# **DHB1120, DHB1220 & DHB1320 Professional Values and Practice modules**

# **Assessment Strategy Secondary**

Each of your assessment placement blocks constitutes one ‘Professional Values and Practice’ (PVP) module – there are three altogether across the course. You will be assessed in, and need to pass, each one. For each assessed placement block, there is a requirement to:

1. Set targets for your own professional development (in Pebblepad)
2. Regularly add evidence to Pebblepad, as specified (at least weekly)
3. Select a bundle of evidence from Pebblepad to demonstrate how you are meeting the assessment criteria for that block. This will be towards the end of the placement - see below for more details on how to create a bundle
4. Reflect on your progress against your targets for that block by completing the reflection on Pebblepad
5. Engage and discuss with your mentor as they complete your summative (end of placement) review - you must then upload this to your Pebblepad
6. Meet with your university PAT for a ‘viva’ to present and discuss your evidence. This will be your overall assessment for the module, and will take place at the end of the assessed block.
7. Set targets for your next steps in professional development

Your link tutor will consider your evidence bundle, your summative review, and the viva discussion with you. You will receive an outcome of either ‘pass’ or ‘re-sit’ for each of your placement modules. You will be allowed to re-sit up to two of the three modules.

Through your evidence bundles, you will demonstrate and reflect on how your teaching and wider skills and knowledge as a teacher are developing. You will evidence how you are meeting the assessment criteria for that block across the five aspects of practice (Behaviour, Curriculum, Pedagogy, Assessment, and Professional Behaviours). At the end of each of your assessed blocks you will be asked to articulate, in a face-to-face meeting (viva) with your tutor, how your developing skills in relation to these five aspects of teaching have impacted on pupils’ learning (the viva could be in person, or virtual). You will reflect on your overall progress, and set targets for your further professional development.

# **Creating an evidence bundle**

* Consider the focus for the module carefully (see section below on ‘progression’)
* Identify a short sequence of learning (usually 3-6 lessons, but possibly more as the course proceeds), which reflect your teaching overall in relation to the specified focus areas. You should be able to identify and discuss your impact on pupils’ progress, both academically and more broadly.
* Identify evidence related to this sequence of learning; this is then your ‘bundle’. You should link to these items in the PebblePad ‘Evidence Bundle’ box related to that assessed block. NO ADDITIONAL WRITTEN WORK IS REQUIRED
* Consider what each item demonstrates in relation to the five different aspects of practice that impact on pupils’ learning (see prompts below)
* Ensure that you are considering the assessment criteria for each block (see examples below)
* At your viva meeting you will be asked to present your bundle of evidence to your University tutor (approx. 10-15 minutes), who will then ask you questions and discuss your evidence, summative report and targets with you.

# **Progression in evidence bundles**

**Assessed block 1** Your evidence bundle should focus on how you ensured a safe and positive climate for learning; how you were able to plan and teach successful lessons, and how your developing skills in relation to the five different aspects of practice have impacted on pupils’ learning.

**Assessed block 2** Your evidence bundle should focus on your development of inclusive pedagogies and practice, and how your developing skills in relation to the five aspects of practice have impacted on pupils’ learning. You should be able to talk about how you have planned and taught so that all pupils have been able to make progress, and about the pedagogies and strategies that you have used to ensure that all pupils needs are met.

**Assessed block 3** This bundle will evidence the full range of Teachers’ Standards, and you will be asked to reflect on these in relation to your evidence. There should be a focus on the content and progression of the curriculum you have taught, the decisions you have made in teaching this, and the progress of pupil over time. You should present evidence e.g. from your observation notes, assessment records and from pupils’ books to show how you have monitored and achieved progress, and be able to talk in detail about the progress of individuals and groups within the class.

Across the three bundles, you should aim for progression and a range of evidence.

# **What types of evidence to include in your bundle:**

You should draw on evidence you already have in Pebblepad, rather than generating anything specifically for this purpose. Your weekly RoPs should be a good source of reflection, along with your planning, assessments, observations, reports and resources and evidence of pupils’ progress. The focus is on quality and demonstrating the standards and the impact of your teaching in relation to that sequence of learning, not quantity.

Evidence should be drawn from:

* Your planning (e.g. lesson, weekly, and medium-term planning)
* Your assessment records/ observations of pupil’s learning
* Planning you have created for additional adults
* Evaluations of lessons
* Observation/s of your teaching
* Resources associated with that sequence of lessons
* Anonymised examples of pupils’ outcomes to demonstrate progress
* Your weekly RoPs
* Your mentor report

You will present and reflect on your evidence verbally, in your viva meeting with your link tutor at the end of each assessed block. In your presentation and discussion, you should make links to demonstrate how you are developing your skills across the five aspects of practice and meeting the assessment criteria for that block.

Prompts for reflection are provided below. These are not exhaustive or prescriptive. Choose areas to discuss which link to your own experience and learning, and remember that you need to focus on the standards specified for each module.

# **Prompts for reflection:**

(The ‘Learn how to’ statements in the [ITT core content framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf) may provide further areas for reflection)

Behaviour

*How did you set and communicate high expectations?*

*How did you use relationships, routines and responses to secure a positive learning environment?*

*Did pupils demonstrate good behaviour for learning?*

*How have you created a culture of mutual respect and trust in your classroom, and/or communicated and developed shared values with the pupils?*

*How have you taken responsibility for promoting good behaviour around school?*

Curriculum

*Was your subject knowledge secure?*

*How have you developed your subject knowledge to improve your teaching?*

*What pedagogical strategies did you use, and what was the impact? (e.g. modelling, exposition, scaffolding, chunking, concrete representations, retrieval practice, etc.)*

*Did you model new learning effectively?*

*Was the level of challenge high for all learners?*

Pedagogy,

*How did you sequence the learning?*

*How did you identify the right starting point for teaching?*

*What grouping strategy was used, or how was work allocated?*

*How did you meet the needs of all pupils?*

*How have you responded to individual interests and differences?*

*What barriers to learning have you identified, and how have your addressed these?*

*How have you used homework or other out-of-class activities to consolidate and extend knowledge?*

Assessment,

*Did all pupils make good progress? How do you know?*

*Did you notice and respond to misconceptions?*

*Did you check on understanding (how?) and adjust lessons accordingly, either within the lesson, or from lesson to lesson?*

*What types of different response sand feedback have you used, and what has been the impact on pupil’s learning?*

*How have you engaged with the school assessment systems and practices?*

*How do you know when pupils are learning over time, and what evidence do you have of the progress of your class, and different groups within the class?*

Professional Behaviours

*How have you developed your professional relationships with colleagues?*

*How have you responded to advice and feedback from colleagues?*

*How did you prepare and deploy additional adults to support pupils’ learning?*

*How have you made a positive contribution to the wider life and ethos of the school?*

*How have you communicated with parents?*

*How have you treated pupils with dignity, building relationships rooted in mutual respect & observing proper boundaries? (Part 2)*

*How have you promoted Fundamental British Values? (Part2)*

*How have you developed your own personal and/or professional behaviours? (Part 2)*

*How have you upheld school ethos, policies and practice? (Part 2)*

*How have you taken account of statutory frameworks? (Part 2)*