing success in providing such evidently high quality initial teacher education.

Kim Francis

External Moderator

July 2021



The National Association of
School-Based Teacher Trainers

Case Study B

William Wilberforce
Academy SCITT

External Moderation 2023:
Visit Record

External Moderation 2023: Visit Record

Name of Provider: William Wilberforce Academy SCITT

Dates of Visit: 17 March 2023

Context and Scope:

- It was agreed in advance that I would undertake one more year as external moderator focusing particularly, for this first visit, on the opportunity to witness how key changes have been implemented, partly in response to my 2022 final report (September 2022).
- A full day was organised which enabled me to carry out, in person, a range of activities as outlined below:
 - Contextual meeting with Sue Williams (SCITT Director) and Tracy Burman (Primary Programme Lead) focusing on actions since my last report;
 - Three partial observations of secondary trainees (JM teaching History to Yr9; CB teaching Maths to Yr9 and MS teaching PE to Yr8 girls)
 - Opportunity to observe feedback to the history trainee involving his mentor (Tom H-B) and Professional Tutor (WH);
 - Working lunch with a group of secondary trainees (HC – Psychology; CB & ZH – Maths and GD - Business Studies);
 - Focused discussions with TB (and SW) about key developments relating particularly to the sequencing and integration of the SCITT's curriculum for the primary non-core subjects;
 - A trainee voice meeting with four primary trainees (SR; ET; CS and RB);
 - A final debrief meeting with SW and TB.
- WWA SCITT was last inspected nearly ten years ago (in June 2013). It is based at the partnership's lead school – William Wilberforce Academy, Strayingham (also a Teaching School Hub). It is the home of the local Maths Hub and a Regional Training Centre for the national Future Teaching Scholars programme. The SCITT also offers the teaching apprenticeship route – now in its second year. The SCITT works in partnership with 20 plus schools mainly located in the Strayingham and wider Eastshire areas. Most trainees also gain a PGCE via the SCITT's HEI partner, the University of Stamford;
- There are currently **34** trainees (including apprentices) (**36** were recruited for September 2022 comprising **13** following the 5-11 primary programme (including **three** apprentices); **23** are following secondary pathways (including **three** Future Teaching Scholars and **one** apprentice);
- I also accessed a range of SCITT documentation including:
 - the SCITT's formal response to my 2022 EM report;
 - mid-point survey data (relating to second placement and trainee perceptions about the programme up to this point);
 - data relating to mentor training and their perceptions in relation to the WWA ITE curriculum and their pivotal role as co-deliverers;
 - detailed overviews of the primary programme (core and non-core) including the sequenced coverage of foundation subjects;
 - examples of completed primary subject training/curriculum coverage templates – noting the emphasis on promoting children's sense of cultural capital;
 - an example of the experiential log to be completed by all primary trainees in relation to their planning and teaching of foundation subjects (this is new this year and stands aside the well-established audits for English, maths and science);
 - *NASBTT Networks Live* session evaluations;
 - examples of SCITT moderators' QA visit reports;
 - example of typical pre-populated foci for weekly training plan meetings;
 - example of completed lesson plan (secondary history);
 - example of mentor/trainee training slides relating to term 3 assessment.

1. The William Wilberforce Primary ITE Curriculum

The overarching aim for WWA's ambitious ITE curriculum remains:

"To create knowledgeable, resilient and responsive teachers who use their skills, enthusiasm and curiosity to motivate and champion each and every pupil."

It is clear, from discussions with programme leaders and scrutiny of relevant paperwork, that a diligent review has been undertaken with the aim of strengthening primary trainees' knowledge and skills in relation to the non-core subjects. The significance of foundation subjects and acquiring the necessary subject knowledge to teach these effectively is highlighted throughout the course, e.g. when focusing on pupil assessment and progress, examples from non-core subjects are deliberately highlighted.

The introduction of a colour-coded "core training" overview has also served to highlight how subjects like history, geography, PE and music have all received dedicated training in the autumn term – complemented by two sessions focusing on planning to teach non-core subjects. Such changes have resulted in a well-articulated, centrally delivered training sequence which is augmented by the expectation for all trainees to access the online *NASBTT Networks Live* subject sessions.

Trainees' learning is applied and embedded via clearly signposted guidance in the weekly training plans – this includes the requirement for trainees to undertake focused observations of expert colleagues and regularly discuss their learning and perceptions with their mentors – often with a particular subject focus.

The trainees in the focus group meeting confirmed their understanding of how the curriculum they are following is sequenced and integrated. They were also confident in asserting that their mentors are well-informed about how their learning is to be integrated between the central training (on Thursdays) and their schools. This view is supported by the trainees' response to the question (in the midpoint survey): *I am confident that I have the subject knowledge to plan and teach all foundation subjects well.* 100% (13/13) agreed with this statement with 69.2% strongly agreeing. (These percentages correspond closely with those for teaching writing, grammar and spelling and for the teaching of SSP. Significantly, 100% strongly agreed with the statement: *I am confident in the teaching of primary maths.* (The corresponding figure for the teaching and assessing of reading and comprehension is 84.6% strongly agreeing.) The multi-faceted question about mentor effectiveness and training also received a positive response with 69.2% strongly agreeing. Note: all of the above questions elicited responses of 100% agreement.

Taking all of the above into account it is clear that the intent and implementation that underpins WWA's primary ITE curriculum has been strengthened significantly and compellingly demonstrates how well time allocations are now being utilised and sequenced to better effect. SCITT leaders are now turning their attention to how they can further develop the primary provision in readiness for 2024 including making use of the opportunities presented by Intensive Training and Practice (ITAP). It will be good to visit trainees in their placement schools as part of my summer moderation activities and, hopefully, observe teaching in a range of foundation subjects and capture their end-of-programme perceptions.

2. Trainees' Qualities, Experiences and Perceptions

Over the course of the day I had the opportunity to engage with **ten** trainees (29% of the cohort). As is invariably the case at WWA SCITT, all demonstrated high levels of professionalism, commitment and self-determination and were more than willing to engage in debate about their experiences and enthusiasm for teaching:

- The three 'drop-in' observations of classroom practice provided very useful insights into where each secondary trainee is currently, in terms of their professional development and application of their learning. All demonstrated suitably robust subject knowledge; particularly confident pedagogy was in evidence in the PE and Maths lessons. The history trainee was teaching about the holocaust and was given useful feedback around use of sources and making these fully accessible to all of his learners; there were also discussions to be had around identifying the nuances underlying some of the bold statements he made from time to time – always tricky with such an emotive topic as this.

Repeat Note: When undertaking a paired observation for moderation purposes it is really helpful to have sight of a lesson plan (in whatever format is currently expected by the SCITT) together with contextual information about the class being taught and current targets for trainee development.

- The discussion with secondary trainees focused on the impact of the recent second school placement on their professional development as well as touching on broader aspects of their training to date:
 - three of the four were fully complimentary about the usefulness of the contrast they had found between their host and second schools – size, catchment, behaviour systems, exam boards and uses of technology were all cited;
 - one trainee perceived her second placement more negatively and was less satisfied because of a 'deterioration' in the quality of mentoring and also the distances involved in travelling; clearly, when trainees do not drive there can be challenges in identifying suitable placement schools that do not involve long commutes on public transport – there was evidence that the SCITT team goes out of its way to facilitate such needs;
 - there was broad support for the timing and duration of the second placement (approximately five weeks – Jan-Feb) though some have reflected on the benefits of this being a longer block of time. One trainee spoke persuasively of the intensity of this relatively short placement and how this had 'focused the mind' in order to gain maximum benefit;
 - all were positive about the guidance and support they are receiving from their main placement mentors, noting that the weekly training plan is a useful anchor from which opportunities to apply and deepen their learning flow. This view is supported by the response to the relevant question in the midpoint survey with 95% agreeing (65% strongly) that their mentors have been well trained and their mentoring has been effective;
 - they were also keen to stress the usefulness of the focused training and support they have received from the SCITT's subject experts; this view was evidently supported by the response to the corresponding question (midpoint survey): *I feel that my training programme has enabled me to teach the knowledge specific to my subject* – 95% (19/20) agreed; 80% strongly;
 - in terms of improvements that could be made to aspects of the programme the only concern was around having greater clarity about how much detail they should include when writing their reflective logs – the primary trainees also raised this (see below).
- The discussions with the four primary trainees were characterised by rich, thoughtful and highly reflective conversations which served to underline the care and commitment being shown to their ITE. The following points are highlighted:
 - all were appreciative of the care that had been taken in ensuring a full and meaningful contrast in their second school placements: school size and catchment; year groups/key stages (Y4>Y2; Y2>Y5; Y5/6>Y2 and Y1>Y6 respectively);
 - similarly all could articulate their gains in terms of planned exposure and learning in relation to targeted aspects of the primary curriculum; one trainee, for example, took full (guided) responsibility for the sequencing and teaching of Maths (Y5); those placed in Y2 further deepened their knowledge and confidence in the teaching of phonics and all were able to extend their opportunities to teach a range of foundation subjects (deliberately planned to complement their experiences in their host schools); one trainee was especially appreciative of

the opportunity to work collaboratively on year group planning (having been placed in a single form entry host school);

- the general consensus was that, if possible, the duration of the second school placement should be extended (for future cohorts) to further enhance their professional development;
 - trainees explained to me the significance of their subject moderators who visit and observe them twice a year and monitor and support their cumulative acquisition of the necessary subject knowledge to teach the primary curriculum – especially non-core subjects;
 - trainees praised how the SCITT places them in partnership schools to learn more about aspects of the curriculum and associated good practice – they mentioned, particularly, their visit to Highwinds Academy where they learned about whole school reading strategies and the importance of presenting children with high quality texts to support reading fluency and confidence;
 - in terms of any improvements that could impact on their professional development and wellbeing, the following aspects were highlighted:
 - further consideration to the sequencing of some of the centrally delivered training, e.g. ensuring that planned input about SEND is scheduled ahead of visits to the partnership special school(s);
 - further guidance regarding workload arising from the weekly completion of their training and reflective logs; trainees explained that by default they tend to write ‘too much’ and that feedback, to this effect, comes towards the end of the first term – they would welcome greater clarity around this supported by further examples/models;
 - some confusion around the partnership’s expectations around completion of lesson plans and evaluations – trainees indicated that there were mixed messages coming from various voices.
- As was the case at this point a year ago, no concerns were raised about any aspect of the PGCE provision and all would happily recommend the SCITT to potential trainees.

3. Other Foci for this visit

- I was able to review examples of how the termly progress reviews (formerly known as Outreach Reports) have been developed. These are still based around the four core content areas of the WWA SCITT ITE curriculum: *Professional Behaviours*; *Curriculum*; *Pedagogy* and *Behaviour* and follow a common template; the key change is the requirement that mentors contribute their own assessment comments for each of the four ‘strands’. Please see example of suggested amendments for consideration (Appendix A). No doubt SCITT leaders will evaluate the impact of the changes made as part of their annual review – not least on workload expectations for mentors – the examples seen appear to have not involved anything too onerous;
- Work continues apace to develop a progressive mentor training curriculum – in readiness for the quality requirements which will apply from September 2024 onwards. SW has been collating all of the relevant data concerning mentors’ training, participation and perceptions and this has been further enhanced by providing access to the shared Google Drive as a ‘one stop shop’ for mentors, tutors, subject moderators and trainees. It is clear that WWA SCITT’s mentor workforce has been encouraged to access a range of training as well as the planned in-house programme. 94% have taken advantage of these various opportunities (the remaining 6% are new to the role this year and are being steered to the most appropriate training pathway). SCITT leaders and the mentors who have taken part (58% of the current mentor workforce) clearly value NASBTT’s *Teacher Educator Programmes* (Levels 1 and 2) that have been facilitated. Careful monitoring ensures that any mentors who miss sessions are followed through and receive appropriate catch-up.

- A key characteristic of the WWA SCITT training curriculum is to utilise schools within the partnership in both the primary and secondary age phases, to provide 'deeper dives' into key aspects of teaching and pedagogy. One example, I learned about, is the two-day visit to Digby Heath Academy, which is a recent build and has 60% of its students with EAL as well as an innovative alternative provision programme. Similarly, all trainees are placed for two or three days at a relevant age phase special school to learn at first-hand about the wider range of learning needs and teaching strategies.

4. Next Steps:

Visits arranged for: **15 & 16 June 2023**

Suggested foci: **moderation of a range of final assessments together with a review of the evidence (including training plans and reflective logs) utilised to demonstrate that trainees have met the Teachers' Standards in full. It will also be useful to have the chance to speak with a group of primary trainees about their final perspectives on how confident they feel about teaching the whole of the primary curriculum.**

External Moderator: Kim Francis

Signed: *Kim Francis*

Date: 30 March 2023



The National Association of
School-Based Teacher Trainers

Appendix A

Possible Template – External Moderation Report

Appendix A: Possible Template – External Moderation Report

[Name of Provider]

[Dates of Moderation]

(Date of Report)

[Name of Moderator]

Context: (typical scope of suitable content outlined below)

- Grassfen Teacher Training (GTT), is now well established as an accredited ITT provider working with a growing number of primary and secondary schools and academies across the Shire Fens as well as in the city of Dunwich. The SCITT (GTT) is fortunate in having its own dedicated training centre on the Wetland School campus. The SCITT was inspected by Ofsted in 2019 and judged to be outstanding.
- The sixth cohort, recruited for September 2019 comprised 42 trainees (including eleven following the 5-11 primary programme). 39 trainees (93%) have completed the year and been recommended for the award of QTS. There have been two withdrawals and one deferral – all from the secondary cohort. Individual reasons for withdrawal have been closely analysed.
- All trainees undertake a PGCE with the University of Boston.
- The SCITT does not offer SD salaried training.
- GTT continues to be well supported by the Fens and Meres MAT, Wetland Associate Research School and is a proactive part of the Eastern Fens Teaching Schools Hub. The lead school for the primary Pprogramme continues to be the Heron Primary (a Free School) which is part of the Fens and Meres MAT and moved into its brand new purpose-built premises in the spring of 2019.
- The SCITT has continued with its successful model for school placements: trainees undertake their first placement (known as the foundation placement) in the autumn term. Trainees then transfer to their main placement for the duration of the spring and summer terms to promote uninterrupted growth and professional development.
- The partnership continues with its resolute commitment to meeting teacher recruitment and retention issues in the Eastern Fenland region (notably in relation to secondary shortage subjects – Science and Maths). The partnership remains determined to maintain sustained growth as it moves into its seventh year of operation – new partnership schools and teacher training alliances have come on board this year. It is anticipated that the primary cohort will increase significantly for September 2022.
- This is my second year undertaking the role of External Moderator.

Key Documents Accessed	Notes/Commentary
<ul style="list-style-type: none"> <i>Itemised listing of all relevant documents shared</i> 	<ul style="list-style-type: none"> <i>Qualifying statements, notes or comments – if and as necessary</i>

Moderation Activities Undertaken	Notes/Commentary
<ul style="list-style-type: none"> <i>Itemised listing of activities – complete with dates, names, places etc.</i> 	<ul style="list-style-type: none"> <i>Qualifying statements, notes or comments – if and as necessary</i>

Moderation Outcome:

As a result of the above activity, I can confirm that:

- i. the internal assessment judgements made by the SCITT in relation to mastery of the GTT curriculum are robust and subject to appropriately rigorous QA processes;
- ii. accurate assessment of how securely each trainee has met the Teachers' Standards in full has been undertaken and processes compare favourably with those seen in other ITT provision;
- iii. the GTT's Assessment and Moderation Board was suitably diligent in satisfying themselves that all trainees had met the required standard.

Developments made in relation to the previous External Moderator's Report

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What Grassfen Teacher Training (GTT) does well

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What Grassfen Teacher Training (GTT) should focus on improving/developing further *(with particular reference to the expectations of the ITE Inspection Framework – 2020 and the DfE’s Quality Requirements for 2024)*

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Concluding comments