

External Moderator Report

Provision:	Date:	Academic Year:	Moderator:
XXX	2 - 4 July 2024	2023-2024	XXX

Contextual Information:
XXX design and develops CPD and qualifications to teachers and leaders, nationally and internationally. The provider was successful in its accreditation to deliver Initial Teacher Training (ITT) from 2023/24, under the DfE 2024/5 Quality Requirements. This is the first year of ITT provision. XXX offers the Post Graduate Apprenticeship route, and fee funded for Primary 3-7, 5-11 and EYITT. From 2024, XXX will deliver Secondary Provision and Primary SEND 3 – 7 and 5 - 11.

The evidence held of meeting the QTS Standards is comparable and consistent with that held by other ITT providers.
In your opinion, does this statement reflect your findings?
Discussions held and online evidence scrutinised confirm that trainees are meeting the curriculum standards required for the end of the programme, and therefore the Teachers' Standards. Standards are consistent and comparable with other providers for whom I moderate.

The assessment process measures student achievement accurately, rigorously and fairly against the standards for QTS.
In your opinion, does this statement reflect your findings?
Yes. Evidence suggests that the assessment process rigorously and fairly measures trainee achievement against the standards for QTS.

Moderation Focus
• How are XXX mentors supported in their role? • How engaged are mentors in the XXX curriculum? • What has been the impact of the XXX trainee curriculum, with a particular focus on ITaPs, SEND and EAL provision ? • How are trainees encouraged to reflect on their progress, identify areas of strength and for development ?

Activities undertaken
• Scrutiny of online portfolios (final summative review, professional learning conversation, evidence against competencies and other supporting documentation): ITT Primary Reflective accounts, subject and module reflections, lesson planning) • Analysis of in year evaluations • Samples of lesson planning • Samples of personal tutor visit forms • Focussed discussion with ITT Primary Leader Team • Focussed with 2 mentors, based in XXX and XXX

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- Focussed discussion with 3 trainees, based in XXX, XXX and XXX

Summary

Findings

Based on the above activities, findings can be summarised as follows:

- Comprehensive evidence is completed and moderated in support of the award of QTS. The Teachers' Standards as the end point assessment only
- The Primary ITT team is highly reflective and has robust plans in place to adjust provision in light of findings for 24/25. This includes XXX School - Partnership arrangements
- Mentors feel supported in their role. Evaluations provided support this
- Mentors make attempts to protect apprenticeship trainees' time so that they can fully access the training curriculum
- XXX competencies are underpinned by the CCF and the Teachers' Standards. They are layered so that they reflect a typical trainee journey
- The XXX trainee curriculum follows a logical sequence; this includes the timing, sequence and interleaving of ITaPs
- The trainees with whom I met were enthusiastic about their support, quality and impact of provision
- A robust and evidence informed curriculum is in place and is also reactive to trainees' emerging needs
- Weekly session guides support the integration of the XXX taught curriculum with the school based experience. Mentors and trainees voiced the value of these guides
- ITaPs have an impact on practice and in turn pupil progress. This was triangulated through discussion with trainees and mentors, online documentation and curriculum resources
- Trainees and mentors confirm that competence and confidence following ITaPs was both short and longer term impactful
- Discussion with trainees, mentors and a review of online documentation suggest that the ITaPs meet the compliance criteria for the 2024 DfE Quality Requirements
- Academic rigour is developed through critical analysis and reflection. Academic standards are robust and in line with Level 6 FHEQ requirements. CCF and up to date relevant research support this. The end of year academic reflection focuses on effective assessment, which is a typical area of focus for ITT - ECT transition
- Trainees are encouraged to reflect on all aspects of provision
- SEND provision is strong and has an impact on trainee progress, in turn pupil progress. Informed by up to date research. Trainees make the links between provision for SEND, assessment behaviour, cognitive science, behaviours for learning. This is evident through discussion, final PLCs and reflective writing
- SEND provision is supported by the CCF and other relevant and up to date research. Trainees are able to reflect on the impact of this provision on their practice. Trainees attest that SEND and EAL adaptations are woven through most subject webinars
- Trainees receive EAL training. The three trainees with whom I spoke to could articulate its impact on their practice
- Adaptations are made to the EYITT curriculum
- Subject study is a priority through reflective work. Plans are in place to strength the subject the subject knowledge curriculum strand for 24/25

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Recommendations

It is important to note that the Primary ITT leadership team, through discussion and email communication are reflective of findings and recommendations.

- Contract a review of SSP and early reading provision
- Triangulate findings from this report with in year and end of year evaluations, internal quality assurance reports
- Ensure greater coherence between ongoing formative assessment, summative assessment points and the XXX curriculum, via the XXX competencies
- Ensure that mentors and stakeholders understand the XXX assessment framework as part of induction training
- Consider adaptations in curriculum offer for PGTAs and fee funded trainees based on confidence and prior experience
- Ensure quality and consistency in mentoring
- Evaluate the quality and coherence of target setting; its impact on trainee progress
- Review coherence of target setting with lesson planning
- Streamline online systems and documentation for coherence of provision and to support workload of all stakeholders
- Evaluate the consistency and quality of provision by Professional Tutors and Mentors
- Reflect on external facilitators' understanding of and fidelity to the XXX curriculum; their understanding of how and where their session fits into the sequence; their understanding of critical analysis against the evidence base. Quality assure this provision against XXX curriculum intent, implementation and impact
- Reflect on how substantive and disciplinary knowledge are sequenced through the subject study and interleaved through both the core and subject curricula
- Foster critical analysis and reflection against the already robust evidence base for all stakeholders
- Review support plan processes for clarity and objectivity
- Analyse support plan, interrupt data to determine emerging trends: ie 9 protected characteristics and reasonable adjustments
- Be mindful of legacy language or practice in schools and via facilitators (eg: differentiation)

Further detail / suggestions/ questions:

- **Assessment / Curriculum integration:** Use XXX competencies to inform planning of stages of curriculum, facilitated sessions, mentor target setting, lesson planning, documentation, professional tutor visits so that at each summative assessment point there is greater accuracy and objectivity in judgements. Consider final assessment against the Teachers' Standards and when and how these are introduced. Set Centre Based targets following (via Mosaic) every training session so that trainees are applying their new knowledge and therefore the XXX curriculum linking theory to practice
- Consider whether PLCs could be framed around a sequence of lessons, a particular focus group of pupils or aspect of subject knowledge, for measure of impact of curriculum and to support assessment against the XXX competencies . Could termly PLCs built around competencies replace some written reflective documentation?
- **Systems and Documentation:** Consider ways to have fewer documents but ensure impact and the already high levels of reflection. Could some conversations be recorded so that all stakeholders talk more and type less, making conversations more developmental, than administrative? Is there an ongoing document / set of documents that can be edited to

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save uploading and downloading for trainees, mentors, tutors and QA teams? Trainees did not report that they felt overwhelmed by the level of documentation, though in comparison with other providers, the expectations of the course are document heavy. For example the key competencies evidence document is not required, if trainees are able to link evidence to curriculum competencies via Mosaic ● Target Setting: Provide a bank of targets and action steps (via Mosaic for example), relevant for the stage of the curriculum, and against the XXX competencies. These can be adapted / individualised for relevant context. Could targets be set via Mosaic by course leaders, bespoke and subject knowledge targets be set? (I sense that documentation suggests this is the rationale. This was not apparent on Mosaic) Would a two week target setting cycle provide greater depth of understanding? ● Mentoring: The mentors with whom I spoke were enthusiastic about the programme, levels of support and the impact on their own professional development. Online documentation and discussions with leaders suggests inconsistencies in quality and engagement with the XXX ITT trainee and mentor curriculum. How will partnership agreements, quality assurance provide evidence that this improves in 2024/24 ? Mentor training is mandated for 24/25. This will guarantee engagement, should schools want to claim funding ● Quality Assurance: Develop a robust timeline of QA activities and documentation which aligns tightly with the XXX values and stages of curriculum. Findings should support an ongoing feedback loops of all areas of provision to develop staff, stakeholders to guarantee quality and consistency of provision
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Appendix 1 : Meeting with Primary ITT Leadership Team (XXX and XXX)
Discussions with the Primary ITT Leadership team can be summarised as follows: Mentors should use the weekly session guides to steer mentor meeting conversations and engage with trainee curriculum content with trainees. Mentors have evaluated that these are useful. Keeping in touch meetings with mentors have been provided. The uptake has been low. Initial challenges with systems and processes have meant that there was a potential misunderstanding as to the rationale for KIT meetings and training sessions. Those mentors who are fully engaged would evaluate the usefulness of KIT training and training sessions, including in preparation of ITaP. Other mentors have relied on recordings. There are robust plans in place to transform the mentor curriculum in readiness for the 24/25 quality requirements. Mentors will need to attend / prove engagement with recordings for schools to access DfE funds. Systems set up has meant that there is an overload of communication sent out. The team is working to rectify this. Specific training has been provided on ITaPs. Mentors and trainees, with whom I spoke confirmed the usefulness of these and were able to fully engage with the ITaPs. Some mentors have been involved in offering enhancements for XXX. These are recorded and uploaded on the Canvas platform.

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A team of subject experts has been recruited to curate and deliver the subject strands of the curriculum. Work is ongoing to prepare this team. Internal evaluations provide a clear picture of where changes need to be made for 24/25.

Mentors should have engaged with ITaPs on the Wednesday and Thursday of the ITaP weeks. This was confirmed through discussion with mentors and trainees. Internal evaluations suggest mixed engagement. Some mentor and trainee pairings have engaged fully and loyally with the ITaP weeks, others have employed a more flexible model. Next year will see some non-negotiables through quality assurance activities. The Partnership team will be more involved and oversee the school element.

A Mentoring Lead has been recruited and training for 24/25 has begun. The Lead Mentor team is in place.

Target setting was discussed. The team is aware of the inconsistencies in target setting. This is partly due to systems set up at the beginning of the year. Personal Tutors in schools will be more involved. Targets should be centred around the XXX competencies, depending on the stage of the programme. In some cases, the rationale behind the competencies took a while to be understood.

Partnership agreements will be adapted for next year to protect time for PGTA and fee funded trainees for ITaPs and other training aspects.

Evidence of the impact of ITaPs should be seen through discussion with trainees, the review points and module reflection documentation. This was triangulated and confirmed.

SEND and EAL training have been delivered and should be woven throughout subject sessions. This will be more tightly managed next year. There are new partners involved next year who will lead the Primary with SEND programme, XXX. This team will oversee the SEND provision.

Assessment training has been provided for mentors and other staff via Canvas. Formative assessment takes place through target setting, lesson observation and discussion, engagement in programme, professional learning conversations, written reflections, activities on Mosaic. Trainees build evidence towards the competencies.

Summatively, trainee progress is assessed through the successful meeting of the competencies at the given stage of the programme.

Internal moderation comes through Personal Tutor visits to schools and the scrutiny of online portfolios.

Support plans were discussed. One of these was reviewed during the moderation process. There is a two week monitoring cycle.

The trainee teachers write a level 6 academic reflective assessment towards the end of the year to support the academic rigour of the programme, in the absence of a PGCE. This is developed and adapted by a team of experts. A handful of trainees who did not meet the requirements are receiving additional support.

The leadership team reflect on their top priorities for 24/25 as:

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- Development of bespoke pathways for 3-7, 5-11, Primary with SEND and Secondary PGTA and fee funded routes
- Quality and consistency of mentoring in line with 24/25 DfE Quality Requirements
- Professional development for newly employed tutors, ITaP leads and subject leads
- The fine tuning of systems, logistics and evidence to support workload

Appendix2 : Scrutiny of trainee online portfolios

Evidence against the requirements for QTS was analysed for the following trainee teachers:

- PGTA route: AH, NM, FSM, MW, KF, AW
- Fee funded: AA, MIA, ET

All evidence moderated confirms that evidence submitted and moderated meets the requirements for Qualified Teacher Status. The Teachers’ Standards are used as end point assessment.

To Note:

- FSM is currently working towards targets on a support plan. Full documentation was shared. The trainee has had 3 x support plans this year. FSM is now on track and will be awarded QTS.
- MDIA, evidence suggests challenges throughout the year, but that the trainee is now on track for the award of QTS.
- Some Personal Tutors have not met the deadline to judge Teachers’ Standards as met / not met. Mentors have completed their narratives on the summative report.

Appendix 3 : Meeting with trainee teachers

Online and focussed discussions took place with the following three Post Graduate Teacher Apprentices (PGTAs) : KF, AW, MW.

All PGTAs confirmed their understanding of how their progress is formatively and summatively assessed. All reported that the XXX competencies were released a little late but once mentors and tutors understood them, they have underpinned their progress.

All PGTAs have felt supported by in school mentors, personal tutors and the wider team. The XXX team has been approachable and communication has been swift and helpful. Personal tutor visits have been supportive and helpful. One PGTA suggested that an earlier initial visit may have been more helpful in the understanding of systems and how the competencies frame progress.

All PGTAs are confident with the readings and research from the programme, also aligning with the CCF.

All PGTAs feel that the weekly session guides support their mentors’ understanding of the XXX curriculum and using the guide as a format for mentor meetings helps deepen their own understanding of the online taught sessions.

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All PGTAs feel ready for the ECT year. They report that their confidence has grown over the year, especially in relation to phonics, early reading and approaching the planning and teaching of all foundation subjects. All PGTAs feel confident in teaching phonics. We did not discuss whether they would feel confident in teaching ALL SSP programmes. Foundation subject training sessions and webinars have been well received and subject knowledge and module reflections have consolidated their understanding and application. They have received training on all foundation subjects. All PGTAs feel they have benefited from the reflective approach of the programme, in particular the reflective writing and end of Year level 6 written assessment. Despite the heavy workload, they felt this was of benefit to their professional practice and rewarding, given the action research / case study approach, that they were able to see tangible pupil progress data. All PGTAs attest the value of the SEND and EAL provision. All could articulate and provide examples of how this training has had a direct impact on pupils in their class. They report that SEND and EAL adaptive teaching has been included in most subject sessions. Two trainees also cited examples of how EAL training has had direct impact on wider school practice. One PGTA feel that some adaptations could be made to her EYITT programme to make this more bespoke. All PGTAs report that they enjoyed the ITaP experience; that they were different in format to the rest of the programme, that they had analysed theoretical input, observed, deconstructed practice and been provided with shorter and longer term opportunities to practice and refine their teaching. They report that their mentors were fully engaged in the ITaP, had protected their time to ensure full access to ITaPs and that their mentors had benefited from these professional learning opportunities. Hinge questioning was cited as a typical example. One trainee had adapted her practice with her mentor to align more with the EYITT curriculum. None of the PGTAs reflected that the documentation has been onerous and was released “last minute,” but that systems have been difficult to navigate at times. They were unanimously appreciative of the fact that there are “always teething problems with new software.” Two PGTAs commented on the lack of online engagement from some of their peers.

Appendix 4: Meeting with mentors
Online and focussed discussions took place with two PGTA mentors: CM and GR. One mentor considered themselves an experienced mentor, the other a relatively new mentor. Both mentors confirm how the trainees’ progress was formatively and summatively assessed and understand that the Teachers’ Standards are used as end point assessment only. Discussions triangulated with discussions held with PGTAs and the leadership team. Both mentors understand the rationale of the XXX competencies to underpin target setting and areas for ongoing improvement. Both mentors report that this understanding was consolidated as the

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programme has developed and that personal tutor visits in the first term supported this understanding.

Both mentors find the weekly session guides valuable in aligning their conversations with the XXX curriculum. They find the guide questions valuable for their own professional development. They were able to give examples of this. They also support appropriate target setting and preparation for the upcoming training. One mentor uses the information from the weekly session guides to read up on the pedagogy in question to support her own confidence prior to the weekly mentor meeting.

Both mentors feel that their PGTAs are “ more than ready” for their ECT years.

Both mentors appreciate the impact of the ITaPs. Both had protected their PGTAs’ time during the ITaPs. Mentors provide an equitable picture of the structure of the ITaP (ie: theoretical input, observation, deconstruction, practice). Mentors confirm the positive influence on their own professional learning. Both mentors report an improved competence and confidence following ITaPs and these aspects have continued to be a strength for their PGTAs. Targets were set following the ITaPs allowing consolidation and further focus.

Both mentors feel supported by the PBN team and are impressed with the quality of the training and provision overall. They appreciate the flexibility of deadlines when required, to support workload. One mentor said “I have mentored with another programme before, and the XXX programme blows that out of the park.”

Both mentors confirmed some initial challenges with software.

Date:
4 July 2024

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