

Training and Assessment Toolkit

Quality Assurance of Trainee Teachers

Based on the NASBTT (January 2019)
*Training and Assessment Toolkit: A guide to
accuracy in the assessment of trainees*

Adapted for and by the UWE Teacher Education
Partnership for assessing students 2020-21

**Note – the Toolkit has been significantly adapted
for use this year to reflect adjusted expectations
presented by the COVID-19 pandemic**

Key Contacts

UWE Leadership and Management

Strategic Cross-Phase Partnership Leader:	Laura Manison Shore Laura.ManisonShore@uwe.ac.uk
ITE Associate Heads of Department	Karan Vickers-Hulse Karan.Vickers-Hulse@uwe.ac.uk and Julie Buckland Julie2.Buckland@uwe.ac.uk
UG Primary Programme Leader:	Karan Vickers-Hulse Karan.Vickers-Hulse@uwe.ac.uk
PG Primary Programme Leaders:	Laura Manison Shore Laura.ManisonShore@uwe.ac.uk and Ben Wiggins Ben.Wiggins@uwe.ac.uk
PG Secondary Programme Leader:	Julie Buckland Julie2.Buckland@uwe.ac.uk
PG Secondary Partnership Manager:	Dr Rich Baker Rich.Baker@uwe.ac.uk
Primary (PG and UG) Partnership Manager:	Justin Vafadari Justin.Vafadari@uwe.ac.uk
PG Primary School Direct Leader:	Laura Manison Shore Laura.ManisonShore@uwe.ac.uk
PG Secondary School Direct Leader:	Laura Evans Laura14.Evans@uwe.ac.uk

UWE Professional Services

Professional Practice Office	partnership@uwe.ac.uk
Admissions	admissions@uwe.ac.uk
Recruitment and Outreach	recruitment.outreach@uwe.ac.uk
Student Administration Team	ACE.SAT@uwe.ac.uk
Student Advisers (student support)	student.adviser@uwe.ac.uk

Toolkit Contents

This document is a practical guide for trainee teachers, mentors, senior mentors and UWE tutors to school placement blocks. This toolkit informs mentor training provided by UWE partnership leaders alongside the Primary / Secondary Partnership Handbooks. Associated documents are available on the [UWE Partnership Portal](#).

1. UWE Partnership Approach	4
2. Target setting and achieving targets.....	5
3. Monitoring and evaluation.....	7
4. List of key forms available on UWE Partnership Portal	8
5. Trainee Teachers' Standards Part One: Grade Descriptors	9
6. Trainee Teachers' Standards Part Two: Personal and Professional Conduct ..	18
7. Professional Suitability Procedure.....	21
8. Acknowledgements	22

Preparation phase @UWE

Placement (A / B)

- TS1 & TS7 – Behaviour Management and Inclusion & Part 2 (Personal & Professional Conduct)**

Trainee Developmental Progression

Developmental focus: How have you presented new material using small steps; provided models; provided scaffolds for challenging tasks; questioning to interrogate understanding; reviewed or what has been learnt and how it has been learnt; provided guided and independent practice?

TS2, TS4, TS5 – Pedagogy and Inclusion

Developmental focus: How have you identified essential concepts, knowledge, skills and principles of each subject, then used this to plan a coherent sequence of lessons?

TS3, TS5, TS8- Curriculum and Inclusion

Developmental focus: How have you developed and applied your repertoire of Afl learning strategies and summative data analysis? How have you fulfilled wider professional responsibilities?

TS3, TS6, TS8 – Assessment and Inclusion

Mentor responsibilities

- Engage with UWE online mentor training for protocols of support, monitoring, evaluation and reporting
 - Prepare induction for UWE trainee
-
- Construct Professional Developmental Portfolio to collate a range of evidence of impact on pupil progress.
 - Provide constructive feedback to trainee at formal bi-weekly meetings.
 - Co-construct SMART targets for forthcoming period; map against Teachers' Standards for ongoing qualitative insight.
 - Facilitate increase in schedule of teaching to ensure curriculum coverage and planning a coherent sequence of concepts and skills.
 - Support and challenge trainee to critically reflect upon informal and formal lesson observation feedback.
 - Engage in remote visit consultations with trainee and UWE tutor, to ensure continuing professional development and depth / precision of critical reflections – following the CCF spiral of 'expert observation'; 'deconstruction'; 'implementation'; 'reflection'.
 - Guide trainee towards autonomous construction of SMART targets
 - Complete trainee end-of-placement report

2. Target setting and achieving targets

Central to the trainees' progress is the achievement of the set developmental targets.

Development targets need to be agreed and:

- specifically address improving the quality of the trainees' teaching and pupils' learning over time
- include clear statements of:
 - what the trainee needs to do to improve and make progress;
 - what support is required to help trainees achieve the target (this could include co-planning, team teaching, etc.);
 - a workable time frame;
- have success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour, etc., and the quality of the trainees' teaching;
- be numbered with the relevant Teachers' Standards (or sub-headings thereof).

Targets for trainees can arise from:

- lesson observations, evidence of pupils' progress and learning, and weekly/bi-weekly review meetings;
- formal/summative report points: longer term targets
- end of programme assessment: NQT targets to be forwarded to and shared with the employing school/setting.

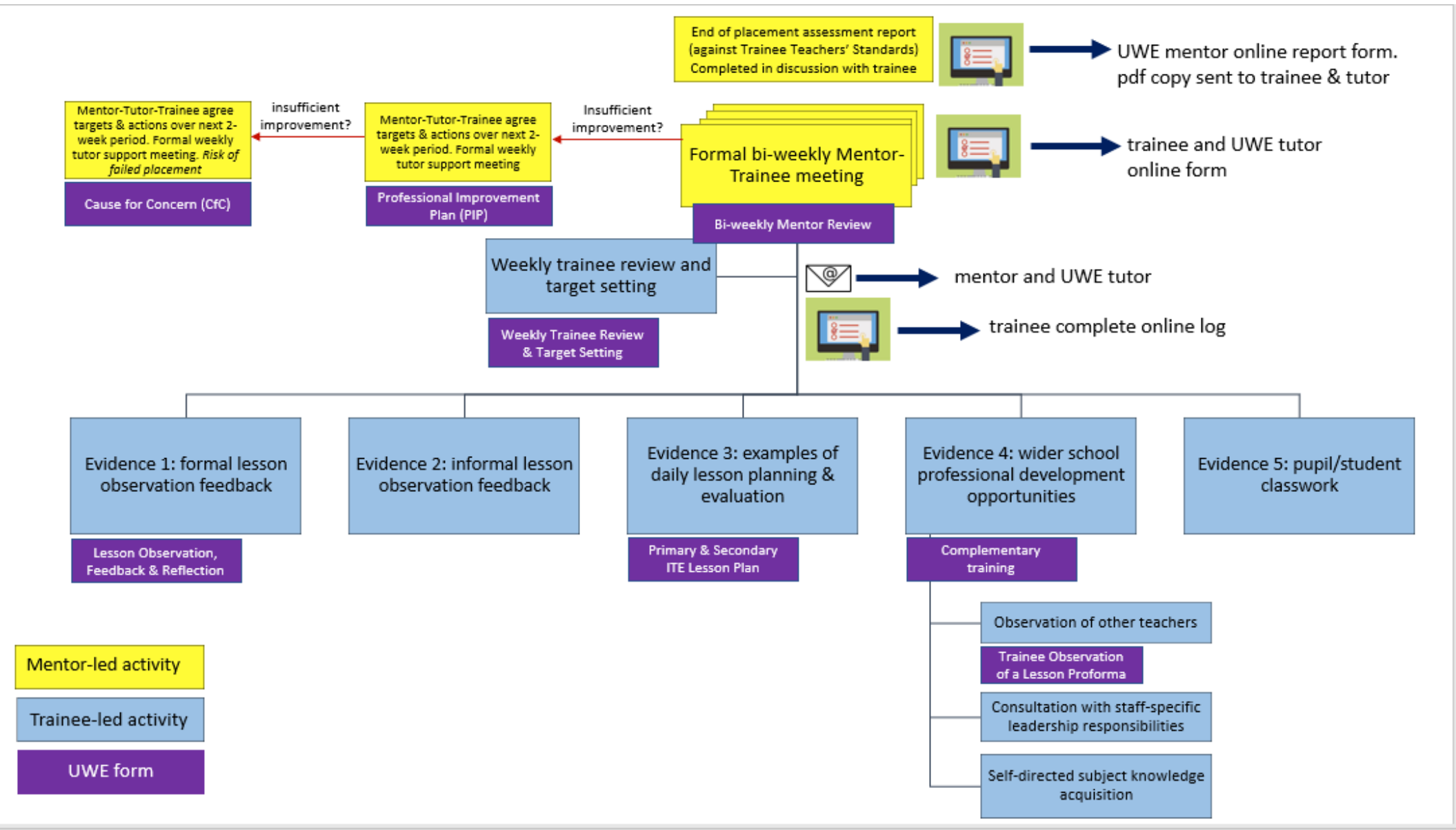
Targets should be recorded with reference to the well-established SMART guidance below:

Specific (precise)	Be clear about what you want the trainee to achieve and why; for example, impact on pupil progress and learning over time, subject knowledge development, etc. (linked to the relevant Teachers' Standards and grade descriptors).
Measurable/Achievable	Pitched at an achievable (realistic) level and modelled so that the trainee can understand how to achieve the target. Appropriate levels of challenge and support should be provided which link to clearly identified success criteria.
Realistic	In terms of the context, is there the time, the opportunity and the resources available to achieve the target? Can this target be met alongside other targets that the trainee may already be working towards?
Time-constrained	Targets should be achievable within a stated time period, with explicit steps for successful achievement.

Key features of targets

Targets	<p>Specific (precise), Measurable, Achievable, Realistic and Time-constrained targets will enable the trainee to:</p> <ul style="list-style-type: none"> • build on his/her identified strengths • support his/her impact on pupil progress and learning over time • achieve the Teachers' Standards. <p>Targets should be subject-specific where appropriate. Targets should be written using the language of the Teachers' Standards and the grade descriptors.</p>
Success criteria	What will be demonstrated and how when the target is achieved; what the difference will be in terms of pupil learning or progress.
Target specific training and actions	<p>Actions that the trainee and others need to take in order for the trainee to achieve the target.</p> <p>Actions must be realistic and achievable within the resources available. Consideration must be given to the level of available support.</p>
Resources	Resources required to support the trainee, including the time that will be allocated for development opportunities. For example, teacher modelling, focussed observations, visits/targeted support from lead practitioners, etc.
Target dates	<p>Target dates for achieving the target which are realistic and manageable.</p> <p>Target dates can relate to the trainee's current school, an alternative school placement or, possibly, the employing school for NQT induction depending on the timing of the target.</p>
Review of dates	When progress will next be evaluated; this is usually the date of the next weekly review meeting.

3. Monitoring and evaluation



4. List of key forms available on UWE Partnership Portal

1. (Bi-)Weekly Mentor Review
2. (Bi-)Weekly Trainee Review & Target Setting
3. Lesson Observation, Feedback & Reflection
4. Primary & Secondary ITE Lesson Plan
5. Trainee Observation of a Lesson Guidance & Proformas
6. Professional Improvement Plan (PIP)
7. Cause for Concern (CfC)

5. Trainee Teachers' Standards Part One: Grade Descriptors

Guidance Notes

The quality of trainees' teaching over time will be judged by the impact on the progress and learning of pupils. Trainees' teaching needs to be assessed through consideration of all aspects of their teaching overall with full reference to the Teachers' Standards overall and individually.

The grade descriptors have an essential role in ensuring and monitoring the accuracy and consistency of judgements of trainees' progress, achievement and final attainment, and provide a shared language to discuss trainees' progress through their training programme and into their NQT year.

The grade descriptors are intended to enable trainees and their mentors to:

- discuss the trainee's progress over time against the Teachers' Standards and their sub-headings at weekly meetings
- adhere to the language for target setting (see section 3 for further guidance)
- secure accurate formative and summative assessment at the end of each placement module, when mapping progress against all of the Teachers' Standards
- support the rigorous use of evidence
- provide a formal mechanism for recording trainees' progress.

Review Point: bi-weekly meetings:

- identify evidence of pupil progress and learning over time using the full range of evidence, including lesson observations
- discuss what differences the trainees' teaching has made and why
- identify areas of strength and areas for development for the trainees
- be mapped to the Teachers' Standards and the grade descriptors
- review and identify short term, SMART targets to improve the quality of the trainees' teaching and the impact they have on pupils' progress and learning over time.

Trainees should bring evidence of their progress and of their impact on pupils' progress and learning for discussion and appraisal at bi-weekly meetings.

Review point: end of placement:

- review and record overall progress against the Teachers' Standards and grade descriptors in full
- identify achievement and set targets.

End of programme:

- support the identification of strengths and areas for development in order to ensure a smooth transition from the training programme into the NQT year and induction.

TS1. Set high expectations which inspire, motivate and challenge pupils

Desirable attributes: energising, aspirational and inquisitive

	Essential standards for trainee teachers	Inadequate <i>Trainees fail to meet the minimum level of practice.</i>
1.1	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is unable to establish a safe and stimulating environment for pupils.
1.2	Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
1.3	Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

TS2. Promote good progress and outcomes by pupils

Desirable attributes: accountable, persistent, conscientious

	Essential standards for trainee teachers	Inadequate <i>Trainees fail to meet the minimum level of practice.</i>
2.1	Is able to take accountability for pupils' attainment, progress and outcomes.	Is unable to take accountability for pupils' attainment, progress and outcomes.
2.2	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	Is unable to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.
2.3	Is able to guide pupils to reflect on the progress they have made and their emerging needs.	Is unable to guide pupils to reflect on the progress they have made and their emerging needs.
2.4	Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
2.5	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.

TS3. Demonstrate good subject and curriculum knowledge

Desirable attributes: objective, interested and self-disciplined

	Essential standards for trainee teachers	Inadequate <i>Trainees fail to meet the minimum level of practice.</i>
3.1	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.	Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils' interest in the subject, and does not address misunderstandings.
3.2	Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.	Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship.
3.3	Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
3.4	(Primary) Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	Is unable to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
3.5	(Primary) Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Is unable to, if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.

TS4. Plan and teach well-structured lessons

Desirable attributes: creative, reflective and systematic

	Essential standards for trainee teachers	Inadequate <i>Trainees fail to meet the minimum level of practice.</i>
4.1	Is able to impart knowledge and develop understanding through effective use of lesson time.	Is unable to impart knowledge and develop understanding through effective use of lesson time.
4.2	Is able to promote a love of learning and children's intellectual curiosity.	Is unable to promote a love of learning and children's intellectual curiosity.
4.3	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
4.4	Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.
4.5	Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

TS5. Adapt teaching to respond to the strengths and needs of all pupils

Desirable attributes: empathetic, adaptable and evaluative

	Essential standards for trainee teachers	Inadequate <i>Trainees fail to meet the minimum level of practice.</i>
5.5	Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Does not know when and how to differentiate appropriately.
5.2	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
5.3	Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development.	Is unable to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.
5.4	Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them.	Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them.

TS6. Make accurate and productive use of assessment

Desirable attributes: methodical, analytical and pragmatic

	Essential standards for trainee teachers	Inadequate <i>Trainees fail to meet the minimum level of practice.</i>
6.1	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
6.2	Is able to make use of formative and summative assessment to secure pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress.
6.3	Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons.
6.4	Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.	Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.

TS7. Manage behaviour effectively to ensure a good and safe learning environment

Desirable attributes: assertive, attentive and compassionate

	Essential standards for trainee teachers	Inadequate <i>Trainees fail to meet the minimum level of practice.</i>
7.1	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.	Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.
7.2	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies.
7.3	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Is unable to manage classes effectively.
7.4	Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary.

TS8. Fulfilling wider professional responsibilities

Desirable attributes: collegiate, proactive and whole-hearted

	Essential standards for trainee teachers	Inadequate <i>Trainees fail to meet the minimum level of practice.</i>
8.1	Is able to make a positive contribution to the wider life and ethos of the school.	Is unable to make a positive contribution to the wider life and ethos of the school.
8.2	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support.
8.3	Is able to deploy support staff effectively.	Is unable to deploy support staff.
8.4	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.
8.4	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Is unable to communicate effectively with parents with regard to pupils' achievements and well-being.

6. Trainee Teachers' Standards Part Two: Personal and Professional Conduct

Guidance Notes

A teacher is expected to demonstrate **consistently high standards of personal and professional conduct**. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Part Two of the Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be instigated and will potentially result in disciplinary procedures.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

	Scope	Key questions	Consistently high standards	Cause for concern
A) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	<ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. 	Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?		
		Does the trainee develop appropriate professional relationships with colleagues and pupils?		
		Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions?*		
		Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? **		
		Does the trainee understand the challenges of teaching in modern British schools?		
		Is the trainee aware of the Prevent strategy and its implications?***		
		Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?*		
		Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?		

	Scope	Key questions	Consistently high standards	Cause for concern
B) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	<ul style="list-style-type: none"> The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. The trainee is punctual for school, lessons, meetings, etc. The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. The trainee's language and dress are highly professional and in line with school policy. 	<ul style="list-style-type: none"> Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? 		
		<ul style="list-style-type: none"> Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? 		
		<ul style="list-style-type: none"> Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits? 		
C) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	<ul style="list-style-type: none"> The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality. 	<ul style="list-style-type: none"> Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document? 		
		<ul style="list-style-type: none"> Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern? 		

* Keeping Children Safe in Education (DfE, 2020)

** Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

***Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

7. Professional Suitability Procedure

A concern raised as part of the Professional Suitability Procedure (PSP) is intended to be a developmental and supportive process.

A concern will be raised when:

- a trainee does not make the expected progress;
- a trainee struggles professionally or personally to meet the Teachers' Standards (Part One: Teaching);
- a trainee fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and Professional Conduct).

A cause for concern will outline the concern and set targets, identify training and actions and agree review points. An action plan will be completed and reviewed as appropriate. It will result in increased agreed school and centre-based support and monitoring.

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the pupils as identified against the Teachers' Standards referencing the grade descriptors.

A cause for concern may also be raised if:

- the trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- the trainee has not received the necessary support from the placement school at which point the partnership will intervene.

Targets

- Targets for improvement must be explicitly linked to areas of concern in the trainee's teaching which prevent the pupils from making the expected progress, and be referenced to the Teachers' Standards and grade descriptors.
- Targets will require agreed actions for both the trainee and all those working with him/her in the training programme.
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear alignment between the identified issues, the grades given and the targets set. Review dates and expectations must be clearly outlined on the action plan and made explicit to trainee.

8. Acknowledgements

The 'Training and Assessment Toolkit: A guide to accuracy in the assessment of trainees' has been adapted from developments by representatives of NASBTT working with Bea Noble-Rogers. It *builds on* the UCET and NASBTT document of 2012, 'Working with the Teachers' Standards in Initial Teacher Education: Guidance to support assessment for Qualified Teacher Status (QTS)'.

Work started on the development of the Toolkit, including the guidance and descriptors, in June 2014 with London Diocesan Board for Schools (LDBS) SCITT, working with Bea Noble-Rogers; it evolved through the contributions of a number of HEI and school-based providers as they adopted the approach in their training and assessment. These providers included:

- Bath Spa University;
- Durham University;
- Ninestiles ITT Consortium;
- Shotton Hall SCITT;
- St Mary's University, Twickenham;
- The University of Warwick;
- University of Hull;
- University of Leeds;
- University of St Mark & St John, Plymouth.

Representatives from the following providers have contributed to the development process of this Toolkit:

- Devon Primary SCITT;
- London Diocesan Board for Schools (SCITT);
- Ninestiles ITT Consortium & BPTP;
- Two Mile Ash Initial Teacher Training Partnership.

UCET representatives have seen and commented on working drafts and are pleased to acknowledge the value of this Toolkit. UCET is grateful to NASBTT for agreeing that it can be circulated amongst UCET members.

In addition, the following providers were involved in the initial working group meeting and are committed to ongoing developmental work to support the identification and dissemination of good practice in relation to training and assessment in school-based ITT:

- Bromley Schools' Collegiate;
- CfBT;
- Isle of Wight Secondary SCITT;
- Leicester & Leicestershire SCITT;
- The Pilgrim Partnership;
- West Berkshire Training Partnership.