The Common Assessment Framework

<table>
<thead>
<tr>
<th>Programme(s)</th>
<th>QTS Primary and QTS Early Years (3 Year, 4 Year and PGCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of delivery:</td>
<td>Online</td>
</tr>
<tr>
<td>Owner(s):</td>
<td>Placement Unit – Student Academic and Administration Service</td>
</tr>
<tr>
<td>Review Date:</td>
<td>August 2020</td>
</tr>
</tbody>
</table>

Activity

Independent Study – 10 Minutes in length

Aims of the Video

This video forms part one of the ITE document series that aims to support trainees journey to becoming a Qualified Teacher (QTS).

**What is the common assessment framework:** The Common Assessment Framework (CAF) is intended to enable all school and university trainers to discuss and track progress over time against the Teacher Standards. In addition to this, the framework provides a formal recording mechanism for all trainees to monitor progress and the impact of their teaching on pupil progress throughout the entire programme of study.

**Intended Use:** It is intended to enable all school and university trainees to track progress over time against the teacher standards and therefore will be used in a formative and summative capacity. Students are reminded that the key factor in judging the quality of teaching over time is the: *impact trainees’ teaching has on the quality of pupils’ learning and progress.*

**Expectations:** When assessing the quality of trainees’ teaching over time, reference should be made to the teacher standards in full and should be used to:

- Track progress against the Teacher Standards
- Identify strengths and determine areas for additional development

In addition to this, we expect all trainees to track their own progress and identify any aspects of outstanding practice for ‘good’ and good practice for trainees who ‘require improvement’ in order to show that they are exceeding the minimum aspects of the Teacher Standards.

Students are prompted to read **Page 6** of the CAF which outlines the requirements at each of the placement phases: Beginning, Developing and Extending.

**How to utilise the document as a useful way to track progress:** Students are prompted to use this document in conjunction with other key SPAR documents. However there are two key documents to be used weekly in conjunction with the CAF:

- Development Target Running Record -Areas to develop
- Trainee Placement Weekly Review
Students are requested to be realistic in their progression and ensure they have evidence that addresses each of the eight standards – We are not expecting students to collect a whole file, however students will be expected to map out this evidence for example; signposting to certain documents or children’s work.

Students are reminded that there are eight teacher standards; Also Part 2: Personal and Professional conduct- which has to be at graded at least ‘Good’ all of the time

Guidance for the weekly meetings - reviewing progress and assessment: On a weekly basis whilst in school, trainees must have a formal weekly review meeting with their mentor. A partnership tutor (UPT) will conduct QA visits during the placement. Trainees must be able to demonstrate evidence of their progress and the progress and learning of the pupils they teach for discussion and appraisal.

Intended Learning Outcomes

On successful completion of this video, you will be able to:

1. Have an overview of the Common Assessment Framework
2. Understand the Teacher Standards
3. Track realistic progress by identifying both strengths and weaknesses
4. How to collect evidence and map against the teacher standards
5. Mapping progress of children through trainee weekly review

Additional Notes

In addition to this video students are expected to familiarise themselves with all placement documentation and are requested to watch the following support material videos

- Understanding Placement Supplements
- Planning for Trainee Teachers
- Tracking Pupil Progress

Should students have any questions, they can contact either their University Partnership Tutor and or Programme Leader.