Text

Description automatically generated with medium confidence

**Primary UG Level 6/PGCE Stage 3 Trainee Assessment of Pupils & Class**

In Level 6 or Stage 3, you will be assessing a small group of pupils and as a whole class, to develop a thorough overview of the progress your children are making under your teaching.

**Weeks 1-7:**

* Working closely with your class teacher, you will select 6 pupils.
* Your choice of children will be bespoke to your class – how you select them will depend on the demographic of your class and school. Your children MAY come from groups that include ability groups, SEN, EAL, Pupil Premium and FSM, summer born, gender, SEMH or other groups that are appropriate for your class.
* In week one, discuss these children with your class teacher and agree a baseline assessment of their current progress status and needs.
* Each week, you will assess these pupils in ways that are appropriate for their age and stage. You will gather evidence of their learning or gaps in learning from your observations, the things they say, their written or paper-based work, your marking, photographs of active learning. These are your own notes that are designed to inform and support your practice and can be in bullet point and note form. There is no expectation of presentation.
* You will match this evidence to your learning objectives to build a clear picture of what each child is able to do independently, needs support with or has gaps in learning showing.
* From this, you will develop next steps for each child and discuss these with your Mentor.
* A section of time from your weekly meeting will be given to discussing these children so that you receive expert modelling in how to use your observations to build an assessment picture. This may include marking together or contributing to an online progress journal.
* There is no pro forma for this. You can use a system that is in use in school or that colleagues use, or you can develop your own. This may be paper or computer-based. Evidence of this should be stored in your OneDrive (child initials only).

**Weeks 8 & 9:**

* You will build a whole-class data summary, in English and maths/communication & language and mathematical development, that mirrors a half-termly or termly whole-class data capture exercise.
* Please discuss how this is done in your setting. Our pro forma below is for you to use if it is not appropriate or feasible to use your school’s system.
* Assess each child against the expectations for their age and stage. Mark if they are working towards this expectation, working at the expected standard or working at greater depth to this expectation *at the time you are assessing them*.
* You will also state whether they are on track to be where they need to be at the end of the school year. Please use the school data for their term 1 entry data and the end of year predictions.
* Discuss this assessment with the class teacher so that you receive expert modelling in how professionals arrive at their judgements and what evidence is used.

**Whole Class Data Capture Optional Pro forma**

|  |  |  |  |
| --- | --- | --- | --- |
| **Child’s Initials** | **Term 1 Entry Assessment** | **Current Assessment** | **End-of-Year Prediction** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |